

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
~ Thursday, January 20, 2022 @ 6:00 p.m. via MS Teams~

Present:	Chris King – Community Living, Sarnia-Lambton (Chair) Janet Barnes – Trustee (Vice-Chair) Melani Rich – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Steve Stokley – Community Living, Chatham-Kent Jean MacIntyre – “Member At Large” Julia MacKellar – Learning Disabilities Association of Chatham-Kent Lori Marvin – St. Clair Child & Youth Services	
Regrets:	Derek Robertson – Trustee Sandra Pidduck – Epilepsy Southwestern Ontario Wendy Smith – Community Living, Wallaceburg Vicki Ware – First Nations Representative	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator of Special Education Chris Moore, System Coordinator of Multidisciplinary Teams Tara Mitchell, Special Education Coordinator Heather Touzin, Special Education Coordinator Jeff Brosh, Special Education Coordinator Elizabeth Townsend, Lambton-Kent Elementary Administrators’ Association Jayson Campeau, Lambton-Kent Secondary Administrators’ Association Lori Gall, Recording Secretary	
Guest(s):	Diane Kwik, KIDS Team Coordinator, Family Service Kent Krystal Jacques, STARRting Point Service Coordinator, Family Counselling Centre Emily Cosford, STARRting Point Service Coordinator, Family Counselling Centre Lisa Veenendaal, C.I.C.E. Employment Liaison, Lambton College	
Members of the Public:	Alecia Atterbury	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> Chris King called the meeting to order Steve Stokley Moved, Melani Rich Seconded “<i>That January 20, 2022 Agenda be approved.</i>”; All in favour 	
Territorial Acknowledgement	<ul style="list-style-type: none"> Trustee Barnes recited the Traditional Territorial Acknowledgment 	
Approval of Minutes of December 9, 2021	<ul style="list-style-type: none"> Steve Stokley Moved, Janet Barnes Seconded “<i>That the Minutes of the December 9, 2021 Special Education Advisory Committee be approved.</i>”; All in favour 	<ul style="list-style-type: none"> Lori Gall
Business Arising	<ul style="list-style-type: none"> There was no business arising from the Minutes of December 9, 2021 	
Presentation – Kent Interdisciplinary Support (KIDS) Team	<ul style="list-style-type: none"> Sandra Perkins said that there are two parallel groups that work in Chatham-Kent and Sarnia-Lambton to support youth and families with significant/complex needs; she noted that Diane Kwik would be sharing information about the Kent Interdisciplinary Support (KIDS) Team while Krystal Jacques and Emily Cosford would be providing details about the Community Resolution Table (CRT) Diane Kwik the KIDS Team Coordinator with Family Service Kent, of Chatham-Kent, said the KIDS Team is a mechanism for inpatient and outpatient services to support individuals/ families in Chatham-Kent requiring assistance in navigating/accessing the service systems available to children/youth Referrals to the KIDS Team can come from parents, community service providers, doctors and other healthcare professionals, or school administrators Members of the KIDS team represent sectors such as education, children’s services, youth justice, as well as community health and wellness Meetings of the committee are focused on recommending community resources and/or identifying service gaps in order to provide the services and supports necessary for those in need Inpatient service options can come through referrals to the London Health Science Centre; the Child and Parent Resource Institute; the Community Service Coordination Network, or the Windsor Regional Children’s Centre 	

