

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
December 9, 2022**

MEETING DATE:	December 9, 2022
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 – 2:36 PM
NEXT MEETING:	Friday, January 13, 2023 - École Ste-Marguerite Bourgeoys – Microsoft Teams

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Diane VanderZande	Voting Member - Member at Large, Vice Chair
2.	<input type="checkbox"/>	Dianne Griffiths	Voting Member - Member at Large
3.	<input checked="" type="checkbox"/>	Anne Sweeney	Voting Member - Member at Large
4.	<input type="checkbox"/>	Erica Murray	Voting Member - KACL Representative
5.	<input checked="" type="checkbox"/>	Joel Willett	Voting Member - FIREFLY Representative
6.	<input checked="" type="checkbox"/>	Shirley Jette	Voting Member - Harmony Centre for Community Living Red Lake
7.	<input checked="" type="checkbox"/>	Marie Lundin	Voting Member – Trustee Representative
8.	<input checked="" type="checkbox"/>	Nicole Kurtz	Director of Education
9.	<input checked="" type="checkbox"/>	Andrea Batters	Special Education Coordinator
10.	<input type="checkbox"/>	Teresa Gallik	Chair, Board of Trustees
11.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. **Opening Prayer: Nicole Kurtz**

2. **Roll Call – Regrets: Dianne Griffiths, Erica Murray**

3. **Approval of November 18, 2022, Meeting Minutes**

- **Approved: Marie Lundin**
- **Seconded: Joel Willett**

4. **Correspondence: Durham District School Board – SIP Funding Letter November 22, 2022 4**

- **Anne Sweeney** commented that this letter was circulating last school year but because it was an election year we were asked not to send correspondence to the Ministry until after the election.
- **Joel Willett** asked how many students does KCDSB apply for funding and if we are running a deficit?
- **Andrea Batters** replied KCDSB is currently applying for SIP funding for one student. KCDSB criteria for applying is the level of support needed would be very high needs.
- **Joel Willett** asked if the funding needs to be applied for in advance. If a student joins the board in the middle of a school year does the board have the opportunity to apply for SIP funding?
- **Andrea Batters** confirmed the Ministry SIP Funding [business] rules place a due date for the current school year SIP applications [usually the third Friday of December] during of each school year. There is not another opportunity to apply after this timeframe to be considered for funding for that [current] school year.
- **Shirley Jette** asked if you receive funding and the student leaves your board if the funding follows the student.
- **Andrea Batters** responded that the funding stays with the board who applied and the next school year the new board would apply.
- **Nicole Kurtz** asked the SEAC if they would like to send a letter to support DDSB.
- **Joel Willett** agrees to a letter to Minister Lecce in support of DDSB and the committee agreed.
- **It was agreed we will bring a draft letter to the January 13, 2023, SEAC meeting for approval.**

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SPECIAL EDUCATION ADVISORY COMMITTEE

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5. Election of Chair and Vice-Chair as per section 9.(01) <https://www.ontario.ca/laws/regulation/970464>

Joel Willett brought her name forward as Chair for the Kenora Catholic District School Board's, Special Education Advisory Committee.

The SEAC committee accepted her as chair.

We will reach out to Dianne Griffith to see if she would like to take on the role of Vice-Chair.

6. New Business: Nil

7. Professional Development:

- **Creating Your Future -Xello – Cindy Melenchenko, KCDSB Experiential Learning Lead - Attached 6 & 17**
- **Today's ABA – Sarah Pyzer – Positive Behavioural Interventions and Support Lead**
 - **Today's ABA** represents a compassionate, values-based approach to supporting student behaviour. The approach takes a trauma-assumed stance and prioritizes safety, rapport, and televisibility in all interactions and interventions with students. This approach empowers staff members to make changes in real time that are responsive to the student's needs, that acknowledge the student's communication, and that above all else foster the main priorities of safety, rapport, and televisibility. FTF consulting have created different technologies and protocols that follow the underlying philosophy of Today's ABA and that have been rigorously researched and shown to reduce severe problem behaviour. The two main technologies that KCDSB is utilizing are the Universal Protocol (Uni P) and Practical Functional Assessment and Skill-Based Treatment (PFA/SBT).

