

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

~ Thursday, March 23, 2017 @ 6:00 p.m. via Video-Conference ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Jack Fletcher – Trustee (Vice-Chair) Dawn Babkirk – Learning Disabilities Association of Chatham-Kent Gordon Crompton – Community Living, Chatham-Kent Jennifer Gillespie – Member “at large” Elizabeth Hudie – Trustee Chris King – Community Living, Sarnia-Lambton Jerry Knight – Lambton County Developmental Services Eva Lizotte – Community Living, Wallaceburg George Melendy – Learning Disabilities Association of Lambton County Susan Mitchell – Member “at large” Jen Scheuneman – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters	
Regrets:	Tabitha Cook, Epilepsy Support Centre Anika Altman – First Nation Representative Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision Jean McIntyre, Member “at large”	
Resource Staff:	Angie Barrese, Superintendent of Education Pam Graham, System Coordinator of Special Education Sandra Perkins, (<i>Incoming</i>) System Coordinator of Special Education Caroline White, Lambton-Kent Secondary Administrators’ Association Shelley Martsch-Litt, Special Education Coordinator Liz Zantingh, Special Education Coordinator Lori Gall, Recording Secretary	
Guests:	Bonnie Gotelaer, Special Education 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 • Jack moved, Eva seconded “<i>That the Agenda be approved</i>”; All in favour • Pam Graham introduced Sandra Perkins as the incoming System Coordinator of Special Education noting that she has been a Principal for several years, most recently at Rosedale • Superintendent Barrese confirmed for the members of SEAC the fact that Pam Graham will retire on March 31st; she sincerely thanked her for her many years of service, acknowledging the significant impact that Pam had made during her career, and wished her well in her retirement 	
Approval of Minutes of February 16, 2017	<ul style="list-style-type: none"> • Jack Moved, Elizabeth seconded that “The Minutes of February 16, 2017 be approved”; All in favour 	<ul style="list-style-type: none"> • Lori
Business Arising from Minutes	<ul style="list-style-type: none"> • Gord Crompton had asked for details on the uptick in students identified as having a developmental disability relative to overall declines in other categories <ul style="list-style-type: none"> • Liz said she isn’t sure if there is a definite ‘why’, but it could be that there was a decline and so it could be a leveling off; they are using the WISC 5 now and so there are different norms; if the student has problems in certain areas where it might have been a borderline score previously, now they may be presenting as having a developmental disability • Gord thanked staff for the additional information 	
Presentation – Doing More with Less: Delivery of Special Education Services in the Face of Increasing Needs and Decreasing Funding	<ul style="list-style-type: none"> • Pam said Special Education funding is based on enrolment and the Ministry never <i>fully</i> covers the costs of special education • Students are now presenting with more complex needs, and at an earlier age • There are fewer opportunities to offer Special Education-based professional development on PD days 	

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<p>Presentation – Doing More with Less: Delivery of Special Education Services in the Face of Increasing Needs and Decreasing Funding (continued)</p>	<ul style="list-style-type: none"> • There is considerable turnover in resource so there is training that needs to be offered annually; teachers moving elsewhere in the system can take the specialized training to other parts of their job, so it's still beneficial overall • Jack asked how a Resource Teacher differs from a Regular Class Teacher?; Pam said they need to have specialized training and are responsible for the student IEPs, etc. • Pam said administrators are changing frequently and new administrators typically require more support from the Spec. Ed. Team • The Team offered various sessions on Red Zones and resource support that focused on: the functions of behaviour; the triangle of intervention; and lagging skill development/assessment and progress; the Team focused on selected (higher need) schools by providing supports based on their requirements • The File Folder Project focuses on specific students and ensures that everyone in the school knows <i>each</i> particular students' needs so that the School Team can work together to make informed decisions about support and programming • Eva asked about parents' acceptance of this system?; Shelley said it has been a process for both staff and parents because they were fearful that the student wouldn't have an EA with them the whole day but, over time, parents could see the progress in their child, including reduced behaviours • Shelley also noted that, with the parent's approval, the Teacher would take video to show the parent how well their child was doing • It is very intensive for the Itinerant Team when working to teach the School Team how to work to support the student instead of relying solely on an EA • Pam said budget cuts resulted in 10 fewer EAs and 9 fewer CYWs in 2016-2017 • Data taken from schools showed that many students were able to be successful with only transitional support; training and programming was put into place at the outset and then support was shifted to another school/student's needs once things were running smoothly; there is an entry and exit plan developed so school staff realize the importance of the coaching and modeling they receive • School staff work collaboratively and Itinerant Teams support them using a multi-disciplinary approach to help them problem-solve to support students with a "wrap-around model" so as many issues as possible can be addressed • Shelley cited the initiatives around School-Wide Positive Behaviour Supports including the use of Student Captains in elementary schools; the Captains are vocal in informing their PBS Teacher Chair if they see an escalation of aggression, etc., and, they work with the school team to bring about a positive change • TRACKS (<i>Try again; Right Thing; Assist; Congratulate; Keep Trying; Show</i>) uses different skills to get a friend's attention as part of a peer mediation; Dawn asked how TRACKS is different from TRIBES?; TRIBES is more about how the classroom should work <i>as a whole</i> to ensure that it's a positive environment • Each school has unique needs and each one may have a different approach to supporting its students needs • Chris said that empowering the students provides benefits for a lifetime and questioned whether funding cuts have impacted student involvement?; students aren't paid but Spec. Ed. is creative with the training being provided to ensure there is a positive behaviour culture within each school and to help students develop strong leadership skills • Liz spoke about phonological awareness screening for SK students; the Team met with the teachers of 5 schools to provide them with results for their students and discuss the importance of phonological awareness and focusing on the <i>sounds</i> of words as it is crucial to pre-reading skills and a predictor of future literacy skills 	

