

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
Meeting Minutes
February 16, 2024**

MEETING DATE:	February 16, 2024
LOCATION OF MEETING:	CEC Board Room & Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM – 3:02 PM
NEXT MEETING: NEW MEETING DATE	1:30 PM Friday, March 8, 2024 - CEC Board Room & Microsoft Teams

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

1. **Opening Prayer: Nicole Kurtz**

2. **Roll Call: Regrets:** Dianne Griffiths, Anne Sweeney, Lina O'Connor

Guest Presenters: KACL, Stacey Socholotuk – St. Louis School, Erin Hercun, Karen Smith

3. **St. Louis School:** Karen Smith, Erin Hercun - **Attached 4**

4. **Approval of January 12, 2024, Meeting Minutes:** **Approved**, Shirley Jette – **Seconded**, Joel Willett

5. **Board and Ministry Updates:** Nicole Kurtz: **Attached 9**

6. **Business arising from the last meeting:** Nil

7. **Professional Development:** EQAO and IEP Students at KCDSB: Nicole Kurtz: **Attached 17**

8. **Correspondence:**

- **Durham Catholic District School Board (DCDSB) letter to Minister Stephen Lecce regarding spending for the 2023-24 School Year:** Review and File per SEAC Committee - **Attached 24**

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- **Peterborough Victoria Northumberland and Clarington Catholic District School Board, (PVNC CDSB) letter to Minister Stephen Lecce regarding Supporting Students with Special Education: Attached**
 - As per Joel Willett's request, we will see if any other school boards send a letter in support of the PVMC letter. Nicole and Andrea will gather further information and bring this letter back to the next SEAC meeting for further review. **26**

9. New Business:

- **Mid-Year update to the KCDSB Special Education Plan concerning Partnerships with External Agencies:** Andrea Batters – [Click Here](#) to access the updated Special Education Plan and refer to pages 66-70.

10. Agency Reports

- **FIREFLY – Joel Willett**
 - Full launch of OCEAN for sending and receiving referrals is complete.
 - Opening of the new Cameron Bay Assessment and Treatment space (January). Grand opening is targeted for March 2024.
 - The Canada Prenatal Nutrition Program (CPNP) contract will be extended to March 2026, with no increase in funding.
 - NOSM University Summer Studentship Applications was open Feb 1-15, 2024.
 - FASD Summit Working Groups to report recommendations re: New Service Delivery model.
 - Formal announcement re: new leadership model for NWO FASD Diagnostic Clinic.
- **KACL – Stacey Socholotuk, KACL's Manager of Children's Services – Attached 29**
 - Stacey asked if KCDSB could provide KACL with information on the curriculum of the Sexual Education and Health classes so they can pass it on to the families they support who attend our board.
 - Andrea Batters will connect Mariette Martineau, KCDSB Religious Education, and Family Life Coordinator, with Stacey Socholotuk at KACL.
- **Harmony Center for Community Living – Shirley Jette**
 - Shirley reported that the community has started to fundraise for the replacement of their wheelchair accessible bus. They expect they will need to replace the existing bus in the next three to five years. Red Lake does not have Handi-Transit services available to the public. Harmony Center has a vehicle with a wheelchair lift and there is also a school bus with wheelchair access, but that bus is sent back to Kenora in the summer months. They expect the new bus to cost between \$150,000 to \$180,000 to replace.

Other Reports from Members-at-Large

- **Dianne Griffiths:** Regrets
- **Anne Sweeney:** Regrets
- **Diane VanderZande:** Nothing to Report

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11. Trustee Report – Marie Lundin

- **Marie Lundin reported on the Public Board Meeting held on Tuesday, January 16, at 7:00 PM.**
- **Presentation Highlights:**
 - Education Services: Early Literacy and Numeracy Interventions Lead – Leanne Chisholm
 - School Presentation for St. Thomas Aquinas High School – Kylie Hughes
 - Student Trustee Report –Joshua Pitt, Jesse Peterson, and Benjamin Favreau
 - [Click Here](#) to see the 2023 Director’s Annual Report which was presented at this meeting.

