

LAMBTON-KENT DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

~ Thursday, April 19, 2018 @ 6:00 p.m. at Wallaceburg District Secondary School ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Jack Fletcher – Trustee (Acting Chair) John Hagens for Chris King – Community Living, Sarnia-Lambton Steve Stokley – Community Living, Chatham-Kent Kayla Murphy – Community Living, Wallaceburg Jerry Knight – Lambton County Developmental Services Julia MacKellar – Learning Disabilities Association of Chatham-Kent Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision	
Regrets:	Sandra Perkins, System Coordinator of Special Education Jennifer Gillespie – Member “at large” Bernadette Bruette, Lambton-Kent Secondary Administrators’ Association Elizabeth Hudie – Board Chair Jean MacIntyre – Member “at large” Sherry Nelson, Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Tabitha Cook, Epilepsy Support Centre	
Resource Staff:	Angie Barrese, Superintendent of Education Angie Moule, Special Education Coordinator Bruce Davidson, Special Education Coordinator - Secondary Lori Gall, Recording Secretary	
Guests:	Bonnie Gotelaer, Special Education Secretary Laurie McCarthy, ABA Specialist Ashith Dev, ASD Social Skills Facilitator Marie Anger, Secondary Teacher - AMSS Coreen Wilkinson, Secondary Teacher - LCCVI Mary-Theresa Hiltz, Secondary ALLP Teacher - JMSS	
Members of the Public:	Kim Sonneveld, Education Manager, Delaware First Nation	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> Rose called the meeting to order and read the Traditional Territorial Acknowledgement She welcomed John Hager, Executive Director of Community Living Sarnia-Lambton, and Kim Sonneveld, Education Manager with Delaware First Nation Jack Moved, Julia Seconded “<i>That the Agenda be approved</i>”; All in favour 	
Approval of Minutes of March 22, 2018	<ul style="list-style-type: none"> Jack Moved, Jerry Seconded “<i>That the Minutes of March 22, 2018 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 	

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Presentation – Continuation and Expansion of ASD After School Skills-Development Workshop	<ul style="list-style-type: none"> • Angie Moule introduced Laurie McCarthy, ABA Specialist, and Ashith Dev, a contracted ASD Social Skills Facilitator • Laurie began by stating that ABA uses principles to create behaviour change in a positive way • She said that the LKDSB received a grant to support students with Autism Spectrum Disorder (ASD); our Board was the only one that opted to develop a project for students in secondary school • AMSS and GLSS are offering an ‘After Schools Skills Development Program’ for higher functioning students with ASD; Angie Moule said the course must take place outside of instructional time • Ashith said the 8-week program increases the social skill levels of students, allowing them to improve their ability to form relationships • Members were told that the Board was notified that the grant has been extended to the 2018-2019 school year; JMSS and CKSS may offer the program beginning in the Fall • Laurie and Ashith developed the content and have modified it based on the input from the students; lessons are unique to the needs of the students who are participating • Laurie and Ashith use Applied Behavior Analysis (ABA) which involves a variety of methods including: data collection, visuals, chaining, breaking down tasks, etc. • Ashith said that students that really weren’t verbal (prior to participating in the program) will at least respond now • Video clips of both program participants and staff providing their feedback on the program were shared • Laurie said they are building capacity in the schools they’re in so they can fade into the background and allow the school’s staff to continue the program • Jack asked about how participants were selected?; Laurie said that both the peer mentors and the program participants were recommended by the school staff but noted that now individuals are coming forward wanting to be peer mentors 	
Presentations: <i>How Do Post-Secondary Institutions Support Students? ; Transitions Out of High School; Preparing Special Education Students for the Workplace</i>	<p><u><i>Transitions Out of High School</i></u></p> <ul style="list-style-type: none"> • Bruce introduced Marie Anger of AMSS, Coreen Wilkinson of LCCVI, and Mary-Theresa Hiltz of JMSS • He said SEAC wanted to hear information on several related areas so the information was pulled into two presentations • Members were told that Board’s “Applied” programs are geared towards helping students enter the workplace, college or an apprenticeship; “Essential” programs are geared to the workplace, some college programs and apprenticeships; the “Academics Based on Life Experiences” (ABLE) program is geared towards the workplace; and, the Alternative Living and Learning Program (ALLP) and Medically Fragile programs are specialized 	

