

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**

March 25, 2022

MEETING DATE:	March 25, 2022
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM –2:37 PM
NEXT MEETING:	April 29, 2022

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Voting Member - Member at Large, 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"/>	Tom Fawcett	Voting Member - Member at Large
5.	<input type="checkbox"/>	KACL to Appoint Member	Voting Member - KACL Representative
6.	<input checked="" type="checkbox"/>	Joel Willett	Voting Member - FIREFLY Representative
7.	<input checked="" type="checkbox"/>	Anne Sweeney	Voting Member- Trustee Representative
8.	<input type="checkbox"/>	Paul White	Director of Education
9.	<input checked="" type="checkbox"/>	Nicole Kurtz	Superintendent of Instructional Services
10.	<input type="checkbox"/>	Andrea Batters	Special Education Coordinator
11.	<input checked="" type="checkbox"/>	Teresa Gallik	Chair, Board of Trustees
12.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. Opening Prayer

2. Roll Call

3. St. John Paul II School Presentation: Stacey Goodridge, Anissa Fraser, Tammy Bush - Attached **3**

4. Approval of February 18, 2022, Meeting Minutes

Approved – Joel Willett

Seconded – Diane VanderZande

5. Correspondence:

Renfrew County Catholic District School Board Letter – February 11, 2022 – Review and File **19**

Thunder Bay Catholic District School Board – February 15, 2022 – Review and File **21**

Dufferin-Peel Catholic District School Board – February 18, 2022 – Review and File **22**

6. New Business:

- **2022-2023 Approved School Year Calendar** – N Kurtz - Attached **25**

- **Special Education Placement** – N Kurtz

We had to add a special education class to St. John Paul II School to accommodate a transferring student who is medically fragile and would require very intensive support.

We

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would need to provide the special placement for the student to attend school safely and successfully. We set up the class and hired the necessary staff to support the student. We recently were advised the student would not be remaining as a student with our board. Our OnSIS reports will reflect that we had placement in place for two weeks for this student. Nicole Kurtz wanted to note to the SEAC committee how proud she was of the team at St. John Paul II School for their positive response and hard work to make this happen for this student.

7. **Professional Development: Alison Smith, Kenora Catholic District School Board's Superintendent of Business Services - Attached 26**

8. **Business arising from last meeting:**
 - **Follow up regarding Letter received from Durham District School Board.**
The SEAC committee approved the letter, and it will be sent to Paul White, Director of Education, for approval.

9. **Agency Reports**
 - **FIREFLY – Joel Willett – No Update for this month.**
 - **KACL – No Representative appointed to replace Aimee Foucher**
 - **Other Reports from Members-at-Large**
 - **Tom Fawcett:**
Tom Fawcett informed the SEAC committee that he will be resigning from the SEAC committee, and that this will be the last meeting he will be attending.
Norine Schram wished Tom all the best and thanked him for his many years of dedicated support to the SEAC committee.
Teresa Gallik echoed Norine's best wishes and gratitude.
Nicole Kurtz thanked Tom for his many years of service and wished him the best.
 - **Dianne Griffiths: Nothing to report.**
 - **Diane VanderZande: Nothing to report.**
 - **Norine Schram: Nothing to report.**

10. **Trustee Report – Teresa Gallik reported on the Board Meeting held on March 22, 2022.**
Follow this link to see what has been happening in the KCDSB Boardroom:
[From the Boardroom for March 22, 2022](#)

11. **Coordinator Report – Andrea Batters - Attached 33**

12. **Next Meeting: 1:30 pm Friday, April 29, 2022**
Microsoft Teams

LEXIA

CO**RE 5**

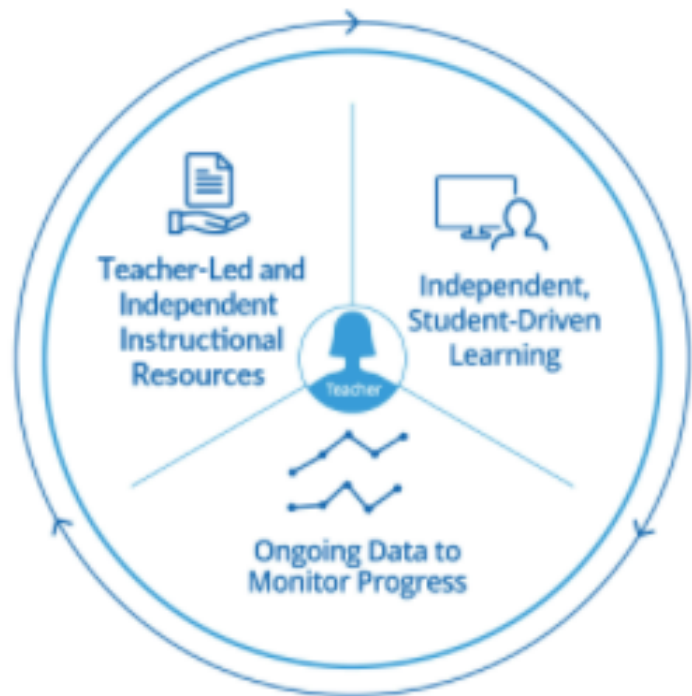


READING



Adaptive Blended Learning Model

- Students are motivated by their own success as they follow personalized learning paths.
- Performance data is easy to access and simple to interpret.
- Program resources support face-to-face instruction and independent student practice.
- Targeted and time-efficient, with the teacher at the core of every step.








Scope & Sequence

Scope and Sequence

Lexia® Core5® Reading provides a systematic and structured approach to six critical areas of reading. The program creates personalized learning paths for students of all abilities through an adaptive placement and scaffolded activities that align to rigorous standards.

