

## 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 17, 2023**

MEETING DATE:	November 17, 2023
LOCATION OF MEETING:	CEC Board Room & Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM – 3:00 PM
NEXT MEETING:	Friday, December 8, 2023 –CEC Board Room & Microsoft Teams- Meeting 1:30 PM

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Joel Willett	Voting Member - FIREFLY Representative - Chair
2.	<input checked="" type="checkbox"/>	Diane VanderZande	Voting Member - Member at Large, Vice Chair
3.	<input checked="" type="checkbox"/>	Dianne Griffiths	Voting Member - Member at Large
4.	<input checked="" type="checkbox"/>	Anne Sweeney	Voting Member - Member at Large
5.	<input checked="" type="checkbox"/>	Lina O'Connor	Voting Member - KACL Representative
6.	<input type="checkbox"/>	Leah Bailey	Alternate – Voting Member – KACL Representative
7.	<input checked="" type="checkbox"/>	Shirley Jette	Voting Member – Harmony Centre for Community Living Red Lake
8.	<input checked="" type="checkbox"/>	Jennifer Parsons	Alternate - Voting Member – Harmony Centre for Community Living Red Lake
9.	<input type="checkbox"/>	Marie Lundin	Voting Member – Trustee Representative
10.	<input checked="" type="checkbox"/>	Nicole Kurtz	Director of Education
11.	<input checked="" type="checkbox"/>	Maureen Frankcom	Assistant to the Director
12.	<input type="checkbox"/>	Andrea Batters	Special Education Coordinator
13.	<input type="checkbox"/>	Teresa Gallik	Chair, Board of Trustees
14.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. Opening Prayer: Nicole Kurtz

2. Roll Call – Cathy McQuillan – Regrets: Marie Lundin, Shirley Jette, Andrea Batters, Teresa Gallik

3. Welcome Jennifer Parsons as the new Harmony Centre for Community Living Red Lake Alternate Representative: Nicole Kurtz

4. Approval of September 22, 2023, Meeting Minutes: Approved: Dianne Griffiths - Seconded: Anne Sweeney

Approval of the October 20, 2023, Meeting Minutes: Approved: Diane VanderZande – Seconded: Lina --

5. Board and Ministry Updates: Nicole Kurtz – 2023-2024 Draft Calendar Consultation – SEAC feedback will be provided to the Calendar Committee

6. Professional Development:

- KCDSB Special Education Survey Results – Nicole Kurtz - Attached **14 - 17**
- SEAC 101 Presentation: Andrea Batters – PDF Attached **18-34** or Click on Link Below to watch video

[Link to shared PowerPoint Video Presentation Final SEAC 101](#)

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7. Correspondence: Nil

8. New Business: Nil

### 9. Agency Reports

#### •FIREFLY – Joel Willett

- Coconut scheduling software system is up and running for clients, families, caregivers, and school appointments. Email and/or text reminders are sent out 1 to 2 days prior to appointments.
- FIREFLY will have some staff vacancies coming up. They have been able to recruit two virtual speech language pathologist who will continue to do assessments and see clients as needed.

Anne Sweeney asked how long the wait list for Speech Pathology is.

Joel Willett responded the list is long. They have been using communications assistants so they can continue to see children and set programming to keep children moving through the school-based rehab service. There is a block system where the children have sessions, and the families can continue working with the children at home. With this system they can see the child up to three times for service.

Families can seek alternate providers while they wait:

SLP

<https://publicregister.caslpo.com/>

#### •KACL – Lina O'Connor – Attached 35-37

#### •Harmony Center for Community Living – Jennifer Parsons

- Harmony Center is an agency in transition. The Center is working towards being able to share the types of programming offered to individuals or transferring into adult services in the Red Lake area.
- Joel Willet asked at what age Harmony Centre would like to be notified of clients who will be coming into their adult services.
- Jennifer Parsons confirmed they should be notified when the client is sixteen so they can start the planning process for the transition.
- Joel Willet inquired about students who were staying enrolled in school until the age of twenty-one. Their school day seems to be made up more of a Co-op work situation. She wanted to know if that is set up through Community Living or if it is established through the school.
- Jennifer Parsons responded that the Co-op terms are being organized through the schools. Harmony Center is a partner with the Co-op program, and they do have some clients who will do a Co-op term with them to meet new people and experience the environment. This helps Harmony Centre to start planning and get to know the client.
- Joel Willer asked Lina O'Conner if this is like what happens at KACL in Kenora.
- Lina O'Conner replied she would bring this question back to the adult team at KACL to ask how the Co-op program works.
- Jennifer Parsons added that Harmony has a Day Program set up, Monday to Friday for their clients.

