



January 14, 2025

**Regular Board
Meeting Package**

VIRTUAL MEETING

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #4

Tuesday, January 14, 2025 Time: 7:00 pm CT	<i>Dryden Board office- Hybrid</i> <i>(Google Link for internal use only)</i> https://meet.google.com/dru-kpto-kkg
AGENDA	

1. Call to Order Chair
2. Land Acknowledgement Chair
3. Roll Call Exec Asst
4. Approval of Agenda and Consent Agenda for January 14, 2025 Chair
5. Declaration of Conflict of Interest Chair
6. Consent Agenda Chair
 - 6.01 Business Arising from the Committee of the Whole
 - 6.02 Confirmation of Minutes: December 10, 2024 Δ *pages 5-8*
 - 6.03 Reports and Accompanying Motions
 - A. Education NIL
 - B. Executive Committee NIL
 - C. Human Resources NIL
 - D. Operations NIL
 - E. Committee Updates
 - i. Early Years Education Advisory Committee NIL
 - ii. Indigenous Education Advisory Committee NIL
 - iii. Ontario Public School Boards Association NIL
 - iv. Parent Involvement Committee/School Councils NIL
 - v. Special Education Advisory Committee - December 18, 2024 Δ *page 9*
 - vi. Supervised Alternative Learning NIL
7. Students Come First Presentation – NIL
8. Finance Committee Report - NIL
9. Audit Committee Report – NIL
10. Student Trustee Report/s - NIL
11. Presentations
 - 11:01 – Special Education Presentation *pages 10-17*
 - 11:02 – Director of Education Annual Report *pages 18,19*C. Moore
C. Radbourne

- | | |
|--|-------|
| 12. Discussion | Chair |
| 13. Director of Education Update NIL | |
| 14. Correspondence | Chair |
| 15. New Business and Notices of Motion | Chair |
| 16. Observer Comments | Chair |
| 17. Next Meeting Date: February 11, 2025 – DBO (Hybrid) | Chair |
| 18. Adjournment | Chair |

△ indicates an attachment included in the meeting package

Consent Agenda				
January 14, 2025 Regular Board meeting				
Item #	Agenda Item #	Title	Recommendation (if applicable)	Approved Y/N
1	6.02	Confirmation of Minutes - December 10, 2024		
2	6.03 E v.	Special Education Advisory Committee report - December 18, 2024 meeting		

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #3

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board on Tuesday, December 10, 2024, via virtual meeting.

Call to Order The meeting was called to order at 7:01 pm.

Land
Acknowledgement

Roll Call

Roger Griffiths - <i>Chair</i>	Steve Poling <i>v</i>	David Cornish
Rory McMillan	Judi Green - <i>Vice</i>	Teika Newton
Marilyn Duncalfe	<i>Chair</i>	Dave Penney
Norine Van Breda	Gerald Kleist	Denise Baxter
Trayvon Mckay <i>Indigenous Student</i>	Regine Coloma <i>Student Trustee</i>	
<i>Trustee</i>		

Absent with Regret NIL

Absent without Regret NIL

Officials	C. Radbourne	C. Moore <i>regrets</i>	J. Marion
	S. Bailey	S. Hawkins	P. Agawa
	R. Findlay		
	D. Taylor <i>Exec Assistant</i>		

Also Present Media, Staff, and the Interested Public

Item 5 Declaration of Conflict of Interest
NONE

Item 4 & 6 – Agenda
And Consent Agenda
Motion #31-25

Moved by: G. Kleist
Seconded by: M. Duncalfe
THAT the Agenda and Consent Agenda for the Regular Board Meeting of December 10, 2024, be approved.

Non-binding (Student Trustee)	For 2	Opposed 0
Binding	For 11	Opposed 0

Carried

Item 7 – Students
Come First NIL

Item 8 – Finance
Committee Report NIL

Item 9 – Audit
Committee Report NIL

Item 10 – Student
Trustee Report/s NIL

Item 11 –
Presentations NIL

Item 13 – DOE update

Motion #32-25

Moved by: D. Cornish

Seconded by: T. Newton

THAT the Director of Education monthly update be received.

