

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
November 18, 2022**

MEETING DATE:	November 18, 2022
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 – 2:49 PM
NEXT MEETING:	Friday, December 9, 2022

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Diane VanderZande	Voting Member - Member at Large, Vice Chair
2.	<input checked="" type="checkbox"/>	Dianne Griffiths	Voting Member - Member at Large
3.	<input checked="" type="checkbox"/>	Anne Sweeney	Voting Member - Member at Large
4.	<input checked="" 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. Welcome new members: Nicole Kurtz

- Shirley Jette - representative for Harmony Centre for Community Living in Red Lake
- Anne Sweeney - New Member at Large.
- Marie Lundin - New Trustee Representative

3. Roll Call – Cathy McQuillan - Regrets – Teresa Gallik

4. Approval of September 23, 2022, Meeting Minutes

- Approved: Diane VanderZande
- Seconded: Dianne Griffiths

5. Review of October 21, 2022, Meeting Minutes

- Approved: Erica Murray
- Seconded: Dianne Griffiths

6. Close October 21, 2022, Meeting

7. Begin November 18, 2022, Meeting

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8. Correspondence: Nil

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

We deferred the vote until the next meeting until Anne Sweeney is present.

10. New Business:

- **Reschedule January 2023 SEAC meeting at SMB to Friday, January 13, 2022 – Cathy McQuillan**
 - SEAC agreed with the meeting date change.
- **2023-2024 School Year Calendar Consultation – Nicole Kurtz**
Nicole consulted the SEAC to get feedback on the proposed 2023-24 School Year Calendar
Nicole will report her finding to the Keewatin Patricia District School Board
- 1. **What is the preferred start date for the 2023-2024 School Year:**
 - a. Week of August 28, 2023 or b) Week of September 4, 2023
- 2. **What is the preferred start date for Christmas Holiday.**
 - a. December 15, 2023 or b) December 22, 2023

11. Professional Development: A Batters

- **Role of the Special Education Advisory Committee (SEAC) <http://www.paac-seac.ca/>** - Sent as a separate document.
- **Special Education Terminology & Acronyms – A Batters** - Attached **Page 4**

12. Business arising from the last meeting: Michael Jacque Community Event November 24, 2022 – C McQuillan

13. Agency Reports

- **FIREFLY – Joel Willett**
 - FIREFLY has been awarded Exemplary Standing from Accreditation Canada
 - Joel told the SEAC that FIREFLY is exploring virtual speech services for clients who were able to manage their own sessions being explored due to SLP vacancies. Lana Goodman has reached out to schools to try to work through the waitlist to provide some virtual SLP services to students in schools.
 - Nicole Kurtz informed the SEAC that it is a staffing issue. We do not have the staff to supervise the student or the space while they are in a session.
 - Joel responded that she will suggest to Lana Goodman that we should offer those services to parents at home.
- **KACL – Erica Murray – Erica reported that KACL has hired Stacey Socholotuk as the Manager of Infant and Child Development.**
- **Harmony House Center for Community Living – Shirley Jette**
Shirley wanted to thank the SEAC for welcoming her as a member.

Other Reports from Members-at-Large

- **Dianne Griffiths – Nothing to report**
- **Anne Sweeney – Anne thank the SEAC and the Board of Trustees for accepting her as a member at large on the SEAC committee:**
- **Diane VanderZande – Dianne commented it is good to see new members on the SEAC committee and welcomed them.**

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14. **Trustee Report – Nicole reported on the Inaugural Board Meeting held on November 15, 2022**
Click the link to read more.

https://www.kcdsb.on.ca/news/central_news/a_new_board_of_trustees_sworn-in

15. **Coordinator Report – Andrea Batters – Attached **Page 13****

16. **Next Meetings:**

Time	Day	Date	Location
1:30 PM	Friday	December 9, 2022	Board Office / Microsoft Teams
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

Special Education Terminology and Acronyms: Prepared for KCDSB SEAC November 2022

This portion of this resource is an excerpt from the Special education in Ontario Kindergarten to Grade 12 – Policy and resource guide, Glossary

The definitions provided in this glossary are specific to special education.

accommodations. Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only.

alternative learning expectations. Statements on the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative learning expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). Examples of alternative programs/courses include speech remediation, social skills, orientation/mobility training, and personal care programs. Alternative programs/courses are provided in both the elementary and the secondary panels.