#### Other Reports from Members-at-Large

#### •Dianne Griffiths – Nothing to report

#### •Anne Sweeney

- Anne Sweeney wanted to follow up regarding having a presentation on EQAO and how they are applied to our Special Education students?
- Nicole Kurtz reported that she spoke with Jamey Robertson, Superintendent of Education, and he asked for clarification in terms of what data you are looking for.

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- Anne Sweeney clarified that she wanted to know what the results were for our board wide Special Education Students with IEP's.
- Nicole Kurtz will take this criteria back to Jamey Robertson.
  
- Anne Sweeney wanted to credit the parent groups who are organizing school lunch programs throughout our schools.
  
- Anne Sweeney wondered if we could communicate information again to our parents about the KCDSB App and how to access it.
- Nicole Kurtz replied she would talk to the principals of the school to send out a communication about the app.
  
- The SEAC asked if the board could do a presentation to parents/guardians on the IEP process?

•Diane VanderZande – Nothing to report

10. Trustee Report – Marie Lundin – Marie sent her regrets.
  11. Coordinator Report – Andrea Batters - Attached **38-39**
  12. Next Meetings: December 8, 2023
-

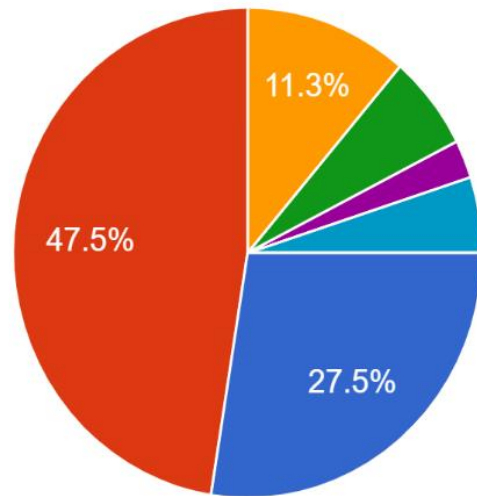
# SEAC Meeting

November 17<sup>th</sup>, 2023

# KCDSB – Special Education Survey 2022-2023

What is your current role?

80 responses

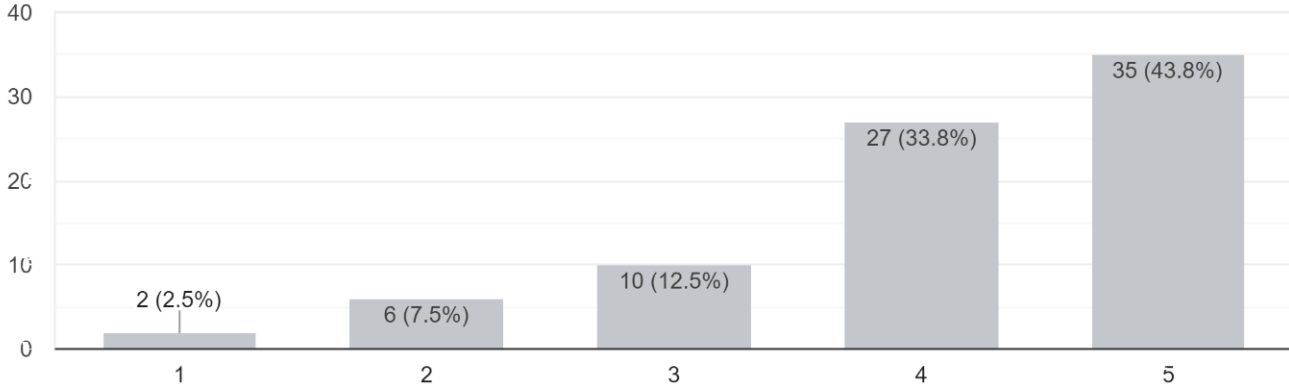


- Educational Assistant
- Classroom Teacher
- Learning Resource Teacher
- Principal/Vice-Principal
- System Teacher
- Other