Grade & Level		Phonological Awareness	Phonics	Structural Analysis	Automaticity/Fluency	Vocabulary	Comprehension
Pre-K	1	<ul style="list-style-type: none"> Rhyming 	<ul style="list-style-type: none"> Upper and Lower Case Letters (visual matching) 	—	<ul style="list-style-type: none"> Automaticity with Foundational Concepts 	<ul style="list-style-type: none"> Basic Categories 	<ul style="list-style-type: none"> Listening Comprehension Picturing Print Concepts
Kindergarten	Levels 2-5	<ul style="list-style-type: none"> Blending & Segmenting Syllables & Sounds Beginning Sounds Ending Sounds Short & Long Vowel Sounds Manipulating Sounds 	<ul style="list-style-type: none"> Alphabetizing Letter-Sound Correspondence Letter Names Timed Silent Reading at Word Level 	—	<ul style="list-style-type: none"> Automaticity with Foundational Concepts High-Frequency Sight Words 	<ul style="list-style-type: none"> Vocabulary Concepts Advanced Adjectives 	<ul style="list-style-type: none"> Listening Comprehension Picturing Comprehension Strategies with Narrative & Informational Text
Grade 1	Levels 2-9	<ul style="list-style-type: none"> Short & Long Vowel Sounds Manipulating Sounds (substitutions) 	<ul style="list-style-type: none"> Digraphs Easily Reversible Letters (b, d, p) Word Families Contractions Six Syllable Types Closed Open Silent e Timed Silent Reading at Word Level 	—	<ul style="list-style-type: none"> Automaticity with Foundational Concepts High-Frequency Sight Words Sentence Structure 	<ul style="list-style-type: none"> Categorizing & Associations Multiple Meaning Words Parts of Speech 	<ul style="list-style-type: none"> Listening Comprehension Understanding Text Structure Sequencing Sentences Comprehension Strategies with Narrative & Informational Text Reading Comprehension Matching Words/ Phrases with Pictures Cloze Sentence Comprehension
Grade 2	Levels 10-12	<ul style="list-style-type: none"> Manipulating Sounds (additions & deletions) 	<ul style="list-style-type: none"> Irregular Plurals and Verbs Hard and Soft c & g Six Syllable Types Closed Open Silent e Vowel r Vowel Combinations Consonant le Rules for Syllable Division Spelling Generalizations and Rules 	<ul style="list-style-type: none"> Simple Suffixes Prefixes 	<ul style="list-style-type: none"> Automaticity with Foundational Concepts High-Frequency Sight Words Reading with Accuracy and Fluency at Paragraph Level Modeled Prosody with Connected Text 	<ul style="list-style-type: none"> Synonyms and Antonyms Similes and Metaphors Parts of Speech 	<ul style="list-style-type: none"> Listening and Reading Comprehension across Genres Main Idea/Mainly About Details Vocabulary Prediction Inferences & Conclusions Cause & Effect Compare & Contrast Summarizing Paraphrasing
Grade 3	Levels 13-15	—	—	<ul style="list-style-type: none"> Prefix & Suffix Meanings Spelling Rules for Adding Affixes Word Analysis Strategies Morphological Awareness Context Clues 	<ul style="list-style-type: none"> Automaticity with Foundational Concepts High-Frequency Sight Words Reading with Accuracy and Fluency at Paragraph Level 	<ul style="list-style-type: none"> Idioms Analogies Academic Vocabulary General Academic Domain-specific Connectives Word Relationships 	<ul style="list-style-type: none"> Fact vs. Opinion Illustrations & Visual Information Sequence & Procedure Text Features Using Evidence Application of


Scope & Sequence: Detailed Kindergarten (Level 2)


	 Phonological Awareness	 Phonics	 Automaticity/Fluency	 Vocabulary	 Comprehension
Level 2 (Kindergarten Skills)	Blending & Segmenting 1 The goal of this activity is for students to build their awareness of syllables in words. Students blend two and three syllables to form words. They also segment two- and three-syllable words and identify the number of syllables in these words.	Letter Names The goal of this activity is for students to recognize the letter names for upper- and lower-case letters and to recognize the alphabetic sequence of letters. Students begin by choosing a letter that is named and progress to sequencing letters alphabetically.	Letter Matching and Basic Categorizing (Review) Increase automaticity with previously acquired skills.	Basic Concepts The goal of this activity is for students to build an awareness of some basic language concepts that are important to everyday life and academic learning. Students develop an understanding of basic concepts (i.e., shape, emotion, characteristics, and function) as they follow spoken directions to choose or categorize pictures that match a given concept.	Picturing Stories 1 The goal of this activity is for students to build their understanding of narrative story structure as they learn to focus on key word imaging. Students listen for key details in alliterative stories and choose pictures that match the beginning, middle, or end of the story.
	Beginning Sounds The goal of this activity is for students to isolate the beginning sound in spoken words. Students match pictures that begin with the same beginning sound and choose pictures that match a presented sound.				

Teacher Class Overview Page


Class Table

Action Plan:

 15 Need Usage















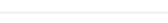


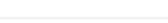











 3 Need Instruction

 2 Skill Builders

 2 Certificates

17 Students

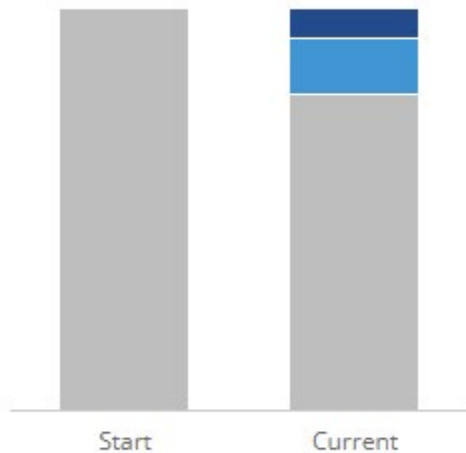
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Student Name ↑	Grade Level of Material ? ⇅	Usage This Week ?			Progress This Week		Predictor ? ⇅
		Total Minutes ⇅	Target ⇅	Time Needed ⇅	Units Gained ⇅	Target ⇅	
	 4th L17	26	n/a	n/a	3	n/a	
	 3rd L14	33	60	+27 	8	12	
	 2nd L10	27	60	+33 	5	12	
	 K L3	0	60	+60 	0	12	
	 1st L8	0	60	+60 	0	12	
	 2nd L10	30	60	+30 	7	12	
	 K L3	0	60	+60 	0	12	
	 K L4	0	60	+60 	0	12	
	 1st L6	0	60	+60 	0	12	
	 3rd L13	0	60	+60 	0	12	

Teacher Class Report Overview

Skill Progress

Students working Above, In or Below Grade Level of Material (GLM).

