

## 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

November 20, 2020

MEETING DATE:	Friday, November 20, 2020
LOCATION OF MEETING:	Microsoft Teams Meeting & CEC Training Room
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM - 2:40 PM
NEXT MEETING:	1:30 PM Friday, December 18, 2020

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Member at Large, Chair
2.	<input 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 type="checkbox"/>	Angela Holmstrom	KACL Representative
7.	<input checked="" type="checkbox"/>	Joel Willett	FIREFLY Representative
8.	<input checked="" type="checkbox"/>	Anne Sweeney	Trustee Representative
9.	<input checked="" type="checkbox"/>	Derek Haime	Director of Education
10.	<input checked="" type="checkbox"/>	Andrea Batters	Special Education Coordinator
11.	<input checked="" type="checkbox"/>	Teresa Gallik	Chair of the Board of Trustees
12.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. **Opening Prayer – Andrea Batters**
2. **Roll Call:** Regrets Diane VanderZande, Leslie Legros, Angela Holmstrom
3. **Approval of October 16, 2020 meeting minutes:**  
  
**Moved by: Tom Fawcett**  
**Seconded by: Dianne Griffiths**
4. **Correspondence:** Nil
5. **New Business:** Nil
6. **Professional Development: SEA Funding Presentation – Andrea Batters – Attached**

**Joel Willett** commented that some clinicians' have reported that some families are under the understanding that there is a dedicated budget for their child and they want to maximize it

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throughout the year. Clinicians advocate for the schools to support the child regarding their educational curriculum. She asked where clinicians should direct those questions?

**Andrea Batters** addressed Joel's comment that through discussions with the teachers and the LRTs and the support of the board the funding is based on the student's goals and needs.

**Joel Willett** asked if there is an inventory of surplus equipment that FIREFLY might be able to access if available.

**Derek Haime** reported that the board does keep track of equipment within the board but if there is a community partner that needs equipment that is not being used, we could make that available.

**Dianne Griffiths** asked what the timeline is from the child being recommended for a piece of equipment and the child receiving the equipment.

**Andrea Batters** answered that it can vary depending on availability, suppliers, equipment updates, training, and installation in a school. It typically takes about six to eight weeks but during this time of COVID-19 that timeline has been stretched especially regarding Chromebooks and other computer equipment.

**Derek Haime** added the boards have reached out to the Ministry who have reached out to the manufactures who have said they will prioritize K to 12 education.

**Andrea Batters** also added that any equipment that is turned in is also made available again to students where applicable.

**Dianne Griffiths** commented that in her experience of students with hearing loss ideally it would be good to have the request for equipment in before the school year starts?

**Andrea Batters** replied that one area to aiding students with hearing issues is that classrooms in our schools are equipped with FM systems that help students hear the teacher in a noisy classroom environment. She also commented that if the board is aware of student equipment needs, they could be a part of the students transition plan.

7. **School Updates:** Andrea spoke to school updates in her Coordinator's report.

8. **Business arising from last meeting:**

**Follow up on letter regarding a Request for Fall 2020 Process Exemption: Special Incidence Portion Submission Requirements. – Derek Haime**

**Derek Haime** reported that the board had received notification from the Ministry that they agreed with the Durham District letter and our letter of support was no longer needed.

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ADVISORY COMMITTEE**

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**November 20, 2020**

The Ministry is now giving every board a set amount for the Special Incidents Portion based on last years amount. There is no submission process this year. Regarding new applications, the Ministry will be sending new instruction soon.

### 9. Agency Reports

- **FIREFLY – Joel Willett - Attached**
- **KACL – Angela Holmstrom – Sent regrets**
- **Other Reports from Members-at-Large**

- **Tom Fawcett** – commented that both his grandsons are taking school virtually and they are both doing well and seem to be very happy.

**Teresa Gallik** was glad to hear Tom’s comments but added many of our virtual students are struggling because they do not have the supports, they would have in a classroom.

- **Dianne Griffiths - Nil**
- **Leslie Legros - Regrets**
- **Diane VanderZande - Regrets**
- **Norine Schram:** Norine stated it was interesting to hear the comments and challenges regarding Virtual Schools.
- **Teresa Gallik** reported attendance is an issue with virtual students.

