

## 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 Information Meeting Minutes

January 21, 2022

MEETING DATE:	Friday, January 21, 2022
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM –2:46 PM
NEXT MEETING:	1:30 PM Friday, February 18, 2022

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Member at Large, Chair
2.	<input checked="" type="checkbox"/>	Diane VanderZande	Member at Large, Vice Chair
3.	<input type="checkbox"/>	Dianne Griffiths	Member at Large
4.	<input type="checkbox"/>	Tom Fawcett	Member at Large
5.	<input type="checkbox"/>	Aimee Foucher	KACL Representative
6.	<input checked="" type="checkbox"/>	Joel Willett	FIREFLY Representative
7.	<input type="checkbox"/>	Paul White	Director of Education
8.	<input checked="" type="checkbox"/>	Nicole Kurtz	Superintendent of Instructional Services
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"/>	Anne Sweeney	Trustee Representative
12.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

#### 1. Opening Prayer – Nicole Kurtz

#### 2. Roll Call: Regrets – Dianne Griffiths, Tom Fawcett, Aimee Foucher, Paul White, Teresa Gallik Guest Presenters from St. Louis Living Arts School – Leanne Chisholm, Maureen Frankcom

#### 3. Approval of October 15, 2021, November 19, 2021, and December 16, 2021, Meeting Minutes.

**We did not have Quorum – We continued as an information meeting.**

**Joel Willett commented** when she joined the SEAC committee it was made clear that there are strong attendance rules and she feels maybe there needs to be a reminder to our members as it is really difficult to move forward as a committee if we do not have the attendance to reach quorum.

**Norine Schram agrees** we can follow through on attendance and the legislative requirements for our committee.

**Nicole Kurtz suggested** we could change when we do our meetings if there is a more convenient day and time.

**Andrea Batters suggested** we should send out a survey to the committee to ask them, preferred date and time or any way we can make the meeting more convenient and supportive to our members who are offering their time to attend.

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#### 4. Correspondence:

**District School Board of Niagara: Shortage of nurses for students who require them to attend school safely and meaningfully.** Reviewed and filed. **Attached 3**

#### 5. New Business: Nil

#### 6. School Update: St. Louis Living Arts School – Leanne Chisholm and Maureen Frankcom - Attached 4

#### 7. Professional Development: Nil

#### 8. Business Arising from Last Meeting: Nil

#### 9. Agency Reports

- **FIREFLY – Joel Willett - Attached 18**
- **KACL – Aimee Foucher- Regrets**
- **Other Reports from Members-at-Large**
  - **Tom Fawcett - Regrets**
  - **Dianne Griffiths - Regrets**
  - **Diane VanderZande – Nothing to report.**
  - **Norine Schram – Nothing to report.**

#### 10. Trustee Report – Report on the December 14, 2021, Board Meeting - Anne Sweeney

The Annual Board Meeting for the Kenora Catholic District School Board is held on Tuesday, December 14, 2021, at 7:00 PM, virtually via Microsoft Teams. At this meeting, Trustee Teresa Gallik was acclaimed Chair of the Kenora Catholic District School Board, and Trustee Mike Favreau was acclaimed as Vice Chair. Gallik is entering her fourth term as Chair, and Favreau is entering his third term as Vice Chair; combined, the pair has over 40 years of experience on the Board of Trustees.

Highlights of the meeting were:

- **Elections for the position of Chair and Vice Chair – Paul White**
- **Greetings from Principals and Unions – Hilary Aitken, Leanne Davidson, and Jennifer Pencoff**
- **Student Trustee Report – Maxwell Froese, Antonie Marie-Skead and Elizabeth Favreau**
- **2020 – 2021 Audited Financial Statements – BDO**
- **Follow this link below to see the Board Meeting Minutes of December 14, 2021**

[https://p12cdn4static.sharpschool.com/UserFiles/Servers/Server\\_12116929/File/Trustees/Board%20Meetings/2021/December%2015,%202022%20Minutes.pdf](https://p12cdn4static.sharpschool.com/UserFiles/Servers/Server_12116929/File/Trustees/Board%20Meetings/2021/December%2015,%202022%20Minutes.pdf)