12. Coordinator Report – Andrea Batters – Attached 30**13. Next Meetings: **New Meeting Date:**
1:30 PM Friday, March 8, 2024: St. John Paul II School will be presenting at the CEC**

Special Education at St. Louis Living Arts School



SEAC- February 2024
Erin Hercun - Principal
Karen Smith - Learning Resource Teacher

Building skills in our youngest learners

Focus on:

- Kindergarten to Grade 2 - early intervention
- Learning Resource room as a safe and calm space
- Implementing Occupational Therapy recommendations
- Authentic learning through hands-on materials, Living Arts activities, and natural materials
- Building emotional and social resiliency and strong relationships between students and staff members
- Therapeutic Paws of Canada Therapy Dog (K-1)



Resource Room as a Hub

This year, the resource room has become a hub* for students. a regular day you will see:

- Small-group reading, writing, or math support (Gr 1-6)
- One-to one support for Tier 3 students
- Empower Decoding and Spelling Program through Sick Kids (grade 3-5)
- Calming activities or a private space for students to regulate
- Relationship building between students and EAs (often times cross-grade, as various students come for a break or a visit based on need)
- Use of sensory materials for those requiring a sensory diet
- Meeting space for staff, parents, and agencies as necessary



Focus is always on returning students to class, in a regulated state, as soon as possible, unless IEP states withdrawal assistance or alternative programming.

Occupational Therapy Integration

Through assessment recommendations, SEA funding, and regular consultation with Firefly, we have implemented:

- Development of sensory diets for students K-2
- Equipment and materials such as body sock, TippyToe board, deep pressure roller, dark tent, weighted lap pads and animals, inflatable sensory pod and alternative seating for the classroom
- Games to learn math skills, turn taking, conversation and oral language skills
- Fine motor and tactile materials such as Kinetic Sand and playdough
- Gross motor activities such as plasma cars, catching games, balance boards and more.



Living Arts Integration and Eco-School Considerations

With a whole school focus on Living Arts, this is reflected in our special education programming through:

- Natural materials such as clay and wooden toys,
- Sheepskins available for alternative seating
- In-class and after school workshops provide authentic learning opportunities to build a wide variety of skills, including Choir, nature club and visual arts clubs
- Eco-School considerations include:
 - Using “GOOS” paper
 - Minimal printing of worksheets or colouring pages, unless necessary
 - Focus on natural materials and less plastic, as possible
 - Purchase materials locally, as possible



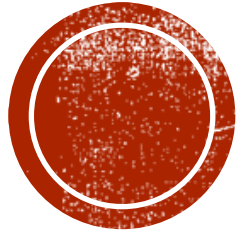
SEAC MEETING

February 16th, 2024



MINISTRY AND BOARD UPDATES

Report Cards

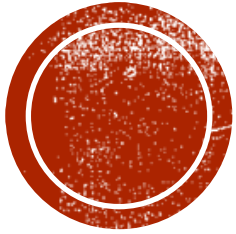


Elementary Report Cards – February 14th, 2024

Secondary – Semester 1 Final Report Cards – February 16th, 2024

MINISTRY AND BOARD UPDATES

Updated Kindergarten Curriculum (2016) – Implementation September 2025

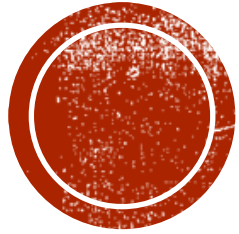


The new mandatory kindergarten learning will focus on early literacy skills, and the foundations for math and STEM. The updated kindergarten curriculum will include evidence-based, systematic and explicit instruction of foundational knowledge and skills in early literacy and math. Key features of Ontario's full-day kindergarten program, including play-based learning supported by teachers and early childhood educators remain unchanged.

These updates will also address the [Ontario Human Rights Commission \(OHRC\) Right to Read report](#) that emphasized the importance of phonics instruction, more explicit instruction in schools, and other actions to ensure all students build a solid literacy foundation beginning in kindergarten.

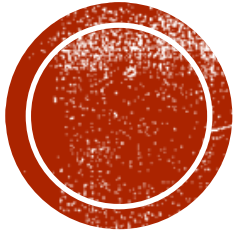
MINISTRY AND BOARD UPDATES

- **Saturday, February 17th – Early Years Arts Festival**
- **Monday, February 19 is Family Day**



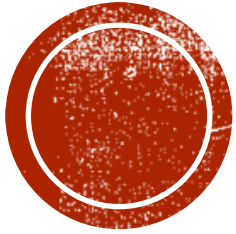
- **February 22 from 4:30 – 7:00 PM is our KCDSB Community Festival du Voyageur** hosted by École Ste-Marguerite Bourgeoys. Get ready for a grand voyageur adventure at #KCDSBFestivalDuVoyageur! Dive into Métis and French-Canadian culture with live music, cozy warm eats, sweet treats, snow sculptures, dog sled races, and fun games!