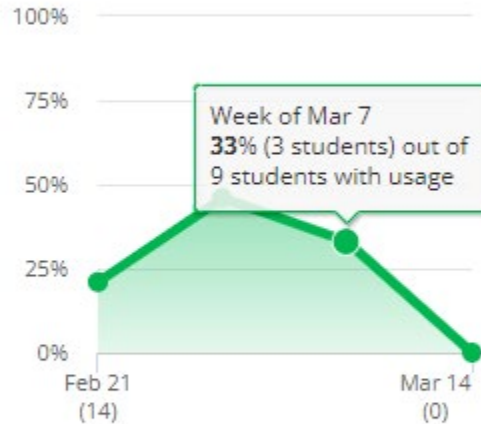


14 Students ?

Updated Daily

Usage

Students with usage that week who are meeting targets.

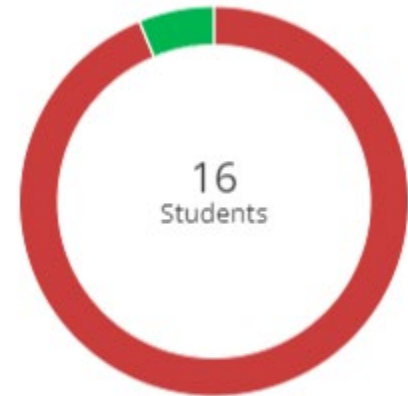


(# of students who logged in that week)

Updated Weekly

Predictors

Likelihood of meeting end-of-year, grade-level benchmark.




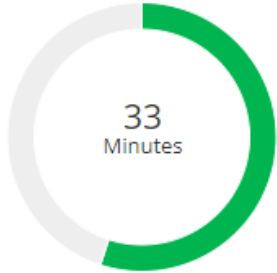
Mar 1, 2022

Updated Monthly

Teacher View: Individual Student Progress

This Week

 Needs 27 minutes



Target: 60

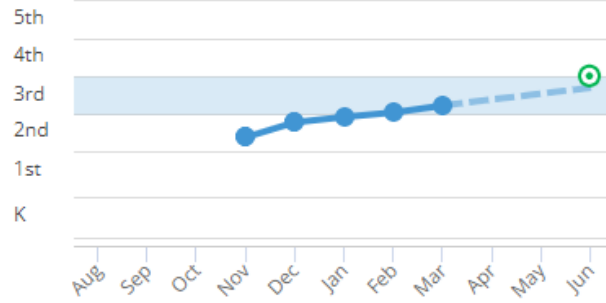


Target: 12

Last Used: Mar 21, 2022

This Year



 In GLM



Core5 Level 14 Activities

Activity	Progress
3rd Grade material	3%
Prefix Meanings	0%
Not Started	
Sight Words 6	11%
Passage Fluency 3	0%
Not Started	
Simple Analogies	0%
Not Started	
Passage Comprehension 3	0%
Not Started	

Usage and Progress

	Usage	Units
Last Week	 0m	0
Last Four Weeks	200m	28
This Year	25h 1m	318
% Weeks Meeting Usage This Year		
		62%
13 of 21 weeks		

Student Certificates for Achievement

I Completed Level 13

I'm a Lexia Superstar



Spelling Rules 2

I can...spell using the doubling rule (run+ing = running) and drop e rule (bake+ing = baking).



Latin Suffixes

I can...read words with common Latin-based suffixes, such as caption, famous and visible.



Passage Fluency 2

I can...read passages accurately and fluently.



Idioms 1

I can...figure out the meaning of idioms, such as "Break a leg," and "Hold your horses."



Passage Comprehension 2

I can...read passages and answer questions that focus on vocabulary and context clues.



At Home


We can...figure out the meaning of an unfamiliar word by looking for clues in the sentences all around it. We can also use clues to figure out the actual meaning of idioms, like "It's raining cats and dogs." It definitely doesn't mean cats and dogs are raining from the sky!



Prompts for Lessons Needed


Class Table

Action Plan:

 15 Need Usage



















 3 Need Instruction

 2 Skill Builders

 2 Certificates

Students who are not progressing and may benefit from teacher-led instruction.

 All Delivered Lessons

Student Name 	Instructional Priority 	Lesson Name 	Status 
	 High	 Alphabetical Order	<input type="checkbox"/> Not Delivered
	 High	 Closed Syllables, Lesson 2	<input type="checkbox"/> Not Delivered
	 High	 Open Syllables, Lesson 2	<input type="checkbox"/> Not Delivered
	 High	 Sight Words, Lesson 3	<input type="checkbox"/> Not Delivered
	 High	 Spelling Rule: -ck, -tch, -dge, Lesson 1	<input type="checkbox"/> Not Delivered
	 High	 Vowel Combination Syllables	<input type="checkbox"/> Not Delivered
	 High	 Word Chains	<input type="checkbox"/> Not Delivered

Responsive Teacher Prompts for Instruction

Instruction Needed: Downloadable Lesson & Materials

[Core 5 L2, L4: Letter Names, Short Vowel Sounds. Alphabetical Order](#)

Lexia Connections: Letter Matching - Phonics Skills

[Phonics Skills Sequence- Letter Matching](#)

Lexia Resource Hub

Phonics

- Letter Tiles
- Keyword-Picture Cards
- Keyword-Picture Combined Cards

Phonological Awareness

- Rhyming Flashcards

Structural Analysis

- Prefix Meanings Flashcards
- Root Meanings Flashcards
- Greek Combining Forms 1 Flashcards
- Greek Combining Forms 2 Flashcards

Lexia Lessons: Slide Decks NEW!