Non-binding (Student Trustee) For 2 Opposed 0
Binding For 11 Opposed 0

Carried

Item 14 -
Correspondence NIL

Item 15 – New
Business NIL

Item 16 – Observer
Comments NIL

Consent Agenda				
December 10, 2024 Regular Board meeting				
Item #	Agenda Item #	Title	Recommendation (if applicable)	Approved Y/N
1	6.01A	Policy #305 Announcements - Advertisements in Schools		Y
2	6.01B	Policy #405 Third-Party Speakers and External Presentation/Performances in Schools		Y
3	6.01C	Policy #701 Police Record and Vulnerable Sector Checks		Y
4	6.01D	Policy #705 Health & Safety		Y
5	6.01E	2024-2025 Board meeting schedule		Y
6	6.01F	Trustee travel & expenses for PES January 2025		Y
7	6.02	Confirmation of Minutes - November 12, 2024 & November 26, 2024		Y
8	6.03Eiii	OPSBA meeting report - November 29/30, 2024		Y
9	6.03Eiv	Parent Involvement Committee meeting report - December 2, 2024		Y

SEAC Update for January 14, 2025 KPDSB Board Meeting

The Special Education Advisory Committee met December 18, 2024, with Trustees Van Breda, Newton and Kleist in attendance.

KPDSB Special Education Lead Nerine Facca presented on *Understanding Learning Disabilities*. In this presentation, SEAC members learned about a variety of processing, cognition and sensory differences among learners, and about the types of interventions KPDSB is making to identify variation in learning abilities and student achievement, particularly for students from Grade 4 through age 16 years 11 months. Such screening is done three times per school year, with additional monitoring for at-risk learners.

Special Education Lead Facca also provided an update on Special Education Resource Teacher-Professional Development (SERT PD) in which neuropsychologist Dr. Rawana has led ongoing learning supporting KPDSB work in fostering independence and presuming competency. While this was delivered as a one-hour monthly SERT PD, an additional hour has now been added to work on other SERTs such as Developing Effective Individual Education Plans (IEPs) with Ministry Standards. SEAC members heard that Identification Placement & Review Committee (IPRCs) have been scheduled across the system, with more to be scheduled. Finally, the Special Education Lead shared that two students will be successfully transitioning out of the Sioux Mountain Public School (SMPS) Transition North program, allowing for the intake of two new students from the waitlist for this program.

Superintendent Moore led a discussion with SEAC to solicit input from committee members with respect to what key skills and knowledge SEAC members think new teachers and education assistants need to have, from an equity perspective. This discussion will help to inform interview questions in future.

Agency representatives shared updates regarding their holiday schedules, closures, and coverage for service delivery during holiday closures. SEAC was reminded that the youth outreach program sponsored by the Kenora Association for Community Living in partnership with the Ontario Provincial Police continues through activities happening weekly at the Kenora Multi-Sportsplex on Rabbit Lake and at Central Community Club, though these activities were paused between December 23 and January 6.

SEAC meets again on January 15, 2025.

Respectfully submitted by:
Teika Newton
Trustee



Report to Board

Subject:

Purpose: **Decision** **Information** **Discussion**

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: **Yes** **No** **Budget cost** **Additional**
If yes, please briefly describe the financial implications

Appendices (Executive Summary, Powerpoints, Additional Documents etc.)

Special Education Executive Summary

KPDSB is committed to providing an excellent education that prepares all students to be a successful and responsible citizen. The goal of special education support services is to provide program support and resources to all classroom teachers so that as many students as possible remain in regular classroom programs. The ultimate goal is inclusion in the regular classroom with interventions provided to develop specific skills necessary for meaningful inclusion and support to meet the goals of the Individual Education Program (IEP). The Central Special Education team consists of Special Education Leaders (SELs), Teacher Diagnosticians, Speech Language Pathologists (SLPs), and Autism and Positive Behaviour (APB) Leaders who support Special Education Resource Teachers (SERTs), education assistants, classroom teachers, and administrators to provide the resources and support to students with special education learning needs.

The Special Education Leaders (SELs) support schools in-person, on the phone and virtually. SELs work with schools through many matters pertaining to special education, including modelling strategies for classroom teachers, SERTs, and education assistants, promoting an inclusionary model of supporting students with special education needs focusing on building independence, strengths, interests, and goals of students. They also attend Identification, Placement, and Review Committee (IPRC) meetings, some In School Support Team Meetings, and are a support to collaborate on the development of Individual Education Plans (IEPs), safety plans, and Functional Behaviour Assessments.

The Teacher Diagnosticians work directly with students in all KPDSB communities. Reports are written and tailored to the individual strengths, needs and profile of the student. The reports are reviewed with school teams and families, including providing classroom recommendations to support the student's learning based on their strengths and needs. To reduce wait time for psychoeducational assessments, we have contracted services at different points in the year.