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<p>Presentation – Doing More with Less: Delivery of Special Education Services in the Face of Increasing Needs and Decreasing Funding (continued)</p>	<ul style="list-style-type: none"> • She further explained that phonemic awareness is understanding that words or syllables are made up of even smaller sounds called ‘phonemes’; it’s important because students need to be able to hear and recognize the sounds that make up words before they try to read or write, and these sounds are the basis for learning the alphabetic writing system • Pam emphasized the importance of early intervention to support students; George said there is excellent software available to help support students • The Speech and Language Pathologists are working to ensure that the skills are built into the entire school day, versus a brief portion of class-time • The Assistive Technology Team has moved to a job-embedded training model to create and share a collection of support materials for teachers and to offer PD opportunities to better support AT-inclusive pedagogy in all of their programs, but especially in their literacy and math programs • Liz said the team is continuing to support Program, and Technology-Enriched Learning Plans (TELP) • Chris asked about the use of technology in the ALLP classrooms?; Pam said many of the classrooms already have iPads and any classrooms that don’t have them, but want them, can put in a request • Liz stated that sometimes teachers don’t know <i>how</i> they want to use them but the Team can support them as they explore the best way to implement iPads; Angie said Principals can purchase iPads, Chrome books, etc. with school funds • Pam said there have been some administrative measures put into place to reduce paper costs by using technology • Enrichment students use Google Classroom for students to access work • The Special Education Department works closely with its many community partners to share resources, and to train larger groups of people by focusing on common goals, etc. • Jack said he was very impressed with what he heard tonight and asked if the information could be presented at an OBSPA meeting in the future?; Angie said the Team would try to work something out 	<ul style="list-style-type: none"> • Jack/Spec. Ed. Team
<p>ALLP Consolidation</p>	<ul style="list-style-type: none"> • Angie informed SEAC that each year the Team looks at the various options available across the district and that, for the 2017-2018 school year, the Board will be consolidating 3 ALLP programs; they are not taking away the program or dismantling the program but, rather, the Team is providing an opportunity • The class at BDHS has 3 students that will go to CKSS; WDSS has 2 secondary classrooms and 1 elementary classroom and 2 students in the elementary program will go to the secondary school setting for a combined program; Errol Road has 3 students that are transitioning to Hanna Memorial’s program • Angie said there is still space for any student wanting/needing to access the programs at any of the schools that have ALLP classrooms • Meetings have been held with parents of the affected students to discuss the transition and, in some instances, the schools are already creating opportunities for the students to get to know one another prior to September 2017 • Chris asked if all secondary schools have an ALLP Program?; Angie indicated that elementary schools currently offering an ALLP Program include: Bridgeview, Errol Road (which will be transitioning to Hanna in 2017-2018), Hanna, Indian Creek, South-Plympton/Wyoming, Tecumseh, Tilbury Area, W.D.E.S. (which will be transitioning to WDSS in 2017-2018), and Winston Churchill while secondary schools that currently offer an ALLP Program include: Alexander Mackenzie, Blenheim District (which is transitioning to CKSS in 2017-2018), Chatham-Kent, Great Lakes, John McGregor, Lambton Centennial, North Lambton, Northern, and Wallaceburg District 	

