

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

**February 18, 2022
Makeup Meeting 1A
October 15, 2021**

MEETING DATE:	Friday, February 18, 2022 – 1A -Makeup Meeting October 15, 2022
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM –3:31 PM
NEXT MEETING:	February 18, 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 checked="" type="checkbox"/>	Andrea Batters	Special Education Coordinator
11.	<input type="checkbox"/>	Teresa Gallik	Chair, Board of Trustees
12.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. Open Meeting #1A – Meeting Held November 19, 2021

- Approval of October 15th Meeting Minutes
- Minutes Approved by Tom Fawcett
- Minutes Seconded by Diane VanderZande
- Close Meeting – Norine Schram

2. Open Meeting # 1B – Meeting Held December 17, 2021

- Approval of November 19, 2021 Meeting Minutes
- Minutes Approved by Diane VanderZande
- Minutes Seconded by Tom Fawcette
- Close Meeting – Norine Schram

3. Open Meeting # 1C – Meeting Held January 21, 2022

- Approval of December 16, 2021 Meeting Minutes
- Minutes Approved by Anne Sweeney
- Minutes Seconded by Tom Fawcett
- Close Meeting – Norine Schram

4. Next Meeting: Friday, February 18, 2022 Microsoft Teams

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MEETING MINUTES

October 15, 2021

MEETING DATE:	Friday, October 15, 2021
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM –3:09 PM
NEXT MEETING:	1:30 PM Friday, November 19, 2021

	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 checked="" type="checkbox"/>	Dianne Griffiths	Member at Large
4.	<input checked="" 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 checked="" 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, Aimee Foucher, Paul White

Guest Presenter: Tom Doherty, St. John School teacher and a leadership member of the Métis Nation Ontario (MNO).

3. Approval of September 17, 2021, Meeting Minutes:

Accepted: Tom Fawcett

Seconded: Dianne Griffiths

4. Correspondence: Nil

5. New Business: Nil

6. Professional Development:

Professional Development on Special Education Plan Part 1: Special Education Programs and Services section on The Board's General Model for Special Education and the section on Roles and Responsibilities. Andrea Batters - Attached

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October 15, 2021

Norine Schram asked how many students are using the Education Community Partnership Program (ECP) classroom at St. Thomas Aquinas High School.

Nicole Kurtz responded that last year three students used the classroom at different times during the school year and one of those students was a great success as they were able to be graduating on target.

Nicole will find out for our next meeting how many students are using the classroom this year. The room is used for a variety of different purposes. It is a great flexible program for students with a variety of needs.

Anne Sweeney asked if the SEAC Plan has been accepted by the Ministry.

Andrea Batters responded that we have not received an acceptance letter from the Ministry yet.

Presentation: Tom Doherty, St. John School teacher and a leadership member of the Métis Nation Ontario (MNO).

Nicole Kurtz introduced Tom Doherty.

Tom Doherty M.Ed., OCT is a National/Provincial Educational Award-Winning Métis SJS Ojibwe teacher with the Kenora Catholic District School Board. Over the past 14 years, Tom has been a Classroom teacher, Student Success teacher, Prep Coverage teacher, French as a Second Language teacher, Northern Studies teacher, Religion teacher and Ojibwe teacher. Over the past 14 years, Tom has either served as an executive member and coach of community youth baseball (President), hockey (Vice-President) and soccer (Vice-President). He served 8 years as an executive member (President, Vice-President, Treasurer and Secretary) of the Red Lake Indian Friendship Centre and currently serves on the Métis Nation of Ontario 's Kenora Council as the Ear Falls/Red Lake Councillor. Tom currently serves as a Lector & Eucharistic Minister and served as a member for a term on the St. John the Apostle Church Parish Council.

Tom Doherty thanked the SEAC for inviting him to this meeting.

Tom had served on executive for eight years with the Red Lake Indian Friendship Centre. At that time there was no representation in the Ear Falls – Red Lake areas until two years ago the Kenora Council of the Métis Nation of Ontario decided this area would fall under their umbrella. At that time Tom put forward his name and was chosen as the Métis Citizen Council representative for his area.

His role with the MNO is to advocate for the citizens of the Red Lake and Ear Falls area to report their needs to the Kenora Council. The Kenora Council office then passes them onto Theresa Stenlund, MNO Provisional Council in Ottawa. She also communicates the Provisional Council information back to Tom.

Tom reported regarding education the Fort Frances office handles any educational needs of our area from kindergarten to university. They also access funding for post-secondary studies.

We currently have about 200 MNO citizens registered in Ear Falls and Red Lake.

