

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
~ Thursday, March 24, 2022 @ 6:00 p.m. via MS Teams~

Present:	Chris King – Community Living, Sarnia-Lambton (Chair) Janet Barnes – Trustee (Vice-Chair) Derek Robertson – Trustee Melani Rich – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Steve Stokley – Community Living, Chatham-Kent Julia MacKellar – Learning Disabilities Association of Chatham-Kent Jean MacIntyre – “Member At Large” Lori Marvin – St. Clair Child & Youth Services	
Regrets:	Wendy Smith – Community Living, Wallaceburg Vicki Ware – Indigenous Representative	
Resource Staff:	Angie Barrese, Superintendent of Education – Special Education and Wellbeing Sandra Perkins, System Coordinator of Special Education Chris Moore, System Coordinator of Multidisciplinary Teams Adam Davis, Special Education Coordinator Jeff Brosh, Special Education Coordinator Tara Mitchell, Special Education Coordinator Elizabeth Townsend, Lambton-Kent Elementary Administrators’ Association Marty Passmore, Lambton-Kent Secondary Administrators’ Association Lori Gall, Recording Secretary	
Guest(s):	Zhahwun Shognosh, LKDSB Indigenous Special Project Teacher Eva Thompson, Itinerant Resource Teacher - Enrichment and Reading Support Valerie Volland, Itinerant Resource Teacher – Enrichment and Reading Support Helen Lane, Superintendent of Education – Indigenous Education, Leadership and Equity	
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 Derek Robertson Moved, Julia MacKellar Seconded “<i>That March 24, 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 February 17, 2022	<ul style="list-style-type: none"> Lori Marvin Moved, Melani Rich Seconded “<i>That the Minutes of the February 17, 2022 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 February 17, 2022 	
Presentation – <i>Understanding Indigenous Education</i>	<ul style="list-style-type: none"> Zhahwun Shognosh, Indigenous Special Project Teacher, shared information about Indigenous beliefs noting that the essence of their teachings focus on Mother Earth and the spiritual connection Indigenous people have to the land and water Their beliefs focus on their perspective regarding: creation, land management practices, the protection and maintenance of sacred sites and objects, social organization roles and responsibilities, and the need for sustenance through hunting, gathering, agriculture and fire management Indigenous educators continue to teach through stories, songs, art and dance, through ceremonial customs and traditions as well as native speakers Zhahwun shared information about the Legend of Turtle Island, which is the story of creation (where sea creatures helped to generate what colonial settlers called North America) on the back of a turtle Indigenous teachings focus on treating earth well and remembering that ‘it was not given to you by your parents, instead, it was loaned to you by your children’ Zhahwun spoke about how they provide teachings based on the fact that, over time, one’s worldview and beliefs change and become the basis for determining the choices made, and help to shape future leaders 	

