

**LAMBTON-KENT DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**  
 ~ Thursday, January 21, 2021 @ 6:00 p.m. Via MS Teams ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Janet Barnes – Trustee (Vice-Chair) Melani Rich, Autism Ontario – Chatham-Kent and Sarnia Lambton Chapters Sandra Pidduck – Epilepsy Southwestern Ontario Derek Robertson – Trustee Chris King – Community Living, Sarnia-Lambton Wendy Smith – Community Living, Wallaceburg Steve Stokley – Community Living, Chatham-Kent Julia MacKellar – Learning Disabilities Association of Chatham-Kent Jean MacIntyre – “Member At Large” Vicki Ware – First Nations Representative	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator – Special Education Chris Moore, System Coordinator – Multidisciplinary Teams Tara Mitchell, Special Education Coordinator Heather Touzin, Special Education Coordinator - Secondary Sheila Richardson, Special Education Coordinator Marty Passmore, Lambton-Kent Secondary Administrators’ Association Elizabeth Townsend, Lambton-Kent Elementary Administrators’ Association Lori Gall, Recording Secretary	
Guest(s):	Mary Lynn Anderson, System Coordinator – Student Achievement (Elementary) Tien Ngo, Elementary Instructional Math Coach Denise Ladd, Elementary Instructional Math Coach Paul Wiersma, System Coordinator – Alternative and Continuing Education	
Members of the Public:	Alecia Atterbury	
<b>Agenda Item</b>	<b>Details/Discussion</b>	<b>Action Items</b>
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> <li>The Chair called the meeting to order</li> <li>Sandra Pidduck Moved, Derek Robertson Seconded “<i>That the Agenda be approved</i>”; All in favour</li> </ul>	
Traditional Territorial Acknowledgement	<ul style="list-style-type: none"> <li>Trustee Barnes recited the Traditional Territorial Acknowledgment</li> </ul>	
Election of the 2021-2022 Chair and Vice-Chair	<ul style="list-style-type: none"> <li>Superintendent Barrese explained the election process for SEAC’s Chair and Vice-Chair, reminding the members that legislation prescribes that a Trustee must either be the Chair or Vice-Chair of the Special Education Advisory Committee</li> <li>Trustee Barnes nominated Rose Gallaway for the position of Chair; Sandra Pidduck Seconded the nomination; All in favour</li> <li>Trustee Derek Robertson nominated Trustee Janet Barnes to the position of Vice-Chair; Trustee Barnes accepted the nomination; All in favour</li> <li>Superintendent Barrese congratulated Rose Gallaway for being re-elected the Chair and Trustee Barnes for being re-elected to the position of Vice-Chair</li> </ul>	<ul style="list-style-type: none"> <li>Lori Gall</li> </ul>
Approval of Minutes of December 10, 2020	<ul style="list-style-type: none"> <li>Wendy Smith Moved, Janet Barnes Seconded, “<i>That the Minutes of December 10, 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 December 10, 2020 Minutes</li> </ul>	
Presentation – <i>The New Math Curriculum Overview</i>	<ul style="list-style-type: none"> <li>Superintendent Barrese introduced Mary Lynn Anderson, the System Coordinator of Elementary Student Achievement as well as Tien Ngo and Denise Ladd, Elementary Instructional Math Coaches, to provide an overview of the new math curriculum</li> <li>Denise and Tien explained why there is a need for a new curriculum, noting that many students were not able to learn math using more traditional methods</li> <li>Together Tien and Denise outlined key changes in the Ontario Math Curriculum and explained how the new math strands assist students in being successful</li> <li>It was noted that when students feel like they cannot be successful in math, it might then close career paths and opportunities for those individuals</li> <li>Concrete representations and numeracy tools help students understand math</li> </ul>	

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<p>Presentation – <i>The New Math Curriculum Overview (continued)</i></p>	<ul style="list-style-type: none"> <li>• There are excellent teacher supports available so that instructors understand what key concepts are required to be taught and how they’re to be delivered</li> <li>• The new curriculum is student-centred and aligned with current research; it’s also focused on developing fundamental skills; the new math strands support student wellness and transferable life skills</li> <li>• Digital curriculum technology tools help build teacher content knowledge and their ability to respond to the needs of the students to ensure overall success</li> <li>• Jean asked if the information given to teachers is self-evident, or whether they would need to do some in-service?; Tien said that they’ve provided in-service, using content that’s available on their YouTube Channel; Denise said the Ministry of Education has also provided access to webinars</li> <li>• Mary Lynn Anderson spoke about how mental math was never a part of the former math curriculum and they have heard comments such as ‘the old way worked for me, so why do we need to use a different method’?; Tien said that it’s all about tools and if learners are only using one tool, it might cause problems; Denise said they want students to internalize learning so they can figure out, for instance, how much something costs, including taxes, when they’re shopping, etc.