# KCDSB – Special Education Survey 2022-2023

How familiar are you with the role of the In-School Team

80 responses

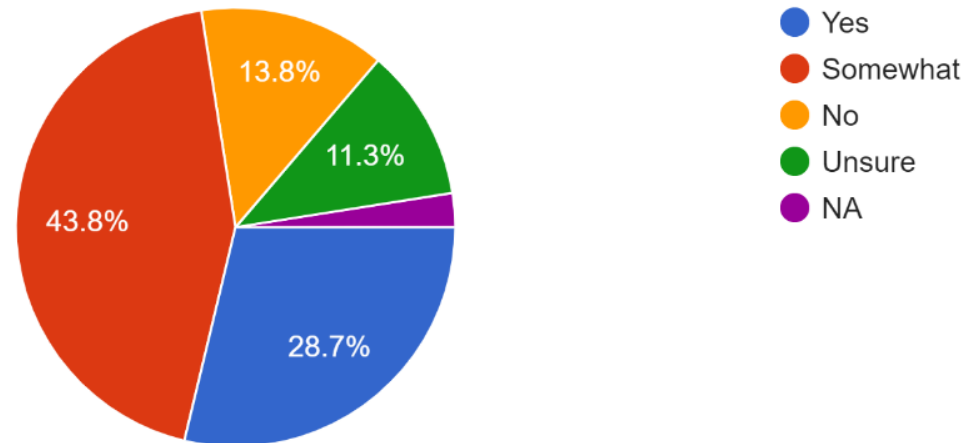


1 – Familiar 5- Very Familiar

# KCDSB – Special Education Survey 2022-2023

Does the function of the In-School Team meet your needs?

80 responses



# Suggestions to improve the function of the In- School Team



Increase follow-up communications after a meeting



Ensure Education Assistants who work directly with the student are included in the consultation and/or meeting (where possible) as well as the strategies.



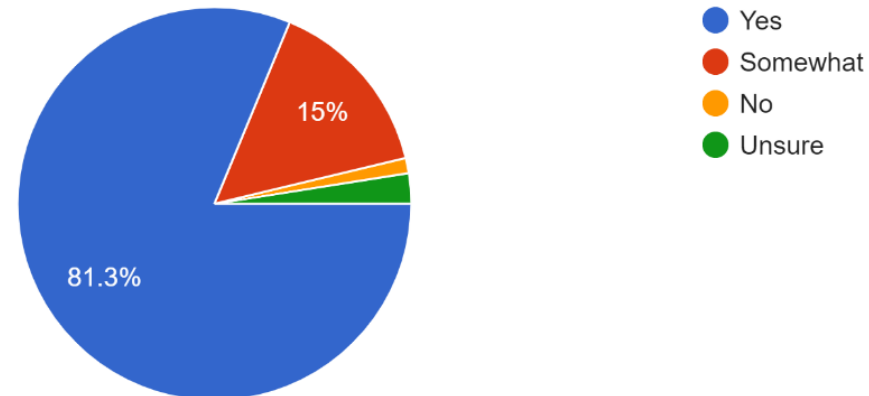
At the September staff meeting, do an annual review of the role of the In School Team at the school



# KCDSB – Special Education Survey 2022-2023

Do you have a clear understanding of the differences between an accommodation and a modification?

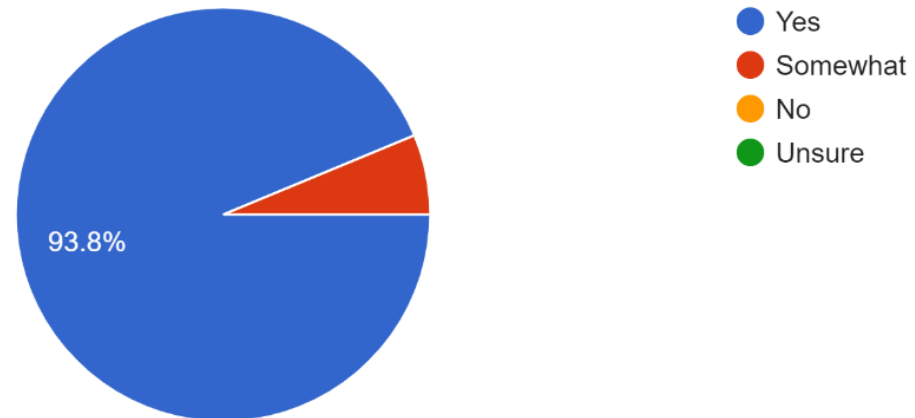
80 responses



# KCDSB – Special Education Survey 2022-2023

Do you have an understanding of why an IEP should be created for a student?

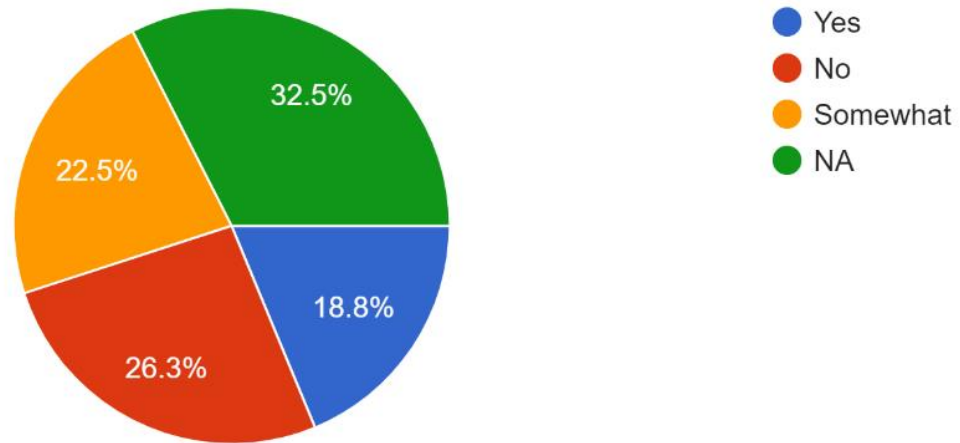
80 responses



# KCDSB – Special Education Survey 2022-2023

Do you find it challenging creating IEPs?