#### 11. Coordinator Report – Andrea Batters - Attached 19

#### 12. Next Meeting: 1:30 PM on Friday, February 18, 2022 - Microsoft Teams



## DISTRICT SCHOOL BOARD OF NIAGARA

191 CARLTON ST. ■ ST. CATHARINES, ON ■ L2R 7P4 ■ 905-641-1550 ■ DSBN.ORG

December 20, 2021

Via email: [christine.elliott@pc.ola.org](mailto:christine.elliott@pc.ola.org); [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca); [stephen.lecce@pc.ola.org](mailto:stephen.lecce@pc.ola.org);

Honourable Christine Elliott  
Minister of Health  
5th Floor, 777 Bay Street  
Toronto, ON M7A 2J3

Honourable Stephen Lecce  
Minister of Education  
Mowat Block, 900 Bay Street  
Toronto, Ontario, M7A 1L2

Honourable Christine Elliott and Honourable Stephen Lecce,

We are aware that the Province of Ontario is currently challenged by a shortage of nurses. Both the health and education sectors are experiencing the impact of these shortages. Currently, there are hundreds of students across the province awaiting nursing care that is required for them to safely and meaningfully attend school. We acknowledge that school staff cannot perform the duties of a nurse/registered health care professional, but stress that it is also imperative that we take every reasonable step to ensure that all students have access to education.

Though this shortage is not the responsibility of school boards, in the DSBN, like many other school districts, we are committed to being part of a temporary solution for students and families affected. One way we have supported students requiring health care services in our schools has been to allow parents/guardians or a temporary health care service provider, designated by the parents/guardians, to visit the school, adhering to all safety protocols, to provide the health care services, where possible, for their child. Furthermore, our schools are creatively engaging with and providing academic support to students who are at home awaiting nursing care. We are aware that the Ministry of Health **'Family-managed home care/Self-directed care'** program eligibility requirements have been updated to include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses through HCCSS. The funding for this program is very difficult to access and currently, there are no families receiving this support in our region, which is likely due to the extensive and complex process required to procure the funding.

It is a clear and widespread fact that in-person learning is the best learning environment for students. With support from the province and significant planning, commitment and efforts by District School Boards, schools opened this fall. Tragically, however, many students are unable to attend school with their peers, and their families are bearing the majority of the burden in managing the care of students who do not have at-school nursing support secured at this time.

While we acknowledge that there are ongoing Provincial level discussions occurring across various Ministries, in regard to the nursing shortage, we request that this issue be the top priority for this government and that an immediate and accessible solution be developed to allow all children access to the learning they require and deserve.

Sincerely,

A handwritten signature in cursive script that reads "Linda Morrice".

Linda Morrice, Chair  
Special Education Advisory Committee, District School Board of Niagara