MINISTRY AND BOARD UPDATES



- **February 24 (Saturday) is OPEN GYM** at Ecole Ste. Marguerite Bourgeoys from 10:00 AM-12:00 PM. The Kenora Family Alliance is hosting FREE Open Gyms this winter for families with children. You are invited to drop in and enjoy some active playtime as a family, no signup is required. Light snacks will be provided.
- **February 28 is Pink Shirt Day.** Pink Shirt Day is an annual event celebrated to take a stand against bullying. It encourages everyone to wear a pink shirt to show their support for creating a kinder, more inclusive world.

MINISTRY AND BOARD UPDATES



• **February 29 is Leap into Your Future at St. Thomas Aquinas High School.** This Open House is tailored for Grade 6 students and families. It's happening on Thursday, February 29, from 5:00 to 6:30 PM. Whether you are already attending a KCDSB school or not, this is a fantastic opportunity to explore our programs and new possibilities at STAHS.

March 2 (Saturday) is Early Years Arts and Design Festival at St. John School. We're thrilled to announce our Early Years Arts and Design Festival is fast approaching for St. John School! All our SJS families and communities are welcome to explore our ridiculously fun, over-the-top Early Years Arts and Design Festival aimed at families with young children.

2024 - 2025 School Year Calendar - Option 2

SCHOOL HOLIDAY
PA DAY
EXAMS

20 Instructional Days
September 2024

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
October 2024

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 2024

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

15 Instructional Days
December 2024

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				

2 Instructional Days
August 2024

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

19 Instructional Days
February 2025

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	

16 Instructional Days
March 2025

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					

20 Instructional Days
April 2025

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			

21 Instructional Days
May 2025

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

20 Instructional Days
January 2025

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
June 2025

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 3, 2024 and end on June 25, 2025

School Holidays	
September 2, 2024	Labour Day
October 14, 2024	Thanksgiving
Dec. 23, 2024 - Jan. 3, 2025	Winter Holidays
February 17, 2025	Family Day
March 10-14, 2025	March Break
April 18, 2025	Good Friday
April 21, 2025	Easter Monday
May 19, 2025	Victoria Day
First Day of School for Students	
June 25, 2025	
187 Instructional Days + 7 PD Days = 194	

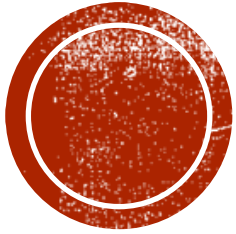
Professional Activity Days	
August 29, 2024	Professional Activity
August 30, 2024	Professional Activity
September 27, 2024	Professional Activity
November 1, 2024	Professional Activity
January 29, 2025	Professional Activity
April 7, 2025	Professional Activity
June 9, 2025	Professional Activity

Elementary	
Progress Report	
Report Card	
Report Card	
Secondary	
Semester 1	
Semester 1 Term 1	
Semester 1 Term 2	
Mid Term Report	
Exams	
Final Report	
Semester 2	
Semester 2	