This instructional resource can be used to support the delivery of Lexia Lessons to students. Currently, Core5 Phonological Awareness, Phonics, Structural Analysis, Fluency & Automaticity, and Vocabulary slide decks are available. You will be prompted to make your own copy before opening.

- Lexia Lessons: Slide Decks Overview
- Lexia Lessons: Slide Decks Checklist

Phonological Awareness [Open](#)

Phonics [Open](#)

Vocabulary

- Instructional Resource: Focus on Word Meanings
- Vocabulary Flashcards—Complete

This resource is available in sets by topic.

[View PDF](#)

Vocabulary Flashcards to Support Phonological Awareness and Phonics Activities

This resource is available in leveled sets for students working in Core5 Levels 1 through 9.

[View PDF](#)

Writing Support

- Graphic Organizers
- Core5 Writing Prompt Pack US Version
- Core5 Writing Prompt Pack Texas Standards
- Core5 Writing Prompt Pack UK Version

Individual Prompts & Checklists

Informational Text [View PDF](#)

Procedural Text [View PDF](#)

Argumentative Text [View PDF](#)

Correspondence [View PDF](#)

Personal Narrative [View PDF](#)

Short Story [View PDF](#)

Poem [View PDF](#)

3-Step Instructional Branching

- Standard** — This is the first step in a unit. If students complete it successfully, they progress through the activity.
- Guided Practice** — This step is reached if errors are made at Standard and includes scaffolded practice based on those errors. If successful, the student returns to Standard.
- Instruction** — This step is reached if errors are made in Guided Practice and provides explicit instruction and practice. Upon completion of this step, the student returns to Standard.



