

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
~ Thursday, February 16, 2017 @ 6:00 p.m. via Video-Conference ~

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| Present: | Rose Gallaway - St. Clair Child and Youth Services (Chair) Elizabeth Hudie – Trustee Gordon Crompton – Community Living, Chatham-Kent Anika Altiman – First Nation Representative Jerry Knight – Lambton County Developmental Services Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision Dawn Babkirk – Learning Disabilities Association of Chatham-Kent Norma Hills for Chris King – Community Living, Sarnia-Lambton Jack Fletcher – Trustee (Vice-Chair) Jean McIntyre – Member “at large” |
| Regrets: | Eva Lizotte – Community Living, Wallaceburg Susan Mitchell – Member “at large” Pam Graham, System Coordinator of Special Education Jen Scheuneman – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Tabitha Cook, Epilepsy Support Centre George Melendy – Learning Disabilities Association of Lambton County Jennifer Gillespie – Member “at large” |
| Resource Staff: | Angie Barrese, Superintendent of Education Elsa Natvik, Lambton-Kent Secondary Administrators’ Association Bruce Davidson, Special Education Coordinator (Secondary) Lisa Valade, Special Education Coordinator Lori Gall, Recording Secretary |
| Guests: | Gary Girardi, Superintendent of Capital Planning and Pupil Accommodation Taf Lounsbury, Superintendent of Early Years/Elementary |

| Agenda Item | Details/Discussion | Action Items |
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| Call to Order and Approval of Agenda | <ul style="list-style-type: none"> Rose called the meeting to order Jack moved, Elizabeth seconded “<i>That the Agenda be approved</i>”; All in favour | |
| Election of 2017 Vice-Chair | <ul style="list-style-type: none"> Members were reminded that the vote for the Vice-Chair position was deferred from the January meeting, and that the Vice-Chair is required to be a Trustee Trustee Hudie nominated Trustee Fletcher for the position of Vice-Chair; Janet Seconded the nomination; Trustee Fletcher accepted the nomination The Chair called for a vote to determine “Those in favor of Trustee Fletcher assuming the role of Vice-Chair of SEAC”; All in favour | <ul style="list-style-type: none"> Lori |
| Approval of Minutes of January 19, 2017 | <ul style="list-style-type: none"> Janet Moved, Elizabeth Seconded “That the Minutes of January 19, 2017 be approved”; All in favour | <ul style="list-style-type: none"> Lori |
| Business Arising | <ul style="list-style-type: none"> There was no business arising from the January Minutes | |
| Presentation: Community Hubs - Superintendent Girardi and Superintendent Lounsbury | <ul style="list-style-type: none"> Subsequent to a request made by Trustee Fletcher at a previous meeting of SEAC, Superintendent Gary Girardi and Superintendent Taf Lounsbury were in attendance to make a presentation on community hubs Superintendent Girardi informed the members that in 2015 a Premier’s Advisory Committee was created to explore the benefits of community hubs; the group participated in 70+ meetings, involving a variety of organizations in order to gather information He explained that community hubs are places where residents can access various programs and services and have been created throughout the Province to respond to challenges being faced by school boards, municipalities, health and social service agencies, non-profit agencies, community groups, and more No two hubs are the same because each area’s needs are different Gary highlighted three different types of hubs, including: Petawawa, the London Family Centre Service System, and the Strathroy Public Library and noted that there are many other types of hubs throughout the Province | |

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| Presentation: Community Hubs - Superintendent Girardi and Superintendent Lounsbury (continued) | <ul style="list-style-type: none"> • Superintendent Lounsbury noted that integrated and coordinated Ontario Early Years Child and Family services, as well as Elderly Persons' services, are offered within numerous hubs within the Board's schools • She also informed SEAC that the Board had been selected as a pilot site to create hubs, and had received funding as a result • Superintendent Girardi cited some of the hubs located within the Lambton Kent District School Board's schools • He also shared highlights from the Provincial Advisory Committee's One Year Progress Report for Community Hubs in Ontario, noting that one significant item includes the surplus school circulation period increasing from 90 days to 180 days • As well, the Province recently announced increased capital funding for School Boards to create hubs; he said that \$50-million is available to convert space to suit the needs of a community partner, but there are some very specific requirements associated with that funding and, while it sounds like a lot of money, it has to be divided between many Boards • The government also announced its intention to create Ontario Early Years Child and Family Centres • Trustee Fletcher observed that because the intention of hubs is that 'core services to be designed and delivered to support local needs while being responsive to diverse populations', this <i>should</i> ensure there are adequate supports in place for students with special needs • Superintendent Girardi said that while a list of classrooms being closed at schools within the Board has been publicized, so far, there hasn't been a lot of uptake • Trustee Fletcher asked what can local agencies can do to lobby for a hub?; Superintendent Girardi said it's not about lobbying for a hub but, instead, exploring ways to create efficiencies by delivering programs and services at central points • Superintendent Lounsbury said hubs are convenient for parents because, in just one stop, families can access a variety of programs and services • The Board will continue to communicate information about existing shared spaces available within our schools, as outlined in the LKDSB's Capital Plan, in the hopes of further increasing the number of hubs in place • The Board will also continue to work with community partners if and/or whenever there are schools that may be closing | |
| Special Education Resources and Allocations | <ul style="list-style-type: none"> • Superintendent Barrese informed SEAC that the Senior Team is starting to build the budget based on projected enrolment numbers; of course, Special Education dollars will form part of that budget • Senior administrators will be trying to right-size programs and services in a way that's fiscally responsible while ensuring the Board is supporting its students • Elizabeth noted that CUPE settled a contract with the Province and so there will be some funds earmarked for Special Education but it remains to be seen where those dollars will go • Angie said one challenge is that, while enrolment is declining, the age of students being supported by our schools are younger due to full-day kindergarten, and this presents some challenges | |
| Special Education Plan Items for Review in February | <ul style="list-style-type: none"> • Bruce Davidson provided an overview of amendments made to the Special Education Plan • <u>2.3.1 – Early Identification</u> • Appendix 2.3.1 "Student School Registration Form" was amended to comply with Ministry audit guidelines; an overview of the changes was provided • <u>2.3.2 – Intervention Strategies</u> • No change | |