During COVID when the funding came in for each school board the MNO was giving each of its citizens the same amount. Programming is open to citizens not based on income but based on the fact that you are a citizen.

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SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

October 15, 2021

MNO citizens are not eligible for Jordan's Principle funding.

MNO supplies supports for student needs, like tutoring.

The office is growing as a governing body within the province of Ontario. We are also a signatory for Treaty Three.

If we would like, the Education Officers in Fort Frances office and the Superintendent of Education in Ottawa would be happy to present to our SEAC committee. Our Superintendent is actually making a presentation to the Keewatin Patricia District School Board Next Week

Teresa Gallik suggested we should find out who she is presenting to the KP Board and get her contact information.

7. Business arising from last meeting:

- **Follow up regarding Leslie Legros being a member of SEAC – Cathy McQuillan**
 - **Cathy** has sent the required rental package to Leslie Legros to pass onto her Life Lease Agency.
- **Follow up regarding Michael Jacques presentation – Cathy McQuillan**
 - **Cathy** will follow up with Marcel and Michael Jacques regarding a possible presentation for the upcoming SEAC meeting in November or December.
- **Follow up letter to Optometrists in Ontario and the Ministry of Health regarding OHIP eye exams.**
 - **Cathy** has received the draft letter from Norine Schram and will get it ready for approval by Director Paul White and signatures.

8. Agency Reports

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

9. Trustee Report –September 21, 2021 Board Meeting - Anne Sweeney

- **Opening Prayer**
 - **Rite of Commissioning for Student Trustees**
 - **Return to School Plan**
 - **2021 Virtual Summer Learning Program**
 - **Back to School Reading Boost**
 - **2021 Staffing Report**
 - **Student Trustee Report**
 - **Enrolment Report**
-

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**SPECIAL EDUCATION
ADVISORY COMMITTEE**

MEETING MINUTES

October 15, 2021

- **COVID-19 Update and Immunization Disclosure Policy Update**

Watch the September 21, Regular Board Meeting Video: <https://youtu.be/yrKxXB7Zhcc>

10. **Coordinator Report – Andrea Batters - Attached**
 11. **Next Meeting – 1:30 pm, Friday, November 19, 2021**
-

The Kenora Catholic District School Board's - Special Education Plan October 2021 SEAC Review *KCDSB's Special Education Programs and Services*

In preparation for the October, 15, 2021 SEAC meeting, please find the following information that has been prepared to share with Members pertaining to

the Kenora Catholic District School Board's Special Education Plan, and

the Ministry of Education's Standards for Special Education Plans.

PART 1: Pages 1-4

Sections from [The Kenora Catholic District School Board's Special Education Plan \(Updated July 2021\)](#) for your review and discussion during the Oct 15, 2021, SEAC meeting regarding -

- The Board's General Model for Special Education (currently 'Plan' pages 5-6)
- The Special Education Placements Provided by the Board (currently 'Plan' page 37)

Please note that the **yellow highlighted areas** signal suggestions for updates to these Special Education Program and Services sections for your review and consideration.

PART 2: Pages 5-6

Information pertaining to The Ministry of Education's Standards for Special Education Plans specific to

- The Board's General Model for Special Education and
- The Special Education Placements Provided by the Board

PART 1

Sections from [The Kenora Catholic District School Board's Special Education Plan \(Updated July 2021\)](#) for your review and discussion during the Oct 15, 2021, SEAC meeting pertaining to

- **The Board's General Model for Special Education** (currently, 'Plan' pages 5-6)
- **The Special Education Placements Provided by the Board** (currently, 'Plan' page 37)

Please note that the **yellow highlighted areas** signal suggestions for updates to these Special Education Program and Services sections for your review and consideration.

Part 1. SPECIAL EDUCATION PROGRAM AND SERVICES

(page 5)

The Board's General Model for Special Education

Purpose of the Standard

To provide the Ministry of Education and the public with information on the KCDSB's philosophy and service-delivery model for the provision of special education programs and services.

Philosophy of Special Education

The KCDSB echoes the 'Shared Beliefs' stated in the Ministry's [Learning for All \(2013\)](#) document:

- All students can succeed,
- Fairness is not sameness, and
- The 'regular classroom' setting with age-appropriate classmates is the ideal learning environment for students to learn social norms, communication skills, and academic concepts.

General Service-Delivery Model

The KCDSB's general service-delivery model is inclusive education. The regular classroom program is the central access point of learning for all students. This regular program can be supported, modified, specialized and intensified in a variety of ways.

Whenever possible, in accordance with the pupil's individual needs, students remain in their regular classes. A range of options, including placement in a treatment class or a provincial or demonstration school is available for pupils whose needs cannot be met solely in the regular classroom.

