

Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and Church.

SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

February 19, 2021

MEETING DATE:	Friday, February 19, 2021
LOCATION OF MEETING:	Microsoft Teams Meeting & CEC Board Room
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM - 2:42 PM
NEXT MEETING:	1:30 PM Friday, March 26, 2021

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Member at Large, Chair
2.	<input checked="" type="checkbox"/>	Diane VanderZande	Member at Large, Vice Chair
3.	<input checked="" type="checkbox"/>	Dianne Griffiths	Member at Large
4.	<input checked="" type="checkbox"/>	Tom Fawcett	Member at Large
5.	<input type="checkbox"/>	Leslie Legros	Member at Large
6.	<input checked="" type="checkbox"/>	Angela Holmstrom	KACL Representative
7.	<input checked="" type="checkbox"/>	Joel Willett	FIREFLY Representative
8.	<input type="checkbox"/>	Paul White	Director of Education
9.	<input checked="" type="checkbox"/>	Phyllis Eikre	Advisor to the Director of Education
10.	<input checked="" type="checkbox"/>	Andrea Batters	Special Education Coordinator
11.	<input checked="" type="checkbox"/>	Anne Sweeney	Trustee Representative
12.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. Opening Prayer - Andrea Batters

2. Roll Call: Paul White- Regrets
Leslie Legros - Absent

3. Approval of January 15, 2021 meeting minutes

Accepted by: Dianne VanderZande

Seconded by: Tom Fawcett

4. Correspondence: Letter from Durham District School Board for On-Line Learning Support – Attached 4
Noted by the SEAC committee.

5. New Business: Reschedule April 16 SEAC meeting

Meeting has been rescheduled to April 30, 2021 at 1:30 p.m.

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6. Professional Development: Jordan's Principal – Attached 6

Alecia Cox – Jordan's Principal's Program Lead and Navigator

Joel Willet responded that FIREFLY does a lot of submissions for their clients for Jordan's Principal. She asked for clarification from Alicia, moving forward, if students are attending a KCDSB school should FIREFLY still be submitting letters of support or if they should be asking KCDSB to submit the applications?

Alecia Cox responded all the claims she has submitted so far have come through the school but agrees it would be best to work as a team with FIREFLY to know the connections everyone has to the students and what services are being provided.

Andrea Batters also responded, at present, the submissions for the students are being done through the school teams, so the supports and equipment align with the student's educational needs. She agrees collaboration would be beneficial, so long as there is written parent/guardian consent for information sharing between the school and agency, to prevent delays.

She would like to connect again with Alicia and Joel to map out where there may be process overlap.

Joel Willett asked if Alecia will be doing applications for home and school supports or just for the school supports?

Alecia Cox replied that all applications she has done so far have been school based.

Andrea Batters reiterated that the applications they are submitting are based on educational needs.

Joel Willett asked if she could share Alecia's contact information with the clinicians at FIREFLY that provide service to the KCDSB schools?

Alecia Cox responded to please share her contact information: acox@kcdsb.on.ca

Norine Schram commented in today's meeting it is easy to see how complicated things can get when more than one organization or funding body is involved. The whole point of this is to avoid delays in service to the child. She is looking forward to seeing how we will work together as a team to provide services to ensure all the educational and home needs of the child are being met, without disruptions and delays. She is hoping you can come back to SEAC in the future and report back on your collaboration.

Joel Willet also brought forward a question from one of the FIREFLY clinicians. For clients who are First Nation that are attending a provincially funded school, are we accessing SEA funding to advocate for equipment or are we accessing Jordan's Principal? Is there a plan to apply to one before the other?

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Andrea Batters responded for all the students in our board they have access to the SEA funding in the situations where there is the supporting documentation by a clinician who is recognised by the SEA process and the Ministry guidelines. There may be instances without documentation where a student does not qualify for certain services but can benefit for additional supports through the Jordan's Principal program. The process going forward would be by SEA claim first.

7. School Updates – Andrea Batters - Attached 15

8. Business arising from last meeting: Nil

9. Agency Reports

- **FIREFLY – Joel Willett – Attached 18**

Norine Schram asked if FIREFLY is having an issue with not being able to advocate for more services and more funding?

