

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
 ~ Thursday, March 24, 2016 @ 6:00 p.m. Via Videoconference ~

Present:	Jack Fletcher – Trustee (<i>Acting Chair</i>) Jen Scheuneman – Autism Ontario, Chatham-Kent, and Sarnia Lambton Chapters Gordon Crompton – Community Living, Chatham-Kent Chris King – Community Living, Sarnia-Lambton Eva Lizotte – Community Living, Wallaceburg Kylie White (for Rupali Sharma), Epilepsy Support Centre Julia MacKellar – Learning Disabilities Association of Chatham-Kent Jean McIntyre – Member “at large” Susan Mitchell – Member “at large” Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision	
Regrets:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Elizabeth Hudie – Trustee (Vice-Chair) Jennifer Gillespie – Member “at large” George Melendy – Learning Disabilities Association of Lambton County Jerry Knight – Lambton County Developmental Services Christy Bressette – First Nation Representative Pam Graham, System Coordinator of Special Education	
Resource Staff:	Dave Doey, Superintendent of Education Rhonda Leystra, Lambton-Kent Secondary Administrators’ Association Liz Zantingh, Special Education Coordinator Shelley Martsch-Litt, Special Education Coordinator Lori Gall, Recording Secretary	
Guests:	Susan Bond, Resource Teacher at Tecumseh Kate Korpan, Resource Teacher at Tecumseh Danielle Maryschak, Principal of Mooretown-Courtright Beth Thompson, Resource Teacher at Mooretown-Courtright Tara Verville, FDK Classroom Teacher at Mooretown-Courtright Laura Liegghio, ECE at Mooretown-Courtright	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> • Trustee Fletcher, Acting Chair, called the meeting to order and provided regrets for those unable to attend • Jen Scheuneman was introduced as the new representative for Autism Ontario, she will represent both the Chatham-Kent and Sarnia Lambton Chapters • Julia Moved, Janet Seconded “<i>That the Agenda be approved</i>”; all in favour 	
Approval of Minutes of February 18, 2016	<ul style="list-style-type: none"> • Eva Moved, Susan Seconded “<i>That the Minutes of February 18, 2016 be approved</i>”; all in favour 	<ul style="list-style-type: none"> • Lori
Business Arising	<ul style="list-style-type: none"> • There was no business arising 	
Presentation: <i>Transition Plan</i>	<ul style="list-style-type: none"> • Liz noted that, when SEAC developed its strategic directions, members expressed an interest in hearing from Resource Teachers (RTs); the Spec. Ed. Team felt that, since there are numerous transitions for students, it would be appropriate to invite RTs to provide a presentation on student transitions • Susan Bond and Kate Korpan, RTs at Tecumseh Public School, said transition plans are a lot of work, but they are <i>very</i> important in ensuring students are successful • Kate said they have helped transition a student from the autism classroom, and from the intensive behavioural intervention (IBI) room • She said that process involves compiling information from a variety of sources, including: parents/family, HELP charts, IBI data, ATC observations, etc. • Kate said they are lucky to have numerous wrap-around services in the community to help them as they support their students • The Action Plan template was shared; Kate noted that the plans are the basis for developing the ‘big picture’ that supports the IEP 	

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Presentation: <i>Transition Plan</i> (continued)	<ul style="list-style-type: none"> • SEAC members were advised that a program called Stay, Play and Talk is very beneficial in supporting non-verbal and/or autistic students • Tecumseh has put mechanisms in place to ensure that everyone within the school, including substitute teachers, are aware of what needs to be done to support students; these tools include flip books, lanyards with pictures, etc. • Kate shared photos of a 'Place to Go' sensory wall and snoezelen room that's available for students to use • Kate said when developing universal supports, they keep PPM 140 in mind • Sue spoke about the importance of data collection • She also spoke about the Grade 8 to 9 transition, which can be both exciting, and a cause for concern for the student • She explained that transition plans are very different for each student, especially if the student has high needs • It was noted that, when students are in the elementary grades the RTs are gathering information to support the student within the school, but, when they're getting ready to go to high school, staff are busy gathering information that will help ensure that Grade 9 is successful • Because the students entering Grade 9 are able to vocalize their concerns it helps staff to put the necessary plans in place to support them • When a student is transitioning to secondary school there is communication with the student and parent(s) about their strengths, worries, interests and goals; then, an Action Plan is developed that requires involvement from the student, parents and staff at the high school • Sue gave an example of a time when they supported a student who was worried about navigating the busy halls in the high school in order to get to class; the RT went to the high school with the student to practice several times <i>before</i> the beginning of Grade 9; they help students build relationships at the high school them help to turn their fear into excitement • Jack asked how 'accepting' students are when an autistic student joins their classroom?; Kate said young children are very accepting and noted that peer awareness training ensures that every student is supportive of others • Chris asked if an additional presentation could be made with regard to transition support for students leaving high school • Eva noted that autistic children like to know what's going to happen, so she wondered about their ability to provide self-direction?; Sue said staff work with autistic students to develop strategies and mechanisms to help them learn how to communicate their needs • Jack asked about the number of autistic students with the LKDSB?; the data will be brought back 	<ul style="list-style-type: none"> • Spec. Ed. Team • Spec. Ed. Team
Presentation: <i>Zones of Regulation</i>	<ul style="list-style-type: none"> • Shelley said that while she was listening to the first presentation she felt proud of all of the work that is done to support students, and to ensure they experience a positive environment • Staff in attendance from Mooretown-Courtright were: Danielle Maryschak, Principal; Beth Thompson, Resource Teacher; Tara Verville, FDK Class Teacher; and Laura Liegghio, E.C.E. • Danielle said there have been students in and out of the school for various reasons but, often, it was because they couldn't handle their emotions • She said that she began by providing all members of the school staff, including custodians, with the book "Zones of Regulation" by Leah Kuypers, so that it was a school-wide initiative 	