The range of placement options include

- ~~1. a regular class with indirect support;~~
- ~~2. a regular class with resource assistance;~~
- ~~3. a regular class with withdrawal assistance;~~
- ~~4. a regular class with partial integration;~~
- ~~5. a special education class full time *~~

At the time of Special Education Program review, the present range of Special Education Placement options provided by the Board, includes:

1. a regular class with indirect support;
2. a regular class with resource assistance;
3. a regular class with withdrawal assistance;
4. a special education class full time*

Additional Special Education Placement options that are available, as required, also include:

5. a regular class with partial integration;
6. a placement in a Provincial & Demonstration School

The specific programming will depend on the particular needs of the student as determined by the school team in collaboration with parents, and when necessary, system-based supports, and community-based resources. Our Catholic schools are rooted in and sustained on the faith tradition and relationships among home, church, and school.

Programs and services within the KCDSB are **(1) School-Based, (2) System-Based, and (3) Community-Based.**

(1) **School-Based resources** consist of the classroom and school teams, which may include school administrator(s), classroom/course teacher(s), Learning Resource Teacher(s), Early Childhood Educator, and/or Educational Assistant(s).

(2) **System Based resources** consist of System Teachers, System Leads (e.g. Positive Behavioural Intervention Support Lead, Mental Health Lead, Speech Language Pathologist, Special Education Coordinator, and other system support staff).

(3) **Community-Based resources** consist of community agencies, contract professionals (teacher diagnostician, psychometrist, psychologist, etc.), the Ministry of Education, and other related Ministries.

-----[End of page 5 and this section of the Plan]

Special Education Placements Provided by the Board - [Page 37]

The regular classroom program is the central access point of learning for all students. This regular program can be supported, modified, specialized, and intensified in a variety of ways.

Whenever possible, in accordance with the pupil’s individual needs, students remain in their regular classes. A range of options, including placement in a treatment class or a provincial or demonstration school is available for pupils whose needs cannot be met solely in the regular classroom.

*The range of placement options include:

1. ~~a regular class with indirect support;~~
2. ~~a regular class with resource assistance;~~
3. ~~a regular class with withdrawal assistance;~~
4. ~~a regular class with partial integration;~~
5. ~~a special education class full time~~

*Remove this section and replace it with the Table (below):

The specific programming will depend on the particular needs of the student* as determine by the school team in collaboration with parents, and when necessary, system-based supports, and community-based resources. Our Catholic schools are rooted in and sustained on the faith tradition and relationships among home, church, and school.

*Student Needs include a pupil’s learning profile capturing their Strengths and Needs and taking into account their Exceptionality, if applicable. Please see the Table below summarizing the Ministry Exceptionality Categories and Definitions, and also refer to pages 29-37 of this Special Education Plan.

Ministry of Education Exceptionality Categories, Definitions, and Range of Placement Options		
Category	Definition	Placement Options Based on current Student Needs and, at the time of Review, the following Placement Options Provided by the Board, which include:
BEHAVIOUR	Behaviour	1. a regular class with indirect support; 2. a regular class with resource assistance;
	Autism	
	Deaf and Hard of Hearing	

COMMUNICATION	Language Impairment	3. a regular class with withdrawal assistance; 4. a special education class* full time (*Please see p. 36 of this Plan - Education & Community Partnership Program [ECPP] for more information). Maximum enrollment of eight (8) pupils as per O Reg. 298, Section 31 (a). 5. a placement in a Ministry Provincial or Demonstration School
	Speech Impairment	
	Learning Disability	
INTELLECTUAL	Gifted	An additional Special Education Placement option that is available, as required, also includes: 6. a regular class with partial integration;
	Mild Intellectual Disability	
	Developmental Disability	
PHYSICAL	Physical	An additional Special Education Placement option that is available, as required, also includes: 6. a regular class with partial integration;
	Blind and Low Vision	
MULTIPLE	Multiple Exceptionalities	

***Education & Community Partnership Program (ECPP)**

Presently, KCDSB provides an alternative educational setting for secondary school students (grades 9-12) who require additional academic, behavior, or mental health support, accessible through the [Education & Community Partnership Program \(ECPP\)](#). Located at St. Thomas Aquinas High School, students who meet the criteria for the program work on their high school courses in a Ministry-funded program designed to support “the unique needs of children and youth in Education Programs”.