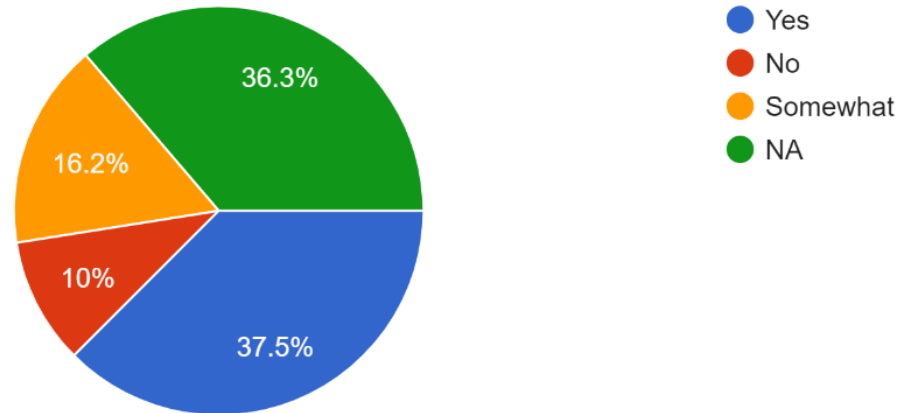
80 responses



# KCDSB – Special Education Survey 2022-2023

Do you find it challenging creating IEPs in Aspen?

80 responses



# What do you need for support in providing accommodations/modification for students?

Time

Time with the Learning Resource Teacher to collaborate

Ongoing support from Learning Resource Teacher

Teaching Strategies

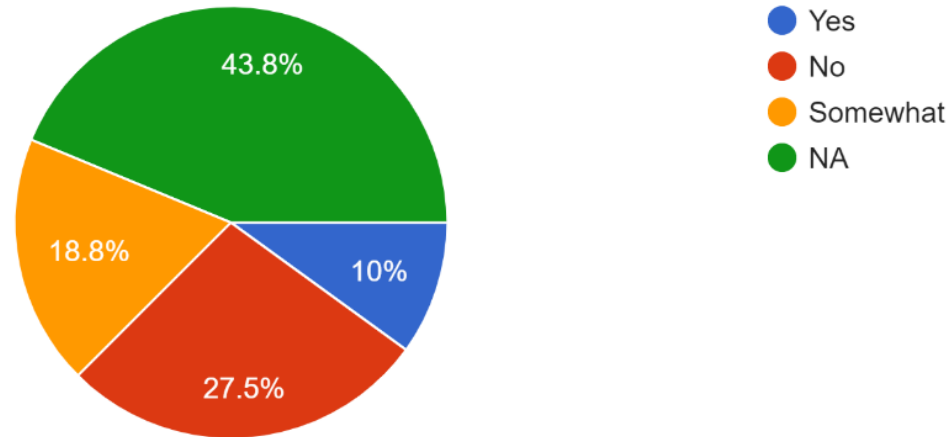
Learning Resources to support students

Program Support

# KCDSB – Special Education Survey 2022-2023

Do you find it challenging to report on student achievement on the Ontario Report Card for pupils with IEPs?

80 responses



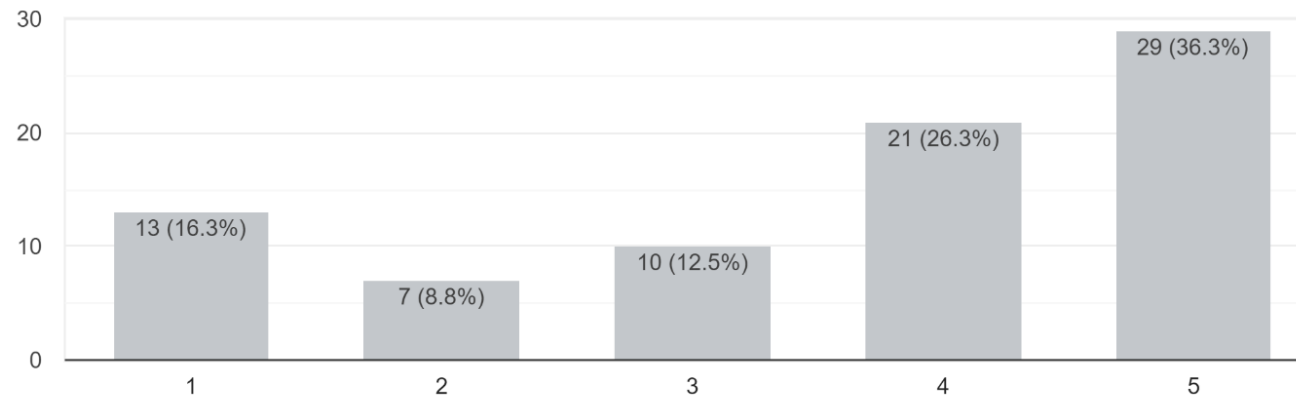
**What are the needs  
for writing &  
reviewing IEPs  
and/or reporting on  
student  
achievement for  
students with IEPs**