**Tom Fawcett** asked what grades had the most attendance issues?

**Derek Haime** responded that since the new quadmester started the board has seen a big improvement in attendance. In the first quadmester we had about fifty high school students not getting both credits because they did not attend. We have about thirty elementary students who are not attending as well.

**Dianne Griffiths** works with her grandson on his virtual schooling. She finds the time scheduling challenging. He is in a split class so she would like to see him assigned work while the teacher is working with the other grade. She finds there is a lot of time waiting for the next lesson.

**Derek Haime** responded we could pass on her comments generally to teachers, but she should also pass on her concern onto the teacher and principal.

**Norine Schram** asked if there are any plans in place for students who need support who are doing online school on their own.

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**Derek Haime** commented the First Nations Communities are offering supports especially during lockdown. We do have some students that have EAs working with them virtually [online]. Our attendance councillors are working with students who are not participating at all and the board has sought the help of an attendance expert.

10. **Trustee Report – Report from the Board Meeting of October 20, 2020 - Anne Sweeney - Attached**

**Letter to Minister Stephen Lecce from the Trustees of KCDBS – Anne Sweeney – Attached**

11. **Coordinator Report – Andrea Batters – Attached**

**Norine Schram** commented how impressed she is with how well the COVID-19 19 is being handled in the schools and how well it is being controlled.


**Dianne Griffith** asked how the board is handling movement between schools.

**Derek Haime** reported we have some teachers that need to go into the schools but we limit movement from school to school as much as possible while still taking into consideration the role of various educators.

**Joel Willet** asked if she could share Andrea's SEA PowerPoint presentation with the clinicians at FIREFLY.

**Andrea Batters** told her to please share it and that she would email her the link.

12. **Next Meeting: Friday, December 18, 2020, 1:30 PM,  
Training Room at CEC and Microsoft Teams**
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# Special Equipment Amount (SEA)

Prepared by A. Batters- Special Education Coordinator, KCDSB



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# Purpose of SEA Funding



- Provides funding to school boards to assist with the costs of equipment essential to support students with special education needs
- This equipment provides students with accommodations necessary for one or more of the following:



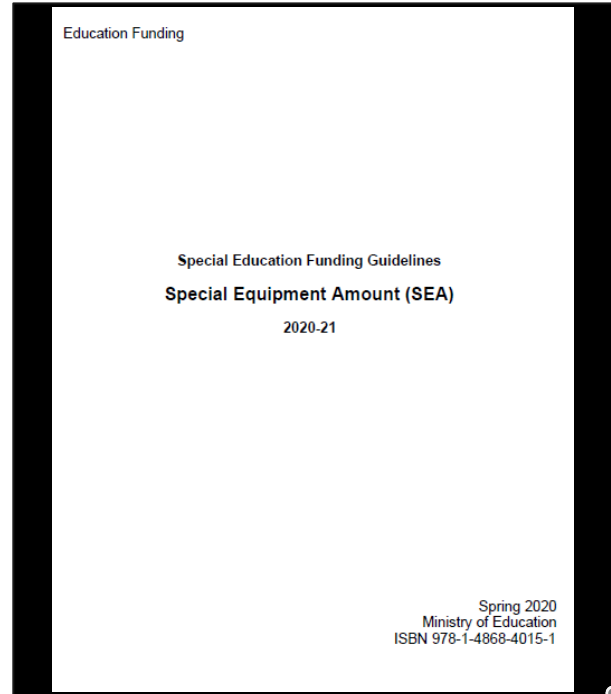
- attending school,
- accessing the Ontario curriculum,
- accessing an alternative program and/or course.





# Two Types of SEA Claims

- Claims-Based Amount
- SEA Per Pupil Amount



# SEA Claims-Based Amount

This funding area covers costs for all non computer based equipment utilized by students with special education needs which may include

- Personal care support equipment
- Physical assists support equipment
- Sensory equipment
- Hearing support equipment
- Vision support equipment



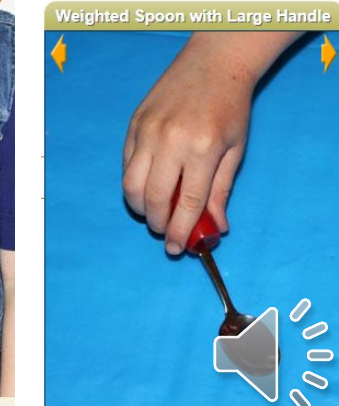
Use to satisfy a sensory need so that the student can function more appropriately.