Standard Step

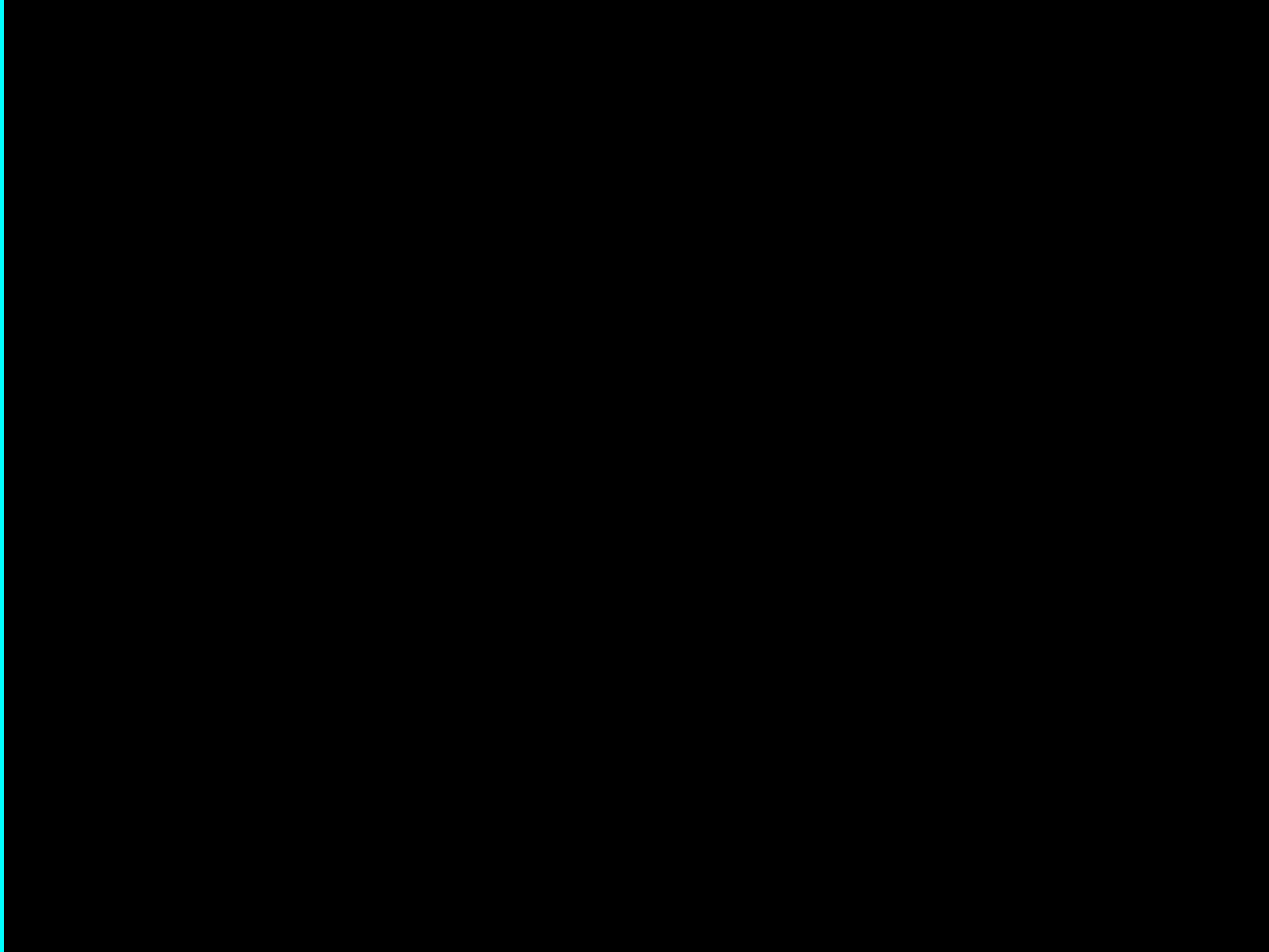


Guided Practice Step

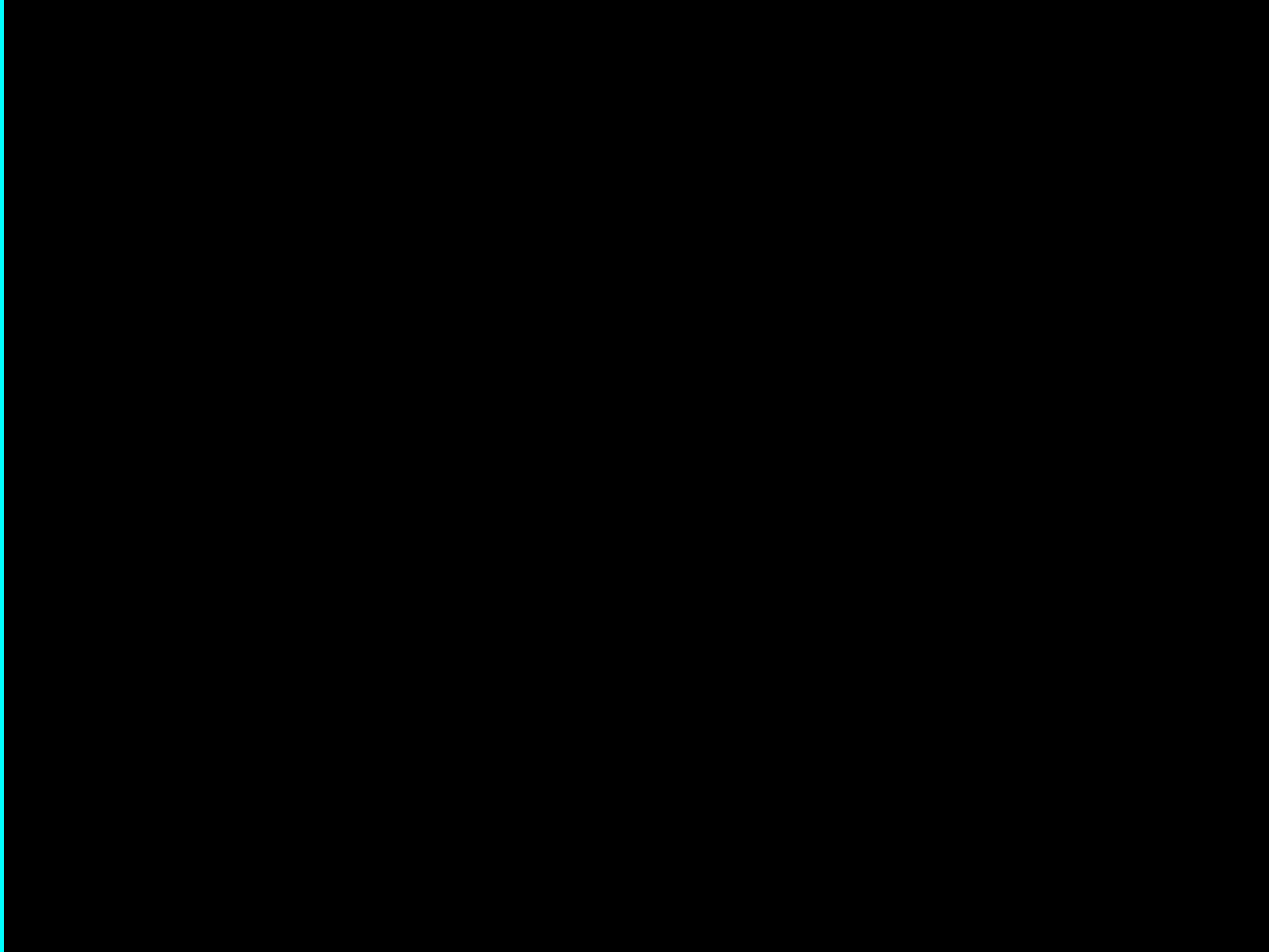


Instruction Step

Lexia Student Experience: Level 6, Building Words

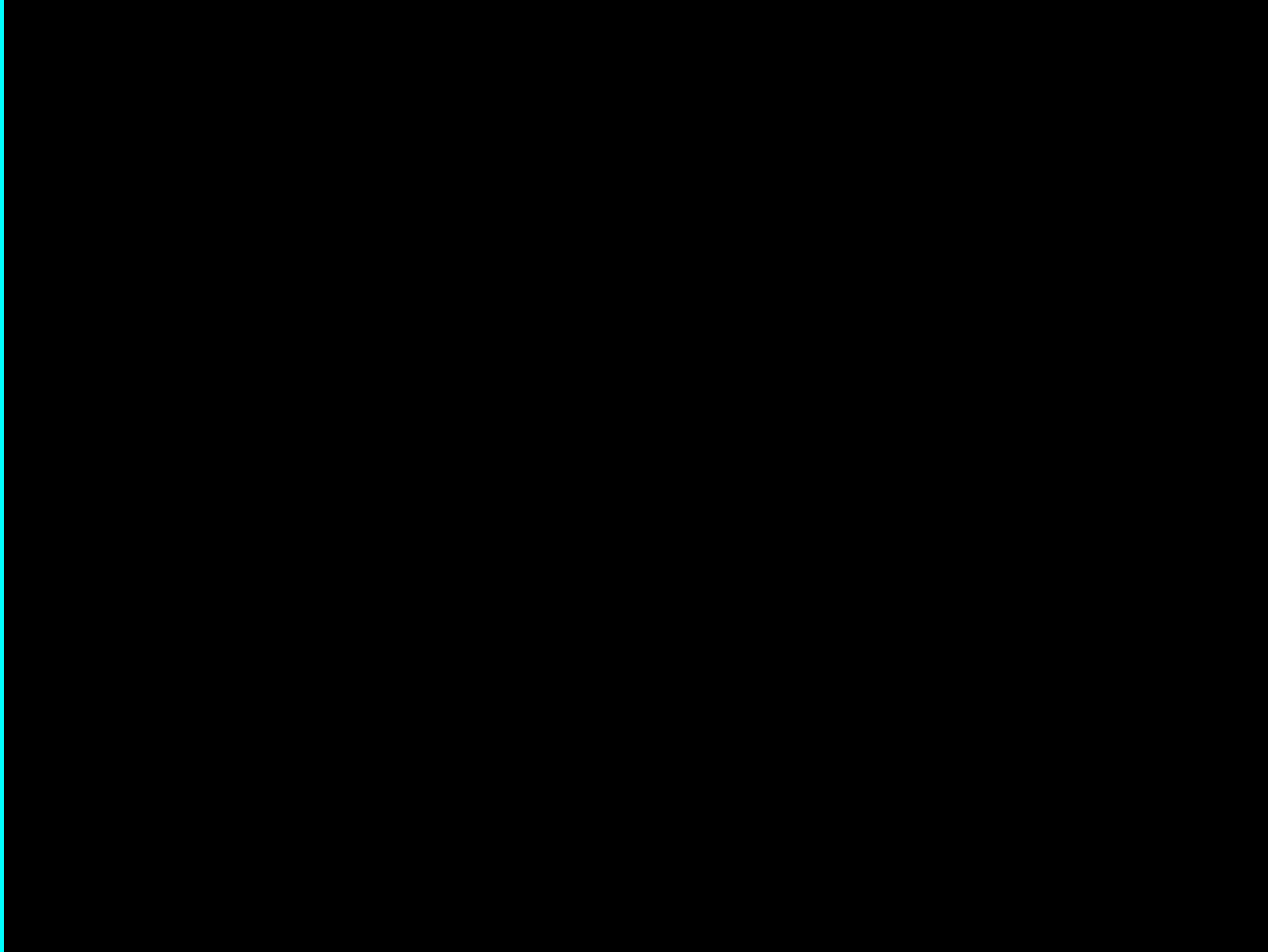


Lexia Student Experience: Level 14, Sight Words



Lexia Student Experience: Level 20- Complex Analogies

18





11 February, 2022

Honourable Christine Elliot
 Minister of Health
 5th Floor, 777 Bay Street
 Toronto, ON M7A 2J3
Christine.elliott@pc.ola.org

Honourable Stephen Lecce
 Minister of Education
 Mowat Block, 900 Bay Street
 Toronto, ON, M7A 1L2
minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

499 Pembroke St. West,
 Pembroke, Ontario
 K8A 5P1
 613-735-1031
 1-800-267-0191
 FAX: (613) 735-2649
www.rccdsb.edu.on.ca

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 attend school safely and meaningfully. 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, many school districts have advised they are committed to being part of a temporary solution for student and families affected. Boards have supported students requiring health care services in our schools by allowing 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, many schools are creatively engaging with and providing academic support to students who are at home awaiting nursing care. We are aware that updates to the Ministry of Health "*Family-Managed Home Care/Self-directed Care*" program eligibility requirements now include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses. Boards are reporting that funding for this program is exceedingly difficult to access, and few families receive support, 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

*...as an inclusive Catholic
 educational community, we
 are called to express our
 mission as church, to pass
 on the Good News of Jesus
 Christ, to make it relevant in
 the world today, and to be
 the hope for the future*

Schools to believe in!

peers, and their families are bearing much 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 regarding the nursing shortage, we stand with other boards and request that this government makes it a top priority to develop a solution that allows all children access to the learning they require and deserve.

Sincerely,

A handwritten signature in blue ink that reads "Pat O'Grady". The signature is written in a cursive style with a large initial "P" and a long horizontal stroke at the end.

Pat O'Grady

Chair, SEAC

Renfrew County Catholic District School Board SEAC

Cc: Chairs of all Ontario Special Advisory Committees



February 15, 2022

Honourable Stephen Lecce
Minister of Education
315 Front Street West
Toronto, Ontario, M7A 0B8

Dear Minister Lecce,