- Time
- Release Time
- Time with the Learning Resource Teacher to consult
- Remember that Education Assistants could have information to share
- Continued Professional Development

# KCDSB – Special Education Survey 2022-2023

Are you familiar with the Identification, Placement, and Review Committee (IPRC) purpose?

80 responses



1 – Familiar

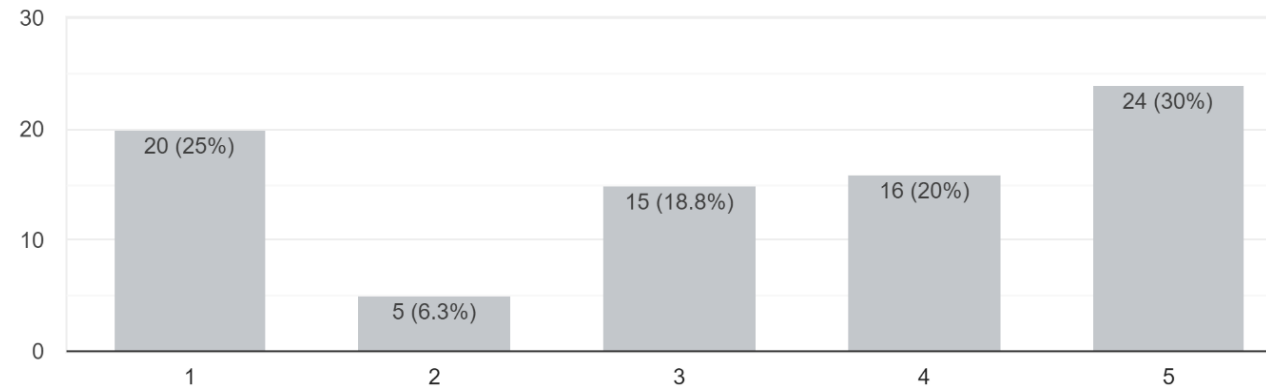
5- Very Familiar



# KCDSB – Special Education Survey 2022-2023

Are you familiar with the Identification, Placement, and Review Committee (IPRC) process?

80 responses



1 – Familiar

5- Very Familiar



# SEAC 101:



**An Introduction/Refresher for KCDSB**

**Special Education Advisory Committee (SEAC) Members**



Prepared by Andrea Batters,  
KCDSB Special Education Coordinator



# Learning Objective

Know the purpose, roles, and responsibilities of the Special Education Advisory Committee (SEAC)

## O. Reg. 464/97: SPECIAL EDUCATION ADVISORY COMMITTEES

under *Education Act, R.S.O. 1990, c. E.2*

[Versions](#)

**current**

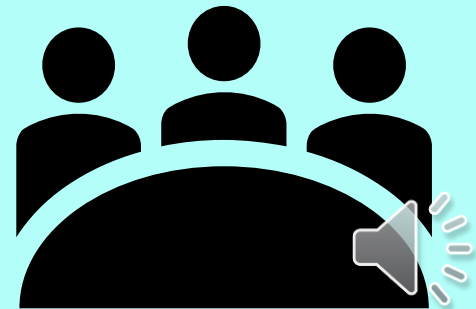
January 1, 1998 – (e-Laws currency date)



# Purpose of a SEAC

To provide important advice on special education to their local board

To make recommendations to the board on anything that impacts the establishment, development, and delivery of special education programs and services



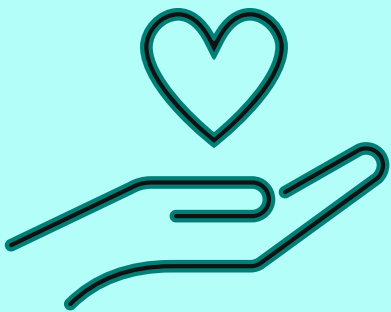
# How are SEACs established?