cc: Chairs of all Ontario Special Education Advisory Committees

# Embracing Differentiation at St. Louis Living Arts School



## *What Makes St. Louis a Living Arts School?*



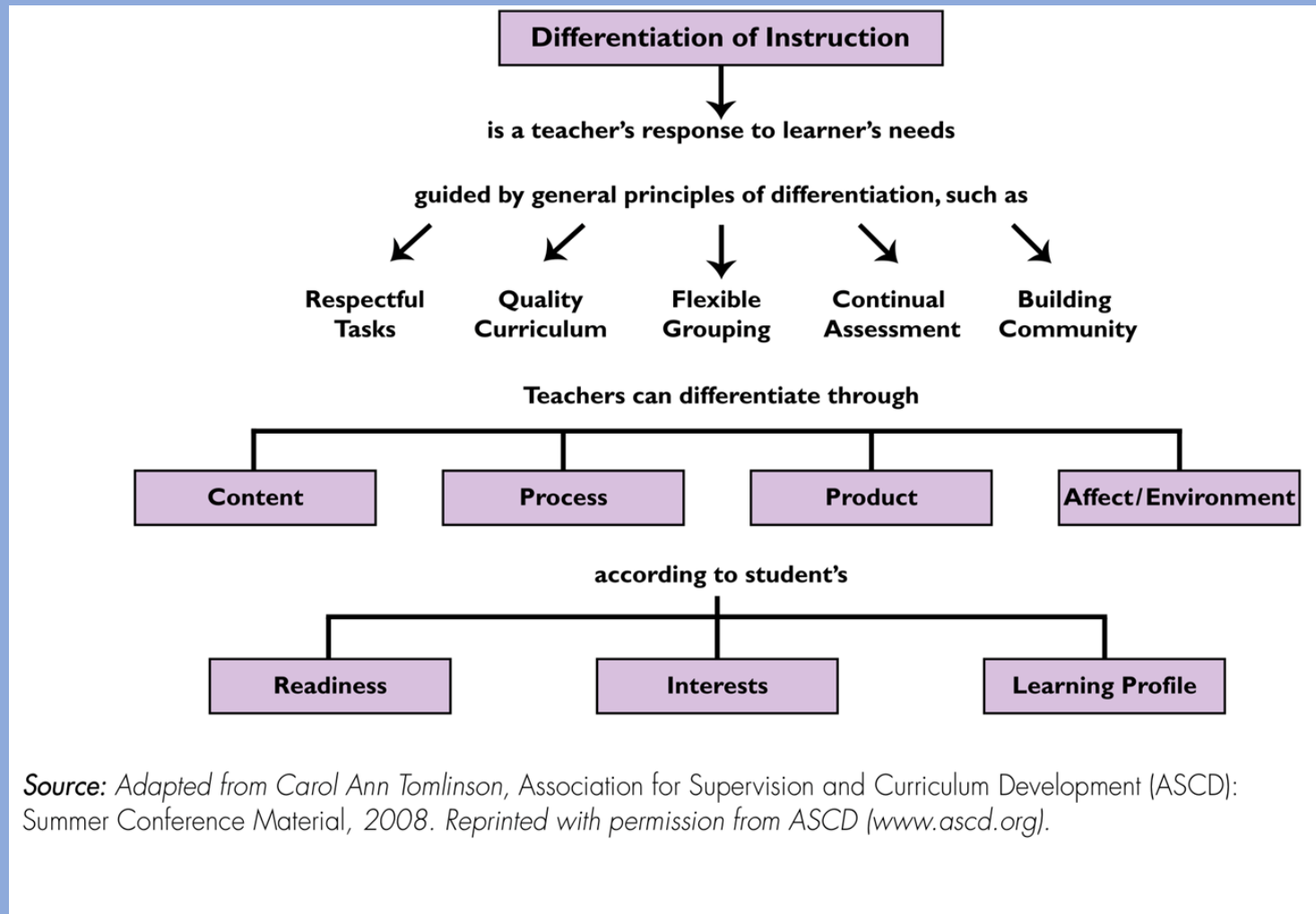
- Through the Living Arts, we explore the richness of nature and build new skills through careful observation, working with our hands and sharing experiences with community. Creativity and collaboration foster an awareness and appreciation for beauty and peace and a sense of fulfillment for those engaged in the Living Arts.
- At St. Louis Living Arts School, students receive a Catholic faith-based education through multi-disciplinary, diverse experiences in a broad range of the Arts. Through inquiry opportunities, workshops, presentations, field trips and experiential learning in areas such as Culinary, Ecological, Dramatic, Musical, Athletic, and Visual Arts, students engage with opportunities and that promote the values of faith, family, community and citizenship.

## *How do the Living Arts support differentiation?*

Through the Living Arts, our school provides a variety of learning experiences using a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in our classes.



## 7 Learning for All...



To differentiate instruction is to recognize students' varying levels of background knowledge, readiness to learn, language ability, learning preferences, and interests, and to react responsively. (Adapted from Hall, Strangman, & Meyer, 2003, pp. 2–3)

8 *Where does the Living Arts programming provide differentiation?*

- The content of Learning
- The Process of Learning
- The products of learning
- The affect/environment of learning





# Content of Learning (differentiate what students are going to learn)

Culinary Arts

Science

Social Studies

Woodworking

Beekeeping

Gardening

Animal Care

Outdoor Education

Athletics

Ecology

Sewing

Music

Language Arts

Dance

Visual Arts

Performing Arts



# Process

*(differentiate the types of tasks and activities)*



# Product

*(differentiate the ways in which students demonstrate learning)*





# *Affect/Environment (the context and environment in which students learn and demonstrate learning)*



14



# <sup>15</sup>*What impact are Living Arts having on Student Learning?*

- Living Arts curriculum offers a safe entry point for every child when we do a workshop because most skills are new to everyone. Every student has a universal starting point for learning
- Students are eager to participate in workshops at school and with their families through virtual platforms
- We see increased connectedness and improved Mental Health
- Staff are noticing increased engagement, excitement, and enthusiasm for learning

<sup>16</sup>“Imagine a curriculum that is structured in such a way as to strengthen students’ sense of self and their sense of inclusion in a supportive community. This can help young people develop a positive sense of agency and belonging-both important conditions for beneficial personal and collective development.” (When Grit Isn’t Enough, Linda Nathan).