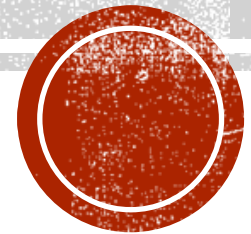
MARCH MEETING REQUEST

March 8th SEAC Date Change Request



EQAO & STUDENTS WITH IEP

February 16th, 2024



GRADE 3 READING

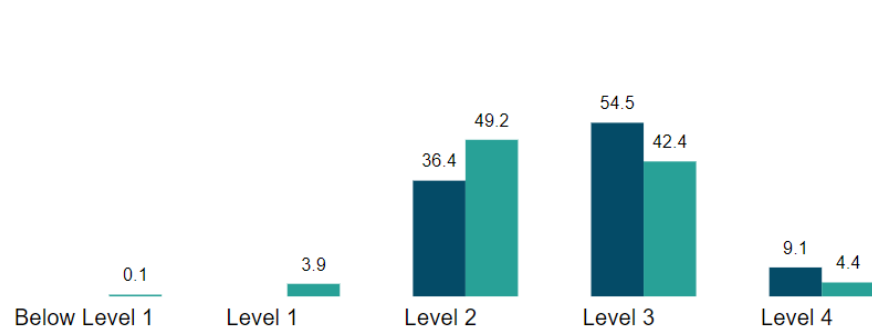
Students with an IEP

Fully Participating

	School	Board	Province
Count		22	15,344
Percentage		31%	13.1%

Achievement

● % School ● % Board ● % Province



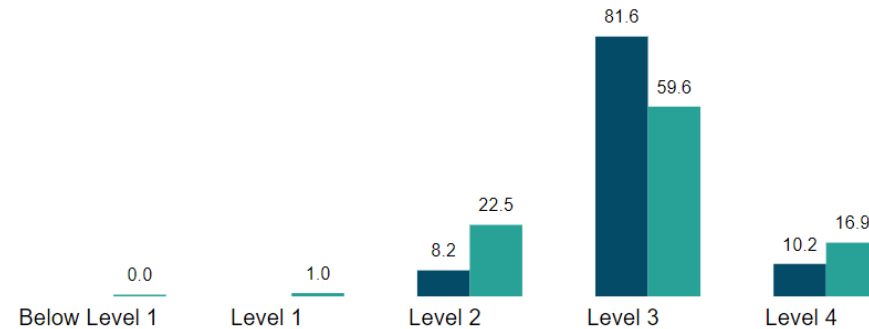
Students Without an IEP

Fully Participating

	School	Board	Province
Count		49	101,349
Percentage		69%	86.9%

Achievement

● % School ● % Board ● % Province



*Results do not appear if the number of fully participating students is fewer than 10.



GRADE 3 WRITING

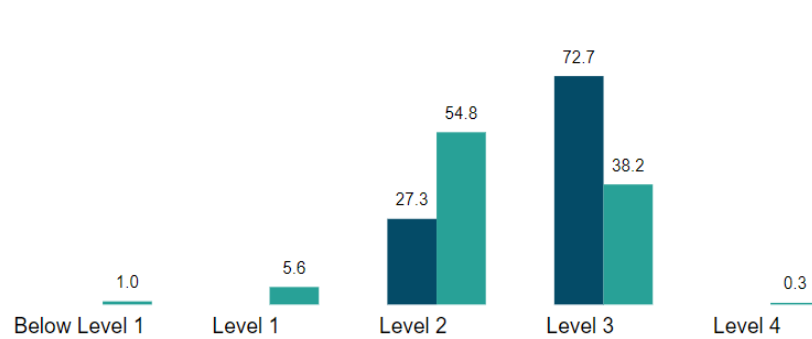
Students with an IEP

Fully Participating

School	Board	Province
	22	15,314
	31%	13.1%

Achievement

● % School ● % Board ● % Province



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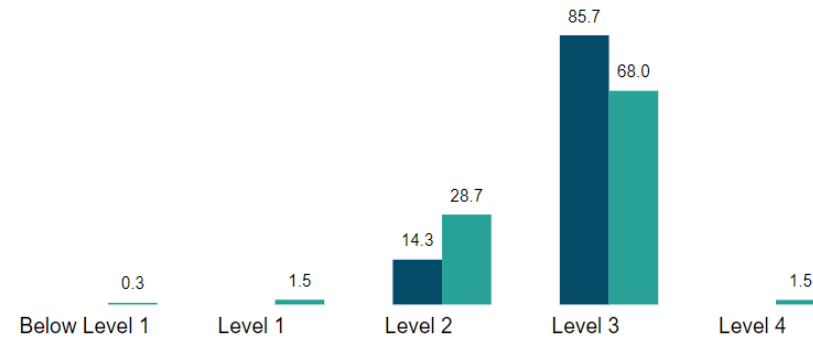
Students Without an IEP