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| Special Education Plan Items for Review in February (continued) | <p><u>2.5 – Educational and Other Assessments</u></p> <ul style="list-style-type: none"> • A reference to a Canadian Achievement Test potentially being completed, prior to the commencement of psychological testing, was added to the 5th paragraph; Bruce provided some context around the Canadian Achievement Test versus the Brigance Test • The “Test Battery for Psychological Services” information was updated • Appendix 2.5.1 “Consent for Psychological Assessment” – in use by the Psychoeducational Clinicians – was shared with SEAC; he explained that when a student is to be released for a meeting their parent(s) are invited in to go over the form to ensure that they fully understand • Appendix 2.5.2 “Consent for Disclosure, Transmittal or Examination of Records or Information” – in use by the Psychoeducational Clinicians – was shared with SEAC • Appendix 2.5.3 “Brief Description of Psychological Tests and Terminology” was revised and Bruce highlighted the changes that were made • Jack asked about the number of psychological assessments that are provided to each school?; Angie said that there is not a designation regarding how many assessments each school gets, instead, assessments are scheduled based on need • Angie also noted that testing is not all that the Psychoeducational Clinicians do, they also provide counselling to students, again, based on need • Dawn asked about school wait-lists for formal assessments?; Angie explained there is a School-Based Team Meeting and ‘Steps to Success’ is used as a tool to determine the level of need of that particular student, within the school • Lisa then noted that if a parent requests a formal assessment, the student doesn’t just wait (without supports) until it has been completed, the School-Based Team will problem-solve what they’re seeing and will create/update an IEP for the student and/or put in supports, as necessary • Elsa said, in her experience, once the assessment has been completed there isn’t much adjustment, if any, to the IEP because everything has already been put in place • Parents sometimes feel a formal assessment is needed to get the resources but, because an IEP is already in place, there often isn’t a need to add anything new; Bruce noted that that’s because the Steps to Success includes all of the intermediate assessments • Dawn asked if Brigance and CAT testing are conducted by the Resource Teachers?; Bruce confirmed that the tests are generally delivered by the Resource Teachers • Angie said that sometimes staff at schools think they’re allowed only a certain number of assessments but that’s not the case, everything is based on need • In the event that they hear comments about Appendix 2.3.1 (Student School Registration Form), she informed the members of SEAC that schools must now ask for proof of residency for the family and assured them that providing proof of residency is mandatory, and not unique to our Board <p><u>2.6 – Specialized Health Support Services</u></p> <ul style="list-style-type: none"> • No change <p><u>2.15 – Transportation</u></p> <ul style="list-style-type: none"> • No change | |
| Correspondence | <ul style="list-style-type: none"> • A letter, dated December 23, 2016, from Nipissing-Parry Sound Catholic District School Board was sent to SEAC regarding the Special Education Funding Formula • A letter, dated January 23, 2017, from Bluewater District School Board was sent to SEAC regarding reductions in Special Education Funding • Both letters were discussed but no further action was taken | |

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| Association Reports, Other Business and Sharing of Best Practices | <ul style="list-style-type: none"> • Lisa reported that she oversees the Enrichment Team and informed SEAC that staff are currently busy having selected students complete standardized testing to identify whether they would benefit from enrichment programming • Lisa also informed members that 20 CORE enrichment students participated in 'Disease Detective'; the students reviewed several medical case studies to pinpoint the correct diagnosis; Dr. Sumon Chakrabarti, an Infectious Disease Specialist at Trillium Hospital in Toronto, joined the class for the exercise; Lisa noted that Dr. Chakrabarti had been a student of the Lambton Kent District School Board, and had taken part in enrichment programming in the late 80s • Norma reported that Community Living Sarnia-Lambton had their volunteer volleyball tournament this past weekend, and it was very successful • Trustee Hudie informed SEAC that the Board is currently busy with two Accommodation Reviews; she said they are both going well as the communities have been responsive and helpful throughout the process • Bruce said that during a recent Area Resource Teacher meeting the RTs completed an exercise that involved doing an audit of some redacted IEPs for students that have a mathematics learning disability; the Resource Teachers found it to be a valuable learning opportunity • Bruce noted that Resource Teachers are finishing Grade 8 – 9 IPRCs for students who will be moving into secondary ALLP and ABLE classes; there is a cap of 10 students in a class so there are very few spots available each year • Anika provided the members with information on the Dben-Daag-Zid Conference 2017 taking place on March 2 & 3, 2017 entitled "Inclusion: We all Belong" First Nations with Special Needs that is being hosted by the Walpole Island First Nation • Dawn said they're currently accepting registrations for their Tutoring, Social Skills, SOAR, and Friends For Life programs, with some programs already having to create a waiting list | |
| Future Agenda Items | <ul style="list-style-type: none"> • Gord asked for information to be made available regarding the uptick in students identified as having a developmental disability, relative to overall declines in other categories • Rose reminded the membership to share future attendance items with Lori | <ul style="list-style-type: none"> • Spec. Ed. Team |
| Next Meeting | <ul style="list-style-type: none"> • March 23, 2017 at 6:00 p.m. via Video-Conference | <ul style="list-style-type: none"> • All |
| Adjournment | <ul style="list-style-type: none"> • The meeting was adjourned at 7:15 p.m. | |