Legislated by the Ontario Ministry of Education (Regulation 464/97)

Appointed by their local Board of Education.

Each school board/authority must establish a SEAC

- Assist boards in understanding special learning needs and in creating and implementing favourable policies, programs, and services



# SEAC Member Eligibility

**SEAC members must be:**

- Qualified to vote for school board trustees
- Residents in the school board jurisdiction

Members appointed to **represent First Nations students** do not need to meet with these requirements

SEAC members cannot be an employee of the board that employs them.



# Committee Membership

SEACs are made up of up to 12 local associations

- Alternate members can attend and participate in meetings if the local member cannot attend



# Committee Membership - Continued

Trustee membership calculated based on a percentage of total number of board trustees

- Each Trustee SEAC member must have an alternate

One or two First Nation SEAC members, to represent students attending boards under a tuition agreement





# Committee Membership - Continued

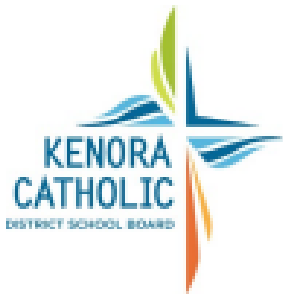
One or more additional **Members-At-Large**, providing they are not

- representatives of a local association
- a board trustee
- a member of another board committee
- an employee of the same board employs them



## Term of Office

- Formed every 4 years after board of trustee election
- School board appoints new SEAC members.
- Serve for the same term of office as board members



### **Kenora Catholic District School Board**

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**INAUGURAL BOARD MEETING**

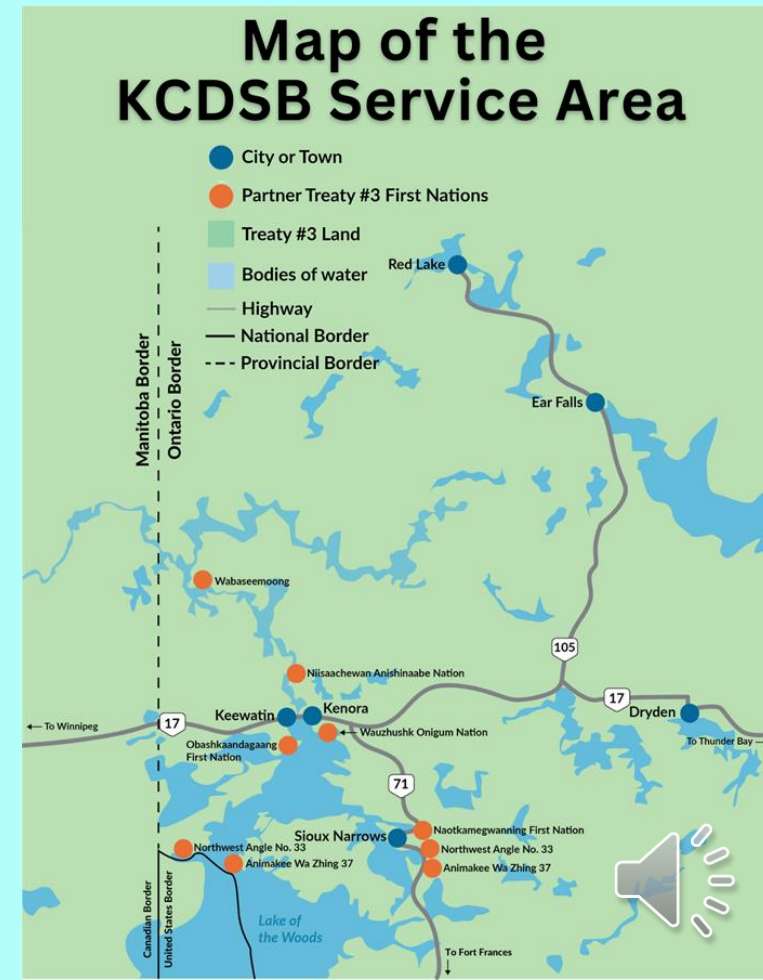
November 15, 2022

By order of the Presiding Officer, the Inaugural meeting of the Kenora Catholic District School Board will be held on **TUESDAY, November 15, 2022**, in the boardroom at 7:00 p.m.