Joel Willett replied that the Ministry looks at the number of clients being served. Each year FIREFLY sets targets for how many clients they will be able to serve based on the number of staff positions. It is not based on waiting list numbers.

- **KACL – Angela Holmstrom:** KACL was able to provide a presentation on, *Inclusion*, to education assistants on the PD day on January 29th. We reviewed the evolution of supports for children with disabilities from exclusion through to inclusion. We explored why inclusion is so important to our schools, including the legal ramifications, and the outcomes based on the inclusion model and the benefits to relationships for children. We discussed the concept of social role valorization as well as the practical ways to ensure that inclusion is being done daily in the classroom. It was a great session and we enjoyed being able to do it.

Andrea Batters thanked Angela for doing the session with our education assistance. The feedback has been very positive, and everyone took a lot away from the session.

- **Other Reports from Members-at-Large**

- **Tom Fawcett:** Nothing to report.
- **Dianne Griffiths:** Nothing to report.
- **Leslie Legros:** Absent
- **Diane VanderZande:** Nothing to report.
- **Norine Schram:** Nothing to report.

- **Trustee Report – Anne Sweeney – Attached 19**

- **Coordinator Report – Andrea Batters - Attached 27**

- **Next Meeting: Friday, March 26, 2021, 1:30 PM, Microsoft Teams**



Durham District School Board
400 Taunton Road East
Whitby, Ontario L1R 2K6
Ph: 905-666-5500
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ddsb.ca

February 9, 2021

The Honorable Stephen Lecce
Minister of Education
315 Front Street West, 14th Floor
Toronto ON M7A 0B8

Dear Minister Lecce:

Re: On-Line Learning Supports/ Universal Design for Learning

As staff and students in Durham District School Board and the rest of the province pivot again to remote learning, members of SEAC would like to encourage the Ministry of Education to strengthen its commitment to Universal Design for Learning (UDL) by ensuring provincial online learning resources, and platforms used to access said resources, are accessible to all students. Further, we wish to impress upon the Ministry the urgent need to update and continue to ensure that previously-created content remains or becomes accessible.

We welcome the Ministry's November 2020 commitment to additional elementary online learning supports in their partnerships with TVO and TFO to "provide high quality remote learning resources." As these new resources are created and maintained, a commitment and focus to create accessible resources is critical for the ongoing learning of students with special needs. For instance, when videos have instructors delivering lessons with interactive whiteboards, use of developmentally-appropriate wait time should be incorporated to allow for processing. Further, Descriptive Video (DV) should be available on all videos, textual documents must be made available in an accessible PDF, and text format such as Word or HTML to ensure access and compatibility to all readers for students with vision loss or impaired vision. In the case of Closed Captioning (CC), the timing and accuracy should be improved to ensure that communication for students who are Deaf or Hard of Hearing is not impeded.

In grades 9 to 12, we recognize that E-Learning is being promoted as “it gives students more choices to customize their education based on their strengths, needs and interests.” Our concern is that courses are not maintained and contain links that are broken and resources that fail to meet today's basic accessibility standards. Some examples of this relate to the concern that captioning, transcripts and described video are often unavailable which means E-Learning is, in fact, less accessible and does not meet the strengths or needs of many of our exceptional students. This consistent review and revision could ensure that Ontario’s resources reflect the diverse students of the province and meet their respective needs.

All of the Ministry’s resources should champion UDL, and the suggestions we make are meant to be the minimum standard expected. To be a leader, the Province should make a commitment to procuring provincial access to technology which integrates accessibility and allows UDL to be more easily integrated, as well as to ensure the Province is following its own principles contained in the *Accessibility for Ontarians with Disabilities Act* (AODA). We also encourage the Province to make a broader commitment to platforms that champion accessibility and to partner with Ontarians with disabilities who have lived experience, so that those it serves play an integral part in the work being done and ensures that the Province can reach the goal of universally-accessible learning for all.

In conclusion, we stress to the Ministry that, while the resources provide students with greater options for their education, the Ministry must also ensure that these resource options are available to all students by keeping accessibility at the forefront of all planning.

Yours truly,



SEAC Chair
Durham District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

Jordan's Principle

**Cultural, Achievement, Support, and
Engagement Program**

Who was Jordon?