Agenda Item	Details/Discussion	Action Items
<p>Presentation – Kent Interdisciplinary Support (KIDS) Team (continued)</p> <p>Presentation – Community Resolution Table (CRT)</p>	<ul style="list-style-type: none"> • The KIDS Team provides: 1) flex funding for those with complex needs, who pose a risk to themselves or others, or that pose no protection concerns, 2) crisis management for those who don't meet the criteria for flex funding, or who are at risk of harming themselves or others, and 3) transitional age youth funding • Krystal Jacques and Emily Cosford, STARRting Point Service Coordinators with the Family Counselling Centre in Sarnia/Lambton, shared information regarding the Community Resolution Table (CRT) • The CRT works collaboratively to explore service options and develop creative solutions to meet the needs of youth and families in Sarnia-Lambton • Agencies that are part of the CRT are responsible for education, youth services, family counselling, health, wellness, and community supports • If local services are coordinated but still unable to meet the needs of youth/families, then the youth's needs can be presented to the CRT for intensive service recommendations and collaborative service planning, often, these situations result in referrals to supports available in London-Middlesex, or beyond • London-Middlesex intensive services include inpatient assessment at the Child and Patient Resource Institute and/or referrals for out-of-home treatment at Vanier Children's Mental Wellness; Craigwood Children; Youth & Family Services, or Humana Community Services • Community crisis funds for complex special needs are designed to support families until they're connected to the appropriate services • It was noted that youth consent is required in all instances, and all requests for assistance must be agreed upon by the agency identified as the service provider • Chris King thanked Diane, Krystal and Emily for the information they shared and the work that they do to support youth 	
<p>Presentation – Community Integration through Co-operative Education (C.I.C.E.)</p>	<ul style="list-style-type: none"> • Angie Barrese introduced Lisa Veenendaal, C.I.C.E. Employment Liaison for Lambton College • Lisa Veenendaal informed SEAC that the C.I.C.E. program is a fully-integrated 2-year post-secondary Ontario College Certificate Program designed for students with varying levels of ability • Students in the program choose an area of concentration and a Lambton College Learning Specialist will put modifications/accommodations in place and will attend classes with the student to take notes and help ensure student success; participants must take part in on-the-job training in order to successfully complete the program • Graduates realize personal and professional growth, including increased self-esteem, and they gain employability skills that may lead to a job opportunity • Chris King asked how many students from the LKDSB attend the C.I.C.E. Program?; Lisa said the program supports 10 students at a time and noted that most participants are graduates of Alexander Mackenzie Secondary School • Lisa was thanked for her informative presentation 	
<p>Presentation – Alternative Learning and Life Skills (ALLP) Program Review</p>	<ul style="list-style-type: none"> • Jayson Campeau was a member of the Team that reviewed the <i>Alternative Learning and Life Skills</i> (ALLP) program and he shared details of the group's work • He provided an overview of the program, noting that participants must have an IPRC identification of 'developmental disability' and must need a specialized classroom and instruction • This year there are 94 students in elementary ALLP classrooms and 146 in secondary; he noted that students can remain in the program until the age of 21 • A survey was developed that focused on five areas: 1) integration and visitors to ALLP, 2) sense of belonging and inclusion, 3) transitions, 4) learning materials and assessments, and 5) IEP development • 75 responses were received from a cross-section of respondents, including: resource and ALLP teachers, administrators, teachers and educational assistants, parents, community partners, and members of special education department's itinerant teams; as well, students in five ALLP classrooms were interviewed 	

