

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
~ Thursday, December 15, 2016 @ 6:00 p.m. via Video-Conference ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Elizabeth Hudie – Trustee (Vice-Chair) Gordon Crompton – Community Living, Chatham-Kent Jerry Knight – Lambton County Developmental Services Dawn Babkirk – Learning Disabilities Association of Chatham-Kent George Melendy – Learning Disabilities Association of Lambton County Chris King – Community Living, Sarnia-Lambton Jack Fletcher - Trustee Jen Scheuneman – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters	
Regrets:	Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision Jean McIntyre – Member “at large” Anika Altiman – First Nation Representative Tabitha Cook, Epilepsy Support Centre Eva Lizotte – Community Living, Wallaceburg Susan Mitchell – Member “at large” Jennifer Gillespie – Member “at large”	
Resource Staff:	Dave Doey, Superintendent of Education Angie Barrese, System Coordinator of Elementary Student Achievement Pam Graham, System Coordinator of Special Education Elsa Natvik, Lambton-Kent Secondary Administrators’ Association Lisa Valade, Special Education Coordinator Bruce Davidson, Special Education Coordinator (Secondary) Lori Gall, Recording Secretary	
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 Gord moved, Elizabeth seconded “<i>That the Agenda be approved</i>”; All in favour Dave introduced Angie Barrese as the incoming Superintendent of Special Education; Angie has been a Teacher and a Principal for many years, and is currently the System Coordinator for Elementary Program Angie said that she is very pleased to be joining the Special Education Department and looks forward to working with the members of SEAC 	
Approval of Minutes of November 17, 2016	<ul style="list-style-type: none"> Pam noted that she was in attendance at the November Meeting; the Minutes will need to be corrected Chris moved, Jen seconded “<i>That the Minutes of November 17, 2016 be approved, as amended</i>”; 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 Minutes 	
Presentation – Math/Learning Disabilities	<ul style="list-style-type: none"> Christine Davenport, Manager of Psychological Services for the Lambton Kent District School Board, made a presentation on “<i>Supporting Students with Learning Disabilities in Mathematics</i>” She informed SEAC that, Provincially, 14.5% of students receive special education programs and services, and 85% of those are served within a regular classroom setting; and, of the students who receive special education services, approximately half of those have a learning disability EQAO results and report cards for students from across the Province have identified that students with special education needs are struggling with math, so the Ministry is focusing on ensuring students are successful Students with a learning disability have average to above average cognitive abilities, so they <i>can</i> learn math but need to have a solid foundation in order to apply their knowledge, and to continue to learn new concepts 	

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Presentation – Math/Learning Disabilities (continued)	<ul style="list-style-type: none"> • Having this information provides the Board with an opportunity to explore: <ul style="list-style-type: none"> ○ How students with learning disabilities in math can be supported ○ The cognitive processes involved in math ○ The types of supports that can be put in place to ensure student success • Christine informed SEAC that deficits include: working memory; spatial processing; sequential processing; visual-spatial processing; attention deficits; and, processing speed • She explained the importance of executive functioning as it relates to controlling impulses, organizing work, and thinking flexibly • For instance, a student with language problems may have trouble with word problems in math because they might not understand when information is irrelevant, or they may have trouble explaining how they got to their answer • Schools can support students through accommodations such as: the use of mnemonics; providing students with a reference sheet for formulas; connecting concepts to real-life situations for better understanding; providing students with detailed information regarding the steps/procedures involved in solving problems; allowing extra time, etc. • Chris asked how students within the LKDSB who have a learning disability stack up against Grade 9s from the rest of the Province?; while that information wasn't readily available to share with SEAC at the meeting, Dave advised the members that Grade 9 applied math students with special needs did better than other Grade 9s within the Board, and, they outperformed their peers across the Province • Dawn asked what accommodations are given during EQAO for students with a learning disability?; Bruce said they can have a quiet place to work and are given additional time to complete their work, etc.; these are accommodations the students are already used to • Dawn asked about the use of a calculator?; Elsa said they can use a calculator, and are also allowed to use a formula sheet • Dave said that these accommodations are for students with an identified exceptionality, however, there are numerous students in a classroom that have similar issues who <i>haven't</i> been identified • For this reason he believes that universal supports, such as providing extra time and reducing the amount of homework that is given out, would be beneficial • George said that if the information or a brief video could be made available on the Board website, it would be helpful; Dawn agreed, noting that sometimes she sees parents who are asked to provide input to an IEP and they would benefit from having access to information like that; Dave agreed and feels it would also be helpful for teachers to have access to the information • It was agreed that a copy of the presentation will be added to the Board's website as a reference for parents, students and teachers • Chris noted that after the Psychological Assessment has been completed it is important to keep up-to-date regarding which accommodations are working best for the student; Christine said students are being taught to advocate for themselves and inform their Teacher if they need more time, etc. 	<ul style="list-style-type: none"> • Christine Davenport
Exceptional Pupil Numbers (October 31, 2016)	<ul style="list-style-type: none"> • Exceptional pupil information, by school, as of October 31, 2016, was shared • Pam asked that the exceptional pupil information also be provided <i>by exceptionality</i>; Lori said she didn't have the information with her, but it is available so she will ensure it's included in the January Agenda Package • Pam advised the members that the number of students is down, but she noted that it's in keeping with the declining enrolment that the Board is seeing • Dawn asked why a parent would choose to get their child identified?; Pam said it might help the student access the supports they need, including Resource 	<ul style="list-style-type: none"> • Lori