The PBIS Lead at KCDSB has partnered with SGDSB for intensive training and implementation support through FTF consulting. Through a Building Capacity grant which these leads secured, the PBIS Lead has been able to complete the online training modules for the Uni P and PFA/SBT, as well as access ongoing training and implementation support through FTF consulting. The KCDSB PBIS Lead and the SGDSB PBS Lead and Interventionist meet regularly (weekly) with our FTF consultant. Here we receive coaching in implementing Uni P, PFA/SBT for a specific student and will continue this consultation until we have met the requirements for credentialing. Long term plans for KCDSB are to build capacity in the use of the Uni P, both from an organizational perspective, as well as personalized for individual student needs. It is anticipated that the use of the Uni P and PFA will reduce the need for physical interventions and will create a safe environment for skill building. The PBIS Lead will continue to maintain primary responsibility for training staff in the Uni P, as well as providing direct 1:1 intervention for identified students using the PFA and SBT protocols. There is currently a vacant position – PBIS Coach – which once filled, would also support this. Lastly, the PBIS Lead will continue formal training with FTF next year, to complete the "train the trainer" portion of credentialing to continue to support internal capacity building.

8. Business arising from the last meeting:

- **Michael Jacques Visit – A Batters included with her Coordinator report. - Attached**

9. Agency Reports

- **FIREFLY – Joel Willett - Attached 22**
- **KACL – Erica Murray - Regrets**
- **Harmony House Center for Community Living – Shirley Jette**
 - **Shirley Jette reported they have some vacancies coming up in some programs that will be filled through the Developmental Services Ontario (DSO)**

Other Reports from Members-at-Large

- **Dianne Griffiths - Regrets**
- **Anne Sweeney – Nothing to report**
- **Diane VanderZande – Diane attended the virtual event with Michael Jacque and she commented the audio would have been clearer if they had used mics.**

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ADVISORY COMMITTEE
December 9, 2022**

11. Trustee Report – Nothing to Report - Next Board Meeting is December 13, 2022 – Marie Lundin
12. Coordinator Report – Andrea Batters – Attached **23**
13. Next Meetings: We will begin having our in-school SEAC meetings. We will touch base with the SEAC committee when we return from Christmas to confirm that everyone is comfortable attending in person.

Time	Day	Date	Location
1:30 PM	Friday	January 13, 2023	École Ste-Marguerite Bourgeoys / Microsoft Teams
1:30 PM	Friday	February 17, 2023	St. Louis School / Microsoft Teams
1:30 PM	Friday	March 24, 2023	St. John Paul School / Microsoft Teams
1:30 PM	Friday	April 14, 2023	St. Thomas Aquinas High School / Microsoft Teams
1:30 PM	Tuesday	May 16, 2023	St. John School Red Lake / Microsoft Teams
1:30 PM	Friday	June 16, 2023	Board Office / Microsoft Teams



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6
Phone: 905-666-5500; Toll Free: 1-800-265-3968

November 22, 2022

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

Dear Minister Lecce:

Re: Special Incidence Portion Claim Funding

I am writing to you on behalf of the members of Durham District School Board's (DDSBS) Special Education Advisory Committee (SEAC), to follow up on our letter to you of February 3, 2022, regarding funding of the Special Incidence Portion (SIP).

We once again would like to remind you that, in the spring of 2018, the previous government announced an increase to the SIP claim funding of \$11,016.00, bringing that funding amount up to \$38,016.00 per student from the previous funding amount of \$27,000.00. On August 24, 2018, after school board budgets were prepared and approved, the Ministry announced that the previously-announced increase would be clawed back. Currently the funding received from the Ministry is \$28,803.00, bringing the net increase to \$1,803.00 per student.