</li> <li>• Elizabeth Townsend said that when students struggle with math, and a new strategy is introduced, it amazing to see the student suddenly understand; it is important to realize there are different ways to see things, and to get to the right answer</li> <li>• The goal is to help students become better thinkers; the new math skills are applicable to all aspects of life and are important to overall mental wellness</li> <li>• Sandra Pidduck said that, generally speaking, students who have epilepsy sometimes struggle with math, so she’s happy to see there are different ways to learn math</li> </ul>	
<p>Presentation – <i>Virtual School Update</i></p>	<ul style="list-style-type: none"> <li>• Chris Moore, Virtual Elementary School Principal, and Paul Wiersma, Virtual Secondary School Principal, attended the meeting to provide insight into the Board’s three virtual learning schools</li> <li>• Chris Moore said the elementary school has 2,000+ students learning virtually; the school has one Principal and 2 Vice-Principals, 109 teaching staff and 6 educational support staff that report to one of 2 physical locations</li> <li>• Students attend from Grand Bend to Wheatley, which has helped students to learn more about one another and the communities they all live in; all the classroom teachers are working together and collaborating</li> <li>• In the virtual elementary school, there are 340 students that have an IEP, 110 students with exceptional needs, and 50 students that have a modified or alternative learning plan</li> <li>• Chris noted that there are a lot of opportunities for collaborative learning and unique educational opportunities</li> <li>• Paul Wiersma said, in the secondary school, he’s been trying to ensure that the online learning is parallel to in-class learning opportunities, and noted that they have ‘clubs’ and things similar to what a regular school would</li> <li>• Technology-based courses and physical education courses are difficult to offer and so there aren’t many of those sorts of classes offered</li> <li>• The virtual secondary school has 950 students drawn from all 12 secondary schools, which makes them the second-largest secondary school in the Board</li> <li>• Paul said 34% of their students have IEPs in comparison to regular (in-school learning) secondary schools where approximately 29% of the students have IEPs</li> <li>• Paul said many students require curriculum accommodations and modifications</li> <li>• As well, 12% of their students are First Nations, and connectivity has been an issue</li> <li>• 3.4% of the virtual secondary students are English Language Learner (ELL) students</li> <li>• Paul said that 25 – 30% of students are absent daily, for a variety of reasons</li> <li>• There are 300 minutes of learning in a day, and 225 minutes of that learning have to be synchronous learning; he said 3% of students opted for asynchronous learning</li> <li>• Paul said they have 75 staff members; 2 Clerks, 1 Principal, 2 Vice-Principals, a Learning Resource Teacher, a Student Success Teacher and Guidance Teacher, and some EAs that support students with high needs</li> </ul>	

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Presentation – <i>Virtual School Update</i> <i>(continued)</i>	<ul style="list-style-type: none"> <li>• Staff training was focused on ‘how to teach in a quadmester system’ to help teachers think about providing a variety of learning to keep things interesting</li> <li>• Staff use Brightspace as the learning management system, and Google Meets as a video conference platform</li> <li>• Paul said that, on top of everything, a new marks and attendance system, called Aspen, was instituted and so staff had to get used to that</li> <li>• Teachers have been the first point of contact regarding student barriers that caused the student to be absent</li> <li>• There was a lot of training on how to meet the needs of a variety of learners in an online environment, and how to modify curriculum expectations to ensure the material was accessible to everyone</li> <li>• Best practices include: a daily agenda and to-do list; a toolbar that’s less cluttered; quick and clear information delivered using Google Meets; and, how to get help students if they are struggling and ‘what is the protocol for requesting help from the teacher <i>while</i> they’re teaching’; videos of the lessons were recorded and made available for future reference</li> <li>• Sandra Pidduck asked why so many First Nations students choose to learn virtually?; Chris said in Moraviantown, for example, he thinks students opted to stay safe (and within the community) because they may live in a multi-generational household</li> <li>• Jean MacIntyre said she’s impressed with how well administration, staff and students are managing; Chris Moore said a lot of credit goes to parents, because they are very involved</li> <li>• Paul