alternative report. A report that records student achievement of alternative expectations. Student progress should be reported to parents by means of anecdotal comments on an alternative report. It is not required, nor is it advisable, for grades or marks to be assigned for the achievement of alternative expectations. The anecdotal comments should indicate the student's progress/achievement relative to the expectations identified in the IEP, and should comment on the student's strengths and next steps for improvement. This alternative report should accompany the Provincial Report Card at the regular reporting periods. (Some school boards include a section for reporting on the achievement of alternative expectations in the IEP itself.)

annual program goals. Statements on the Individual Education Plan (IEP) describing what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or skill area. Annual goals must be developed if the student's learning expectations are modified from the curriculum expectations for a particular subject or course, or if the student's learning expectations are alternative learning expectations.

applied behaviour analysis (ABA). An effective instructional approach that uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. For example, ABA methods can help a student to develop positive behaviours, learn new skills, and transfer a positive behaviour or response from one situation to another.

assessment. The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and/or the learning expectations identified in the student's IEP. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". Evaluation of student learning is based on "assessment of learning" that provides evidence of

student achievement at strategic times throughout the grade/course/program, often at the end of a period of learning.

community agency. An agency that may be not-for-profit or funded by the Ministry of Children and Youth Services or the Ministry of Health and Long-Term Care. The mandate of such an agency includes the provision of services or support for preschool children with special needs (e.g., the Preschool Speech and Language Program, Infant Hearing Program, Ontario Autism Program).

current (baseline) level of achievement. Information on the IEP summarizing the student's current level of achievement in each of the subjects, courses, or skill areas to which the IEP applies. This information serves as a baseline against which the student's progress towards achievement of his or her learning expectations and annual goals in each subject, course, or skill area will be measured.

Demonstration Schools. Schools operated by the Ministry of Education that provide special residential education programs for students with learning disabilities.

differentiated instruction (DI). A method of teaching that attempts to adapt instruction to suit the differing strengths and needs, interests, learning styles, and readiness to learn of individual students.

equity. A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

exceptional pupil (student). As defined in the Education Act, “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee [the IPRC], established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board....”.

exceptionalities. The Education Act sets out five categories of exceptionalities in the definition of an exceptional pupil including: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that will affect a student's learning needs. For more information see the Categories of Exceptionalities section in Part A of this guide.

Education and Community Partnership Program (ECPP) (formerly known as Care and/or Treatment, Custody and Correctional programs (CTCC)). ECPPs are partnerships with government approved facilities in which school boards offer the educational programming for students who cannot attend local schools because of their need for care, treatment, and/or rehabilitation. The education programs provided in these settings are based on a formal agreement between a school board and an ECPP facility. The school board provides the educational programming and the facility provides the care, treatment, and/or rehabilitation services.

health assessment (or medical assessment). An assessment carried out by a medical doctor or other licensed health professional (such as an audiologist or ophthalmologist). A health assessment may be included as a part of the assessment package for a referral to an IPRC. Informed parental consent must be obtained before the assessment can be done.

Individual Education Plan (IEP). A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. See Part E of this guide for more information on IEPs.

individual educational assessment. An assessment that consists of multiple sources of information and is often conducted by, or under the direction of, the in-school team. Depending on the components of the assessment, parental consent in writing may be required. An individual educational assessment is required by an Identification, Placement, and Review Committee (IPRC) to make a decision about the identification of a student as exceptional and the placement of a student in a special education program.

intervention. The provision of assistance to children and students who are at risk or who have special education needs that may affect their development. Intervention can be remedial or preventive and involves strategies that are designed to improve student learning and growth.

Identification, Placement, and Review Committee (IPRC). A committee of a school board that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year. See Part D of this guide for more information on the IPRC.

learning expectations. Statements on the IEP describing the specific knowledge and skills that the student should be able to demonstrate within a specified time period during the school year. Learning expectations represent the learning a student needs to acquire in order to progress from his or her current level of achievement to achievement of the related annual goals identified in the IEP.

modifications (modified expectations). Statements on the IEP that reflect the changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Ontario Special Education Tribunal (OSET). A tribunal that hears appeals by parents who disagree with the identification and/or placement decision made following a meeting of the Identification, Placement, and Review Committee (IPRC) and a subsequent meeting of the special education appeal board (SEAB). Parents have the right to appeal to the OSET or to the Tribunal de l'enfance en difficulté de l'Ontario (TEDO). Ontario Special Education Tribunals, created by the Education Amendment Act of 1980 (Bill 82), are mandated to provide final and binding decisions to resolve disputes between a parent and a school board concerning the identification and/or placement of an exceptional student.