SEACs across the province were dismayed by the Ministry of Education decision to claw back that increase, given that the true costs of supporting a student with a SIP claim are significantly higher than the allocated amount. For example, the average cost, including salary and benefits, for an Educational Assistant is \$58,870. A student who requires 2 plus Educational Assistants to support their learning needs would be at a cost of \$117,740 plus. The Ministry of Education's SIP amount covers approximately 24.2 percent of the true cost to support a student with significant learning needs. The DDSB covers the remaining 75.9 percent of the cost from other Special Education and operational grants.

The budget gap at the DDSB between Special Education revenues and expenditures for the last three years has averaged 5.6%. However, in the 2021-2022 school year alone, the DDSB allocated \$6,699,588 more than was given in Special Education Grants to Special Education services. Some of the revenue the DDSB has used to fund this gap is the Local Priorities Funding, which, as you are aware, is not guaranteed annual funding from the Province.

Furthermore, when you take into account the claw-back of the SIP funding increase in 2018, combined with the reallocation of the Special Education Per Pupil Amount, this resulted in a net **decrease** in funding and a further increase in the DDSB's Special Education deficit. In 2017, the Auditor General highlighted that the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review."



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Our SEAC is extremely concerned about the direction funding for special education is taking. Inadequate funding of Special Education puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when school boards are required to take revenues from other areas to meet its statutory commitment to children accessing Special Education services.

We urge the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We further request, once again, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special needs.

Sincerely,

Eva Kyriakides

SEAC Chair

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Hon. Patrice Barns, MPP
Hon. Matthew Rae, MPP
Hon. Marit Stiles, MPP



6

Creating YOUR Future

Leader
of
Experiential Learning
Cindy Melenchenko

Experience & Reflect

- ★ Pocket Processor Cards from Chiji
- ★ Conversation Prompts to Get People Talking, Reflecting & Connecting - Over 200 SLIDES
- ★ Pathway Conversation Starters - Short Version
- ★ Pathway Conversation Starters - Longer Version



FYI - Any underlined word in this presentation is a Hyperlink to a Document

Outlines

Layers for Learning - IPP & IEP

In List Form

Grade 6 - 12

Grade 5 & Under

by Cindy Melencheko Experiential Learning Lead KCDSB



Mindset

★ Your mindset is a set of beliefs that influences how you think, feel, and behave in any given situation.

<https://www.verywellmind.com/what-is-a-mindset-2795025>

★ Are you present and mindful? What are your daily routines for calm? What are your study habits?

★ What are your goals?

Skills

★ Soft Skills for Success are the skills needed to participate and thrive in learning, work and life.

★ Cover Letter, Resume, Interview Skills, and Soft Skills all help with your workplace readiness.

★ Career Life Planning - The 4 Questions

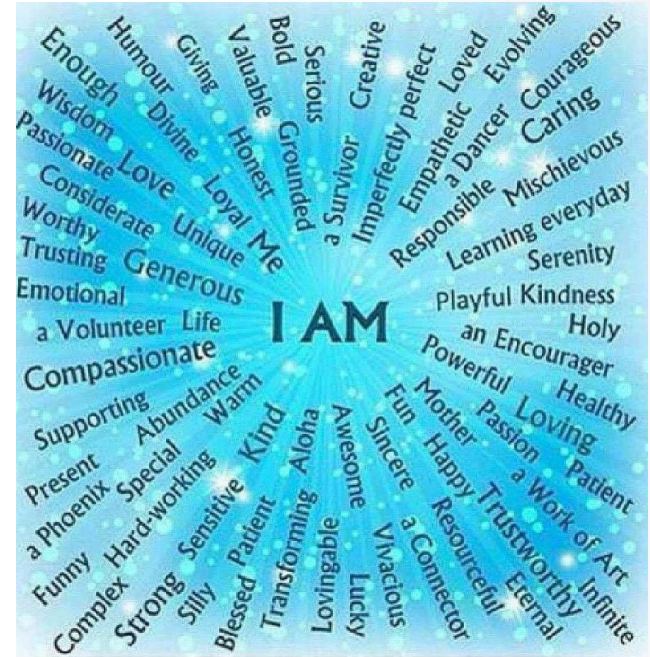
Pathway

★ The goal of a Pathway is to prepare students for the future. It is important to find success and joy in learning throughout high school and beyond.