Teachers of students prescribed a FM System wear the transmitter around their neck which amplifies their voice into the student's hearing aids.



Provides sensory stimulation by providing weight and tightness.





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# SEA Per Pupil Amount (PPA)

This funding area covers expenditures for purchase of technologybased equipment to aid students with special education needs. Some examples include

- Technology devices (e.g. laptops, iPads, headphones, etc.)
- Software and applications
- Training and technician costs





# SEA Documentation

All SEA funding purchases must also include:

- (1) the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program, signed by the principal (SEA PPA and SEA Claims Based);
- (2) an assessment from an appropriately qualified professional (SEA Claims Based only); and
- (3) evidence of proof of purchase, such as a copy of a paid invoice for the equipment and the cost of any maintenance and repairs (SEA PPA and SEA Claims Based).



- \_\_\_ Assessment Report Recommendations
- \_\_\_ Accommodations
- \_\_\_ Program goals (Modified and/or Alternative Programs only)
- \_\_\_ Assessment accommodations (including provincial testing, as appropriate)

## Individual Education Plan

**IEP**

### REASON FOR DEVELOPING THE IEP

 Student Identified as  
Exceptional by IPRC Student not identified by IPRC but requires special education program/services, including  
accommodations and/or modified/alternative learning expectations

### STUDENT PROFILE



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# SEA Claims-Based Requirements

The following **Ministry -recognized professionals** conduct assessments and write a formal recommendation for specialized equipment/technology accommodations for a student, including

- Psychologists
- Physicians
- Audiologists
- Speech Language Pathologists
- Physiotherapists
- Occupational Therapists
- Optometrists/Ophthalmologist



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## Ministry SEA Requirements - Continued

- School connects with parents to let them know that a SEA claim is being submitted to the Ministry on behalf of their child
- Proof of purchase as well as maintenance and repair costs are kept on file
- SEA PPA Items recommended by professionals must not be available through the board's regular school supply or computer-purchasing budget
- SEA ClaimsBased Funding will pay for the cost of a student's individual equipment claims in excess of \$800 per year.





# KCDSB Responsibilities regarding SEA equipment

- Equipment should be repaired before replacement, whenever possible
- Equipment may be shared by several students, when appropriate (e.g. Braille, SmartBoard etc.)
- Equipment will be replaced or upgraded as needed to accommodate



- changes in a student's needs,
- due to changing technology, and
- to better fit a student's strengths and needs as reflected in his/her current IEP

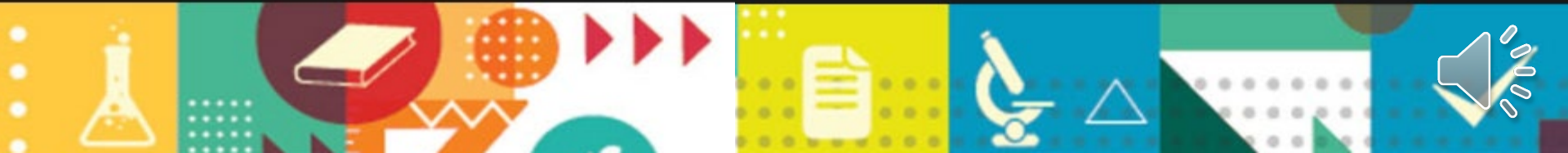




# When a student transfers schools or boards

Steps are taken to support the transfer of equipment between schools or from board to board

- The board receiving the equipment is responsible for requesting the equipment and any shipping costs associated with the transfer
- Equipment is only transferable to Ontario, publicly funded schools
- SEA equipment does not transfer to postsecondary institutions (or the workplace)
- SEA equipment that is no longer being used can be assigned by the board to other students receiving special education programs or services.