Jordan's Principle Order - Effective January 2016



Our Vision



Culture, Achievement, Support, and Engagement (CASE) program

-To support the unmet health and social needs of children and youth

- Ensure that First Nation children have access to needed health services and supports

-To build relationships with KCDSB and our surrounding communities.

- To work as one and support each other in providing the best care for every child and youth

Mental Health Workers

- Able to respond to emergent student affective needs
- Support board, classroom & small group programming
- Supports have been instrumental during the COVID-19 Pandemic

Ashley Creed



Leslie Creswicke



Elder in Residence

Elder Terry Skead

- **Knowledge carrier**
- **Supports students with cultural ways of knowing**



Positive Behavioural Intervention Support Coach (PBIS C)

Kaila Drager

- **Support the educator team, in consultation with the student and parents, in**
 - **Identifying,**
 - **Developing,**
 - **Monitoring,**
 - **and Assessing****a student's individualized behavioural program goals**



The Plan

- Gather information from students, families, staff, and communities
- Develop and Implement After-School Programming for
 - Students, and
 - Parents
- Seek ongoing feedback on unmet health, social or educational program needs
- Engage in collaborating with stakeholders on innovative and responsive projects



Sources Consulted and Credits

[A History of Residential Schools in Canada - CBC News \(2016, March 21\) Retrieved from](#)

[**Canadian Paediatric Society - Jordan's Principle \(2019, February 28\)**](#)

[Canadian Human Rights Commission](#)

[Caring and Safe Schools in Ontario, 2010](#)

[**Elder in Residence**](#)

[Independent First Nation \(IFN\) Communities \(2019\). Jordan's Principle - A Child First Initiative \[Pamphlet\] .](#)

[Jordan's Principle - Government of Canada \(2019, May 24\)](#)

[Jordan's Principle Request - Government of Canada \(2018, May 5\)](#)

[Sarah Pyzer, Positive Behavioural Supports Lead, Kenora Catholic District School Board](#)

[The Jordan's Principle Working Group \(2015\) Without denial, delay, or disruption: Ensuring First Nations children's access to equitable services through Jordan's Principle. Ottawa, ON: Assembly of First Nations.](#)

[Truth and Reconciliation Commission of Canada](#)

KCDSB February 2021 School SEAC Updates

Ecole Ste-Marguerite Bourgeoys

All student IEPs are continuing to be reviewed and updated as they are put into the new student record system, Aspen. The latest IEP [revisions] are being mailed out today to give parents an opportunity [to provide] their feedback.

The student support focus also continues to be working on Tier 1 interventions in both Math and Literacy in order to address the needs of students that are struggling in the primary grades.

The LRT has been doing some data-based intervention with students, targeting specific areas of need based on the In-School Assessments. Example: target teaching of sound blends.

We are continuing to build strong relationships with outside agencies, such as FIREFLY, to find the most effective strategy to meet out student's needs.

We are continuing to build strong relationships with outside agencies, such as FIREFLY, to find the most effective strategies to meet our students' needs.

Pope John Paul II

New LRTs joining Anissa Fraser and the PJPII IST are Tahsha Shelske and Jessica Kolshuk.

-continuing to use Assistive Augmentative Communication with students in the form of low-tech communication boards and ProLoQuo2 on the iPad

-ongoing communication and consultation with the Occupational Therapist and Speech and Language Pathologist from FIREFLY

-weekly online and in-person Speech and Language and Occupational Therapy visits from FIREFLY

-weekly Tiny-Eye online Speech and Language sessions

-ongoing EMPOWER Reading sessions

-daily Literacy intervention

-weekly IST meetings

-Term 2 IEP consultations and development with classroom teachers, Tammy Bush-Principal, Sarah Pyzer-PBIS Support Lead, and Andrea Batters-Special Education Coordinator

-ongoing consultation and programming with Sarah Pyzer, PBIS Support Lead, utilizing the ABLLS curriculum

-Jordan's Principle referrals

St. Isidore Virtual School

Here is how our elementary and secondary students are continuing to be supported at St. Isidore Virtual School:

- We maintain regular communication with teachers, parents, and students to assist with student engagement and IEP goals.
- We have weekly IST meetings to discuss next steps for student support.
- Empower: Grades 2-5 spelling and decoding is being offered virtually to elementary students.
- A Google Classroom support space has been created for both elementary and secondary students. Students are provided with small group instruction, or 1:1 assistance as needed, via Google Meet.
- Offline learning packages have been prepared and distributed to students who have been exempt from synchronous learning, or who require supplemental materials to help enhance their learning experiences in the virtual classroom.

