

**LAMBTON-KENT DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**  
~ Thursday, January 19, 2017 @ 6:00 p.m. via Video-Conference ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Gordon Crompton – Community Living, Chatham-Kent Tabitha Cook, Epilepsy Support Centre Anika Altiman – First Nation Representative Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision Dawn Babkirk – Learning Disabilities Association of Chatham-Kent Susan Mitchell – Member “at large” Chris King – Community Living, Sarnia-Lambton Jennifer Gillespie – Member “at large” Jack Fletcher - Trustee Jen Scheuneman – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Jean McIntyre – Member “at large”	
Regrets:	George Melendy – Learning Disabilities Association of Lambton County Elizabeth Hudie – Trustee (Vice-Chair) Eva Lizotte – Community Living, Wallaceburg Jerry Knight – Lambton County Developmental Services	
Resource Staff:	Angie Barrese, Superintendent of Education Pam Graham, System Coordinator of Special Education Caroline White, Lambton-Kent Secondary Administrators’ Association Shelley Martsch-Litt, Special Education Coordinator Liz Zantingh, Special Education Coordinator Lori Gall, Recording Secretary	
<b>Agenda Item</b>	<b>Details/Discussion</b>	<b>Action Items</b>
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> <li>Rose called the meeting to order</li> <li>Jennifer moved, Dawn seconded “<i>That the Agenda be approved</i>”; All in favour</li> </ul>	
Election of 2017 SEAC Chair and Vice-Chair	<ul style="list-style-type: none"> <li>Rose called for nominations for the position of Chair</li> <li>Janet Vanderwerf nominated Rose Gallaway; Jean MacIntyre seconded the nomination; All in favour</li> <li>Rose called for nominations for the position of Vice-Chair; Pam reminded the membership that the Vice-Chair is required to be a Trustee</li> <li>Since Trustee Hudie sent regrets for tonight’s meeting and Trustee Fletcher was still en route to the meeting, the vote was deferred</li> <li><i>Prior to the conclusion of the meeting, Trustee Fletcher suggested the vote for the position of Vice-Chair be put off until the February meeting; All in favour</i></li> </ul>	<ul style="list-style-type: none"> <li>Rose/Lori</li> <li>Rose/Lori</li> </ul>
Approval of Minutes of December 15, 2016	<ul style="list-style-type: none"> <li>Dawn noted that in the section dealing with the presentation made regarding math and learning disabilities the Minutes reflect that she asked how current an IEP needed to be, but it <i>should</i> read that she asked how current a Psycho-educational Assessment needed to be</li> <li>Chris Moved, Gordon seconded “That the Minutes of December 15, 2016 be approved, as amended”; All in favour</li> </ul>	<ul style="list-style-type: none"> <li>Lori</li> </ul>
Business Arising from Minutes	<ul style="list-style-type: none"> <li>In response to Trustee Fletcher’s request at the December 15, 2016 meeting, a presentation by Superintendents Girardi and Lounsbury has been scheduled for the February 16, 2017 meeting</li> </ul>	<ul style="list-style-type: none"> <li>Angie/Lori</li> </ul>
Exceptional Pupil Numbers, by Exceptionality (October 31, 2016)	<ul style="list-style-type: none"> <li>Members were provided with the number of exceptional students within the Board, broken down by exceptionality</li> <li>Pam compared the numbers from this year to last year to illustrate the increases/decreases</li> </ul>	