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<p>Presentations: <i>How Do Post-Secondary Institutions Support Students? ; Transitions Out of High School; Preparing Special Education Students for the Workplace</i> (continued)</p>	<ul style="list-style-type: none"> • Marie said that it can be overwhelming for parents to research the various accommodations post-secondary institutions offer however the site www.transitionresourceguide.ca summarizes information for all colleges, universities, etc. • SEAC members were also told about ‘My Blueprint’, an individualized pathway planning website that helps with career planning • Some institutions offer ‘student for a day’ to allow potential students to shadow a current student and get a feel for the school • Marie outlined the different Acts, Bills and Regulations that guide elementary and secondary schools versus those the guide colleges and universities and noted that colleges and universities will make accommodations, but not modifications • Staff recommend that students use their assistive technology in their post-secondary life, and promote the idea of students using self-advocacy skills • The members were told that experiential learning allows students to learn in real-world situations, and that dual credit opportunities afford students the chance to gain a credit that can be carried over to a college; this model promotes self-confidence and allows students to see their potential • Specialist High Skills Major programs (in courses such as construction, hospitality and tourism, etc.) allow students who complete all the components to graduate with a red-seal diploma which could lead to a workplace apprenticeship • Marie said that AMSS has some unique certification/accreditation programs including welding and personal support worker which are very popular <p><u>Preparing Special Education Students for the Workplace</u></p> <ul style="list-style-type: none"> • Corinne informed the members that school to work transitions for ABLE students are supported by visits by Sarnia Community Living; participation in cooperative education classes; involvement in Lambton County Developmental Services opportunities; or enrollment in Ontario Youth Apprenticeship Program (OYAP) • Students in high school can obtain Level 1 and 2 welding tickets, as well as safe food handling certification through the Foods class • Passport funding is available through Developmental Services Ontario in order to help students over the age of 21 move from school to the workplace • Community Integration Through Cooperative Education (CICE) at Lambton College allows students to take courses offered, with the exception of programs such as Fire Services and Nursing • Audit classes allows students to do the work at a modified level 	

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<p>Presentations: <i>How Do Post-Secondary Institutions Support Students? ; Transitions Out of High School; Preparing Special Education Students for the Workplace</i> (continued)</p>	<ul style="list-style-type: none"> • The Options program is a dual partnership between the St. Clair Catholic District School Board and the LKDSB that sees a high school teacher teaches a class within the College; it is heavy on co-operative education opportunities and is a great stepping stone into a job • Mary Theresa provided an overview of a Circles exercise to illustrate the Circles rules of social boundaries; the program not only teaches the student what’s appropriate for them in their own behaviour, but it empowers them to know what’s appropriate or inappropriate when it comes to relationships with others; this helps keep them safe • She said that they have expanded the Circles program to teach students about contact with others online • Marie asked if workplace employers know about the Circles programs?; Mary Theresa said they are given a bit of information about the circle that the employer is in (so that they can maintain consistency for the student when it comes to boundaries, etc.) • Corinne said peer tutors are being taught about Circles too, so they know how to maintain boundaries 	
<p>Special Education Report – Items to be Reviewed in April</p>	<ul style="list-style-type: none"> • Angie provided an overview of the sections and appendices reviewed and any amendments that were made • <i>The following items were reviewed but no changes were made:</i> <ul style="list-style-type: none"> ○ Glossary of Terms ○ Acronyms ○ Appendix 2.3.6 ○ Appendix 2.3.7 ○ Appendix 2.3.10 ○ Appendix 2.4.1 ○ Section 2.4.2 ○ Appendix 2.6.1 ○ Appendix 2.8.1 ○ Appendix 2.8.2 ○ Appendix 2.8.4 ○ Appendix 2.8.5 ○ Appendix 2.8.6 ○ Appendix 2.8.7 ○ Appendix 2.8.8 ○ Section 2.14 • <i>The following items were reviewed and amended, as noted:</i> <ul style="list-style-type: none"> ○ List of Appendices was amended to remove Appendix 2.3.9 (see rationale below) ○ Appendix 2.3.8 was amended to reflect what’s currently in use ○ Appendix 2.3.9 will be deleted because teachers/schools no longer nominate students for enrichment, instead OLSAT and Psychological Assessments dictate if a student requires enrichment 	