# Removal of Members

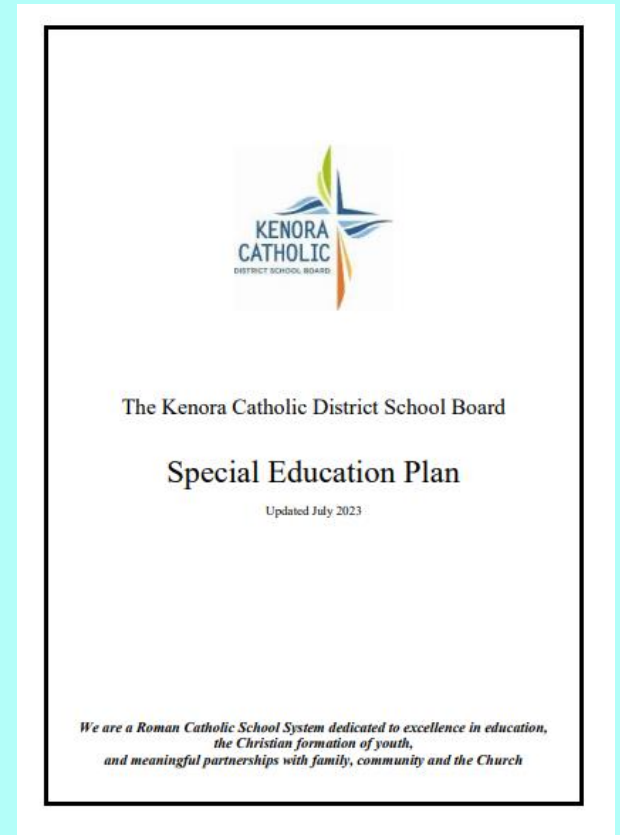
- convicted of an indictable offense
- miss three consecutive regular meetings without providing notice to do so
- cease to hold the qualifications to be appointed to the committee



# Roles and responsibilities

## A SEAC may

- provide recommendations on any qualifications issues affecting special education
- participate in the board's annual budget and financial review, relating to special education
- participate in the board's annual review of their [Special Education Plan](#)



# School Boards Help SEACs by...



- Establishing SEACs
- Providing opportunities to be heard before decisions are made
- Providing resources
- Providing members with information on their role, as well as school board policies, in relation to special education



# Orientation and Training

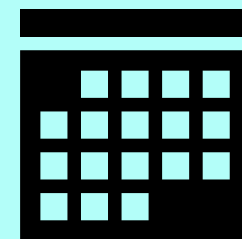
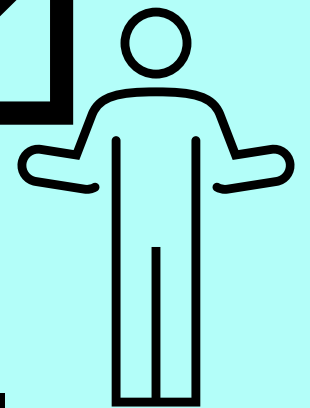
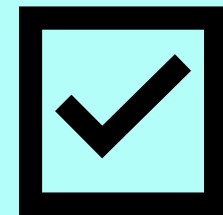
All SEAC members participate in orientation and ongoing training ('PD'), with focus on:

- Special education regulations
- Ministry policy statements, publications and memoranda on special education
- School board policies on special education programs & services
- The board's Special Education Plan, including the reporting requirements on special education programs/services provisions
- Funding and budgeting of Special Education
- The roles/responsibilities of the SEAC



# Rules and Procedures for Meetings

- Members who cannot attend a meeting should inform their alternate
- When a seat is vacant, the alternate must act in the member's place
- A majority of members in attendance is quorum
- Every SEAC member/alternate at a meeting shall have one vote
- The committee members must vote one member as chair and one as vice-chair
- The chair/vice chair will run the meetings
- SEACs meet 10 times/school year



# Sources



[Education Act Ontario Regulation 464/97 Special Education Advisory Committees](#)

[Harmony Centre for Community Living](#)

[Kenora Association for Community Living](#)

[Kenora Catholic District School Board](#)

[Special Education Advisory Committees](#)

[Superior North Catholic District School Board - Special Education Advisory Committees \(SEAC\)](#)





# Further Information

## Provincial parent Association Advisory Committee (PAaC) on SEAC

- Effective Practices Handbook for SEAC Members
- PAac SEAC video Modules





*Thank you KCDSB  
SEAC members  
For your time and commitment to  
Learning for Everyone!*





## **KACL Children's Services Report- SEAC**

November 17<sup>th</sup> meeting

1. Sharing of our one-page profiles (bring physical copies to meeting and hopefully share PDF version)
2. KACL Children's Services has a presentation that explains who we are, our services and other things like accessing services. If presentation is wanted, KACL Children's would be happy to present.
3. Coming soon- a COSP presentation (circle of security parenting) that explains the program more in depth. Children's Services is open to any feedback/ideas regarding any of the offerings that KCDSB has offered to families in the past.

Presented by Lina O'Connor



# INFANT & CHILD DEVELOPMENT PROGRAM



## Infant & Child Development

The Infant & Child Development Program (ICDP) is a voluntary, family-centered service that brings parents and professionals together to support children with developmental difficulties.