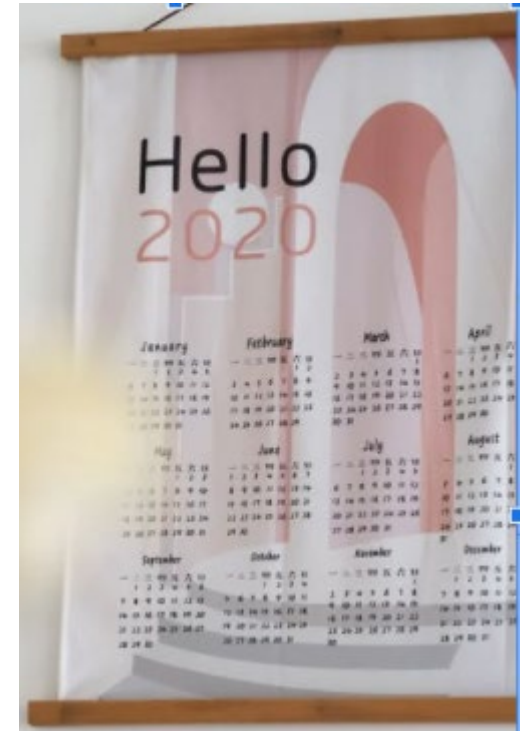
# SEA Ministry Reporting Cycle

SEA Funding claims run from May to April each year

June: the board finance department submits Estimates for the upcoming school year to the Ministry for SEA claimsbased and SEA PPA, based on their projected average daily enrollment (ADE)

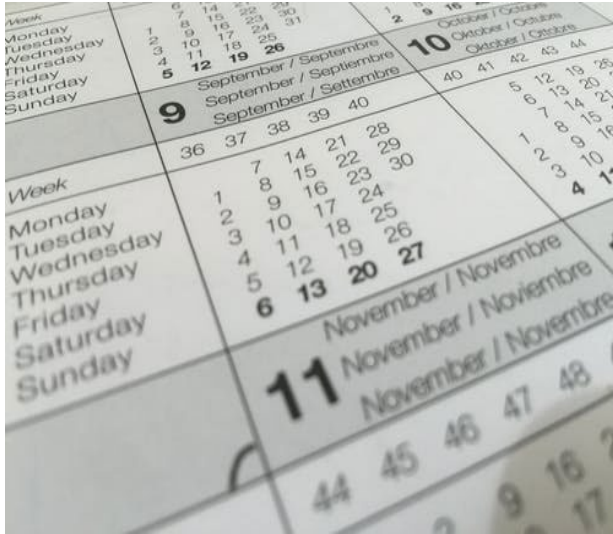
December: the board's Finance Superintendent submits the Revised Estimates and Financial Report to the Ministry for their current school year projections

End of May: the board submit their spreadsheets of SEA claimbased purchases and the SEA PPA Forms that document all equipment and technology purchases made that year





## (Continued) Ministry Reporting Cycle



June: the Ministry Regional Office informs boards of claimsbased approvals for any purchases, or may request additional information

Fall/Winter: the board Finance Superintendent submits final SEA claims based and per pupil funding allocation adjustment updates from the previous school year

June: Ministry approves final SEA amounts after June 30 for the previous school year

Any unspent SEA PPA funds are reported and treated as deferred revenue





# KCDSB SEA Equipment Process Workflow

## SEA/Jordan's Principle Claims – Equipment or Technology (PAGE 1 – School Use)

Please fill in the following information. \_\_\_ = X box for completion. Thank you!

Student:			
Grade:		Date:	
School:			
___ Qualified Professional recommendation(s) * Please attach report(s) to this claim form*			
IEP, attached, aligns with...	___ Assessment Report Recommendations ___ Accommodations AND Individualized Equipment (list SEA/JP items on IEP) ___ Program goals (Modified and/or Alternative Programs only) ___ Assessment accommodations (including provincial testing, as appropriate)		
"X" Claim Type:	___ Special Equipment Amount (SEA)	___ Jordan's Principle	
LRT connects with parents to let them know that a SEA claim is being submitted to the Ministry on behalf of their child			
Andrea forwards order to Cathy with Budget Code:			

\*To aid Cathy in ordering, a screenshot of the item being ordered always helps should a product substitution need to be made.

