

LAMBTON-KENT DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

~ Thursday, January 18, 2018 @ 6:00 p.m. at Wallaceburg District Secondary School ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Elizabeth Hudie – Board Chair Julia MacKellar – Learning Disabilities Association of Chatham-Kent Steve Stokley – Community Living, Chatham-Kent Chris King – Community Living, Sarnia-Lambton Jennifer Gillespie – Member “at large” Jerry Knight – Lambton County Developmental Services Kayla Murphy – Community Living, Wallaceburg Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision	
Regrets:	Jack Fletcher – Trustee (Vice-Chair) Jen Scheuneman – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Jean MacIntyre – Member “at large” Tabitha Cook, Epilepsy Support Centre	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator of Special Education Jim Stewart, Lambton-Kent Secondary Administrators’ Association Bruce Davidson, Special Education Coordinator - Secondary Angie Moule, Special Education Coordinator Adam Davis, Special Education Coordinator Lori Gall, Recording Secretary	
Guests:	Valerie Volland, Elementary Student Success Teacher Stef Wood, Itinerant Elementary Teacher for English Language Learners Teresa Lopetrone, Itinerant Elementary Teacher for English Language Learners Marie Anger, Curriculum Leader/Guidance - AMSS Bonnie Gotelaer, Special Education Secretary	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> Janet Moved, Elizabeth Seconded “<i>That the Agenda be approved</i>”; All in favour Rose shared the regrets given for the meeting She also informed the members that Anika Altiman, representative for Walpole Island First Nation, relinquished her membership on SEAC because she is no longer a member of the Walpole Island Board of Education It was noted that Anika’s contributions to discussions, particularly around First Nations matters, will be missed A new First Nations representative will be appointed as soon as possible 	<ul style="list-style-type: none"> Angie
Approval of Minutes of November 16, 2017	<ul style="list-style-type: none"> Rose reminded SEAC that December’s meeting had to be cancelled because of inclement weather so November’s Minutes still hadn’t been approved Jennifer Moved, Steve Seconded “<i>That the Minutes of November 16, 2017 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 from the Minutes of November 16, 2017 	
Election of Chair and Vice-Chair	<ul style="list-style-type: none"> The members were informed that either the Chair or Vice-Chair of SEAC is required to be a Trustee and that, while Trustee Fletcher was unable to attend this evening’s meeting, he had put his name forward to continue in the role of Vice-Chair; his self-nomination was accepted and Trustee Hudie seconded the nomination; there were no further nominations; a vote was taken and “<i>Jack Fletcher was re-elected to the position of Vice-Chair of SEAC</i>” Rose Gallaway informed the members of SEAC that the position of Chair was open for nominations; Janet nominated Rose as Chair and Trustee Hudie seconded the nomination; Rose called for any further nominations; seeing none, a vote was taken; “<i>Rose Gallaway was re-elected to the position of Chair of SEAC</i>” 	