Members of Thunder Bay Catholic District School Board's Special Education Advisory Committee would like to express our support for Bill 172, the Education Statute Law Amendment Act in Relation to Fetal Alcohol Spectrum Disorder (FASD).

It is imperative that all staff directly involved with students, such as principals, teachers, student support persons and early childhood educators, are aware of FASD, are able to recognize the early signs and are trained to provide appropriate accommodations for the success and well-being of our students. Inclusion of FASD in all Board of Education policies and guidelines is a vital step towards achieving equitable education for all of Ontario's students.

The members of the Thunder Bay Catholic District School Board's Special Education Advisory Committee ask that you acknowledge our support for Bill 172 in the pursuit for equitable education for all Ontario students.

Sincerely,

Hanni Vale
Chair, Special Education Advisory Committee
Thunder Bay Catholic District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

February 18, 2022

The Honourable Stephen Lecce
Minister of Education
5th floor, 438 University Ave
Toronto, Ontario
M7A 2A5

Dear Minister Lecce,

On January 12, 2022, you announced the changes to the provincial protocols for COVID-19 within Ontario schools. With the full re-opening of schools mid-January, the Dufferin-Peel Catholic District School Board's Special Education Advisory Committee (SEAC) is concerned about the impact of these changes on the students we represent.

Children belong in inclusive schools and classrooms. These schools must always be safe. Most children with a disability experience a cluster of health and developmental problems. Research indicates that children with 'learning disabilities' are more vulnerable to illness from COVID-19 (Williamson EJ et al., 2021). Down's syndrome individuals are at higher risk of severe outcomes from COVID-19 (Emes D., 2021).

Parents and guardians are often the main caregiver, and many do not have the support systems available if they were to become ill. Resources are severely impacted during waves, but in particular during the current one due to Omicron's transmissibility.

Consultation and Transparency

- There was no consultation prior to changing established reporting protocols. Parents and guardians relied on these to make informed decisions for COVID-19.
- Reporting when absenteeism at a school is 30% or more does not provide a reliable indicator for COVID-19 cases in a school. The newly available online information from the Ministry of Education for percentage of absenteeism in Ontario schools also does not provide reliable information. There are many reasons for absenteeism, and what constitutes absenteeism among school Boards may vary. For example, a child will not be marked absent so long as they switch to online, even if they have symptoms of COVID-19.