Fully Participating

School	Board	Province
	49	101,258
	69%	86.9%

Achievement

● % School ● % Board ● % Province



GRADE 3 MATH

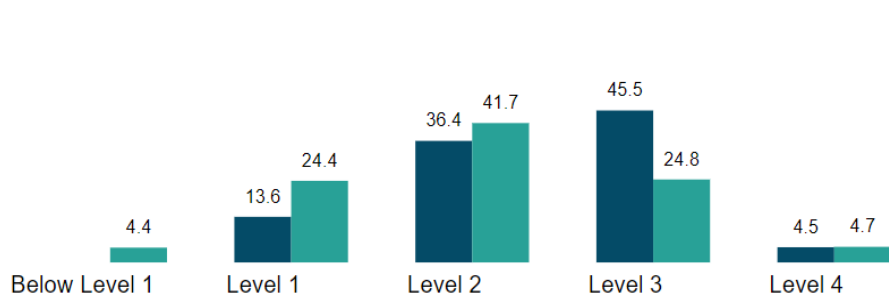
Students with an IEP

Fully Participating

	School	Board	Province
Number of Students		22	15,624
Achievement		31%	12.7%

Achievement

● % School ● % Board ● % Provincial



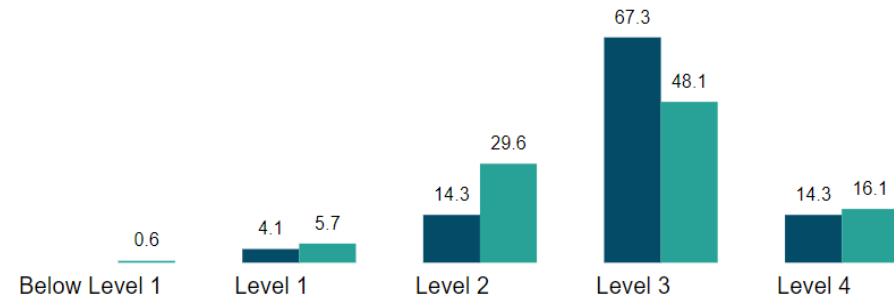
Students Without an IEP

Fully Participating

	School	Board	Province
Number of Students		49	107,665
Achievement		69%	87.3%

Achievement

● % School ● % Board ● % Province



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GRADE 6 READING

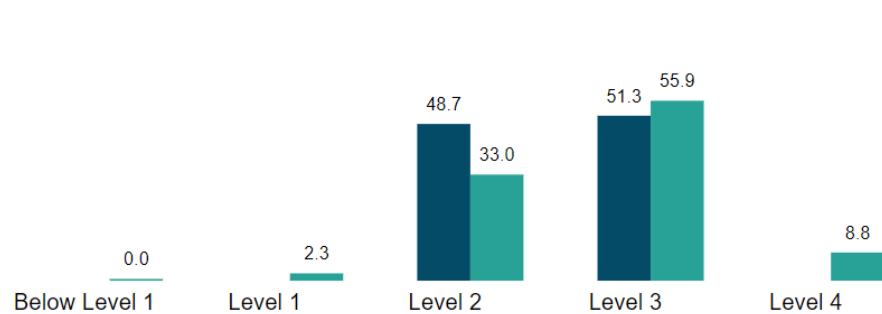
Students with an IEP

Fully Participating

School	Board	Province
	39	27,328
	35.5%	21.6%

Achievement

● % School ● % Board ● % Province



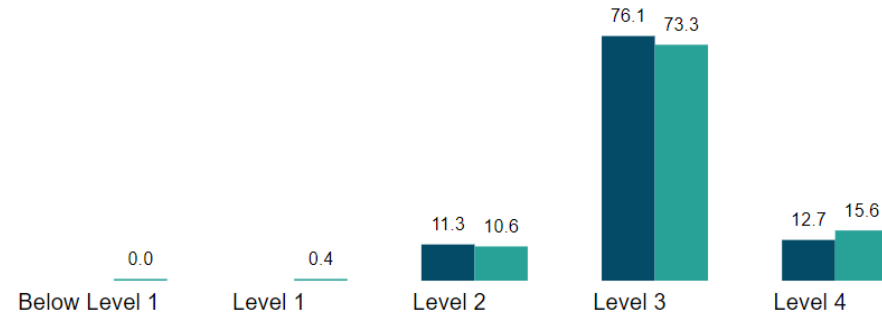
Students Without an IEP

Fully Participating

School	Board	Province
	71	99,369
	64.5%	78.4%

Achievement

● % School ● % Board ● % Province



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GRADE 6 WRITING

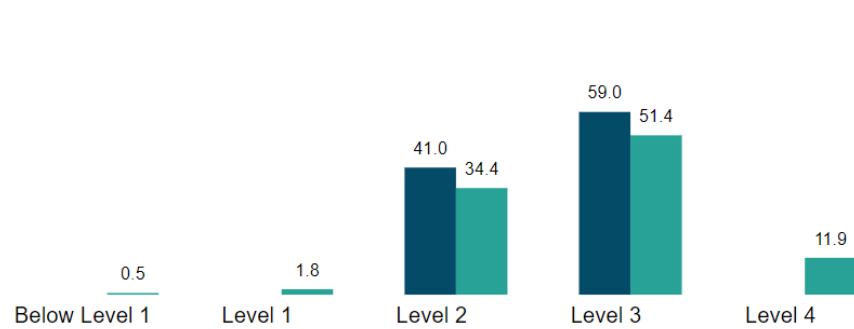
Students with an IEP

Fully Participating

	School	Board	Province
Count		39	27,266
Percentage		35.5%	21.5%

Achievement

● % School ● % Board ● % Province



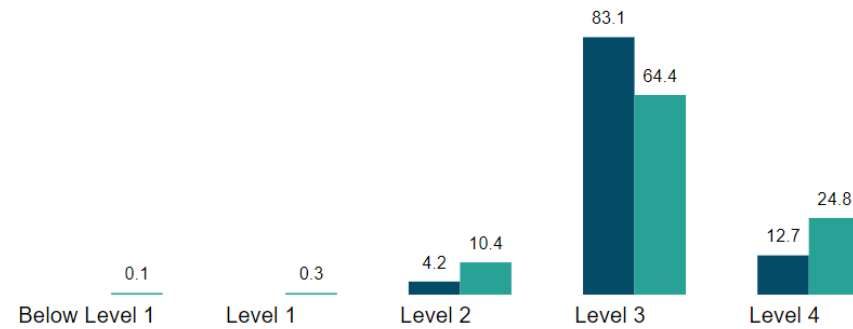
Students Without an IEP

Fully Participating

	School	Board	Province
Count		71	99,271
Percentage		64.5%	78.5%

Achievement

● % School ● % Board ● % Province



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GRADE 6 MATH

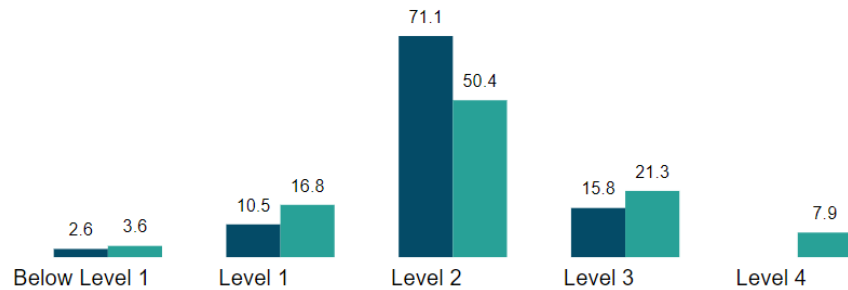
Students with an IEP