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<p>Presentation: IEPs – Special Education Team</p>	<ul style="list-style-type: none"> <li>• Pam, Shelley and Liz said they would be providing an overview of an IEP; with members then being provided an opportunity to ‘audit’ a sample IEP</li> <li>• Pam said that Regulation 181/91 is the governing legislation that dictates that students need to have an IEP once they’ve gone through the IPRC process; the Board has 30 days to put an IEP in place once the student has been placed in a special education program</li> <li>• For students within the LKDSB, she noted that there would already be an IEP in place prior to the student being formally identified, but, the IEP would be updated and provided to the parents</li> <li>• The importance of Principals ensuring that parents are consulted, and that the programs and services are delivered, was highlighted</li> <li>• IEPs need to be reviewed three times each year; if there are changes made, the parent will get a written copy of the revised IEP</li> <li>• There is a mechanism in place to reflect/measure the success of the student’s accommodations</li> <li>• Pam said that before they put a student on an IEP they use the <i>Steps to Success</i>; each step is progressive and staff are in contact with the parents along each step</li> <li>• Pam said an IEP has eight key elements; there is a template that is used across the Province; the sections include: assessment data; areas of strength; areas of need; accommodations; program selection; transition plan; parent consultation; and a link to the Provincial Report Card</li> <li>• Shelley said the Assessment Data section needs to be current and relevant and should include testing results from the classroom and must include information vital for program planning (i.e. severity of hearing loss, etc.)</li> <li>• Both the Strengths and the Needs sections flow from the assessment data and reflect the student’s learning styles, processing skills, etc.; the areas of need focuses on broad cognitive/processing challenges</li> <li>• The Accommodations section highlights the teaching and assessment strategies and the specialized equipment that is needed to help the student learn; as well, there is a section that relates to the EQAO years that identifies the type of setting the student will need, etc.</li> <li>• The Program Section allows for details on modifications; it was noted that the goal set in September doesn’t change throughout the school year as it’s the basis for measuring the student’s achievements towards the goal</li> <li>• It was noted that there are performance tasks that the teacher will use to assess the student, and teaching strategies that are specific to the student are noted and aligned with particular learning expectations</li> <li>• Shelley said PPM 140 came out about 10 years ago and mandated that Boards provide programming for students with autism and incorporate ABA strategies; programming is very individualized and focuses on positive reinforcement in the areas of communication, social skills, and more</li> <li>• Liz said that Transition Plans are outlined in PPM 156; the Plan guides parents, students, and staff to support physical, emotional, and learning needs of the student; not all students need support when making transitions</li> </ul>	

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<p>Presentation: IEPs – Special Education Team (continued)</p>	<ul style="list-style-type: none"> <li>• Liz spoke about the importance of parent consultation throughout the entire process, including the IEP’s development and the opportunity to provide feedback</li> <li>• Jack asked who the transition plan is shared with?; Liz said it’s provided to the parent, the Resource Teacher, and the School Team; Jack asked if it’s shared with post-secondary institutions?; Liz said that it is shared, when requested; Pam noted that sometimes outside agencies are part of developing a Transition Plan</li> <li>• Liz said that a link to Provincial Report Card reflects achievement of learning expectations</li> <li>• The members of SEAC broke into small groups and took part in an audit process; afterwards, they were asked if they had any questions: <ul style="list-style-type: none"> <li>○ Dawn asked about transitioning; when a student goes to another school board, does the IEP go?; do they use the same template, etc.; it was noted that the OSR and IEP would be sent to the student’s new school</li> <li>○ Conversely, when our Board receives a new student’s file, staff cross-reference the Psychoeducational Assessment</li> <li>○ Dawn asked about the template?; it was noted that while each Board’s template may look different it has to have all eight parts</li> <li>○ Dawn asked how long students who aren’t identified are on an IEP?; Pam said some students are never identified but have an IEP; as an example, she said that some students have an IEP so they can utilize an FM system for central auditory processing, and the IEP provides access to SEA funding</li> <li>○ Pam said that if a student is identified, there needs to be all sorts of documentation to back up the decision and it’s possible that the testing conducted doesn’t reflect that they’d need to be identified, but, it indicates that the student needs supports to be put in place</li> <li>○ Dawn asked if students ever come off an IEP?; Pam said that they can, but the parents need to be involved because the decision to put them on an IEP was made based on some proof of need and, since it’s a legal document, there needs to be proof of why it’s no longer needed</li> <li>○ Dawn asked, if a student becomes modified in math can go back into the regular stream?; she was told that they can, but, if students are to receive supports they need the IEP; Shelley said that everything needs to be measurable so teachers in subsequent years can determine what has been happening; it was pointed out that not all areas of the student’s programming may need to be modified, the modification could be for one or two select things</li> <li>○ Relative to the audit exercise conducted, Jennifer expressed concerns over the fact that the student on the rubric was only being accommodated and not modified (when taking into consideration the marks and Psychoeducational assessment); Liz said those are the sorts of things that are discussed during an audit; Shelley said that there is additional testing (i.e. Brigance) that can be conducted</li> </ul> </li> </ul>	