Provincial Schools. Schools operated by the Ministry of Education for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind.

psychological assessment. An assessment carried out by a member of the College of Psychologists of Ontario – either a psychologist or psychological associate. A psychological assessment may be included as a part of the assessment package for a referral to an IPRC. Informed parental consent must be obtained before the assessment can be done.

special education appeal board (SEAB). A group of three individuals to which parents have a right to appeal the decision of the IPRC. The three individuals, one of whom is selected by the parents, have no prior knowledge of the matter under appeal.

Special Education Advisory Committee (SEAC). A committee of a school board that provides important advice on special education. A SEAC may make recommendations to the board on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students in a board. Each school board in Ontario must establish a SEAC.

Special Education Grant (SEG). One of the special purpose grants allocated by the Grants for Student Needs (GSN). In addition to foundation grants, the ministry provides funding to school boards for students with special education needs through the Special Education Grant. The SEG supports the incremental costs of the additional programs, services, and equipment required to meet the educational needs of students with special education needs and to support positive outcomes for them. In this way, it ensures equity for all students with special education needs.

special education plan. A plan based on province-wide standards that describes the special education programs and services provided by a school board. In accordance with Regulation 306 under the Education Act, each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review. The plan must also be made available to the public.

special education program. As defined in the Education Act, “an educational program [for an exceptional pupil] that is based on and modified by the results of continuous assessment and evaluation and that includes a plan [the IEP] containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil”.

special education services. As defined in the Education Act, “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program”.

speech and language assessment (or communication assessment). An assessment carried out by a speech–language pathologist registered with the College of Audiologists and Speech–Language Pathologists of Ontario. A speech and language assessment may be included as a part of the assessment package for a referral to an IPRC. Informed parental consent must be obtained before the assessment can be done.

the tiered approach. A systematic, sequential instructional approach that uses specific instructional interventions of increasing intensity to address students' needs. It can be used to address either the academic or the behavioural needs of students who are having difficulty.

transition plan. The school's written plan to assist the student in making a successful transition. The transition plan is developed as part of the IEP. Under O. Reg. 181/98, the IEP must include a transition plan for each exceptional student who is 14 years of age or older who is making the transition from secondary school to postsecondary activities, unless the student was identified as exceptional solely on the basis of giftedness. In addition to the requirements under O. Reg. 181/98, ministry policy (Policy/Program Memorandum No. 156) requires that a transition plan be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the basis of giftedness.

transition planning. The process of coordinating a set of activities that prepare students for change and help them adapt to a variety of settings. The starting point for transition planning should be the student's goals. The transition-planning process itself may assist the student in developing and refining his or her goals.

Universal Design for Learning (UDL). A teaching approach that focuses on creating a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

Special Education Acronyms and Terms (Prepared by A.Batters using Ministry of Education and Ministry of Health and Long Term Care web-sources)

e-learning = electronic learning, online learning

SIP = Special Incidence Portion A part of the Special Education Grant. Applications are submitted for students who require two or more support persons when attending school. Data is used to determine Special Incidence Portion (based on complex health and/or safety needs).

Tier 3 (Intervention) – In the KCDSB In-School Team (IST) Process, a student's needs have moved beyond Tier 1 (classroom) supports, and Tier 2 (small group) interventions to require the intensive support of a special education teacher, system personnel or outside professionals.

OLF = Ontario Leadership Framework central to the [Ontario Leadership Strategy](#). The framework describes a set of core leadership competencies and effective practices for principals, vice-principals and supervisory officers. The Leadership Framework is made up of two parts:

1. Leader competencies and practices that have been shown to be effective in improving student achievement.
2. System practices and procedures that boards should have in place to support school and system leaders to be effective.

SEF = School Effectiveness Framework *A support for school improvement and student success* that identifies evidence-based indicators of successful practice in a number of components of effective schools. The indicators, with samples of evidence, assist educators in building coherence and aligning practices across an entire school.

MDT = Multidisciplinary Team Professionals from a range of fields who come together to support education programs (teachers, mental health workers, Autism experts, speech language pathologists, occupational therapists, physiotherapists, etc.)