Fully Participating

School	Board	Province
	38	27,178
	34.9%	21.5%

Achievement

● % School ● % Board ● % Provincial



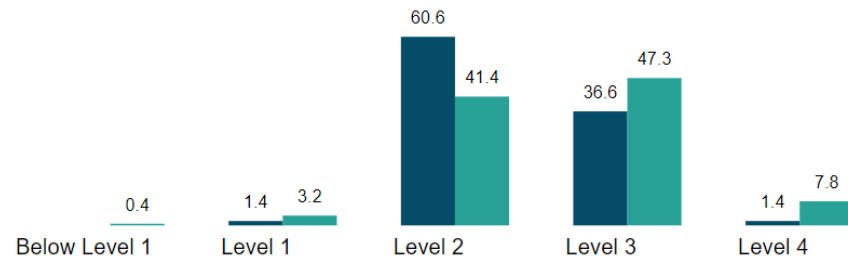
Students Without an IEP

Fully Participating

School	Board	Province
	71	99,369
	65.1%	78.5%

Achievement

● % School ● % Board ● % Province



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**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

December 8, 2023

The Honourable Stephen Lecce
Ministry of Education
5th Floor
438 University Ave.
Toronto, ON M7A 2A5

Dear Minister Stephen Lecce:

The Durham Catholic District School Board's (DCDSB) Special Education Advisory Committee (SEAC) would like to acknowledge the increases to Special Education spending for the 2023-24 school year. We are, however, concerned that the increases have been adequate only to fund wage increases for CUPE members, and do not address the funding that is required to support students with increasingly complex special education needs.

As a school board, our special education workers report increased numbers of students with complex needs. However, we are unable to increase spending on classroom supports such as Educational Assistants for these students. According to data we collected between May of 2022 and November of 2023, we are seeing a 20% increase in the number of students with complex needs, which has left our system stretched beyond its capacity.

We believe this situation is not unique to DCDSB. Studies from both Canadian and American sources indicate an increase in the prevalence of children with autism spectrum disorder (ASD).

