

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
May 17, 2022**

MEETING DATE:	May 17, 2022
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM –2:30 PM
NEXT MEETING:	Friday, June 17, 2022 - Lunch: 12:30 PM – Meeting 1:30 PM

	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 type="checkbox"/>	KACL to Appoint Member	Voting Member - KACL Representative
5.	<input checked="" type="checkbox"/>	Joel Willett	Voting Member - FIREFLY Representative
6.	<input checked="" type="checkbox"/>	Anne Sweeney	Voting Member- Trustee 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"/>	Cathy McQuillan	Recording Secretary

1. Opening Prayer – Nicole Kurtz

2. Roll Call: Regrets Paul White, Teresa Gallik

Guest Presenters, St. John School, Lexi McLeish, Shawna Lamme, Corinna Glazier

3. St. John School Presentation: Lexi McLeish, Shawna Lamme, Corinna Glazier

- Lexi McLeish is the First Nation Life Skills Coach at St. John School in Red Lake. This is the first year having this position at SJS which is made possible through the CASE program. The aim is to bring cultural connections to our students while increasing attendance and student engagement. Eighty-eight percent of the students in this program are also on the special education caseload. We are hopeful that this program will continue to motivate students to attend school which in turn will help increase their academic, social, and emotional engagement. Lexi showed a video that gave us a glimpse into this program.
- New & Different Opportunities: This focused on trips to Red Lake Indian Friendship Centre, and different opportunities that are brought into our school. For example, Snowshoeing, Archery, and Trapping. All promote the mental health and well being of our school.
- Cultivating Life Skills: It is fundamental that all students are equipped with the proper tools to help guide them through their future. The First Nations life skills program focuses on the importance of these skills and teaches our students how to utilize them. This year's focus was on self-advocacy, decision making, problem-solving, and critical thinking. These skills allow our students to be more independent and make good decisions going forward.

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- **Attendance & Support:** Transporting students to and from school is a crucial component of this program. Since November we have helped improved student attendance greatly.
- **Liaison between Home, School, and Community Agencies:** St. John has also been able to cultivate stronger relationships with our families and community agencies. We have been able to coordinate nutrition support for their families and have students get involved with extracurricular activities with the help of the Red Lake Indian Friendship center. They have also been able to help coordinate medical appointments for families who need a helping hand.
- **Student Engagement:** The student lounge is their space, and it offers a place to unwind. Students enjoy working on puzzles, painting, reading, and learning about a variety of cultural teachings. They have added their artwork and projects to help decorate the space. The next big rock is to give this space a name.

4. Approval of April 29, 2022, Meeting Minutes

Approved: Anne Sweeney

Seconded: Diane VanderZande

5. Correspondence:

- **Hamilton-Wentworth CDSB – Re: PPM-81 – April 8, 2022 4**

Nicole Kurtz informed the committee that the Council of Ontario Directors of Education (CODE), have sent out a communication regarding PPM-81. The government has received a significant amount of feedback on the proposed changes to Bill 81 regarding the provision of health support services in school settings. While there is no formal communication from the Ministry, through CODE, we have been informed the government is not in the position to move forward on PPM81 this September as they require more time to fully review the feedback they have received.

Norine Schram proposed rather than send another lengthy letter to the Ministry we would send a letter saying we strongly agrees with the SEAC letters that have been received.

- **Ministry of Education Letter in response to:** Sue Wilson, SEAC, Catholic DSB of Eastern Ontario from Laurie McNelles, Interim Director, Digital and Online Learning Branch. Re: Support for Online Learning and Accessibility for students in rural and northern communities. – **Review and file. 7**

6. New Business:

- **Lunch 12:30 PM June 17 before 1:30 PM SEAC Meeting– N Kurtz**

Nicole Kurtz contacted Tom Fawcett to see if he would like to come to a lunch on June 17th at 12:30 as a thank you for all his years of service on the SEAC committee. Tom responded he will be attending the luncheon.

- **Michael Jacques – Guest Speaker, November 25, 2022, Equity and Inclusive Education PD Day – N Kurtz**

Michael Jacques who presented to our SEAC committee in December will be the presenter at our November 25th PD Day. Michael and his father Marcel would like to come up earlier so they can spend some time in the schools with our students. We will meet with them to come up with a schedule for their time in Kenora.

Joel Willett suggested we should reach out to some of our alumni families to meet with Michael and Marcel. They have done so much great advocacy work. It would be nice for Michael and his dad to connect with some families who have young adults. KACL could help with the connection to those families.

