

**LAMBTON-KENT DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

~ Thursday, December 10, 2020 @ 6:00 p.m. from LKDSB Boardrooms @ CREC and SEC and Via MS Teams ~

Present:	Janet Barnes – Trustee (Acting Chair) – Via MS Teams Melani Rich, Autism Ontario – Chatham-Kent and Sarnia Lambton Chapters – In Person in Chatham Sandra Pidduck – Epilepsy Southwestern Ontario – Via MS Teams Chris King – Community Living, Sarnia-Lambton – In Person in Sarnia Wendy Smith – Community Living, Wallaceburg – Via MS Teams Julia MacKellar – Learning Disabilities Association of Chatham-Kent – In Person in Chatham Jean MacIntyre – “Member At Large” – In Person in Sarnia	
Regrets:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Derek Robertson – Trustee Steve Stokley – Community Living, Chatham-Kent Vicki Ware – First Nations Representative – Via MS Teams	
Resource Staff:	Angie Barrese, Superintendent of Education – In Person in Chatham Sandra Perkins, System Coordinator of Special Education – Via MS Teams Chris Moore, System Coordinator – Multidisciplinary Teams – Via MS Teams Angie Moule, Special Education Coordinator – In Person in Chatham Tara Mitchell, Special Education Coordinator – In Person in Chatham Marty Passmore, Lambton-Kent Secondary Administrators' Association – In Person in Sarnia Lucy Rizzetto, Lambton-Kent Elementary Administrators' Association – Via MS Teams Lori Gall, Recording Secretary – In Person in Chatham	
Guest(s):	Jeff Brosh, Elementary Resource Teacher – In Person in Chatham	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> <li>Trustee Janet Barnes, acting as the meeting's Chair, called the meeting to order</li> <li>Sandra Pidduck Moved, Wendy Smith Seconded “That the Agenda be approved”; All in favour</li> </ul>	
Traditional Territorial Acknowledgement	<ul style="list-style-type: none"> <li>Trustee Barnes recited the Traditional Territorial Acknowledgment</li> </ul>	
Approval of Minutes of November 19, 2020	<ul style="list-style-type: none"> <li>Chris King Moved, Melanie Rich Seconded, “<i>That the Minutes of November 19, 2020 be approved.</i>”; All in favour</li> </ul>	<ul style="list-style-type: none"> <li>Lori Gall</li> </ul>
Business Arising from the Minutes	<ul style="list-style-type: none"> <li>There was no business arising from the November 19, 2020 Minutes</li> </ul>	
Presentation – <i>Role of the Resource Teacher, ALLP Teacher and Educational Assistants, including the Summer Project Work Role</i>	<ul style="list-style-type: none"> <li>Superintendent Barrese said she would share the final part of the Summer Project presentation plus three additional presentations that provide insight into the roles and responsibilities of staff supporting students with special needs</li> <li>Angie Moule spoke about elementary and secondary resource practices and emphasized the vital role Resource Teachers (RTs) have in schools including in-class support, withdrawal support, and consultation with the student and/or their parents to ensure education and mental health needs are being met</li> <li>RTs must ensure a student’s IEP is current and being followed, and that student testing is conducted to pinpoint areas where additional supports are needed</li> <li>A video illustrating the many different ‘hats’ RTs must wear to ensure students are supported was shown as well as one that provided an overview of an ALLP/medically fragile classroom and the specialized supports required</li> <li>Jean MacIntyre asked about the requirements to become an RT; Superintendent Barrese outlined the basic requirements, including Special Education Part 1; she said some RTs may also choose to continue their education by taking Special Education Part 2 and then a Special Education Specialist designation</li> <li>Jean asked about the hiring process for RTs and was told that hiring is based on education and experience and how the RT could support a school’s needs</li> <li>Julia MacKellar asked whether IEPs for students learning virtually are being followed?; Chris Moore said last year’s IEP was referenced and staff identified parts of the IEP still applicable to virtual learning</li> <li>He said some aspects of an IEP cannot be followed (i.e. a quiet environment) because the Board can’t control what’s happening in a student’s home</li> </ul>	