In 2008, the Centers for Disease Control and Prevention reported an ASD prevalence rate of approximately 1 in 88 children. In 2019, the Canadian health survey on children and youth reported an ASD prevalence rate of 1 in 50 children. The American Academy of Pediatrics issued a news release in 2023 reporting the prevalence of ASD had risen to 1 in 36 children. The report "underscores the considerable need for equitable and accessible screening, services, and supports for all children".

As a SEAC, we support the DCDSB in its efforts to provide students with the education and supports they need to reach their full potential. We look forward to learning how the Ministry will follow up to provide special education funding that addresses the increasing complexities of student needs in DCDSB.

Sincerely,

Valerie Adamo

Mrs. Valerie Adamo, Chair
Special Education Advisory Committee
Durham Catholic District School Board

Signature Certificate

Reference number: JATFV-CA2DQ-MGOQL-HOQ9Y

Signer**Timestamp****Signature****Valerie Adamo**

Email: valerieadamo@sympatico.ca

Sent: 06 Dec 2023 18:58:01 UTC
Viewed: 07 Dec 2023 00:45:35 UTC
Signed: 07 Dec 2023 00:46:00 UTC

**Recipient Verification:**

✓ Email verified 07 Dec 2023 00:45:35 UTC

IP address: 65.93.138.136
Location: Toronto, Canada

Document completed by all parties on:
07 Dec 2023 00:46:00 UTC

Page 1 of 1

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January 15, 2024

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

delivered by email: Minister.edu@ontario.ca

RE: Supporting Students with Special Education Needs

Dear Minister Lecce,

The special education budgets in many school boards across the province are overspent year after year, yet the needs of students are not always being fully met. This is not because school-based personnel fail to recognize the needs of these students. It is because there is insufficient staff in the schools to implement programming effectively. This leads to growing gaps and frustration for the students as they try to deal with individualized challenges without the support they need. Increased levels of support would most certainly decrease acute behavioural and mental health struggles. Moreover, consistent levels of support for our students early in their schooling would potentially avert later, more significant struggles.

As per our mandate, the PVNC Catholic Special Education Advisory Committee is actively making recommendations on matters impacting the establishment, development, and delivery of special education programs and services - specifically focusing on providing recommendations to update the funding formula that would help serve our students with special education needs. We would ask you to explore three recommendations specifically tied to financial resources in order to update the funding formula to better serve these students. In addition, we have provided 2 other recommendations for review, that the SEAC committee believes, if adopted, would benefit students with special education needs. Please review and consider the following recommendations:

Many students with special education needs are not able to access a school bus in the same way most children do. This could be because of self-regulation issues, anxiety, physical disabilities, etc. This is an equity issue. They deserve the same access to transportation that the students who are able to take the regular school bus have. The current funding for this issue is tied to students taking smaller buses. For boards with a large geographical area and rural components, such as ours, these small buses are

unavailable; we must rely on taxis and vans to transport these students. The 196 students in our Board with special transportation needs generates \$98,000 of funding while costing our school board \$1,256,000 - a gap of well over a million dollars.

Supervision of elementary students during lunch and recesses is largely the work of educational assistants in many school boards. In PVNC Catholic, elementary teachers complete 80 minutes of supervision per week, as well as working with students, contacting parents, preparing lessons, extracurricular activities, etc., during these scheduled student break times. This results in the bulk of the supervision completed by educational assistants. Our school board currently receives \$300,000 per year to cover all elementary supervision for the year. We encourage you to review the actual cost to school boards in this area, including the cost of covering lunch and breaks, and fund at a more realistic amount.

A portion of funding for special education is often linked to the SIP process and formal testing and diagnosis of students. This means that only students with severely unsafe behaviour or clear medical diagnoses would qualify for enhanced funding. Formal testing of students who are clearly struggling academically, behaviourally, or socially but are not a significant safety risk often takes a significant period of time to occur. There are long waiting lists in school boards for psychometric testing. This results in students with clear needs not being tested, and hence funded, until at least the junior years of elementary school. As a result, we encourage you to continue additional funding for assessments and enhance the allocation of targeted funds through SIP.

Furthermore, this lack of funding is especially apparent for children entering kindergarten. We see students arriving to ELKP with communication, toileting, behavioural and cognitive lags with little or minimal community support in place. It often takes months to work with parents/guardians to begin exploring the child's needs and development through medical and community-based professionals. With no enhanced funding for these students, personnel has to be pieced together to assist these students. This lag in funding results in insufficient personnel to meet the needs of these students during their first five to seven years of schooling. Without the appropriate level of funding for the help they require, these students often fall further behind academically and socially. We encourage you to examine this funding in order to help all students reach their potential. Though early identification of language and math issues is a step forward, it is unrealistic to believe that remediation and intervention can happen without the additional personnel to implement these programmes.