St. John School

Our students at SJS continue to amaze us with their resiliency surrounding everything outside of the school norm with regards to COVID. This month (when it wasn't too cold), our Grade 3, 5/6, 6/7 and 7/8 classes have been taking their learning outside for “Nature School” during one block of instruction each week. Teamwork, problem solving, and determining rules and boundaries, have been skills that our students have been working on while outside. Teachers report that their students are enjoying being able to figure out their own comfort levels with new and challenging tasks, they have witnessed children take the lead in planning situations--which would not be characteristic of them in the classroom—and have all agreed that their students come back into school, refreshed and recharged.

St. Louis Living Arts School

This year we decided as a staff, to bring a new sense of energy and excitement to the school. Our plan was to become St. Louis Living Arts School. Through the Living Arts, we are exploring the richness of nature and building new skills through careful observation, working with our hands, and sharing experiences with community. To date, our students have collectively learned 25 new skills, such as pickling vegetables, cider making, machine sewing, wood carving, calligraphy, and book binding, to name few. We have seen a positive impact on student engagement, attendance, excitement about learning new skills, and a willingness to try new things.

Something that we've noted is that the Living Arts programming has allowed for differentiation to accommodate the learning styles of all learners. For example, students learned about the math concept of area when they sewed stockings and learned about storytelling through the creation of story cubes and story stones. These activities gave all children the opportunity to demonstrate their learning in various ways, beyond the traditional pencil and paper activities. Students with special needs, who may have been more hesitant to participate in certain classroom activities, are all participating willingly and enthusiastically in Living Arts Workshops. Students feel ownership in their learning and a sense of responsibility because they are trusted to use real tools, real cooking

utensils, and real arts materials. All students are proud of their work, and staff are so pleased to celebrate their successes with them. As well, our online workshops have provided us with an additional ability to connect with and support the mental health and well-being of students and families, beyond our school day, in a time when connection to each other has been more limited.

We are pleased with the differentiation the Living Arts offer to all our students.

St. Thomas Aquinas High School

Reading Programs: The Empower and FAST reading programs are progressing well. Students continue to make gains in their reading.

IEPs: Grade 7-12 IEPs will be mailed home at the end of the month so we have been busy meeting with teachers, EAs and students to review the IEPs and support with accommodations and modifications. A focus this term has been on brainstorming ways to support students with ODD and we continue to search for subject/course-specific resources to support teachers with modifications for their students.

IPRCs: We have been completing virtual IPRC meetings as they come up.

Assessments: We have been completing in-school assessments such as the KTEA-Brief and Key Math, and training Kirsten on the assessments. Referral packages are also being completed as we plan for Sullivan and Associates to arrive and complete reassessments and assessments. Referrals continue to occur for Firefly services.

Transitions: We continue to stay in close communication with Mark Richards and Sommer Kennedy to ensure consistent support for students switching between in-person and virtual learning.

Collaboration: We continue to work closely with board and outside service providers.

Funding Priorities: We have worked closely with board SLP Heather Riddell. As a team we are interested in exploring SLP supports other than consultative services for our grade 7-12 students who require Speech-Language support.