# Embracing Differentiation at St. Louis Living Arts School



**FIREFLY**  
KCDSB SEAC update  
January 21, 2022

- CYMH programs saw an increase in referrals as well as complexity this past fall as predicted with the pandemic. We have added 2 Youth Outreach and Engagement positions in Kenora (pilot - one male and one female) to work to engage at risk youth, provide peer support, advocacy, and services to youth that may not want Counselling at this time but would benefit from the additional supports. Will also be assisting youth with some service navigation and transitional supports from crisis response to the start of services.
- 
- With waitlists growing and feedback from Youth in a survey the CYMH team is working to develop some groups that will be skills based (DBT) groups. Watch for those in the coming months.
- 
- Staffing:
  - 5 Counsellor vacancies in Kenora (3) and SLKT (2)
  - SLP vacancies (5), OT vacancies (2), PT vacancies (1)
  - Waitlist strategies we are implementing: brief services, Communication Assistants and Rehabilitation Assistants
- Entry to School is ready to launch in January 2022!
  - Letters went out this week to eligible families from MCCSS who are registered with the OAP, have a diagnosis of ASD and are between the ages of 3-6
  - KCDSB will be a partner in this program if there are any students from their schools registered



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SEAC Report  
By Special Education Coordinator

<b>SUBJECT:</b>	Special Education Coordinator's Report
<b>DATE:</b>	Friday, January 21, 2022
<b>PREPARED FOR:</b>	Special Education Advisory Committee
<b>AGENDA AREA:</b>	Public Session
<b>PREPARED BY:</b>	Andrea Batters, Special Education Coordinator

During the **January 5-17 period of remote learning in Ontario**, KCDSB educators and board instructional teams continued to develop innovative ways to support learning for all, including

- Online virtual classrooms, meeting spaces, and intervention groups; and
- Websites, shared documents, and repositories of activities, teaching/learning strategies, professional development options, and web-based tools.

KCDSB schools also remained open for several students with complex special education needs this period of provincially mandated virtual learning.

This week marks the **return to in-person learning**. School Teams continue to assist all students with the transition back to regular school routines and with following COVID safety practices.

On Wednesday, January 19, a KCDSB system-lead transition team participated in the **Entry to School (ETS) Regional Launch Meeting** led by the FIREFLY program leads. The ETS program will be delivered by Ontario Autism Program (OAP) community providers through strong partnerships between community-based OAP organizations and their school boards. It is a six-month skill-building program, followed by transition supports for young children on the autism spectrum (three to five years of age) who are entering school for the first time. Here in Kenora/Red Lake, FIREFLY is the lead Partner overseeing the program delivery in cooperation with the Kenora Association for Community Living (KACL), Kenora Chiefs Advisory (KCA), and Kenora Rainy River Districts Child & Family Services (KRRSFS). We wish to acknowledge FIREFLY's advocacy and efforts on behalf of children and families in bringing the ETS program to our region, as access to programs, professional services, and travel costs present unique challenges here in the north. We look forward to working closely and collaboratively with all ETS partners supporting families as children transition to school. Families with questions about the OAP ETS have been invited to contact FIREFLY Intake at

[intake@fireflynw.ca](mailto:intake@fireflynw.ca)

[Toll-free: 1-833-696-5437](tel:1-833-696-5437)

[fireflynw.ca/get-help-now](https://fireflynw.ca/get-help-now)



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SEAC Report  
By Special Education Coordinator

The **winter Regional Special Education Committee (RSEC) meeting** that was set for next week has been postponed until later in February due to the many unknowns around COVID and school operations that everyone is facing.

Friday, January 28 is a **system-wide Professional Development (PD) Day**. The following learning sessions have been planned for Educational Assistants (EAs):

- **The Neurosequential Model for Education** – Sue Devlin, Mental Health Lead & Sarah Pyzer, Positive Behavioural Intervention & Supports Lead
- **School-Based EA Meetings** Virtual meeting led by KCDSB Principals
- **Supporting Students with Autism** – Sarah Pyzer, Positive Behavioural Support and Interventions Lead
- **An Overview of the [LD@School Website](#) and Self-Selected Learning Session** – Andrea Batters, Special Education Coordinator with Cindy Melenchenko, Experiential Learning Lead Teacher
- **Classroom Technology Tools** – Jared Ralko, Learning Technology Coordinator & Stephanie Sweeney, Technology Enabled Learning and Teaching Contact