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<p><i>Presentation – Role of the Resource Teacher, ALLP Teacher and Educational Assistants, including the Summer Project Work Role (continued)</i></p>	<ul style="list-style-type: none"> <li>• Chris King asked about the ability for students to access specialized equipment?; Superintendent Barrese said students are allowed to take sensory breaks while in school but strict COVID-19 safety protocols must be followed; Angie Moule also noted that bins of sensory items were provided to classrooms and kits were developed for (and assigned to) individual students to alleviate shared touchpoints</li> <li>• Superintendent Barrese showed a video that outlined everything Educational Assistants (EAs) do to support students</li> <li>• Jean MacIntyre asked how EA assignments are determined?; Superintendent Barrese said School Profiles are completed by Principals and school resource teams; the information provided determines each school's situation and helps determine EA allocation needs; throughout the year the allocations are reviewed and EAs are moved, if necessary, to keep up with student movement, changes in needs, etc.</li> <li>• Superintendent Barrese shared a presentation about the ALLP Program; there are currently 11 elementary classrooms and 14 secondary ALLP classrooms</li> <li>• Marty Passmore said, due to COVID-19, AMSS's ALLP classroom is a 'bubble', but Teachers are finding ways for students to connect virtually with others</li> <li>• Melani Rich asked if the Board is seeing increased needs because students with autism haven't received the same level of support they had been getting?; Angie Moule said when the Ontario Autism Program was publicly funded there were many supports parents could access but, now that OAP funding isn't in place, parents have to decide which services to access/pay for and this is resulting in differences when students with autism begin school; Angie Moule said the new Provincial model does not provide the same level of support and there is not the same level of early intervention</li> <li>• Superintendent Barrese spoke about a Provincially-funded Transition program to support students with special education and/or mental wellness needs during the 2 weeks prior to schools re-opening in September; there were 68 elementary RTs, 12 secondary RTs, 23 Itinerant staff, 16 Student Success teachers, 17 Guidance teachers and 19 ALLP teachers that participated in the program; there were more than 3,000 conversations with students/families over that 2 week period and 904 students were supported by a mental wellness check-in</li> <li>• A total of 2,433 students were able to return to school within the first 2 weeks of the school year; many students also choose to transition to virtual learning, but that data wasn't tracked</li> <li>• Two videos, that provided first-hand accounts from parents/students regarding the value of the transition program, were shared</li> <li>• Sandra Perkins said a lot of pre-work was done during the summer to assist staff as they supported students readying themselves to transition to the classroom</li> <li>• Chris Moore noted that the work is not done because some students transitioned to virtual learning, but they will eventually need to transition back to a school</li> </ul>	
<p>October 31, 2020 Exceptional Pupil Numbers</p>	<ul style="list-style-type: none"> <li>• Superintendent Barrese said exceptional pupil numbers are reported to SEAC annually to document the number of students formally identified and those that currently only have an IEP</li> <li>• She said our numbers haven't changed much in comparison to last year's numbers but noted that the LKDSB has slightly more students who have been formally identified in comparison to other Boards in the Province</li> <li>• There was recently a meeting held with the Deputy Minister; the Ministry estimates that 52% of students in Ontario are not formally identified and/or do not have an IEP, but they're accessing supports from a variety of service providers</li> <li>• Chris King asked if there's funding for non-identified students?; Superintendent Barrese said funds are now available for early intervention, social workers, etc. to support students who aren't formally identified, but that wasn't always the case</li> <li>• He asked if there are specific dollar amounts tied to identified versus non-identified?; Superintendent Barrese said there are parameters, but it's not 'per</li> </ul>	