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<p>Presentation – <i>Exploration of How Coding is Used to Enhance Education Opportunities with Special Education Students</i></p>	<ul style="list-style-type: none"> • Angie Moule introduced Valerie Volland, an Elementary Student Success teacher with the LKDSB, to share information about coding with the members • Val said coding is embedded in all of the devices that we use every day and provides computers and electronics with a precise set of instructions that allows them to function properly • Learning about coding benefits <u>all</u> students, including students with special education needs • Coding is accessible to everyone because it allows students to start at different levels, based on their abilities, and then move forward at their own pace as their skills improve; Val said that it’s so accessible that students that have difficulty speaking can use pictures to help them complete their task • Students can work collaboratively with one another to expand their math and language skills in a way that’s fun, and they can also develop their problem-solving and creative thinking skills • Val said that the instant feedback is something students appreciate because, if they have coded properly, the task that they created for the robot will be completed; if they didn’t get the code right then the task won’t be completed and they know they have to make a change to the code; this provides them with an opportunity to learn from their mistakes in order to achieve success; these soft skills help to build character and will serve the students well in future • Val said that she offers a “Coding Club” and it’s well-attended because the students enjoy learning how to code • Val shared a short video clip of students from an ALLP class talking about why they enjoy working with the robots ‘Dot’ and ‘Dash’ to learn coding • Val said that all elementary schools have a set of robots, and the accessory packs that go with them • She said that some examples of programs that are used to teach students coding in our schools are: Scratch, Blockly, and Hopscotch • Jim noted the AMSS received some funding and is looking to purchase some robots; Val said the newer robots have more capabilities • Members had an opportunity to work with the Dot and Dash robots • Val was thanked for her informative and fun presentation 	
<p>Presentation - English Language Learners Team – How Do They Support our Students?</p>	<ul style="list-style-type: none"> • Adam Davis introduced Stef Wood, Elementary ESL Teacher, and Teresa Lopetrone, Itinerant ELL Teacher, they provided an overview of the ELL Team members, noting that they support students who are English Language Learners where English isn’t their first language • Stef explained that Laurie Brownlee is also part of the Team; she conducts assessments and completes the initial reports; as well, she offers professional development opportunities for staff • Stef explained that she and Teresa work with selected schools (in 12 week blocks) to support English language learning • The Board uses ‘STEP’ to conduct pre and post-ELL instruction testing so the Team can determine where they need to start their instruction for that student and, afterward, can assess the progress that was made • Stef said that there are over 300 students who are identified as early ELLS (Steps 1 – 3) in our Board; there have been over 100 referrals for new elementary ELL students this year • She said that it takes 5 – 7 years to learn a second language if you have age-appropriate fluency in your first language, and longer if you do not • Stef explained the differences between English Language Learners, English literacy development and English as a Second Language • The Board’s English Language Learners can be newcomers to Canada or Canadian-born individuals that were raised in communities that allowed them to maintain their distinct cultural and linguistic tradition without being exposed to English 	

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<p>Presentation - English Language Learners Team – How Do They Support our Students? (continued)</p>	<ul style="list-style-type: none"> • The majority of ELL students in our elementary schools were born in Canada • ESL students already have received some education in their mother tongue • Stef and Teresa offer targeted language instruction such as vocabulary and pre-primer words and meet the students where they're at • The Board's international education program is attracting many new students and this has a direct impact on the need for ELL support • Members learned that the LKDSB supports students from over 51 countries in its schools, with a total of 55 different 'home languages' being spoken. • The members were shown a geographic overview of the Board's schools, showing the number of ELL students at each site and they were told that the main 'home languages' spoken by students are: Low German, Arabic (in varying dialects), Mandarin/Simplified Chinese, Gujarati, and Urdu, as well as 50 other languages • The average student in kindergarten speaks about 1,000 words and adds about 1,000 words every year while ELL students speak fewer words than that • Stef noted that sometimes it is difficult to determine whether a student is struggling to learn the language, or whether they need additional supports • English Language Learners should only be identified for special needs if there are additional learning concerns, beyond needing to learn English • The Team has found that the percentage of ELLs that are identified with special education needs are in proportion to that of the school's population • Elizabeth asked about the level of parental support for these students?; Stef said that often it is the student that needs to help their parents deal with problems they're having with companies/agencies, etc. • She explained that, in Chatham-Kent, Adult Language and Learning works with parents to help them to learn English; Sandra said that Sarnia-Lambton has the YMCA Welcoming Committee which offers the same type of services • Angie Barrese said many of the newcomers have been traumatized by what they've lived through in their homeland, but there are supports available to these families and they seem to be willing to put the past behind them in order to trust again and are integrating nicely into their respective school communities • Sandra said that the ELL Team members are very passionate and advocates for their students; they have been highlighted at the Ministry-level for their work 	
<p>Special Education Report – Items to be Reviewed in January</p>	<ul style="list-style-type: none"> • Sandra provided SEAC with the current version of the various Sections/Appendices of the Special Education Report to be reviewed in January along with any proposed amendments being suggested and explained any changes being proposed <ul style="list-style-type: none"> ○ Preamble <ul style="list-style-type: none"> ▪ The title in first sentence of second paragraph changed to read: <i>Comprehensive Report on Special Education Programs and Services 2018</i> ○ Vision, Mission and Belief Statements <ul style="list-style-type: none"> ▪ No change to Section 2.1.2 ○ Philosophy of Special Education <ul style="list-style-type: none"> ▪ No change to Section 2.1.3 ○ Roles and Responsibilities in Special Education <ul style="list-style-type: none"> ▪ No change to Section 2.2 ○ Categories of Exceptionalities and Definitions <ul style="list-style-type: none"> ▪ Removed the text/word “*speech” which was erroneously appearing in the 3rd line of the second paragraph, but had no relation to the documents' content. ○ Transition Planning and Coordination of Services with Other Ministries or Agencies <ul style="list-style-type: none"> ▪ No change to Section 4.0 or Appendix 4.6 	