Parents and guardians need timely and accurate information to make informed decisions for the safety of their vulnerable children. We believe it is imperative to re-establish COVID-19 case and contact management systems, as well as previous protocols in accordance with applicable privacy laws that allowed for sharing of positive cases in schools.

Health and Safety Measures and Transparency

Keeping schools open and safe has been identified as a priority by your government. We do applaud you for implementing infection control prevention measures to try to address the airborne component COVID-19. We remain concerned to hear some measures are not yet fully implemented. All the while some measures are being reduced or eliminated. It is unclear what data is being used by your Ministry to substantiate this (e.g.):

- Eliminating the reporting of COVID-19 cases as mentioned and eliminating the closure of classrooms and schools based on COVID-19 spread. These fail to recognize the high-risk issues that impact students with special needs - children who do not or cannot wear masks, contact time and being within 2 metres of a COVID positive case within a class distancing rules cannot

consistently be met due to class sizes and space restrictions), and student limitations with using hand sanitizer or washing hands.

- Not all classrooms have stand-alone HEPA filter units (or equivalent) to reduce COVID-19 in the air (Lindsley WG et al., 2021) leading to an inequitable situation. Further, there is no continuous quality monitoring of ventilation in place such as the practice of using CO2 detectors for proxy of COVID-19 and allow for real time response (Prather, Poppendieck and Rosenthal, 2021).
- N-95 supply to staff should not be limited to require their re-use when supply almost 2 years later into this pandemic is no longer an issue. Re-use does not consider infection control practice standards such as prevention of cross-contamination during donning and doffing.
- Respirators are preferred and older students should have access to N95 masks. 3-ply masks provided to schools are optional, but this is a minimum standard (Government of Canada, 2022). Further research identifies that N95 followed by medical masks are superior for risk reduction (Andrejko et al., 2022). Medical masks are being provided by some School Boards to children as it is cost prohibitive to the most vulnerable families and the Ministry needs to reconsider what they are providing to schools.
- Antigen tests and PCR self-collection test kits are provided by schools to students but only once symptomatic. There is a significant segment of our community that is disadvantaged and cannot purchase such tests. It is unclear why these are not offered before a student attends school or why priority testing is not offered at testing centres in an effort to keep schools open and safe.

All this makes it unclear to parents just how safe schools are when there are no transparent, adequate measures provided to gauge the level of COVID-19 spread in schools. Parents and guardians of vulnerable children require meaningful measures to make informed decisions whether to send their child to school. The risk-benefits must be determined by the family unit.

Proactive, continuous quality improvements must continue to be utilized to keep schools and our children safe particularly in light of Ontarian's being told to learn to live with COVID-19. This duty of care for safety requires implementing practices based on research and the tracking of transparent and appropriate indicators in order to make adjustments and re-adjustments to enhance safety during this ongoing pandemic and future waves. Parents require this for informed decisions. Appropriate data collection and reporting is an expected standard of our schools and education researchers. We expect the Ministry and elected officials to uphold the same standard.

The safety and well-being of all students is paramount while preserving inclusion. Vulnerable students are simply at greater risk and families need to be better informed. We thank you in advance for your immediate consideration and look forward to a prompt response.

Sincerely,




Bruno Iannicca, SEAC Chair, Dufferin-Peel Catholic District School Board (DPCDSB) Trustee Mississauga Ward 7	Dely Farrace, SEAC Vice Chair, DPCDSB SEAC Association Representative for Brampton Caledon Community Living
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cc: DPCDSB Trustees
MPPs of Dufferin-Peel
Chairs of Special Education Advisory Committees

References

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2022 - 2023 School Year Calendar

Approved by Ministry March 2, 2022

SCHOOL HOLIDAY
 PD DAY
 EXAMS

18 Instructional Days

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 Instructional Days

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 Instructional Days

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

12 Instructional Days

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 Instructional Days

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18 Instructional Days

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

18 Instructional Days

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 Instructional Days

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

22 Instructional Days

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21 Instructional Days

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

All students begin school on September 6, 2022 and end on June 30, 2023

School Holidays

September 2, 2022	School Holiday
September 5, 2022	Labour Day
October 10, 2022	Thanksgiving
Dec. 19, 2022 - Jan. 2, 2023	Christmas Holidays
February 20, 2023	Family Day
March 13-17, 2023	March Break
April 7, 2023	Good Friday
April 10, 2023	Easter Monday
May 22, 2023	Victoria Day

First Day of School for Students

September 6, 2022

Last Day of School for Students

June 30, 2023

187 Instructional Days + 7 PD Days = 194

Professional Activity Days

September 1, 2022	Student and School Safety
September 26, 2022	Learning Recovery
October 24, 2022	Spiritual Development Day
November 25, 2022	Equity and Inclusive Education
February 3, 2023	Elementary Report Cards Secondary Curriculum
April 21, 2023	Indigenous Education
June 12, 2023	Elementary Report Cards Secondary Curriculum

Elementary

Progress Report	November 2022
Report Card	February 2023
Report Card	June 2023

Secondary

Semester 1	September 1st, 2022 - February 2, 2023
Semester 1, Term 1	September 1st - November 11, 2022
Semester 1, Term 2	November 14 - February 2, 2023

Mid Term Report November 2022

Exams January 30, 31, February 1, 2 2023

Final Report February 2023

Semester 2 February 3 - June 30, 2023

Semester 2, Term 1 : February 3 - April 24, 2023

Semester 2, Term 2 : April 25 - June 30, 2023

Mid Term Report May 2023

Exams June 23, 26, 27, 28, 29, 30 2023

Final Report July 2023



Special Education Grant



Special Education Grant – overview

The Special Education Grant is made up of six allocations:

1. Special Education Per Pupil Amount (SEPPA)
2. Differentiated Special Education Needs Amount (DSENA)
3. Special Education Equipment Amount (SEA)
4. Special Incident Portion (SIP)
5. Education and Community Partnership Program (ECPP)
6. Behaviour Expertise Amount (BEA)