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- **New LRT Position – N Kurtz**

Nicole informed the SEAC committee that the Ministry of Education has provided school boards with funding for the next school year to support special education students, by helping with any gaps, specifically for literacy and numeracy, that they have for any reason, for example, COVID 19. The board is pleased to inform the SEAC that Leanne Chisholm will be taking on that role as a board position next year. She will be working under Andrea's leadership. Her role will be working in the schools, in the classrooms supporting the learning resource teachers, and directly with students. We are excited that Leanne has accepted the position as she will be a great person for this role.

- **Draft Schedule 2022-2023 SEAC Meetings – Cathy McQuillan- Attached 9**

7. **Professional Development: Nil**

8. **Business arising from the last meeting:**

- **Follow up regarding Letter received from Durham District School Board. –Cathy McQuillan**
Letter has been sent out to Minister Lecce and all other parties as requested.
- **Follow-up regarding information pertaining to the following Correspondence – Andrea Batters**
 - A. **Durham Catholic DSB and Upper Grand DSB PPM 81 Speech Services information, and**
 - B. **York Catholic DSB – Nursing Shortage Durham Catholic DSB**

As requested by the SEAC at the last meeting Andrea spoke with a colleague from the Keewatin Patricia District School Board about the regional impact of the nursing shortage. Both boards have historically experienced challenges with getting access to services. This issue is ongoing with the number of services required and the providers available and in securing required training.

Keewatin Patricia's experience with securing nursing support for staff training has been very similar to our experience. Both school boards have been able to set up training with the agency and get staff trained by accessing the Home and Community School Nursing Services.

So overall, it was basically a similar situation for our boards. When we're working with the school nursing providers it can take a bit of scheduling and work with the service provider, but it is workable, and it has been coming together for staff to receive training.

9. **Agency Reports**

- **FIREFLY – Joel Willett - Attached 10**
- **KACL – Vacant**
- **Other Reports from Members-at-Large**
 - **Dianne Griffiths – Nothing to report**
 - **Diane VanderZande – Nothing to report**
 - **Norine Schram – Nothing to report**

10. **Trustee Report – Anne Sweeney – Nothing to report**

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

12. **Next Meeting: Friday, June 17, 2022 – Lunch 12:30 PM followed by SEAC meeting at 1:30PM**



Hamilton-Wentworth Catholic District School Board
Believing, Achieving, Serving

April 8, 2022

Hon. Stephan Lecce
Minister of Education
minister.edu@ontario.ca
5th FLR, 438 University Avenue
Toronto, ON M7A 2A5

Hon. Christine Elliott
Minister of Health
christine.elliott@ontario.ca
College Park 5th FLR, 777 Bay Street
Toronto, ON M7A 2J3

Hon. Merrilee Fullerton
Minister of Children, Community and Social Services
MinisterMCCSS@ontario.ca
7th FLR, 438 University Avenue
Toronto, ON M5G 2K8

RE: Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-2022: New Expectations

Dear Ministers,

I am writing to you on behalf of the Special Education Committee of the Hamilton-Wentworth Catholic District School Board regarding the consultation on proposed revisions to Memorandum 81.

We feel it is essential to include Special Education Advisory Committees (SEAC) as key contributors to such a process. On each SEAC there are parents of children with the broad range of needs that require school health support services. Parents are responsible for deciding on the health supports for their child's needs and are intimately familiar with the services and challenges with their delivery. They are, therefore key contributors to revisions to the types and processes of delivery of these services. We are concerned that SEAC's were not directly asked to contribute to the revision and the service delivery questions that the administrators of the school board were asked.

In reviewing the proposed changes, significant concerns about appropriateness of delegation of health care procedures and the safety of the students were identified. There did not appear to be consideration of the role of the parent in being responsible for and giving consent to health services for their child. Those delivering the services are accountable to the child and parent for ensuring competency and appropriateness in the delivery of the service. It is essential treatments and interventions are provided in a safe manner at all times. The amendments must provide guidelines on the role of the health professionals in monitoring this.

We were concerned about the number of interventions that are being transferred or delegated to school board personnel from health professionals in a very short period of time.

There needs to be training for all staff involved, including administrators, ensuring of competency, and a backup plan for delegated services. There is a cost to this training that needs to be provided for. The process must ensure the parent and, when appropriate, the youth are able to give informed consent and be notified of any adverse events. These needs did not appear to be considered in the proposed revisions.