BCBA = Board Certified Behaviour Analyst A professional who holds this graduate level certification engages in the specific and comprehensive use of the principles of learning in order to address behavioural needs of widely varying individuals in diverse settings.

NSI/NA = Northern Support Initiative → Northern Adjustment is additional funding provided by the Ministry of Education for Northern Ontario school boards to support students with special education needs. The goal is to provide equity to services and improved outcomes for students with special education needs in Northern Ontario.

***LHINS = Local Health Integration Networks**

***CTCs = Children’s Treatment Centres**

***SBRS = School Based Rehabilitation Services** – include physiotherapy (PT), occupational therapy (OT) and speech pathology (PT).

*With the introduction of the Ford Government’s Special Needs Strategy, the government has made changes to School Based Rehabilitation Services. Their goal is to support a smoother transition to service, transition between service providers, and to prevent service gaps and wait lists. This service transfer to Children’s Treatment Centres (CTCs) was completed in January 2019 with the contract management for the delivery of School Based Rehabilitation Services (SBRS) shifting from the Local Health Integration Networks (LHINS) – formerly Community Care Access Centres (CCAC)—to Children’s Treatment Centres (CTCs). Service provider contracts (OT, PT, SLP) were transferred to the CTC with no change to service or delivery model. Our local CTC is FIREFLY.

ASL = American Sign Language

This is a selection¹ of terms relating to Special Education from the [PAAC on SEAC Effective Practices Handbook 2016](#)

Glossary of Terms

BIPSA (Board Improvement Plan for Student Achievement) --Ministry of Education, Student Achievement Division has developed a comprehensive set of tools and resources to assist school districts in planning, designing and monitoring effective improvement strategies. All of these tools – the Board Improvement Plan for Student Achievement, the Board Improvement Planning Assessment Tool and the School Effectiveness Framework – reinforce the understanding that board improvement planning has two main purposes:

1. To improve student learning, achievement and well-being, and 2. To build capacity and sustainability in the skill and knowledge of educators.

The Board Improvement Plan for Student Achievement and its related tools and templates are built on the notion of precise SMART goals based on the analysis of relevant data.

¹ Please note that some Terms were removed to remove redundant definitions that are provided in the sections above.

Curriculum: The province of Ontario has outlined the program, or curriculum, that must be followed to educate children at each grade level. The curriculum describes the expectations (skills and knowledge) that students must acquire as well as the achievement level (e.g., mark or grade). The curriculum is divided into different subject areas (e.g., Language, Mathematics, Social Studies) for both elementary and high school students.

Education Act: The Education Act is the provincial law that governs education in Ontario. All school boards must operate according to this law. The Act includes:

- **Legislation:** These are the overall laws, passed as Bills by government, regarding education
- **Regulations:** These are made by the Minister of Education to expand on the Education Act and give more details about how the Act is to be applied.
- **Policies, and Policy/Program Memoranda (PPMs):** These are policy statements issued by the Ministry and prepared in conformity with the Education Act and its regulations, explaining the ways the Ministry prefers the Act and regulations to be carried out.

EduGains -- is the website that houses Ministry of Education resources to support policies and programs to support improved learning and teaching. Website can be found at:
<http://www.edugains.ca/newsite/HOME/index.html#>

EQAO – The Education Quality and Accountability Office (EQAO) assesses how well Ontario’s public education system is developing students’ reading, writing and math skills, through province-wide standardized tests.

Exceptional Student: According to Ontario law (the Education Act), an exceptional student is a student who has been formally identified by an Identification and Placement Review Committee (IPRC). An exceptional student has significant needs in behaviour, communication, intellectual, physical or multiple areas and meets the provincial and school board criteria for identification. A student who has been identified as ‘exceptional’ must be provided with the supports and services required to meet the exceptional needs

Local Association: A group or organization that provides support to children with special needs and their families; is based in the school board catchment area; and, that is affiliated with a provincial parent association.

Memoranda: These are instructions issued to schools and boards. They are sub-divided into categories of Policy/Program, Business and Safety. They are issued by the Deputy Ministers of Education and are required to be implemented.

Modifications: These are the changes made to the grade level expectations (higher or lower) for a subject or course in order to meet the needs of the student. Modifications may result in providing the student with different content, a slower pace or by changing the expectations for the amount of material learned or the standards of achievement that are expected to be demonstrated.