Special Education Allocation

Special Education Per Pupil Amount (SEPPA)	1,001,949
Special Education Equipment Amount (SEA)	55,018
Differentiated Special Education Needs Amount	2,263,853
Education and Community Partnership Program	225,590
Behavioural Expertise Amount	245,640
Total Funding for 2021-22	\$3,792,050

Special Education Budget

Kenora Catholic District School Board			
Special Education Costs			
2021-2022			
<u>Teachers</u>			
SMB	1.33	155,999.00	
STL	1.00	122,469.00	
SJPII	3.00	319,618.00	
STA	4.00	439,477.00	Includes 1.0 ECPP
SJS	1.00	119,859.00	
	10.3		1,157,422.00
<u>Special Education E.A.s</u>			
SMB	4.00	212,520.00	
STL	3.00	162,265.00	
SJPII	10.00	514,050.00	
STA	11.00	562,305.00	Includes 2.0 ECPP
SJS	9.00	463,795.00	
	37		1,914,935.00
<u>Central Positions</u>			
Coordinator & Secretary Support	1.50	143,990.00	
BEA/Multi/Speech	5.50	584,175.00	
	7		728,165.00
Spec Ed Budget			83,355.00
			3,883,877.00

Special Education Budget

Total Special Education Budget			3,883,877.00
<u>Special Education Surplus/(Deficit)</u>			
Special Education Per Pupil Amount (SEPPA)		1,001,949.00	
Special Equipment Amount (SEA)		55,018.00	
Differentiated Special Education Needs Amount		2,263,853.00	
ECPP		225,590.00	
Behavioral Expertise		245,640.00	
			3,792,050.00
Spec Ed Deficit			(91,827.00)

Thank you!





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Dedicated to Excellence in Catholic Education



February 19, 2022

Via email: minister.edu@ontario.ca

The Honorable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce:

On behalf of the Kenora Catholic District School Board, the KCDSB Special Education Advisory Committee (SEAC) stands in support of the Durham District School Board's *Special Education Advisory Committee's* letter concerning the decreases in Special Incidence Portion (SIP) claim funding. Special Education funding reductions result in the funding *being insufficient* to meet the costs of student support needs.

We appreciate that our *fellow* school boards across the province vary greatly in size, demographics, and greatest areas of need. We ask that you ensure that funding does not continue to diminish and that our Boards are provided with adequate resources to meet the support needs of our students with special education needs so that they can reach their full potential.

Thank you for acknowledging our letter regarding a decrease in Special Incidence Portion (SIP) claim funding.

Yours in Catholic Education,

Teresa Gallik
Chair of the Board of Trustees

Norine Schram
Chair of SEAC

Cc: Ontario Catholic School Trustees Association (OCSTA)
Ontario Catholic School Boards
Education Minister's Advisory Council on Special Education (MASCE)
KCDSB SEAC



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community, and the Church.

SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report
DATE:	Friday, March 25, 2022
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

Some key take-aways from the February 24 **Regional Special Education Committee (RSEC) meeting** included:

- These helpful resources (below) that were recommended by **Claudine Munroe, the Director of the Ministry of Education's Special Education/ Success for All Branch**:
 - A [Remote Learning Guide for Students with Special Education Needs](#) (also available in French on Appuyer l'apprentissage at <https://e-a-v.ca/cao/>),
 - [Educator Modules on Disability](#), and
 - [Parent Resources for Students with Special Education Needs](#)
- **Ashley Hendy** provided a presentation and overview of the **School Mental Health Ontario website**. She also promoted this free webinar: [Special Education Considerations During Mental Health Promotion: Presentation](#) which is taking place on Wed, 30 March 2022. This PD session is tailored to give information and strategies to those who provide mental health support to students in schools.
- The **Special Education and the Law** presentation and discussion by **Gillian Tuck Kutarna**, a partner with the Miller Thomson Legal Firm, highlighted a student-centered approach to supporting learners concerning the Modified Day or Exclusion practices, under the [Education Act](#).
- Highlights from the **Northern Adjustment Funding (NAF) Discussion and Updates** by Rick Boisvert & Sylvia Parker included:
 - Feedback from an Educational Assistant (EA) PD Survey conducted in the region on behalf of the Northern Ontario Educational Leaders (NOEL), and
 - A summary of this year's NAF [funding](#) and [project priorities](#)

A significant EA PD topic that emerged from survey is how to support--and when to refer--Students with mental health issues to services. A NOEL-RSEC sub-committee has formed to address this identified priority area.



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SEAC Report
By Special Education Coordinator

Transition to Aspen Student Information System (SIS)

The transition to the Aspen SIS is continuing in the program's Special Education Module. Currently, all School Resource Teams are using the Refer to Special Education Workflow, the Individual Education Plan (IEP), and the Alternative Report Card (when applicable). Teams are now beginning to use the Identification Placement and Review Committee (IPRC) documentation functions. It has been an ongoing journey and, although the systems and workflow steps Aspen has provided are not perfect, everyone is meeting with marked improvements. KCDSB school teams and system leads continue to collaborate to find solutions and everyone is making gains to implement these necessary Special Education student information processes.

Professional Development (PD)

A significant area for PD continues to be on **supporting early literacy programming** and gap closing. The **Heggerty Phonemic Awareness** Tier 1 programming for primary classes (Kindergarten to Grade 2) plays a key role in strengthening early reading skills and the **Bridge the Gap intervention** (grades 2 and up) delivers a boost towards phonemic proficiency to those students who struggle with reading-decoding and writing.

The **Lexia Core 5** and **Power Up** literacy programs continue to provide structured literacy learning opportunities for students (grades 2-8). The animation glitch that was causing issues in the fall has been resolved by KCDSB IT. Many teachers have commented that the assessment data and the language arts lesson resources available in Lexia are valuable to their classroom literacy programs, especially when supporting students with reading and writing skill-building.



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SEAC Report
By Special Education Coordinator