agreed, saying it takes a lot of discipline to stay focused, and families have been helpful because they play an active role in keeping their learner(s) focused</li> <li>• Paul said their credit success rate was 77%, versus an average of about 90% in in-person learning environment, so there is still work to be done to increase the overall success rate but, with each new quadmester, things have been getting better</li> <li>• Superintendent Barrese reiterated the appreciation for the dedication of staff, students, and parents</li> <li>• She said that, with only 2 weeks’ notice, these two virtual schools had to be put together and that’s unprecedented; administrators and staff all rose to the occasion and, parents have been supportive and understanding</li> <li>• The Board has gathered information that will inform future decisions on the best way to provide an education for students attending a virtual school; it’s challenging and difficult, but she noted that the partnership with parents has been unbelievable</li> </ul>	
2021 Special Education Plan Items to be Reviewed	<ul style="list-style-type: none"> <li>• Sandra Perkins outlined the amendments that were made to tidy up the Plan</li> <li>• Relative to removing the ABLE information from the ‘Glossary’, Chris King asked why ABLE is considered a course instead of a program, and asked if it may end up disappearing?; Sandra said ABLE (like essential, applied, academic) is a course offering that is intended to meet the needs of a learner in a certain area, but she noted that a student isn’t required to take only ABLE courses</li> <li>• Superintendent Barrese said the identification/placement for the student will not change, and neither will ABLE course offerings; ABLE is a term for a pathway available to students, so it’s been changed to represent the Ministry pathway (which is the Certificate or an OSSD); some programming is enhanced and will be more equally distributed throughout the courses; this ensures that students are less contained and can benefit from more credit opportunities</li> <li>• Marty Passmore said ‘ABLE’ was starting to become prescribed as far as students’ classes and this will allow students to pick more classes of interest and even move from a Certificate program to a Diploma program if they wish</li> <li>• If a student leaves school and they do not receive a Diploma they will receive a Certificate so that they will be awarded for their time in high school</li> <li>• Chris King said many students are coming into high school and being directed into the ABLE courses; Sandra said counselling students to take ABLE courses will allow them to move into the Certificate pathway</li> </ul>	

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2021 Special Education Plan Items to be Reviewed (continued)	<ul style="list-style-type: none"> <li>Chris asked whether, if they're not successful, they can move into an ALLP setting?; Sandra said that that can happen, when necessary; the intention is to meet students where they're at, but there is always an opportunity to make corrections to ensure students are successful</li> </ul>	
Plan Review Committees	<ul style="list-style-type: none"> <li>Sandra noted that she'd recently asked for SEAC members to volunteer to participate in one of the four Program Reviews that will be taking place and that the information about the makeup of the four Program Review Committees had been included in the Agenda Package; if anyone isn't represented or wants to participate in a different Review than the one they're pegged for, let us know</li> <li>Sandra said in the next couple weeks each of the participants will be receiving work to do, and meetings will be held</li> </ul>	<ul style="list-style-type: none"> <li>SEAC members</li> </ul>
Correspondence	<ul style="list-style-type: none"> <li>The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) provided 65 pages of information that was shared with SEAC in the Agenda Package</li> <li>Chris King said he wasn't sure members had enough time to review the information; in a cursory review he felt that the LKDSB's SEAC is meeting its requirements, but felt that there were some tools identified by the PAAC on SEAC that the Committee is <i>not</i> using which might be beneficial; for instance, he looked at some of the training that's available to members and wonders if it might be prudent to go through the full package of information to ensure the Committee understands its role and opportunities?; Superintendent Barrese said if members were interested in setting up an Ad Hoc Sub-Committee so they could work together to embed new learning into the Committee, they should email Lori; if there's enough interest, a group can be set up</li> </ul>	<ul style="list-style-type: none"> <li>SEAC members</li> </ul>