KPDSB has four Speech Language Pathologists (SLP) who work indirectly with students and directly supervise 8 Speech Language Assistants (6 are full time, and 2 are half time). An innovative approach to intervention this year has been a Push-In model that has allowed for increased SLP and teacher collaboration, better management of large caseloads, increased generalization and use of target skills, and has benefitted all students in the classroom.

The KPDSB Autism and Positive Behaviour (APB) Leaders provide support in the implementation of ABA and positive behaviour intervention strategies for students with Autism Spectrum Disorder (ASD) and for students who require Tier 3 interventions for behaviour. The Autism and Positive Behaviour (APB) Leaders have bi-weekly non-

Respectfully submitted by:

Chantal Moore Superintendent of Education &

Jennifer Gray Special Education & Safe and Supportive Schools Administrator

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.

identifying sessions with a Board Certified Behaviour Analyst (BCBA), increasing their skills and supports for staff and students. We offer evidence-based social skills programming virtually during lunch hours for students with ASD. By offering this virtually, it allows students with ASD to develop critical social skills including conversational skills, friendship skills, and skills in recognizing and managing emotions, a service that may not be otherwise available.







A big part of KPDSB's learning this year has been on fostering independence using a strengths-based approach. This includes focusing on four needs of students: to feel trusted, valued, competent, and have hope. This work also focuses on developing empathy, self-efficacy development, and engagement and student interests. KPDSB's special education team continue to work with Special Education Resource Teachers and classroom teachers to ensure that practices that are necessary for some and good for all are implemented with fidelity, including visual schedules, social narratives, de-escalation strategies, and strategies to enhance vocabulary development. KPDSB's special education team is committed to cultivating a strengths-based inclusive environment, by collaborating with school-based staff, families, central staff, and community partners to ensure the best possible outcomes for our students.

Respectfully submitted by:
Chantal Moore Superintendent of Education &
Jennifer Gray Special Education & Safe and Supportive Schools Administrator

Central Special Education Team

Submitted by: Chantal Moore, Superintendent of Education &
Jennifer Gray, Special Education & Safe and Supportive Schools Administrator

January 14, 2025

	Collaborate with the school personnel and parents in matters pertaining to special education
	Promote an inclusionary model of supporting students with special needs
	Assist school personnel and families as they support the pathway to student independence including Individual Education Plans (IEPs), In School Support Team Meetings (ISSTs), Identification, Placement and Review Committee (IPRC) Process and Appeals
	Model best strategies, practices, and interventions through demonstrations, steps, and providing rationales for these approaches
	Develop and provide in-services and professional development as requested
	Act as a resource to the Special Education Advisory Committee (SEAC)

- **Student:** “I’m really happy I went to the post meeting, the assessor said a lot of good things about me too!”
- **Guardian:** “I was a bit worried with my child attending the post meeting but he walked away feeling confident which was so nice.”
- **SERT:** “Post meetings help me understand a lot more about how the school team can support the student, what’s needed as well as their learning profile versus just reading the reports on my own. The TD explains the test, unique to the student and it is more authentic, and I get a better understanding of the student.”
- **Teacher:** “I thought the post meeting was conducted using parent friendly terms that anyone can understand. It was really clear and I appreciated when the TD presented visuals. I felt the student who was present felt really important and special. He didn’t leave thinking there was anything wrong him and he understood how he learns and how his brain works. I thought this was very positive and since the post meeting he has shared the positive things he learned about himself in the classroom.”
- **SERT:** “I think it’s beneficial that there’s a teacher diagnostician in the area that is able to service our students and get to know our students and can provide SERTs with insight as to how to best support our students. I enjoy the post meetings and appreciate the TD is the one speaking to the parent because they speak well to the assessment results.”

Educational/Psycho-Educational
Assessment
WISC-V
WIAT-III



Assessment report sent to school

The school will arrange a post meeting. Persons who may attend are teacher diagnostician, parent, guardian, teacher, SERT, administrator.