★ Pathways assist students in planning and pursuing a post-secondary destination that relates to their interests, skills and abilities.


xello - Who AM I?

- ★ What is XELLO?
- ★ Why XELLO?
- ★ How to Login to XELLO
- ★ XELLO QUIZZES
 - Matchmaker
 - Learning Styles
 - Personality Style



Hey Cindy!

25% All Lessons Grade 8



Skills

[Get Started](#)

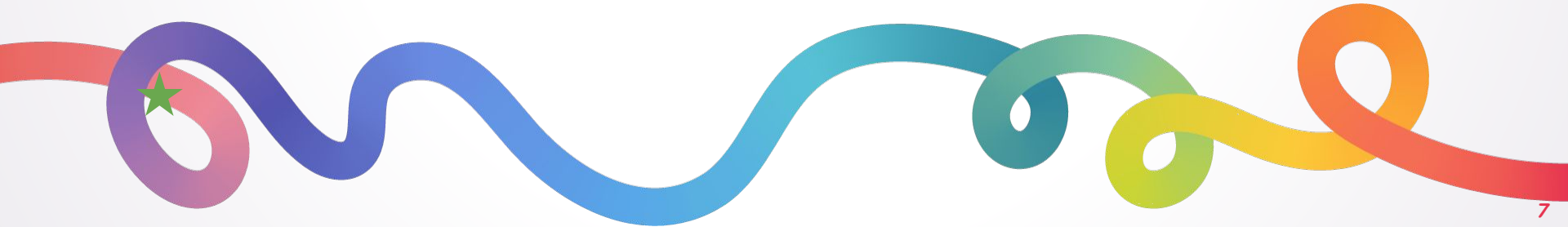
About Me	Explore Options	Goals & Plans
Matchmaker ✓	Careers	My Plans
Personality Style ✓	Schools	Course Planner
Mission Complete ✓	Programs	
Learning Style ✓	Saved Options	

Assignments



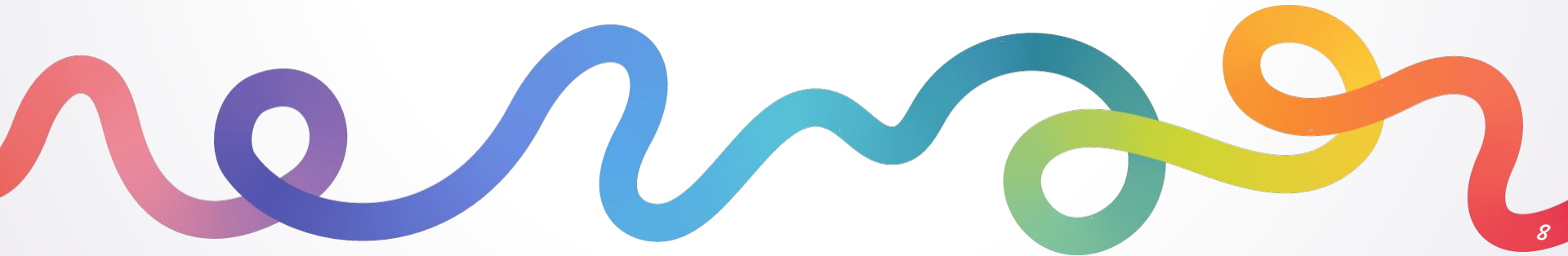
xello - What are my OPPORTUNITIES?

- ★ **Workplace Readiness** Lessons (grade-specific) in XELLO
- ★ Adult support and connection through conferences.
- ★ All Canadian Education Institutions available
- ★ Creating Pathways Ministry Document
 - What are the 4 Questions? - Pear DECK
 - 4 Questions Assignment