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ALLP Consolidation (continued)	<ul style="list-style-type: none"> • While he understands the rationale for the decision, Chris is disappointed that it will impact students in rural schools by taking them out of their community; Liz said that's why they opened a program in Blenheim initially but, with low enrolment, it is difficult to offer a quality program • Angie assured the members that the ALLP classrooms will be looked at annually and decisions will be based on future enrolment and student needs • Chris asked if the cap of 10 students in secondary will be exceeded in any classroom?; Angie said that it will not be exceeded 	
Special Education Plan Items for Review in March	<ul style="list-style-type: none"> • Pam noted that there were no changes made to Sections 2.8; 2.9; 2.11 or 2.13, or to Appendices 2.8.3; 2.8.9; 2.13.1; or 2.13.2 • Section 2.10 was updated to reflect the number of LKDSB students attending Provincial Schools • Appendix 2.11.1 was revised to reflect Special Education Department staffing as of October 31, 2016 • SEAC approved the updates, as presented 	<ul style="list-style-type: none"> • Lori
Correspondence	<ul style="list-style-type: none"> • Letter, dated February 27, 2017, from Victoria Northumberland and Clarington Catholic District School Board re: the overall reduction in the Special Education Funding formula <ul style="list-style-type: none"> • Rose noted that this has been brought forward on a number of occasions; no further action was taken • Letter, dated February 27, 2017, from the Bluewater District School Board re: Expanded Scope for the Special Education Funding Working Group <ul style="list-style-type: none"> • Pam noted that they want the funding reviewed because the number of non-identified students being supported by special education funds are increasing and it is having an impact on special needs students • Pam said the 'Special Needs Amount' of funding is reducing too and it impacts different Boards in different ways; George said that if SEAC supported any part of their request it would be worthwhile to ask for a review of the way the funding is determined; the difficulty in getting an answer on how funding is calculated was discussed • Jack said that, when the budget update is received, the Board should be prepared to ask some questions, and he noted that he'd asked Superintendent McKay to really review the special needs funding • Pam wrapped up the presentation stating that the Board is very frugal and attempts to recycle equipment and always has a well thought-out plan for spending the dollars allocated 	<ul style="list-style-type: none"> • Jack
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> • Shelley said approximately 26 Pre-School Intake meetings were held in Chatham-Kent; the Sarnia-Lambton Pre-School Intake meetings are pending but it's anticipated that there will be about 45 new students with moderate to high needs • Jack cited the fact that the Board Meeting held on Tuesday was difficult because it's hard to have to consolidate schools • Elizabeth added that there is another ARC going on in the Chatham-Kent area that it is almost complete; it involves mostly rural schools • George informed the members of SEAC that, after 23 years of providing service to community members in need, they are winding up their operations at the end of March 2017 due to insufficient funding <ul style="list-style-type: none"> • The members of SEAC were saddened to hear this news and expressed their gratitude to George, and all those involved with the Learning Disabilities Association of Lambton County, for all their hard work over the years to support area residents 	

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Association Reports, Other Business and Sharing of Best Practices (continued)	<ul style="list-style-type: none"> • Dawn reported that their elementary-aged 'Friends for Life' Program has started with 10 students; their Spring Tutoring Program has also started and they have a wait-list as they try to secure more volunteers • She said they, too, are experiencing funding cuts and this impacts the number of individuals they will be able to support • Liz said that, in February, the ALLP teachers came together for a CPRI presentation, and to network with one another; it was an excellent day that very much focused on <i>'Why This Learning for This Student at This Time'</i> • Gord extended his best wishes to Pam Graham on her retirement • Chris informed SEAC that Bob VanSickle and Laura Stokley made their presentation at the United Nations in Zurich and said he would share the information with SEAC • He also reported that JobStart funding has been reduced and they are looking at ways to continue to operate that program, as well as their summer programs; he said while the Ministry of Community and Youth Services, and the Ministry of Education, etc. are all pleased with the outcomes, so far they haven't provided any funding so he may request support from SEAC regarding the value of the program • Sandra Perkins shared her 'school perspective' on the value that Pam brought to her role and the leadership that she provided with SEAC, and sincerely thanked Pam for her dedication to students • Rose advised the members that David Chilton will be in Sarnia on May 2nd at 7:30 p.m. and tickets are \$30 with participants getting a copy of his book entitled "The Wealthy Barber Returns" 	<ul style="list-style-type: none"> • Chris
Future Agenda Items	<ul style="list-style-type: none"> • Rose encouraged the members to forward any items for future Agendas to Lori 	
Next Meeting	<ul style="list-style-type: none"> • April 20, 2017 at 7:00 p.m. at Wallaceburg District Secondary School, Resource Room (Rm. 141) 	<ul style="list-style-type: none"> • All
Adjournment	<ul style="list-style-type: none"> • The meeting was adjourned at 7:45 p.m. 	