Currently, the Ministry of Education, Ministry of Community and Social Services and the Ministry of Health often operate within their own silos, with communication and collaboration of services being extremely difficult if not impossible in some cases. Increased collaboration and communication, including fostering the involvement of

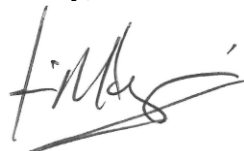
community professionals with specific expertise to support students from their respective discipline should be a priority in our system. Seamless coordination and communication between each respective Ministry would allow a more timely, comprehensive, and effective delivery model.

Students with caregivers who struggle with transportation, booking/ keeping appointments, mental health impediments, etc. would have those barriers removed. Priority care to students and families would more effectively be delivered with enhanced coordination and communication by all.

Another area where the lack of integration between ministries negatively impacts our students with special education needs is when they prepare to transition from secondary school into the workforce. Targeted funding for these students, beyond traditional school co-op placements, could lead to greater connections and training through the involvement of community organizations. Additionally, if employers were incentivized to invest in these students and retain them as employees following the completion of placements or volunteer hours, this could lead to an increase in opportunities for employment for these individuals as they transition into adulthood.

Our committee believes that updating funding and addressing gaps in coordination and communication to deal with the challenges mentioned above is crucial to the success of our students and the balancing of the special education budget. We encourage you to work to address these needs in order to allow each of our students to benefit fully from their experience in Ontario's school system.

Sincerely,



Kevin MacKenzie
Board Chairperson



Shawna Belcourt
Special Education Advisory Committee Chairperson, Peterborough Victoria
Northumberland and Clarington Catholic District School Board

cc. Chairs of Ontario School Boards' Special Education Advisory Committees



**February 2024 Meeting
KPDSB**

Kenora Association for Community Living SEAC Update:

-The Circle of Security Parenting program registration for the February/March virtual sessions is now closed and full. If you have any caregivers who were not able to register before the closing date who want to be added to a waitlist, please reach out to cosp@kacl.ca .

Thank you to SEAC members for sharing the COSP invites- some families from your schools registered

- Several KACL staff recently viewed a presentation on anti-human trafficking in which a manager from KACL adult services presented (Rooke Pitura). If you would like to review the video, please use link below

<https://www.planningnetwork.ca/webinar/antihumantraffic-01-11-24>

Key points from video:

- People with disabilities are more likely to be victimized by domestic human trafficking compared to those without disabilities.
- One of the biggest ways to decrease this statistic is for those with disabilities to attend their school (elementary school and high schools) sexual health education classes.

Questions for SEAC related to the above video content:

What do Ontario's Human Development and Sexual Health classes look like in the local schools for those students identified as requiring additional support as defined by SEAC?

What are the attendance rates for these classes?

What do the school staff know about how well students generalize content from school to community and home?

If SEAC would like more information on anti-human trafficking, Rooke Pitura from KACL is a resource, as well as other local agencies like the Kenora Sexual Assault Centre.

Submitted by Stacey Socholotuk on behalf of Lina O'Connor



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 – February 2024
DATE:	Friday, February 16, 2024
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

I recently met with Braiden Leichow, a **Fetal Alcohol Spectrum Disorder (FASD) Worker from the Northwestern Ontario FASD Diagnostic Clinic** who shared PD and FASD Educator/Caregiver resource opportunities available. One great way to stay current on FASD information is to be included on the **FASD Caregiver/Parent Email Distribution List** emails. Any Educators, staff, parents, caregivers, or individuals interested in receiving occasional materials and event notifications relating to FASD supports are encouraged to join by emailing him at bleischow@fireflynw.ca.

January 26 was a systemwide **Professional Activity (PA) day. Educational Assistants (EAs)** participated in **Nonviolent Crisis Intervention (NCI) Training** led by Sarah Pyzer, KCDSB's Positive Behavioral Interventions and Supports Lead.

This **Crisis Prevention Institute (CPI)** training provided EAs with skills to safely recognize and respond to challenging behaviours. Sarah's session also connected the **Core Universal Protocol (UP) Values** of compassion, kindness, and empathy into all aspects of the NCI training which covered

- Observational techniques,
- Communication and Tension-Reduction strategies,
- A Decision-Making Matrix, and
- Safety intervention/disengagement skills to positively address challenging behaviours.