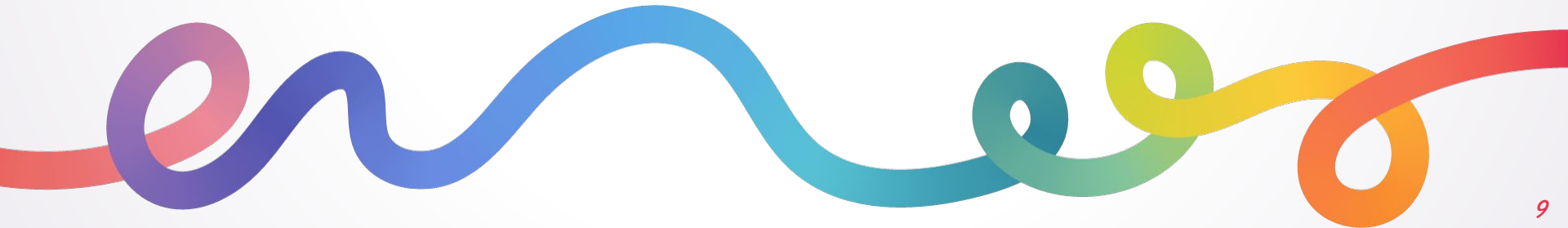
xello - Who will I BECOME?

- ★ **Workplace Readiness** Lessons (grade-specific) in XELLO
- ★ Resume Assignments
- ★ Practicing Interview Skills
- ★ Completing a Job Application
- ★ Adult support and connection through conferences.



xello - What is my PLAN?

- ★ Documenting goals and steps in the students IPP - [XELLO Goals & Plans](#)
- ★ Engage in actionable steps - have a written plan
- ★ Students and an a supportive adult continually review and reflect and adjust the plans as needed
- ★ During the IEP Amendment Process, teachers conference with students to review and incorporate their IPP information into the IEP
- ★ Living conversation that is Student-Led/Centered active in the IEP Review



xello - EXTRAS

- ★ [Xello - Exploring Experiences - Enhanced Xello Profile Assignment #3](#)
- ★ [Culminating - Digital Application - Assignment](#)
- ★ [XELLO & the GLC Ontario Curriculum Connections](#)
- ★ [XELLO LESSONS by GRADE](#)
- ★ [XELLO LINKS](#)
- ★ [Cindy Melenchenko ELL KCDSB YouTube Channel](#)





Thanks!

Any questions?

You can find me at:

cmelencheko@kcdsb.on.ca



Creating YOUR Future Summary
Layers for Learning



Knowing & Growing

All KCDSB Students Complete Annual Individual Pathway Plan

Who Am I? (IPP)

- ★ All Students complete a **Learning Profile in XELLO** and complete
- ★ **Assignments** to Identify
 - Career Matches
 - Learning Styles
 - Personality Styles
- ★ Class SLIDE Presentations

Whole Class Program Benefits:

- ★ Student-Strength Based
- ★ Relationship-Building (NME)
- ★ Many Curriculum Applications



Thinking & Becoming

Communication & Application for Classes

What are the Opportunities?

- ★ **Workplace Readiness Lessons** (grade-specific) in XELLO
- ★ Adult support and connection through conferences - Relationships
- ★ Creating Pathways Ministry Document - 4 Questions Assignment



Communicating & Connecting

Communication & Application for Classes

Who do I want to Become?

- ★ Workplace Readiness Lessons (grade-specific) in XELLO
- ★ Resume Assignments
- ★ Practicing Interview Skills
- ★ Completing a Job Application
- ★ Adult support and connection through conferences. Community Connections.



Doing & Reviewing


Action - Creating and Implementing the Plan

What is the Plan?

- Documenting goals and steps in the students IPP
- Engage in actionable steps
- Students and an a supportive adult continually review and reflect and adjust the plans needed
- During the IEP Amendment Process, teachers conference with students to review and incorporate their IPP information into the IEP.
- Living conversation
Student-Led/Centered IEP Review