ODA Accessibility Plans – Under the Ontarians with Disabilities Act (2001) school boards are required to prepare annual accessibility plans which report on the measures the board has taken and intends to take in the coming year to identify, remove and prevent barriers to people with disabilities.

October Report/OnSIS – Ontario Student Information System is a Ministry system for the collection and management of education related data. OnSIS provides comprehensive, depersonalized qualitative data for the purpose of developing evidence based analysis of

student achievement by the Ministry and school boards. School boards are required to submit student data in October and March, including information on exceptionality, IEPs, suspensions and expulsions. The student data was previously submitted once a year in October and was known as the October Report.

The Ontario Human Rights Code is legislation which provides the right to freedom from discrimination based on “disability” in a number of areas, including services such as education. The Code has precedence over all other legislation, including the Education Act.

Parent Guide: Every school board is required to develop a guide for parents that outlines the IPRC process for determining whether a student is exceptional, deciding the student’s placement and on how parents can appeal these decisions.

Regional Office: An office of the Ministry of Education that covers a geographic area of the province, and relates to school boards in that area

Regulation: A legal document developed by the government, in this case the Ministry of Education, to provide details about how a section of legislation will be implemented.

Special Education Advisory Committee (S.E.A.C.): Every board is required to have a SEAC. This committee is composed of volunteers from parent associations, such as OAFCCD, as well as trustees. The purpose of this committee, which usually meets on a monthly basis, is to advise the school board on special education issues. Meetings are open to members of the public.

Special Education Consultant or Co-ordinator: This is usually a Special Education Teacher who has responsibilities at the school board level to support special education. They may be responsible for supporting a number of schools, or for supporting services for a specific exceptionality.

Special Education Plan: Every school board is required to have a plan for the special education programs and services that they provide. The Special Education Plan must be reviewed annually and a report submitted each year to the Ministry identifying any changes.

Special Education Programs: Educational programs that are based on, and modified by, the results of continuous assessment and evaluation, and that include a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

Special Education Services: Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Special Education Plan Checklist: The Ministry of Education provides an annual checklist for school boards to complete regarding the Special Education Plan. The checklist requires school boards to note any changes to the plan and may ask specific questions regarding special education.

Special Education, Student Support or Learning Resource Teacher: Special Education Teachers have additional qualifications in the education of students with exceptional learning needs. Some Special Education Teachers work with a specific group of students for the majority of the school day (e.g.,

learning disabilities, language impairment, mild intellectual disability, etc). In addition, Special Education Teachers may also look after IPRC preparation, arrange case conferences, assist in ongoing assessment, evaluation and reporting, facilitate placements, and act as a liaison with community service providers.

Superintendent: An administrator in the Board of Education who is responsible for either a geographic area or a program area, e.g. Superintendent of Special Education.

Teacher of the Deaf and Hard of Hearing: A professional with post-graduate and specialized training. Teachers of the Deaf are versed in communication, language and literacy development; curriculum and instructional methods; Deaf and Hard-of-Hearing studies; audiology; speech; principles of Auditory Verbal learning and the study of sign languages.



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SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report – November 2022
DATE:	Friday, November 18, 2022
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

In response to his inspiring and insightful talk during the December 2021 SEAC, KCDSB is hosting **public speaker, activist and author, Michael Jaques**. He will spend two days sharing his experiences with students, staff and the community about diversity and belonging. In the morning on **Thursday, November 24**, Michael will speak to grades 3-6 students at Ecole Ste Marguerite Bourgeoys (ESMB; and virtually to St. John School). For the afternoon that day, he will speak to grades 7-12 students at St. Thomas Aquinas High School. As well, at **7:00 pm on November 24**, Michael will present during a **community partner hosted (KCDSB, KPDSB and KACL) public event** held at ESMB. Those who cannot attend Michael's presentation in person that evening may connect virtually via the Teams Live link which will be posted to the KCDSB Facebook page and website.

Additionally, with **Friday, November 25 being a system-wide PD day**, we are fortunate to have Michael present to KCDSB staff about his experiences from life to promote accepting and belonging. Find out more about Michael's many achievements, including his two published books (available in both English & French) by visiting his website at:

<https://www.heresmybook.com/> .

The **Fall Regional Special Education Committee (RSEC)** meeting is set to take 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.