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> <li>Elizabeth Townsend said some (elementary) parents are struggling but noted that the Program Department is lending support; for Special Education students, it's especially challenging to support non-verbal or developmentally-delayed students; the support of the High Needs and ABA Teams is very important</li> <li>She's noticed that, for her school, KinderStart registrations are low, but that may be because there is so much going on</li> <li>Heather Touzin said they are doing IPRC meetings for Grade 8 – 9 students, with families participating in meetings virtually</li> <li>Trustee Barnes is grateful for everything everyone is doing during this trying time</li> <li>Marty Passmore said, with the pivot to online learning, he feels that teachers are ready and that things are running smoothly</li> <li>Sandra Pidduck said they've done a number of virtual presentations for schools and she's seeing a benefit in being able to meet virtually; March is Epilepsy Awareness Month and they're doing a 'Purple-Palooza' fundraiser; they're hoping to get schools involved in order to raise awareness around epilepsy as well</li> <li>Sheila Richardson said that the ability to bring teachers together electronically has been beneficial; educators are learning to work together and focus on best practices</li> <li>Pre-School Intake is underway; she said there are some tweaks being made to the process to ensure parents and agency partners can all meet virtually</li> <li>Steve Stokley said they're still only able to offer essential services, but they continue to provide wellness checks, and grocery and banking supports; there is a concern about the overall mental health of their clients due to ongoing isolation</li> <li>Tara Mitchell said the shift to virtual learning has been smooth; virtual IPRCs are working well, and school staff are even seeing more participation; for IPRCs, the virtual school is working alongside the student's 'home school' since the Resource Teacher at the home school might have more insight into the student's needs</li> <li>Vicki Ware said the majority of their staff have small children at home and they're adjusting to online learning; in their Kindergarten program they're working to support the students who are high needs; some items from the classroom have been sent home</li> <li>They have 3 students (ALLP and ECPP) who are receiving transportation so they can continue learning; they have also hired some additional support in their classrooms</li> </ul>	

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Association Reports, Other Business and Sharing of Best Practices (continued)	<ul style="list-style-type: none"> <li>• Vicki will be meeting with someone from Walpole Island on Monday to help them support students with special education needs and to provide a collaborative update</li> <li>• Wendy Smith said they're still only able to provide essential services but are working hard to support their clients virtually</li> <li>• Julia MacKellar said they're continuing with their online tutoring; students on the waitlist are not going to be able to get in but they have the opportunity to enroll in a class at another LDA since tutoring is being conducted virtually, so, there are positives to going online with tutoring</li> <li>• They are still doing a Backyard Camp CK, and their programs are being quickly filled</li> <li>• Melani said Autism Ontario still has a number of opportunities being offered Province-wide; she said a lot of service providers are mirroring the Board's guidance as to when they can/will open their agencies, and this has caused some disruption in service delivery</li> <li>• Melani said she has been asked if the Board is aware of the number of ASD students who aren't in stand-alone classrooms and can't attend virtually?; Superintendent Barrese said that Angie Moule would be the best person to answer that question</li> <li>• Chris Moore said that to accommodate students with ASD who are learning virtually, the school staff work with parents to resolve issues, and he thinks this has been a very collaborative effort; Melani is wondering if there are situations where students aren't participating at all?; she was told that administration and staff are trying to think about what can be done to help the student want to engage; Sandra said they will discuss circumstances such as this at the next Special Education Department Planning meeting; Superintendent Barrese said they'll try to get data about how many students are in this situation; she noted that this is a situation that is happening in other Boards too, so it's not unique to the LKDSB</li> <li>• Rose Gallaway said their agency is open, with most visits being conducted virtually; they continue to offer crisis support and in-hospital support when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Melani/ Angie Moule</li> </ul>
Next Meeting	<ul style="list-style-type: none"> <li>• February 18, 2021 at 6:00 p.m.; meeting location and details will be confirmed closer to the meeting date</li> <li>• A MS Teams invitation will be sent out for those who want/need to attend virtually</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> <li>• Lori Gall</li> </ul>
Adjournment	<ul style="list-style-type: none"> <li>• The meeting was adjourned at 8:20 p.m.</li> </ul>	