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Presentation: <i>Zones of Regulation</i> (continued)	<ul style="list-style-type: none"> • Danielle shared a graphic showing that in 2014-2015 there were 40 suspensions, 6 ‘send-homes’ and 14 students that went to Rebound; after implementing the zones of regulation they have only had 7 suspensions and 3 ‘send-homes’ to date, and no-one has been sent to Rebound • The RT, FDK teacher and E.C.E. then made a joint presentation about zones of regulation, a system geared towards helping students manage their emotions • The blue zone represents being sad, sick, or tired, etc.; the green zone represents being happy, calm, or feeling okay, etc.; the yellow zone represents being frustrated, worried, or silly/wiggly, etc.; and, finally, the red zone represents being mad, terrified, or yelling/hitting • Students are very familiar with the zones, and are provided with scripted language to help them to express their emotions in an appropriate way; ‘the size of the problem’ is introduced in the senior grades • Often students only see ‘good’ and ‘bad’ but, by learning about the zones, they have come to understand that sometimes there is a middle ground • When talking about red zones to students, the importance of safety and respect for self/others and the environment, were highlighted • When students are sent to the office, talking about the zones provides an opportunity to de-escalate the problem • Staff In the classroom are noticing less physical responses, and, they’re noticing that students are supporting peers who are in the ‘blue’ zone, etc. • Jean asked if other schools in the Board are using it this program?; Dave said zones of regulation came into being a couple of years ago and, since that time, he has seen schools adopt the strategies based on the needs of their students 	
Special Education Report Amendments	<ul style="list-style-type: none"> • Section 2.10 was updated to reflect the number of students from the Lambton Kent District School Board currently attending one of the Provincial or Demonstration school • Section 2.11 was updated to reflect the accurate number of Speech Language Pathologists and Communicative Disorder Assistants on staff. As well, the title for the Manager of Psychological Services was updated (from Manager of Psychology Department), and, a reference to Psychometrists was changed to Psychoeducational Clinicians. Finally, a reference to the Department of Indian Affairs was changed to Ministry of Aboriginal Affairs, to reflect their new name. • Section 3.0 was amended to reflect the current term (2015 – 2018) for the members of SEAC. • Section 3.1.1 and 3.1.2 were amended to add Jen Scheuneman, the newly appointed representative for Autism Ontario, who will represent both the Chatham-Kent and Sarnia Lambton Chapters. • Appendix 2.11.1 was updated to reflect the current number of staff employed in each of the panels. • Appendix 2.13.1 was modified in a few places, to allow for advances in technology in the classroom • Dave spoke about the process and timing for the approval of amendments to the Special Education Report <ul style="list-style-type: none"> ○ Previous practice has been to approve all of the amendments made to the Report in June, and then the information was updated on the website afterward ○ Now that each Section/Appendix of the Report is available on the Board website through individual links (versus one PDF file), he asked the members of SEAC if they felt it would be appropriate to approve each item as its modified”; then it can be posted on the Board’s website immediately, instead of waiting for June 	

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Special Education Report Amendments (continued)	<ul style="list-style-type: none"> ○ The consensus was that it's a good idea, but because several members were unable to attend tonight's meeting, those present opted to defer making a motion/voting until the April meeting 	<ul style="list-style-type: none"> • All
Correspondence	<ul style="list-style-type: none"> • A memo, dated March 1, 2016, from the Ministry of Education regarding <i>Provincial and Demonstration Schools Consultation</i> was provided to members via email; stakeholders are welcome to provide feedback through an online survey • Eva asked why this is being circulated?; Dave said that the Ministry has heard that parents would prefer to have students educated in/near their own community wherever possible, so, they are looking for input 	
Associated Reports, Other Business and Sharing of Best Practices Future Agenda Items	<ul style="list-style-type: none"> • Eva said that they are looking at how to ensure that people they support are more involved in the community; as well, they have started the Job Start program • Julia said that the SOAR Program started yesterday, with 9 students enrolled • Gordon said they are looking at complementing their Job Placement Program and are currently soliciting feedback from families; their Annual Golf Tournament will take place at Deer Run on June 11th • Chris said they're preparing for Community Living Month; as well, he noted that they are accepting applications for the Summer Employment Transitions Program • Kylie said March is Epilepsy Awareness Month, and Saturday is Epilepsy Awareness Day • Trustee Fletcher said that the budget cycle will be starting soon, and he noted that the Province recently announced the GSN Grants; he also said that the Accommodation Review Process (ARC) is under way, with two ARCs taking place • As mentioned earlier, a member of SEAC would like to receive information on transition planning for students leaving high school and heading to post-secondary education, or work, etc. in the community 	<ul style="list-style-type: none"> • Spec Ed. Team
Next Meeting	<ul style="list-style-type: none"> • Thursday, April 14, 2016 at 7:00 p.m. at Wallaceburg District Secondary School, Room 141 	<ul style="list-style-type: none"> • All
Adjournment	<ul style="list-style-type: none"> • The meeting was adjourned at 8:00 p.m. 	