With the understanding that every family is unique and that parents know their child best, KACL's ICDP offers flexible services to empower families. Services can include home and community visiting, providing parenting information and support, developmental screenings, referrals to other services, assistance with a child's transition to childcare or school, service coordination, support to access funding, and advocacy.

### Who is eligible for the ICDP program?

All families residing in the Kenora-area who have a child between the ages of 0-6 and:

- Have developmental concerns related to a diagnosed medical condition or disorder (e.g., Down Syndrome).
- Have developmental concerns related to a biological event (e.g., birth history).
- Have developmental concerns related to psychological factors (e.g., history of trauma).

Families & service providers can make a referral to the program through Firefly's Centralized Intake.

Call **1-833-696-5437** or submit the general referral form to  
<https://www.fireflynw.ca/get-help-now/>

To speak to a KACL Children's Services Consultant, call 467-5204

# CHILD & YOUTH PROGRAM

## Child and Youth

Our Child and Youth program supports families with children ages 6-18 years of age. We are a family centered, voluntary, home-based service providing supports to children, youth and their families, helping to live meaningful lives in a community. This could include home and community visiting, providing parenting information and support, referrals to other services, assistance with a child's transition through school, service coordination, support to access funding, and advocacy.

For older youth, we can help to identify the necessary skills and supports for independent living, exploration of hopes and dreams, and development of a vision for the future. This could include job discovery and helping with transitions to adulthood.



### Who is eligible for the Child & Youth program?

**All families residing in the Kenora-area who have a child between the ages of 6-18 and:**

- Have an autism diagnosis.
- Have a diagnosis of intellectual disability (e.g., IQ of 70 or lower).
- Have a diagnosis of a developmental disability when accompanied with other eligibility criteria.

Families & service providers can make a referral to the program through Firefly's Centralized Intake.

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SEAC Report  
By Special Education Coordinator

<b>SUBJECT:</b>	Special Education Coordinator's Report – November 2023
<b>DATE:</b>	Friday, November 17, 2023
<b>PREPARED FOR:</b>	Special Education Advisory Committee
<b>AGENDA AREA:</b>	Public Session
<b>PREPARED BY:</b>	Andrea Batters, Special Education Coordinator

The **Fall Regional Special Education Committee (RSEC)** meeting took place in Thunder Bay (or virtually) on **November 1 & 2**. The RSEC is a network of those who lead special education in their northwestern Ontario school boards. Members meet three times a year to gather and share information relating to Special Education priorities in our region.

Discussion and presentation topics included:

- **Ministry of Education Special Education Updates** - Claudine Munroe, Tony Dias, and Charmaine Perera

They addressed the impact of various projects, policies and funding partnerships from this past year and into 2023-2024.

- **Autism Ontario Presentation** Tanya Jewell and Erika Louma

**Resource Lists** in both **English & French** were also shared

- **Northern Adjustment Presentation & Discussion** - Rick Boisvert

Continued special northern funding is allocated annually to school boards which must meet urgent student special education and/or mental health support needs. Building Professional Development (PD) resources in areas of learning and accommodations (e.g. Science of Reading, English Language Learners, etc.) are also areas of focus this school year.

- **Jordan's Principle Process in a School Board** - Chantal Moore

Information about student-centered needs criteria for right 'fit' support funding claims, guidance on communicating with all stakeholders, and their application and renewal process details were shared.



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SEAC Report  
By Special Education Coordinator

- **Round Table Legal Conversation** - Lauri Reesor (Hicks Morley)  
Specialized Transportation Needs, the Duty to Accommodate, Competing Rights (safety and access), and the Importance of Data and Documentation were discussed.

On **November 8 and 9** Maureen Frankcom, Assistant to the Director, and I held half day Learning Resource Teacher (LRT) meetings. We traveled to Red Lake to join the school team for the November 8 meeting at St John School, and the session on the 9th was held in person for Kenora LRTs in the CEC Training Room. The purpose of our time together was to review the KCDSB Special Education practices, including the updated [Special Education Plan](#) and [Parent's Guide to Special Education](#). The LRT team meeting also allowed time to discuss ideas and gather feedback from the group.

This past **Monday, November 20** was an opportunity for school principals and lead teachers, supporting reading instruction in schools and at the system level, to consult with Dr. Matthew Kierstead. Matthew is currently a principal in Alberta with expertise in early literacy and system leadership. His work with KCDSB teams this day focused on unpacking the Acadience Reading screener data and thinking about instructional strategies to support students who are flagged as "at risk". The learning and discussions with Dr. Kierstead allowed school teams to consider next steps for targeting student skill-building, with specific focus on [Strand B \(Foundations in Language\)](#) instruction.