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October 31, 2020 Exceptional Pupil Numbers (continued)	<p>student'; the funds are bundled and provided to the Board with an expectation that any and all supports necessary will be provided for all students</p> <ul style="list-style-type: none"> <li>• Chris wonders about pressure from the Province regarding identifications?; Superintendent Barrese said our Board elects not to identify students with an exceptionality of "Behaviour"; recently administration wondered if our Board was losing funding by not identifying students that way but it did some calculations and it was determined that the funding model didn't change significantly; so, there is base funding, and then the number of exceptional pupils who have been identified doesn't seem to significantly impact the overall funding levels</li> <li>• Julia asked about what documentation is required for a student to be identified as ADHD and to receive accommodations?; Sandra Perkins said it's never about documentation; an IEP is part of the 'Steps to Success' process; accommodations in an IEP are really just best teaching practices</li> <li>• Sandra said IEPs are required when a child has an identification; some Boards don't put an IEP in place until a child has been identified but our Board creates an IEP if a student appears to be on the path to eventually being formally identified</li> <li>• ADHD might not be listed per se as it's normally comorbid with another identification, so, it's probably more about the accommodations needed; listing it under 'Communication' has to meet a threshold, and the needs a child has can then be accommodated in an IEP; Sandra said any parent with concerns should speak to their child's RT, Principal and/or Special Education Coordinator</li> <li>• Julia asked how psychological assessments are being conducted for virtual learners?; Superintendent Barrese said that assessments are currently being held in the Board Offices (while ensuring that all safety protocols are observed), but some students are responding well to a virtual assessment and so those are being pursued where it's best for the student/family</li> </ul>	
Summary of 2021 Special Education Plan Items to be Reviewed	<ul style="list-style-type: none"> <li>• Sandra reported that, annually, there must be a thorough review of the Board's Special Education Plan; last year some items were watermarked for future review and those items, along with the other parts of the Plan, will be presented in 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Team</li> </ul>
Correspondence	<ul style="list-style-type: none"> <li>• At the November SEAC meeting, Chris King proposed that a letter be sent to the Minister of Education requesting ongoing funding for Special Education Summer Programs given their level of success in the LKDSB</li> <li>• A draft letter was reviewed and approved for sending to the Minister</li> </ul>	<ul style="list-style-type: none"> <li>• Lori Gall</li> </ul>
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> <li>• Marty Passmore said secondary schools are already halfway through the second quadmester and teachers are preparing for the next quadmester</li> <li>• Chris King said he will provide a PDF highlighting details of Community Living Sarnia-Lambton's recent Annual General Meeting</li> <li>• He said they're facing challenges in their group homes; all the COVID-19 safety measures have resulted in the need for additional mental health supports</li> <li>• Jean MacIntyre said everyone has learned a lot through COVID-19, and she hopes this learning will benefit everyone once things return to normal</li> <li>• Sandra Pidduck said they are still busy doing presentations virtually</li> <li>• As well, they are working with Western University on a 'Mindfulness Matters' program because depression is prevalent in individuals with epilepsy</li> <li>• She said they have made progress towards their goal of being centrally-funded</li> <li>• Sandra Perkins said several Program Reviews are about to begin and members of SEAC were asked to volunteer to participate as part of one of the reviews</li> <li>• She said that, in January, the Program Review groups will consider current practices and Ministry expectations; then, in April, there will be a review of the Program Survey Template which will be presented to SEAC in May</li> <li>• The programs to be reviewed, and staff members heading up each review, follows: <ul style="list-style-type: none"> <li>○ ECPP (formerly CTCC/Section 23) – Katie Colameco and Sandra Perkins</li> <li>○ Enrichment – Adam Davis and Sheila Richardson</li> <li>○ ALLP – Tara Mitchell, Angie Moule, Heather Touzin, and Christine Davenport</li> <li>○ ABLE – Angie Barrese and Heather Touzin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chris King</li> </ul>

<b>Agenda Item</b>	<b>Details/Discussion</b>	<b>Action Items</b>
Association Reports, Other Business and Sharing of Best Practices (continued)	<ul style="list-style-type: none"> <li>• Julia MacKellar said their online tutoring program is wrapping up, with a new program set to begin in the new year</li> <li>• She asked if teachers have been given guidance about assigning homework because she's aware of students who feel overwhelmed by assignments; Superintendent Barrese said there has been discussion about the needs of learners and the need for breaks and that adjustments are being made in quadmester 2; parents/students should ask the teacher for consideration where necessary so students can regenerate and come back feeling refreshed the next day</li> <li>• Melani Rich said the Autism Ontario website's 'West Region' shows all events available in the area; there are numerous opportunities for families to participate in both educational and fun family-focused events</li> <li>• Janet Barnes reported that Superintendent Ben Hazzard is now the President of Community Living Wallaceburg</li> <li>• Superintendent Barrese said she loves these meetings and feels that SEAC is a hidden gem because of the genuine interest in supports available to students and she thanked everyone for the work they do in their own organizations</li> </ul>	•
Next Meeting	<ul style="list-style-type: none"> <li>• January 21, 2021 at 6:00 p.m.; meeting location and details will be confirmed closer to the meeting date</li> </ul>	• All
Adjournment	<ul style="list-style-type: none"> <li>• The meeting was adjourned at 7:45 p.m.</li> </ul>	