Additionally, on page five of the draft document under 'Student Specific Plans of Care' it states that schools are responsible for 'a plan for supporting students when the health professional is not available'. At this time, school board administrators do not have the ability to staff an absent health care professional to support student learning should a health support be absent. That leaves administrators in very difficult positions as they have to choose to either welcome the student into the building without being able to staff for the student's needs correctly or advise the parent that the child will not be able to attend due to unavailability of health services that day. Either situation is difficult for school boards to manage from either a safety perspective or a Human Rights point of view. Parents should not be used to fill the role of an absent health care professional in schools either. This puts parents and guardians in the unfair position of choosing between having their child attend school or going to work to provide financially for their family.

Nurses are required to provide or supervise some of the procedures that are provided. Recognizing there is a shortage of nurses in our province, it will be extremely difficult to devise a plan that ensures necessary coverage or there would be the risk to the student's safety and participation if a backup plan is not devised in case of the assigned personnel not being available.

Additionally, to ensure continuity of care between home and school, the initial assessment and treatment of students who are receiving occupational therapy (OT) and physiotherapy (PT) support should be done by the local children's treatment centres (CTC). This allows families one point of contact for following up and ensuring the child's therapies and services are comprehensive and manageable for families. The coordination of care between many therapists is an additional burden on families.

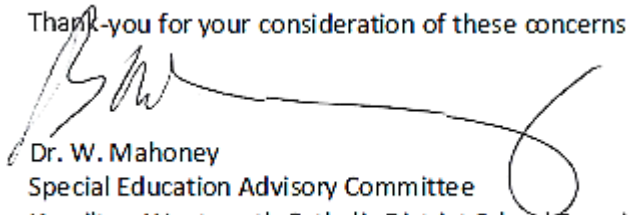
We recognize there are challenges in the professional resources needed in the delivery of school health support services but it is essential that the services are delivered and/or supervised by qualified professionals to maintain their appropriateness and safety. Some students also need a qualified health professional to detect a change in the student's condition that necessitates further health evaluation. Any proposed amendments must ensure that the students are supported by qualified personnel who can perform this function. The transfer of the responsibility of suctioning to school personnel in particular is worrisome. It is a critical respiratory support that can be emergent and is often based on a higher level of skill than could ever be obtained by an Educational Assistant with a few training sessions.

Sometimes suctioning can be routine part of care, but usually students who require suctioning often get themselves into situations where they are in respiratory distress. Nurses piece together thousands of pieces of information when deciding when and how to suction based on years of medical training. Lots of students who require shallow suctioning require deep suctioning at times too, depending on their current health situation. This procedure does not belong on the list at all, not even with training. It's a procedure that, if the wrong judgement call is made could lead to a very dire situation for a child. The other procedures are less life threatening, but suctioning is very critical and requires highly specialized knowledge.

We are as well concerned that the proposed amendments represent a complex and radical change in the delivery of these services from the current model which could be overwhelming for the organizations expected to implement these changes and a more incremental approach would allow better evaluation and modification as needed.

We have outlined a number of substantive concerns that need to be addresses before revisions are finalized to ensure that the outcomes benefit the students, and the services are provided in a safe and effective manner.

Thank-you for your consideration of these concerns.



Dr. W. Mahoney
Special Education Advisory Committee
Hamilton-Wentworth Catholic District School Board

cc: Deputy Minister of Education
Deputy Minister of Health
Deputy Minister of Children, Community and Social Services
Chairperson of the Hamilton-Wentworth CDSB
Chairs of Ontario Special Education Advisory Committees

Ministry of Education

Digital and Online Learning
Branch

315 Front Street West
Toronto ON M7A 0B8

Ministère de l'Éducation

Direction de l'apprentissage
numérique et en ligne

315, rue Front Ouest
Toronto (Ontario) M7A 0B8

May 3, 2022

Sue Wilson, Chair
Special Education Advisory Committee
Catholic District School Board of Eastern Ontario
judith.beriault@cdsbeo.on.ca

Dear Ms. Wilson,

Thank you for your letter regarding virtual learning supports and accessibility for students in rural and northern communities. I appreciate the opportunity to respond on behalf of the Minister.

The COVID-19 pandemic has had a significant impact on the delivery of education and Ontario's education sector has been resilient, embracing new ways to respond to the needs of students during this challenging time.

There is an opportunity to build on lessons learned during the pandemic and modernize the education system to ensure all students graduate with digital literacy and other transferrable skills they need to succeed in work, post-secondary education, and life. It is important to ensure that all students have an equal opportunity to enhance these skills.