Equipment Name	Supplier website (link)*	Item number	Quantity	Description/Colour /Options	Price





# Sources

[Ontario Ministry of Education, Special Education Funding Guidelines, Special Equipment Amount \(SEA\) 2020-21](#)

[Halton Catholic District School Board, Special Equipment Amount \(SEA\)](#)

Images: Ontario Ministry of Education <https://www.ontario.ca/page/ministry-education> (p. 3 & 10); Teachers' Gateway to Special Education <https://www.teachspeced.ca/> (p. 4); Guildmarkids sling <https://www.guldmann.com/ca/products/slings/abc-kids/basic-basic-kids> (p. 4); Follett Aspen IEP <https://www.myontarioedu.ca/aspen/logon.do>; All other images Pexels <https://www.pexels.com>



**FIREFLY**  
KCDSB SEAC update  
November 20, 2020

- FIREFLY clinicians continue see all priority level clients. Clients are to be seen virtually whenever possible. If virtual is not possible, face-to-face is allowed.
- FIREFLY is applying to become a Children's Treatment Centre (CTC) through Empowered Kids Ontario in Dec. This recognition does not come with extra funding however once we have the designation, we can apply for specialty clinic funding. Currently our region's CTC is George Jeffrey Children's Centre in Thunder Bay.

## **Trustee Report for the October 20, 2020 Board Meeting – Anne Sweeney**

### **2020 – 2025 Multi-Year Strategic Plan**

Director Derek Haime provided a report about Kenora Catholic's 2020 – 2025 Multi-Year Strategic Plan focusing on three pillars – Growing, Investing, and Engaging.

During his presentation, Dr. Haime shared that he is proud of the MYSP, particularly the student involvement that helped influence and shape the MYSP. Haime shared that Kenora Catholic needs to continue Growing, Investing and Engaging to the benefit of students and the Glory of God.

### **Pivot Plan**

Director Derek Haime shared that Kenora Catholic's Pivot Plan is the result of many people's input, including several hundred students who provided comments on their virtual learning experience. The input of students has helped to shape the direction of the plan, and Haime committed to providing a future report on student feedback.

The aim of Kenora Catholic's Pivot Plan is to help support a rapid transition from in-person learning to remote learning.

The Ministry of Education has said that they need to be prepared to pivot in a 24-hour transition if the Minister Orders school boards to transition to solely remote learning.

### **Enhanced Health and Safety Protocols Through the Eyes of Students**

Student Trustee Julia Tkachuk and Community Relations Lead Rikki Watson shared a video with Trustees about the enhanced health and safety protocols in schools, through the eyes of students.

The students wanted to give families a glimpse of what it's like in schools since visitors are not permitted at this time, and highlights all the new precautions being taken through the eyes of students. The video shows some of the innovative and creative ways schools are adapting to keep students safe such as the magnetic systems on the walls outside of washrooms.

The video was created as part of National School Safety Week and provides a look into each school. It shares the perspective of students on how they are adapting to the new safety realities of attending school during a pandemic.

### **Student Trustee Report**

Student Trustee Julia Tkachuk provided a report on the activities and initiatives happening at St. Thomas Aquinas High School during October. Tkachuk highlighted some of the recent events such as the Terry Fox Run, the Stellar Awards, and Athletic Awards, as well as graduation planning initiatives.

### **Primary Class Size Report**

Superintendent of Business Services, Alison Smith, provided a report on primary class sizes at Kenora Catholic.

Annually administration shares this report with Trustees for information purposes to confirm the board is compliant with the Ministry's Class Size Legislation.

### **2020 Enrolment Report**

Superintendent Smith provided a report on Kenora Catholic's projected enrolment vs. current enrolment as of October 14, 2020. The Board's current enrolment is 1,309 students.



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*Dedicated to Excellence in Catholic Education*

November 12, 2020

The Honourable Stephen Lecce  
Minister of Education  
Ontario Ministry of Education  
438 University Ave.  
Toronto, ON M7A 1N3

Dear Minister Lecce:

We are writing this letter as fellow elected officials with over 100 years of combined experience in educational governance and leadership.