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Special Education Report – Items to be Reviewed in April (continued)	<ul style="list-style-type: none"> • <i>Items were reviewed and amended</i> (continued): <ul style="list-style-type: none"> ○ Section 2.4 was amended to reflect the number of IPRCs completed, based on October 31, 2017 statistics ○ Appendix 2.11.1 was updated to reflect the special education staffing levels, as of October 31, 2017 ○ Appendix 2.12.1 was updated to include the information for 2017-2018 ○ Appendix 2.12.2 was updated to include the information for 2017-2018 ○ Appendix 2.12.e was updated to include the information for 2017-2018 ○ Appendix 2.14.1 will be amended to include the Board-approved version of the Annual Accessibility Plan once it becomes available ○ Appendix 3.1.1 was updated to reflect the current membership of the Special Education Advisory Committee ○ Appendix 3.1.2 was updated to reflect the current membership of the Special Education Advisory Committee ○ Appendix 3.1.3 was updated to reflect the current membership of the Special Education Advisory Committee ○ Appendix 3.1.4 was updated to reflect the current membership of the Special Education Advisory Committee • Julia noted that the title ‘Year 5’ is listed twice in Appendix 2.12.1; she was thanked for her attention to detail; Lori will make the change 	<ul style="list-style-type: none"> • Lori
Correspondence	<ul style="list-style-type: none"> • A letter (written in French) dated April 3, 2018 from Conseil scolaire catholique du Nouvel-Ontario, regarding their support for the Provincial strategy for students with special needs, was received by SEAC but no action was taken 	
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> • Steve said that Community Living Chatham-Kent held a successful Transition Fair last night with more than 100 participants • Bruce shared a letter of gratitude received from a parent who attended the Transition Fair with their son; Jack asked that the letter be included in the Board Report that forms their Agenda Package • Steve said that on May 26th they are having Circle Training (from 9:00 – 3:00 p.m.) for individuals 16 – 24 years old • Angie Moule said that she and the High Needs Team members are very busy with Preschool Intake (for students diagnosed with autism) to ensure a smooth transition • Kayla spoke about the relaxed performance of “Good ‘Ol Country Music” on May 10th at the Petrolia Playhouse • She said that Community Living Wallaceburg is looking to hire a ‘Manager of Risk Management and Quality Assurance’ 	<ul style="list-style-type: none"> • Lori

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Association Reports, Other Business and Sharing of Best Practices (continued)	<ul style="list-style-type: none"> • John said that Community Living Sarnia will be operating their summer employment program again, although the implementation of Bill 148 might mean there won't be as many jobs available; as well, the program will be more expensive for them to operate because of the increased wages to hire the students • Bruce spoke about the presentation at AMSS being made by Dan Edwards and noted that a carousel that will be a part of the event • Julia said that Learning Disabilities Association of Chatham-Kent will again be offering the: Tutoring, Social Skills, Friends For Life and SOAR 2018 Summer Programs and noted that they are running some shorter one-week programs • Angie B. outlined the changes to ALLP classrooms for the 2018-2019 school year, indicating that the changes are a result of the needs • Jack spoke about the <i>Thought Exchange</i> that took place in the Sarnia area and said that over 600 people replied; the information will help the Board members to make decisions in the future • Rose said that they are offering a 5-week Dual Diagnosis program at LCCVI in the ALLP classroom to reinforce boundaries, etc.; they have also offered it at Northern, GLSS, AMSS, etc. 	
Future Agenda Items	<ul style="list-style-type: none"> • No specific future agenda items were identified 	
Next Meeting	<ul style="list-style-type: none"> • Thursday, May 17, 2018 @ 6:00 p.m., WDSS – Room 141 	<ul style="list-style-type: none"> • All
Adjournment	<ul style="list-style-type: none"> • The meeting was adjourned at 8:22 p.m. 	