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Exceptional Pupil Numbers (October 31, 2016) (continued)	<ul style="list-style-type: none"> • It was noted that some students receive accommodations without an IEP in place • A comment was made that some parents don't want their child 'labeled'; Dawn asked if there is information provided about the benefits of identifying a student versus not having them identified?; Pam said that staff do share information on the attributes but, in the end, it's the parent's decision • Dave noted that a formal identification follows a student to post-secondary and, sometimes, this can be important • Bruce said post-secondary institutions take students on the basis of their marks; when a student identifies that they have a learning disability or some other type of exceptionality, the post-secondary institution will ask for: the Psychological Assessment; a statement of decision; a copy of the IEP; and, information from the Resource Teacher outlining which accommodations were <i>actually</i> used • Dawn asked how current a Psychoeducational Assessment needs to be?; Bruce said the student should be an adult over the age of 18, and, the assessment can't be more than 2 years old • Some students don't want to be singled out and are resistant, while others are happier receiving support in the Resource Room; of those who are resistant, they sometimes realize they need help and get identified as late as Grade 12 	
Correspondence	<ul style="list-style-type: none"> • Rose referenced the reply that was received from the Ministry of Child and Youth Services regarding the Ontario Autism Program (OAP); she said isn't aware of any parents who have received funding yet • Chris asked if the Board has seen any funding yet?; Pam explained that the funds go directly to the parents; however she noted that, because of changes in IVI, there are 17 new students and the Board receives funding to support the EAs that are required to support these students • Pam said the Spec. Ed. Team is still waiting to hear back about the after-school program being planned, and are continuing to hope that funding will be provided 	
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> • Chris reported that Community Living Sarnia-Lambton has received global recognition for their Summer Employment Transitions <i>Toolkits</i> • They've been invited to make a presentation at the "Zero Project Conference" in Vienna, Austria in February 2017 • The Zero Project focuses on the rights of persons with disabilities globally and has the sole objective of helping to create a world without barriers • The Project provides a platform where the innovative and effective solutions (to problems that affect persons with disabilities) can be shared • The members of SEAC congratulated Community Living Sarnia-Lambton on its significant accomplishment and global recognition • Chris also reported that a Developmental Services Regional Engagement session was held recently and the Assistant Deputy Minister, Ms. Chan, spoke about person-centred supports for individuals living with disabilities throughout Ontario; Chris informed the members that there is a focus on co-operative education experiences • Learning Disabilities Association of Lambton County finished this year out with higher enrolment than they've seen in the past for both their 'Social Skills' and 'Homework Hub' programs • Jack informed the membership that the <i>Organizational Meeting</i> of the Board of Trustees for LKDSB was held recently, and Elizabeth Hudie was elected as the Vice-Chair for the Board; the members congratulated Elizabeth on her new role • Jack said that the Accommodation Review Committee meetings are under way; the one in the North is difficult because there are small schools involved; he doesn't anticipate the one in Chatham being as difficult • On behalf of SEAC, Trustee Hudie thanked Dave for all of his work and support, and told him that he will be missed 	

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Future Agenda Items	<ul style="list-style-type: none"> Jack would like to see Superintendents Lounsbury and Girardi attend a future meeting of SEAC to discuss 'Community Hubs', with a view to determining what local agencies can do to lobby for a Hub 	<ul style="list-style-type: none"> Spec. Ed. Team
Next Meeting	<ul style="list-style-type: none"> January 19, 2017 at 6:00 p.m. via Video-Conference from the Sarnia Education Centre and the Chatham Regional Education Centre 	<ul style="list-style-type: none"> All
Adjournment	<ul style="list-style-type: none"> The meeting was adjourned at 7:30 p.m. 	