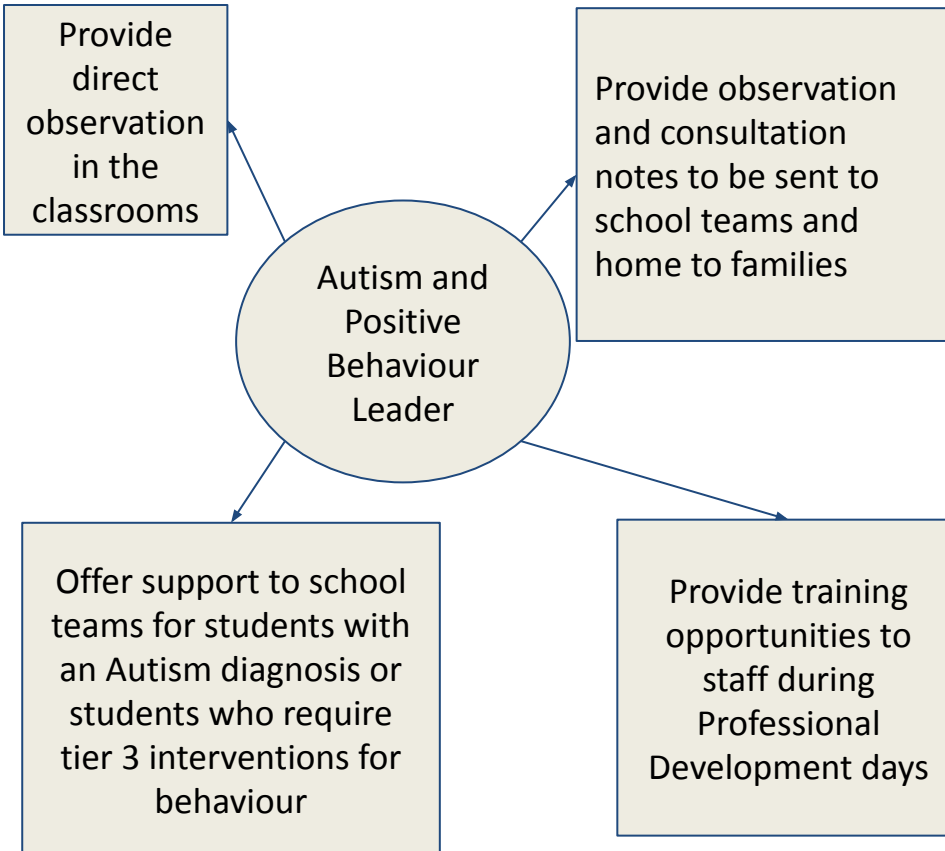
Depending on the referral question and assessment results, recommendations may include a referral to psychology.



The Speech-Language Pathologists (SLPs) assess and treat students with a wide range of communication disorders/delays including speech, language, phonological awareness, and fluency. This past year, due to staffing challenges, SLPs have started implementing a classroom-based therapeutic intervention model, known as Push-In Intervention.

Push-in intervention in our schools has allowed for:

- Increased SLP/teacher collaboration
- Capacity building for teachers and SLPs
- Peer modelling
- Increased generalization and use of target skills
- Less lost instructional time for students
- Better management of large caseloads
- Benefits for all students in the classroom



This year we are working with Looking Ahead Clinical Services and offering 3 different evidence based social skills programming online. These social skills groups are held twice a week for half an hour. These 3 programs include:

- **PEERS-** (Ages 13-18), focuses on topics such as conversational skills, developing friendships, handling conflict and rejection
- **Exploring Feelings-** (Ages 8-12), focuses on topics such as recognizing emotions, coping strategies to manage anger and anxiety, identifying triggers for anxiety and anger
- **STAMP-** (Ages 4-7), focuses on topics such as recognizing emotions, students learn what their body feels like and looks like when experiencing different emotions, and they learn who are safe people who can support them



Report to Board

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If yes, please briefly describe the financial implications

Appendices (Executive Summary, Powerpoints, Additional Documents etc.)

2024 Director's Annual Report

The Director's Annual Report is a requirement for all school boards by the Ministry of Education. Here at KPDSB, we see the annual report as an opportunity to celebrate and share some of the work and achievements of our students and staff over the past year. The report includes information from January to December 2024.

The 2024 Director's Annual Report includes audio and video files from staff, students, and families, along with photos from across the board to share some of the experiences and work in the areas of:

- Adult Education
- Expanded Programs
- Graduation Rates
- Inclusive Engagement
- Indigenous Education
- Literacy
- Math
- Mental Health
- Safe Schools and Facilities
- Special Education

We are proud of all that we have accomplished together in 2024 and look forward to continuing our work in 2025. To view the 2024 Director's Annual Report, please follow this link – <https://www.kpdsb-dar.ca/2024/>.

*Respectfully submitted by,
Christy Radbourne, Director of Education*