FIREFLY
 KCDSB SEAC update
 February 19, 2021

- Respite project: focus is to increase access to qualified respite workers. This will include: free training to be available to begin to access in March 2021. This will consist of online training, First Aid/CPR, access to specific areas of focus presented by clinicians
- Caregiver-Mediated Early Years Program Application(MCCSS): submitted in collaboration with Thrive, GJCC, One Kids Place and CCR to service the North
- **PEERS (Program for the Education and Enrichment of Relational Skills):**
 - FIREFLY is trialing a program called PEERS, which is a program designed to help adolescents (12-18) make and keep friends through working on social skills. The program teaches “ecologically valid” social skills (skills that work in real-life situations) and is appropriate for adolescents that are socially motivated.
 - It is very important that the youth is motivated to participate in the program (I.e., they want to develop/work on social skills). If this has not been identified by the youth as a goal, this may not be the best program for them.
 - This program is a pilot FIREFLY is running from March-June, and there is no waitlist for future participation at this time. Participants will be chosen based on a variety of criteria (group composition, highest need, etc). Being referred to PEERS gives you the opportunity to be chosen for the pilot, but does not guarantee participation in the PEERS program.
 - Some areas of learning include: conversation skills, electronic communication, choosing appropriate friends, using appropriate humour, entering and exiting conversations, handling conflict and peer rejection, hosting or being a guest at get-togethers.
 - Duration is 16 weeks starting mid-March (after March Break) and will take place in the evening (between 6 and 7:30pm). It is expected that both the caregiver and youth will participate in all sessions. The same caregiver must participate every week.
 - This program is being offered through telepractice only at this time. Both the caregiver and the youth will require a device to join the session separately (2 devices per household).
 - Additional information can be found on the PEERS website: <https://www.semel.ucla.edu/peers>
- Virtual walk in mental health Talk Thursdays: FIREFLY did Candy grams for Valentine's day in grade 7. All High schools in the region for KCDSB, NWCDSD and KPDSB
- Youth mental health Survey out across school boards with 200+ respondents - prizes for classrooms and individuals will be provided
- started a new communication strategy in response to what information youth provided in survey around accessing services - watch social media for those. Will also be playing in schools on hallway TVs.
- Mental health service access options:
 - Single session: walk in basis at Talk Thursdays and at the youth hub.
 - Brief services: up to 4 sessions can be accessed within a few weeks of intake.
- Ongoing counselling services: waitlists vary but currently IN KENORA is 4 months. Encourage people waiting to follow up with the Clinical Manager (on intake forms or call local office)

Your Catholic Trustees held their Regular Board Meeting on **Tuesday, January 19**. Trustees received a presentation from Mariette Martineau on Equity and Inclusive Education, Culturally Relevant Pedagogy, as well as from Wanda Marshall from Grand Council Treaty #3 and Paul White and Shelly Tom on Restorative Practices.

Watch the video of the January 19, 2021, Regular Board Meeting here: https://youtu.be/7w1_iusBy0Q

Here are the highlights of the meeting:

 <p>KCDSB Board Meeting Prayer</p> <hr/> <p>January 19, 2021</p>	<ul style="list-style-type: none"> • (0:15) Opening Prayer with Mariette Martineau • (8:15) Equity and Inclusive Education, Culturally Relevant and Responsive Pedagogy – Mariette Martineau • (24:02) Restorative Practices with Grand Council Treaty #3 – Wanda Marshall, Paul White, and Shelly Tom • (45:07) Student Trustee Report – Julia Tkachuk and Maxwell Froese • (48:25) 2021 – 2022 Draft School Year Calendar – Phyllis Eikre • (52:55) 2020 Director’s Annual Report – Trina Henley • (1:07) COVID-19 Update – Alison Smith
	<p>Please click this LINK to Watch the January 19, 2021 Board Meeting.</p>



(8:15) Equity and Inclusive Education, Culturally Relevant and Responsive Pedagogy

Mariette Martineau provided a report on the board's progress in removing barriers and creating an organizational and climate shift towards becoming a more inclusive and equitable school system.



(24:02) Restorative Practices with Grand Council Treaty #3

Grand Council Treaty #3's Wanda Marshall provided a report on the circle's healing power and how the Restorative Practices process works to reduce issues.



(45:07) Student Trustee Report

Student Trustee Julia Tkachuk and Maxwell Froese provided a report on the activities and initiatives happening at St. Thomas Aquinas High School during January. Students highlighted that through technology, they noted an even better experience during the January remote learning as students and staff were more prepared and ready to pivot to online learning.

Despite the province declaring a state of emergency, students were relieved to go back to school on January 11, knowing that the Northwestern Health Unit believes it is safe for students to be at school.