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Special Education Report – Items to be Reviewed in January (continued)	<ul style="list-style-type: none"> • None of the members had any questions or concerns about the proposed changes, or about any of the items not being amended • For those members of SEAC that are new to reviewing this Special Education Report, Lori noted that the full Report can be found on the Board’s website • It was noted that once the proposed changes are presented at SEAC, as long as there is no objection, the updated information will be uploaded to the Board website immediately so that the information is as up-to-date as possible 	<ul style="list-style-type: none"> • Lori
October 31, 2017 Exceptional Pupil Numbers	<ul style="list-style-type: none"> • The October 31, 2017 exceptional pupil numbers, by school and by exceptionality, were shared with the members of SEAC • Superintendent Barrese spoke about the number of students at a school that are identified versus the number that have an IEP, and explained that sometimes even though a student does not have a formal identification an IEP is required so they can access get access to equipment or programs/services; as well, the student could be from out of Province and they are awaiting an IPRC meeting • Julia asked if students with ADHD have an IEP?; Angie said that they <i>may</i>, if they need accommodations in order to access the curriculum 	
Correspondence	<ul style="list-style-type: none"> • A letter, from Focus Accreditation re: Community Living Chatham-Kent, was shared with SEAC’s members for their information and use <ul style="list-style-type: none"> ○ Rose congratulated Community Living Chatham-Kent, noting that receiving that accreditation represents a lot of work ○ Steve reported that they got a 97% accreditation rate, which is the highest score possible; he noted that they changed from CARP to FOCUS, and that the Ministry does an audit as a part of that • Letter from Grand Erie District School Board regarding the Pilot to Improve School-Based Supports <ul style="list-style-type: none"> ○ Sandra said the letter is about a pilot that deals with ABA training and Grand Erie is hoping their EAs will have access to the online opportunities ○ Elizabeth praised the LKDSB for the work done to develop a program to support students with autism; Angie Moule said that a presentation about the After-School Skills Development program at AMSS will be made at SEAC in February ○ Sandra told the members that Tracy Ronsick, a Resource Teacher on the Board’s High Needs Team, co-authored a unit that was developed to support students with autism, and that the unit will be rolled out soon ○ She said that the Board’s High Needs Team members are passionate about what they do ○ It was also noted that Denise Emery had co-written <i>Connections for Students</i>, which is still in use today ○ No action was taken in regards to responding to the correspondence • Email from the Ministry of Education re: the Ontario Autism Program (OAP) <ul style="list-style-type: none"> ○ Angie Moule said there have been a lot of changes in the OAP; the Ministry is trying to look at the needs of the families to ensure that they’re supporting the entire family and not just the children ○ Connections for Students bridges the clinical world to the education world, and the OAP expands on that ○ It was noted that Thames Valley provides our regional autism services; they stay with a child until they are 18 years old to help them transition into schools and this helps to relieve a family’s anxiety ○ Elizabeth said there was a lot of concern initially because of the removal of the IBI since many families had been waiting for years for assistance, but, that anxiety seems to have abated with these new services 	