Agenda Item	Details/Discussion	Action Items
Presentation – Alternative Learning and Life Skills Program Review (continued)	<ul style="list-style-type: none"> • Jayson said responses were tallied and an Action Plan was developed that includes: supporting ALLP teachers with a platform for centralizing teaching ideas and strategies; examining ways to ensure appropriate representation around the table when discussing a student’s IEP; creating a list of activities that can facilitate stronger ALLP integration into school events so ALLP students experience the school’s culture; and, fostering relationships between students, families and agencies that will support students once they conclude their time in high school • Julia MacKellar asked about the difference between ALLP and ABLE?; Angie Barrese said students in a traditional pathway work towards a Diploma while ABLE students receive a Certificate; she noted that the ALLP program is a non-credit-granting pathway • Chris King said, previously, some schools/communities lost ALLP programs, so he wondered if there had been feedback about students wanting to be able to attend schools in their own communities?; Tara Mitchell said there wasn’t a specific question about the location of ALLP classrooms because those decisions are based on student numbers, but she said some students did comment on the length of the bus ride • Chris asked if the location of classrooms would be revisited?; Tara said the location of classrooms is always being reviewed because that’s based on student numbers; as an example of that, she said that both an elementary and a secondary ALLP classroom were added this year 	
LKDSB 2022 Special Education Plan - Items to Be Reviewed in January	<ul style="list-style-type: none"> • Sandra Perkins noted that the Plan has undergone an extension review over the last couple of years, but there were still a couple of minor updates that were made to the Board Plan’s items that were reviewed by staff in January: <ul style="list-style-type: none"> • In the Board’s <i>Consultation Process</i>, details about the Program Reviews that have recently been undertaken were added and, in the <i>Glossary of Terms</i>, the information on the Canadian Cognitive Abilities Test (CCAT 7) that’s now being used by the Board were added • The Special Education Plan’s: <i>Acronyms, Preamble, Vision, Mission and Belief Statements, Philosophy of Special Education, Roles and Responsibilities, and Early Identification</i> sections were reviewed, but no changes were required/made 	<ul style="list-style-type: none"> • Lori Gall
Correspondence	<ul style="list-style-type: none"> • The members discussed a letter dated December 16, 2021 addressed to Minister Lecce from the Halton District School Board asking that Attention-Deficit/Hyperactivity Disorder (ADHD) be added to the list of exceptionalities <ul style="list-style-type: none"> • Julia MacKellar proposed writing a letter of support noting that while the LKDSB is very good at supporting students with ADHD, other Boards might not be, so it would be helpful to have an identification of ADHD to ensure consistency across Boards; after discussion, it was decided that Julia will draft a letter that will be presented for discussion at the February meeting of SEAC • A letter dated December 20, 2021 from the District School Board of Niagara regarding challenges in providing nursing care to students with complex needs was discussed <ul style="list-style-type: none"> • Chris King asked if the LKDSB has had this experience?; Sandra Perkins said students haven’t been unable to attend school due to a nursing shortage, but she said that there has been pressure; Angie Barrese said that Superintendents of Special Education have had meetings to discuss this and the LKDSB has not identified this as a crisis in our Board • The Chair recommended monitoring the situation and bringing the matter back to SEAC if it becomes a significant challenge in the LKDSB • A letter dated January 11, 2022 from the Ottawa-Carleton District School Board regarding Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22, was discussed; it was noted that an email dated January 12, 2022, which included correspondence from Maya Rattray, the Acting President of the Association of Chief Speech-Language Pathologists, focuses on the same issue 	<ul style="list-style-type: none"> • Julia MacKellar • All

Agenda Item	Details/Discussion	Action Items
Correspondence (continued)	<ul style="list-style-type: none"> • Angie Barrese said the situation referenced in the two communications is not representative of the LKDSB’s current practice because the Board works together with local treatment centres to confirm who will provide what services at what age • Chris King suggested having representatives from the treatment centres present at a future meeting; Angie Barrese said LKDSB has a unique partnership in place with both area children’s treatment centres and she’s confident representatives would be happy to attend a future SEAC meeting to outline why the current model in place with the LKDSB is preferred • An email dated January 13, 2022 from the Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) included an updated version of the <i>Provincial Funding Resource Guide</i> <ul style="list-style-type: none"> • This information will be brought back to the February meeting to ensure the membership has ample time to review the document 	<ul style="list-style-type: none"> • Angie Barrese/ Lori Gall • Lori Gall
Association Reports and Other Business	<ul style="list-style-type: none"> • Chris King said Community Living Sarnia-Lambton has been impacted by COVID and while their staff are determined to work through it, the pandemic has impacted the delivery of some of their programs; nevertheless, they are moving forward with operating their JobPath Program beginning in February 	
Questions from the Public	<ul style="list-style-type: none"> • Alecia Atterbury inquired about whether she can receive the full Agenda Package and copies of the presentations made at SEAC Meetings; this question can be answered at a later date 	
Next Meeting	<ul style="list-style-type: none"> • February 17, 2022 at 6:00 p.m. via MS Teams 	<ul style="list-style-type: none"> • All
Adjournment	<ul style="list-style-type: none"> • Janet Barnes Moved; Melani Rich Seconded “<i>That the meeting be adjourned</i>”; All in favour; the meeting was adjourned at 7:55 p.m. 	