The Ministry has identified three essential components for these programs:

1. Instruction and Intervention
2. Assessment, Evaluation and Reporting on Educational Achievement
3. Transition Planning

Please note that selections of these ECPP details are taken from page 7 of the [ECPP 2021-2022 Guidelines](#)

The specific programming will depend on the particular needs of the student as determine by the school team in collaboration with parents, and when necessary, system-based supports, and community-based resources. Our Catholic schools are rooted in and sustained on the faith tradition and relationships among home, church, and school.

PART 2 – Please find details from the [Ministry of Education’s Standards for Special Education Plans](#) specific to

- The Board’s General Model for Special Education and
- The Special Education Placements Provided by the Board

to support the review and discussion of these aforementioned components of KCDSB’s Special Education Plan during the SEAC meeting.

Special Education Programs and Services

The Board's General Model for Special Education

Purpose of the Standard

To provide the ministry and the public with information on the board's philosophy and service-delivery model for the provision of special education programs and services

Requirements of the Standard

The school board's special education plan must outline in detail the board's general philosophy and service-delivery model for the provision of special education programs and services. The board's special education plan must be designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and any other relevant legislation. The board must include a statement in the plan confirming that the plan has been designed in accordance with this requirement.

Compliance with the Standard

The ministry will review each school board's special education plan to ensure that the above information is included.

Special Education Placements Provided by the Board

Purpose of the Standard

To provide the ministry and the public with details of the range of place-ments provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC

Requirements of the Standard

The board's special education plan must:

- Describe the ways in which the board's SEAC is involved in providing advice on determining the range of placements offered;

acknowledge that placement of a student in a regular class is the first option considered by an IPRC;

- Outline ways in which a student can be integrated into the regular classroom when the placement meets the student's needs and is in accordance with the parents' preferences; outline specific information about each type of placement provided at the elementary and secondary levels;

- List for each category of exceptionality the range of placement options available, along with the criteria for admission, the admission process, and the criteria for determining the level of support provided in each placement, including the board's criteria for assigning intensive support for students who are in need of a great deal of assistance;

R.R.O. 1990, O. Reg. 298 (Operation of Schools – General), s. 31 governing the maximum enrolment in self-contained special education classes for pupils of the board.

- State the maximum class size for each type of special education class;

- List the criteria used for determining the need to change a student's placement;

describe the alternatives that are provided when the needs of a student cannot be met within the board's range of placements and the ways in which the options are communicated to parents.

FIREFLY
KCDSB SEAC update
October 15, 2021

- New online Self-referral form for Child and Youth Mental Health (CYMH) Services – can still access CYMH in the same way as before as well. one for parents/caregivers coming soon!
- Ashley Hendy has moved to School Mental Health Ontario and we have hired 2 new CYMH clinical managers in Kenora - Zoe and Jodelle.
- New CYMH brief model - regional approach will see 2 Single sessions available a day which should see significant improvements in wait times for first appointment.
- FIREFLY daycares and aftercare programs are being transitioned to the KDSB as of Jan 1, 2022
- Creating a seating clinic model for our clients who use wheelchairs for mobility. This involves our local vendors attending along with an OT who is specializing in seating to have more local access to specialized seating. GJCC is supporting with mentorship to our clinicians.



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SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report – October 2021
DATE:	Friday, October 15, 2021
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

On Tuesday, September 21, Dallis Novelli (KCDSB Curriculum Coordinator) and I presented to Kenora Catholic's Board of Trustees about the **Back To School Summer Reading Boost (BTS SRB)** program. We provided an overview of the structured literacy training the four educator teams received as an introduction to the **Heggerty Phonemic Awareness** program and the **Lexia Core 5 Reading** software. Structured literacy programming and evidence-based reading instruction/interventions continue to be areas of professional development for the elementary panel going forward. Marnie Buffett, Early Years Coordinator; Laurel Dufresne, Pope John Paul II Literacy Teacher; Jared Ralko, Learning Technology Coordinator; and Stephanie Sweeney, Technology Enabled Learning and Teacher Contact have also joined the KCDSB Literacy Central Team in promoting and supporting literacy PD and technology access from their respective focus areas.

On Thursday, October 14, Sommer Kennedy will receive the first part of her **Intermediate Empower Spelling and Decoding Intervention Training** through **SickKids**. Sommer taught the Grade 2-5 Empower Reading Program virtually last year as the St. Isidore Virtual Elementary School's Learning Resource Teacher (LRT). With her return to the St. Thomas Aquinas HS Special Education Department, Sommer's work in supporting struggling readers will continue in her role teaching the Grade 7/8 Empower Decoding and Spelling program.

The next **KCDSB Professional Development (PD) Day** is set for November 1, 2021, with a focus on Catholicity. Topics will focus on themes of Inclusion and Justice. More information will be shared once details become available.