FIREFLY
KCDSB SEAC update
December 9, 2022

- We currently have 4 CYMH counsellors off on leave, resulting in a waitlist in Kenora and Red Lake
- SmartStart Hub is fully implemented, and we are excited to have the NWHU as a new partner in the Hub.
- Working on implementing OCEAN online referrals – understand KCDSB is also on OCEAN that will enable faster, more effective/efficient referral pathways from school to FIREFLY.
- FIREFLY was selected as one of 6 pilot sites for “One Stop Talk,” a provincial walk-in. Currently, the pilot is in a testing phase with waitlist clients having access. Hope to hear soon about the next phases. Children, youth, or caregivers can access a single session immediately by phone, chat, or video. (Not crisis response).
- Just wrapping up a DBT group and Trip P Parenting group in Kenora. Planning for a SNAP group in the new year.
- New Speech Language Pathologist, Rehabilitation Assistant and Applied Behavior Analysis Therapist starting January 2023!
- Clinical learning placements in January 2023: 3 OT students Kenora (1 with Child and Youth Development and 2 with Child and Youth Mental Health)
- School Support Program: survey was sent out to behavior team leads at each school board to collect info on needs and wants of their boards/schools and professional learning. Program supports to kick off in January 2023.

 <p>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.</p>	<p>SEAC Report By Special Education Coordinator</p>
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SUBJECT:	Special Education Coordinator's Report – December 2022
DATE:	Friday, December 9, 2022
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

<p>Thursday, November 24 was the first of a two day visit that Michael Jaques and his father Marcel spent here visiting Kenora Catholic schools. The opening event for Michael, an internationally-recognized speaker and advocate for authentic inclusion, was a book presentation to all KCDSB elementary students at Ecole Ste. Marguerite Bourgeoys School. Along with his co-author, Heather Gale, Michael gave a talk to children about including everyone, especially during recess, because recess is meant to be fun. He also explained how he used assistive technology (voice recorder on his iPad) to write his books. Michael was able to answer questions from students and visit some elementary classes as well that day. Lunch was hosted by Mrs. Shouldice's class at St. Thomas Aquinas High School. Michael and Marcel enjoyed a casual meal and chatted with the students. In the afternoon, Michael presented to grades 7 to 12 students and staff about his high school experiences where through educator support and participation in a youth leadership camp, he began his work as an advocate and public speaker for active inclusion. Students learned how Michael overcame many challenges through his active engagement in choosing his learning goals, accessing accommodations such as technology, and very hard work.</p> <p>In the evening on Thursday, November 24 Michael spoke during a community partner public event at Ecole Ste. Marguerite Bourgeoys (KCDSB, KPDSB and KACL). Michael's talk was well attended both in person and virtually via Teams Live link.</p> <p>Friday, November 25 was a system-wide PD day. Michael and his father Marcel Jaques delivered two presentations. One to elementary educators and one to high school staff. Michael - an individual diagnosed with autism and an intellectual disability - shared his personal journey towards achieving his many accomplishments. His talk promoted always including individuals with special learning needs in setting their educational goals and voicing what accommodations work for them. A central part of his presentation was how his advocacy and leadership work began in high school to educate others about kindness and active inclusion. Michael emphasizes how perseverance, a supportive team (parents,</p>	



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SEAC Report
By Special Education Coordinator

educators, the community), and the use of technology allowed him to achieve his ambitions such as graduating high school, getting a job, and publishing two books. A tremendous 'thank you' goes out to everyone involved in the preparations and events that took place while Michael and Marcel Jaques were here spending time with the Kenora Catholic Community.

The **Fall Regional Special Education Committee (RSEC)** meeting took place in Thunder Bay/virtually on **Tuesday, November 29 and Wednesday, November 30**. The RSEC is a network of those who lead special education in their northwestern Ontario school boards, who meet three times a year to gather and share information relating to Special Education priorities in our region. Discussion and presentation topics for the two days of meetings included:

- **Ministry of Education Special Education Updates** from **Claudine Munroe and Catherine McCready**
- **Entry to School and Access Ontario Autism Program (OAP) Updates** presentation by **Andrea Stach & Melissa Stolz** from the **George Jefferies Children's Treatment Centre**
- **Northern Adjustment project and funding update** from **Rick Boisvert**
- **Inclusion & Equity presentation** by Canadian Teacher, University Professor and Education Consultant **Shelly Moore**. Shelly's website **Five Moore Minutes** is a wealth of resources to grow active inclusion in schools and organizations. It can be found here at: <https://fivemooreminutes.com/about/>.