Policy/Program Memorandum (PPM) 167 requires students to earn two online learning credits as part of their Ontario Secondary School Diploma. The policy outlines that students may physically attend school to access internet connectivity and learning devices so they can participate in online courses.

Through the government's Broadband Modernization Program, internet connectivity is complete at nearly 100 per cent of schools with 4,841 elementary and secondary schools now connected. In addition, the provincial and federal governments have partnered to support large-scale, fibre-based projects of over \$1 billion to bring high-speed internet to households and expand broadband infrastructure in rural areas across Ontario by 2025. These investments will help ensure that all students can be fully connected to their learning whether they are at school or at home, regardless of where they live.

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The ministry is also providing school boards with \$20 million in the 2022-23 school year for the Connectivity at Schools Program to support online learning. School boards also receive funding to support online learning through the 2022-23 Grants for Student Needs (GSN) budget, including \$39.9 million for broadband network operations and \$488 million for resources such as student technological devices, classroom computers, and educational software. The GSN also includes funding for the Rural and Northern Education Fund.

Thank you again for writing and for your commitment to ensuring the success of all students.

Sincerely,

Original signed by

Laurie McNelles
Interim Director
Digital and Online Learning Branch
Student Achievement Division

c: Chairs of Ontario Special Education Advisory Committees
Ontario Catholic School Trustees' Association

Special Education Advisory Committee (SEAC) Dates for 2022-2023

Please be advised that SEAC meets once a month, third Friday of each month unless otherwise noted.

The meetings begin at 1:30 PM.

Month	Dates
September	Friday, September 23, 2022 CEC Board Room or Teams
October	Friday, October 21, 2022 CEC Board Room or Teams
November	Friday, November 18, 2022 CEC Board Room or Teams
December	Friday, December 9, 2022 CEC Board Room or Teams
January	Friday, January 20, 2023 Ste. Marguerite Bourgeoys School or Teams
February	Friday, February 17, 2023 St. Louis School or Teams
March	Friday, March 24, 2023 Pope John Paul II School or Teams
April	Friday, April 14, 2023 (April 21 is a PD Day) St. Thomas Aquinas High School or Teams
May	Tuesday, May 16, 2023 St. John School / CEC Board Room or Teams
June	Friday, June 16, 2023 CEC Board Room or Teams



FIREFLY
KCDSB SEAC update
May 17, 2022

- Entry to School (OAP):
 - We met capacity for our pilot with 3 students. They are in Kenora, Sioux Lookout and Fort Frances and are 1 month into their programming.
 - We have 3 new families who have received invites who we will begin planning for their program delivery.
- Urgent Response service (OAP) is launched and accepting referrals
- Dietician will begin next week: to expand our abilities to best support clients with complex feeding problems and support clients with eating disorders.
- Smart Start is starting to meet with partners this month. All documents and training was completed in phase 1 of implementation
- Circles of Security: Infant Child Development and psychology intern offered this program virtually with great attendance and participation for 5 families.
- Triple P program undergoing accreditation with plan to begin offering programming fall 2022.
- Very short staffed for SLP services – please be patient while we recruit. Waitlists are long and growing. We have some communication assistants in place to help the situation.
- Foundational Family Services – FIREFLY’s proposal for the 2022-23 fiscal year was approved. 4 individual sessions are being offered to families who have a child registered with OAP. Please see Child Care Resources Website (ccr.connect.ca) for details.
- All counsellor vacancies have been filled



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SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report
DATE:	Tuesday, May 17, 2022
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

In-School Teams (ISTs) are preparing for the spring Identification, Placement and Review Committee (IPRC) meetings. Families have the option to attend these in person or virtually this spring. This is the first year that ISTs will use the Aspen Student Information System's forms which include: the IPRC Meeting Invitation, Dispense Waiver, and Meeting Record forms. This new software draws information from individual student records to populate aspects of these forms. The program captures most of the key details; however, there are a couple of edits that must be made by Learning Resource Teachers until Aspen's software technicians fix these areas. We are hopeful that the Aspen-Fujitsu team will make these repairs soon.

On Wednesday, June 8, Nicole Kurtz and I will be attending the spring Regional Special Education Committee (RSEC) meeting. It will be great to meet virtually with those who lead special education in our region to share and receive updates about provincial and regional learning for all initiatives.

Friday, June 10 is a Professional Development (PD) day. Educational Assistants (EA) will take part in learning that promotes personal wellness and self-care. The day of learning is shaping up to be both fun and rejuvenating for those educators who support students with special education needs.