Like you, we are proud of Ontario's four publicly funded education systems. Together we represent one of the best education systems in the world. Andreas Schleicher, Director, Organization for Economic Co-operation and Development (OECD) Directorate for Education and Skills wrote last week, "So the high performers Singapore and Canada also come out on top in global competence (as well as academic achievement). What is more interesting is that Program for International Student Assessment (PISA) high performer Canada does even better on global competence than the high performance of its students in reading, math and science predicts." We all know that Ontario and Alberta regularly complete for the title of top educational jurisdiction in Canada by these and other measures. We are writing this letter to recommend how we can keep and even improve upon this high standard.

As you well know, it is and will continue to be very difficult for our board, and I am sure every board to sustain the current three modes of learning indefinitely. At the Kenora Catholic District School Board we have face to face learning, our virtual schools, and many teachers are live-streaming classes due to frequent absences of students in their classrooms and classes. Reasons for this include severe teacher shortages, insufficient funding and the impact on staff and leader well-being as we try to support these three modes while parents are continuously requesting mode changes. Student and staff health and safety are the top priority, and this cannot be maintained indefinitely under the current conditions. Certainly, my trustee colleagues across the province and I are not aware of any other jurisdiction trying to maintain 2 or 3 modes of learning.

Many of our virtual school students are not attending at all or are only attending sporadically. Many of these students were already counted as being among our most vulnerable. Face to face learning has always been and will always be the best option for the vast majority of students. We recognize that virtual schools were a good option in early September, but given that Ontario schools have proven to be very safe spaces in every way, including with respect to COVID, we hope you will

support our efforts to get all of our students back to face to face school, especially our most vulnerable who are suffering disproportionately. This being said, we will continue to leverage the benefits of technology to enhance face-to-face learning, including having students engage when they cannot get to school due to illness or inclement weather for example.

We do appreciate the difficult job you have and as fellow elected officials, we know how frustrating it is to receive a letter highlighting issues with no hint of suggested solutions. To this end, we have assembled a list of key supports that would allow boards to maintain the three modes of learning for as long as necessary. The following are the top areas of need with possible solutions:

1. Personnel shortages - teachers, supply teachers, French teachers, administration, custodial services, bus drivers. Without qualified staff, teachers, in particular, boards cannot maintain 2 or 3 modes of learning and will soon be forced to provide only one mode. We recommend that you help us reassure parents that our schools are a safe place for students even during COVID and take steps to reduce the number of parents choosing virtual schools for their children with an aim to eliminate this altogether. We are sure you are well aware of the research, which indicates that online learning greatly exacerbates existing inequities. This is a financial issue, but ultimately, without an expanded pool of teacher candidates, no additional finances will solve the problem. In many schools and boards, the payback for lost planning time is accumulating at an alarming rate. One simple mechanism to resolve this mounting problem is to permit early dismissal in elementary schools by approximately 40-50 minutes, which can then be used as teacher planning time. We trustees appreciate the recent decision to revoke Regulation 274, and this will certainly help. As well, we recommend that the 50-day restriction on retired teachers and administrators be lifted and that second-year teacher candidates be granted temporary permission to teach. We realize and appreciate that you continue to advocate for this.
2. Constant movement requests by parents for students to move from one mode of delivery to another based on events outside the control of boards such as increases in COVID-19 numbers, health concerns, family situations, student needs are disruptive to the learning environment of in-person classes and are impacting the ability of principals to focus on the health and safety of students and staff. It is recommended that this option be discontinued until there is further stability in the province.
3. Funding shortfalls – There has been inadequate funding to school boards to manage all requirements of the three modes of learning. Additional funding is required to reimburse boards for expenditures for replacement staff, for additional staff to reduce class sizes, for human resources staff who are managing an ever increasing number of staff on disability, for PPE and cleaning supplies that have had to be purchased by boards, and many other expenses. We do have a small reserve to access, unlike some boards but if this continues as it has it is probable that we will have to spend well in excess of 2% to offset growing costs. Finally, boards have seen a reduction in their enrolments as some students have moved to Home Schooling or are not attending school of any sort at all. However, a reduction of funding will result in reductions in staff and the inevitable reorganizations of classes. We are asking that boards be funded at a minimum level based on their spring projected enrolment. It should also be said that close to 80% of board budgets are spent on salaries, and we have maintained and have even had to increase staffing levels to be able to operate in three modalities.