2021 - 2022 School Year Calendar Survey

Please fill out the survey to provide feedback on the upcoming school year calendar. The survey is short and will only take a minute to complete.

The survey is open until **January 22, 2021**.

Veillez remplir le sondage pour nous faire part de vos commentaires sur le calendrier de la prochaine année scolaire. Le sondage est court et ne prendra qu'une minute à remplir. Le sondage est ouvert jusqu'au **22 janvier 2021**.



(48:25) 2021 – 2022 Draft School Year Calendar

Phyllis Eikre provided a report on the 2021 – 2022 School Year Calendar consultation process that is happening from January 11 to January 22.

The committee, comprised of five area school boards, has two calendars available for consultation.



(52:55) 2020 Director's Annual Report – Trina Henley

Trina Henley provided a report on the 2020 Director's Annual Report, which celebrates the accomplishments of students and staff throughout the year.

Despite 2019 – 2020 being an unprecedented year, Kenora Catholic continued to deliver an exceptional Catholic education to the students. The pandemic has brought Kenora Catholic together and shown how resilient we are in the face of adversity, undaunted in our mission of Growing, Investing and Engaging as we work to transform students' lives through a faith-infused education.

**(1:07) COVID-19 Update – Alison Smith**

Superintendent Alison Smith provided an update on COVID-19. Smith shared information on hand sanitization stations, signage, enhanced cleaning protocols and the hiring of additional custodial staff, as well as the implementation of mandatory masking of students in Grades 1 – 3.



NOTICE OF REGULAR Board Meeting

7:00 PM - Microsoft Teams

Next Meeting Date

The next Regular Board Meeting for the Kenora Catholic District School Board is scheduled for Tuesday, February 16 at 7:00 PM via Microsoft Teams.



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SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report
DATE:	Friday, February 19, 2021
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

The January 29 **Professional Development (PD)** day for **Educational Assistants (EAs)** took place virtually and included the following sessions:

- "Supporting Inclusion" – Angela Holmstrom and Olivia Karle (KACL)
- "Self-Regulation" – Ashley Bryson (KCDSB)
- "Tips for Supporting Students" – Darcy Ura, Eric Hardy and Andrea Batters (KCDSB)
- "Supporting Your Mental Health in the Pandemic" – Sue Devlin, Mental Health Lead (KCDSB)
- "Technology: Virtual Learning Platforms and Tools" - Megan Baker, Technology Enabled Learning Teacher (KCDSB)
- "The Duty to Report" – Anishinaabe Abinoojii Family Services and Kenora Rainy River Family Services

On behalf of the EA PD Planning Committee, I wish to say a big 'thank you' to all our KCDSB participants and to the PD presenters whose tremendous efforts and expertise made the day a successful one towards promoting *learning for all* students. The next PD Day is scheduled for Friday, April 23, with a focus on Numeracy.

On Wednesday, February 3, Charlayne Bliss (Principal of School Support Services/ Special Education Administrator - Rainy River District School Board) and I co-chaired the **Regional Special Education Committee (RSEC)** meeting. This virtual session provided regional special education leaders an opportunity to connect, receive Ministry Updates, Northern Supports Initiative (NSI) information, and PD. **Claudine Munroe, Director of the Special Education/Success for All Branch** at the **Ministry of Education** joined to present on Special Education trends and COVID-19 responses; as well, Director Munroe outlined new and continuing Ministry projects, funding areas, and programs. Retired Education Director Sylvia Parker (RRDSB) provided updates on the "The Doctor Is In" – a non-identifying, virtual telepsychiatry service--provided by Doctor Chi Cheng to **NSI** boards, and NSI project manager Rick Boisvert (Retired Director, NCDSB) gave the NSI financial



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SEAC Report
By Special Education Coordinator

update on the 2020-21 initiative spending areas. For **PD**, KCDSB's Sue Devlin and Sarah Pyzer (Positive Behavioural Interventions & Support Lead) presented on Dr. Bruce Perry's **Neurosequential Model in Education (NME)** that all Kenora Catholic educators have been receiving ongoing PD on to inform and strengthen their approach to understanding and responding to their students' social-emotional needs. Our next virtual RSEC meeting is set for the afternoon of Thursday, June 3.