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Presentation: IEPs – Special Education Team (continued)	<ul style="list-style-type: none"> <li>○ Angie noted that what’s unknown when reviewing the IEP are the conditions in the classroom; the conditions might help the student to be more successful than they would be on their own, i.e. the provision of support for word problems</li> <li>○ Dawn inquired what happens when language is modified – how does it impact other subjects (i.e. history, French)?; Liz said that they could be using more technology and assistance in organizing thoughts; Jennifer said that the student could be graded as to whether they understand the concepts being taught, versus being able to spell everything correctly</li> <li>○ Chris asked if the bugs that were in the IEPs initially have been worked out; he was told that they have been</li> <li>○ Jack asked what happens when students who have been accommodated or modified in some way apply for college or university?; how does the post-secondary institution look at it?; a member of SEAC familiar with the transition, based on experiences with their child, noted that post-secondary institutions do their own testing to see where the student might need assistance; as well, they said there is discussion between the teachers, the parents and the student to discern where the student might have the most difficulty; Caroline said that there is nothing on the application that identifies the student as needing accommodations/ modifications; once the student is accepted then that’s when the college/university will become aware of the need for additional supports</li> <li>○ Anika inquired about parent consultations involving First Nations families citing the fact that some households don’t have phones; she asked if a lack of parental consultation is a concern and, if so, what things have been done to help?; Pam said some schools have been able to do the consultation by phone but if that’s not feasible, they try to catch the parent(s) as they’re coming in to pick up their child; the schools will ask the parents about the best way to contact them; another way is that a draft copy of the IEP may be sent home with a letter in the child’s planner</li> <li>○ Anika said some people have a cell phone with texting capabilities, so that’s another option; she said that the Native Education Workers are a great resource to help connect to those in the communities; Pam said that their services are utilized quite often</li> <li>○ Jennifer said that she’s aware that Naahii Ridge staff physically go to Moraviantown for IEP meetings, etc. and this has been successful</li> <li>○ Susan asked if an IEP is ‘checked’ if it’s accommodated and modified?; Pam said that it’s only checked if it’s modified</li> </ul>	
Special Education Report Items for Review for January	<p><u>2.1.1 - Preamble</u></p> <ul style="list-style-type: none"> <li>● The title in first sentence of second paragraph will be changed to read: <i>Comprehensive Report on Special Education Programs and Services 2017</i></li> </ul> <p><u>2.1.2 – Vision, Mission and Belief Statements</u></p> <ul style="list-style-type: none"> <li>● No changes were made</li> </ul> <p><u>2.1.3 – Philosophy of Special Education</u></p> <ul style="list-style-type: none"> <li>● No changes were made</li> </ul>	

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Special Education Report Items for Review for January (continued)	<p><u>2.2. – Roles and Responsibilities in Special Education</u></p> <ul style="list-style-type: none"> <li>• No changes were made</li> </ul> <p><u>2.7 – Categories of Exceptionalities and Definitions</u></p> <ul style="list-style-type: none"> <li>• The definition of Learning Disabilities has been changed to reflect the Ministry’s revisions to PPM 8</li> </ul> <p><u>4.0 – Transition Planning &amp; Coordination of Services with Other Ministries or Agencies</u></p> <ul style="list-style-type: none"> <li>• Appendix 4.7 (PPM 149) has been revised; Liz reviewed the changes <ul style="list-style-type: none"> <li>○ Dawn asked if all schools boards use the same definitions and exceptionalities?; Liz said that they do</li> <li>○ Dawn thought ADHD was going to be reflected; it was noted that it hasn’t been added yet</li> </ul> </li> </ul>	
Correspondence	<ul style="list-style-type: none"> <li>• There was no correspondence received</li> </ul>	
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> <li>• Shelley said that Preschool Intake Parent Nights have taken place and the process will begin on March 7 &amp; 8 in C-K and April 3, 4, 6, 10, 12 and 13 in Sarnia-Lambton</li> <li>• Shelley reported that the after-schools skills development process for teenagers with autism was approved, so staff are in the process of planning it</li> <li>• Dawn said that they are taking registration for their after-school programs and she highlighted the programs and the tutoring; she will provide the pamphlets</li> <li>• Anika said that Walpole Island First Nations is having Dr. Jean Clinton speak at a conference; she will provide pamphlets</li> </ul>	
Future Agenda Items	<ul style="list-style-type: none"> <li>• Trustee Fletcher would like more information regarding ‘gifted’ and ‘enrichment’ programming</li> </ul>	
Next Meeting	<ul style="list-style-type: none"> <li>• Thursday, February 16, 2017 @ 6:00 p.m. via Video-Conference</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>
Adjournment	<ul style="list-style-type: none"> <li>• The meeting was adjourned at 7:45 p.m.</li> </ul>	