4. Virtual Learning – As the number of families selecting virtual learning continues to grow, Boards are incurring increasing costs to provide students with technology/devices and, in remote/rural areas of the province, temporary internet service as the number of students selecting virtual learning continues to grow. Boards are also incurring increased expenditures on licenses for online curriculum resources. As well, boards are finding that their IT support staff is stretched beyond reasonable limits as more staff and students require technical support. A longer-term issue is the loss of board owned devices as students have graduated, moved away, or have just lost or damaged them beyond repair. Boards will need to replenish their stock of school equipment before students return to school on a permanent basis. We recommend that additional funds be provided from the second half of the federal funding now rather than waiting until January. As you are aware, access to fast, reliable internet is a particular challenge here in the north, which only makes it even more difficult for a board like ours. We do appreciate the continued efforts that are occurring on this front.
5. Busing – Boards continue to experience driver shortages, costs related to bus cleaning and expenses due to additional runs to increase distancing on buses, health concerns of parents and students regarding bussing services. Additional funding is required, especially given the vast distances we transport our students in the north.
6. Timelines, reports and process expectations have made sense in non-pandemic years however, these expectations are distracting principals and senior administration from their top priority of keeping schools open to support learning and health and safety. We appreciate the steps you have taken and will undoubtedly continue to take as long as COVID-19 is an issue.

We urge you to enable a return to face-to-face at school learning for all virtual school students as soon as possible. We all know students learn best at school, particularly in Ontario schools, the envy of the world. We have better learned during the pandemic, especially that technology can enhance this face-to-face learning, but it can never replace it. As always, we will continue to support you, your Ministry and most importantly, our students and families to keep providing not only a world-class, but the world's best education system.

Yours in Catholic education,



Teresa Gallik  
Chair, The Kenora Catholic District School Board

- cc. Ontario Catholic School Trustees' Association  
Hon. Greg Rickford, MPP Kenora – Rainy River  
Ministry of Education Thunder Bay Regional Office  
Kenora Catholic DSB Trustees  
Kenora Catholic DSB OECTA and OPSEU Unions  
Kenora Catholic DSB Catholic School Councils  
Kenora Catholic DSB Special Education Advisory Committee





## 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 the Church.

SEAC Report  
By Special Education Coordinator

<b>SUBJECT:</b>	Special Education Coordinator's Report
<b>DATE:</b>	Friday, November 20, 2020
<b>PREPARED FOR:</b>	Special Education Advisory Committee
<b>AGENDA AREA:</b>	Public Session
<b>PREPARED BY:</b>	Andrea Batters, Special Education Coordinator

On October 29 and 30, Learning Resource Teachers (LRTs) Kara Orr and Kirsten Dexter completed the first two days of Empower Grades 6-8 Decoding & Spelling literacy program training. Tahsha Schelske and Sommer Kennedy also attended the Empower Grades 2-5 Decoding & Spelling literacy intervention training virtually on these same dates. Empower Reading is a series of evidence-based literacy intervention programs that were developed by Dr. Maureen W. Lovett and her team at SickKids. The program targets students with significant reading and spelling challenges and teaches the strategies which help them become independent and flexible learners. These teachers at St. Thomas Aquinas, Pope John Paul II, and St. Isadore Virtual Schools respectively, are working with groups of up to eight students for about an hour a day to learn these rigorous, evidenced-based reading tools.

On Tuesday, November 17, the Kenora Catholic Educational Assistant Professional Development Day planning committee met to discuss and plan for the January 29 and June 11 PD days. Group members include

Marian McKay - Educational Assistant,  
Sarah Pyzer - Positive Behavioural Interventions and Support Lead,  
Sue Devlin - Mental Health Lead,  
Cindy Melenchenko - Experiential Learning Lead,  
Marnie Buffett - Early Years Coordinator, and myself.

This committee is sending out a PD Topic Interest survey to all EAs and principals seeking their feedback on areas for professional growth and learning.