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<p>Presentation – <i>Understanding Indigenous Education</i> (continued)</p>	<ul style="list-style-type: none"> • She spoke briefly about Wampum Treaties and the differing opinions regarding what the treaties meant; as well, Zhahwun shared a slide showing the Indigenous peoples’ territorial lands and, locally, the various tracts of land that were purchased in Treaty #2 in 1790, Treaty #7 in 1796, Treaty #21 in 1819, and Treaty #29 in 1833 • Zhahwun spoke about how Indigenous people track time/days using the markings on the back of a turtle and the phases of the moon • She spoke about how they’re integrating more Indigenous speakers into classrooms so that students learn about Indigenous beliefs and history so they can continue to pass down the knowledge from generation to generation • Zhahwun cited the trauma caused when Indigenous people were displaced from their homelands, resulting in them losing their: language, culture, values and traditions; she said descendants of those who were impacted still need to heal • She shared images depicting Indigenous people being portrayed by western media as aggressive protestors; she said they feel that, as the original land owners, they’re responsible for defending Turtle Island/North America because the land and water are sacred and pipelines, etc. are damaging Mother Earth • Sandra thanked Zhahwun and cited the importance of life-giving relationships and respect; she acknowledged that colonial ways are discrepant with Indigenous beliefs which means that, sometimes, the language/translation/news stories inflame the situation; Sandra also noted the power of western media in creating bias when it comes to educating society about the true impact of colonialization • Zhahwun said we all have to realize there are different ways of doing things that have created boundaries, in coming to this realization, the boundaries can be broken down and this will, in turn, help the Board’s students 	
<p>Presentation – <i>Enrichment Program Review</i></p>	<ul style="list-style-type: none"> • Adam Davis shared details of the Enrichment Program Review, noting that the review has been ongoing for a couple of years (because of COVID) • The Review Team consisted of 9 people, with representation from a broad cross-section of Board employees as well as Melani Rich of SEAC • Adam explained that enrichment begins in Grade 5 and continues to graduation • There are three tiers of elementary enrichment: Core Enrichment Days, Enrichment Opportunities, and Classroom Enrichment • In secondary schools, students are offered In-School Workshops as well as Modules in areas of interest that can be self-directed or teacher-led; as well, students in Grades 11 and 12 can write Advanced Placement Exams or participate in Interdisciplinary Studies that allows the student to explore a future career • Adam noted that, when the pandemic struck, things had to change because the programs were based on coming together, and that wasn’t possible • In elementary there were Enrichment School Ambassadors that helped to plan activities; students were offered: After-School Virtual Clubs, In-Person Activities within School Cohorts, Virtual Classroom Visits and an Enrichment Google Classroom with grade-specific resources, activities and tasks • In secondary there were: Enrichment Google Classrooms, Resource Teacher support by the Itinerant Enrichment Teacher, assistance for students wishing to access virtual field trips and/or courses as well as book clubs, etc., and In-Person Activities within School Cohorts • Adam set out the parameters for students to access enrichment programming, with results that are based on psychological testing; a committee meets to review students’ scores and, if additional information is needed, a Psychoeducational Clinician may meet with the student to deliver further testing • Currently, there are 176 students receiving enrichment programming in the elementary panel and 185 in the secondary panel • Adam spoke about the survey that was conducted, noting that responses were received from parents, program participants, teachers and administrators • After reviewing survey responses/data, an <i>8-Point Action Plan</i> was developed 	

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<p>Presentation – <i>Enrichment Program Review</i> (continued)</p>	<ul style="list-style-type: none"> • Adam said that Board and Central Office staff will: 1) ensure consistent communications across all stakeholders; 2) re-examine testing practices and move to CCAT-7 testing in Grade 4 and investigate testing again in Grade 7 or 8; 3) use student voice to examine possible changes to programming options; 4) find ways for students to gather face-to-face and virtually; 5) collaborate with classroom teachers to support gifted learners; 6) connect with mental health and multidisciplinary teams to ensure student support; 7) examine improved program delivery for students in rural settings, and, 8) explore new options for students in secondary enrichment; Adam concluded by citing the timelines associated with each point of the Action Plan • Jean MacIntyre asked if the Board has considered the International Baccalaureate (IB) program?; Sandra said they looked at both the IB and Advanced Placement (AP) program and they’re leaning towards AP program as it’s more accessible • Chris King wonders if a new test would identify more students, and what the odds of capturing someone in Grade 7 would be if they weren’t identified in Grade 4?; Superintendent Barrese said when discussions came up about a new assessment they realized the OLSAT wasn’t representative of all of the students that could be identified for enrichment (i.e. females, French immersion students); she also noted that factors such as class performance versus testing and the ideal time to test were discussed, and, that a lot of time was spent looking at norms; it was decided the two touch-points might be better at capturing students who would benefit from enrichment programming • It was noted that, with COVID, implementation of the Action Plan was delayed but they’re very excited to get moving now that things are returning to normal • Adam said there will be a richer profile available, and data from Grade 4 and Grade 7 can be compared • Earlier in the presentation Adam noted that Boards currently using CCAT-7 are identifying some developmental issues in students, so Chris King said if the Board’s new testing helps to identify developmental needs, that will be beneficial in supporting impacted students • Angie thanked the Committee for all of their hard work and their willingness to look so deeply into the program and to solicit meaningful feedback to ensure continued program improvement and great outcomes for enrichment students 	
<p>5-Year Overview of Exceptional Pupil Numbers, By Exceptionality</p>	<ul style="list-style-type: none"> • Superintendent Barrese noted that while there is some fluctuation from year-to-year, the numbers remain fairly static; she reminded the members that the LKDSB tries to avoid identifying students with a ‘Behaviour’ exceptionality but sometimes students come from another Board and have that identification • Julia asked why the number of students identified with having a speech impairment is low?; Superintendent Barrese said students with a speech impairment often fall under ‘Multiple’; as well, in the elementary panel, there’s a program in place to improve speech and language <i>without</i> having to identify the student as having an impairment 	
<p>Draft 2022-2023 SEAC Meeting Dates/Times</p>	<ul style="list-style-type: none"> • Superintendent Barrese shared the proposed dates for the 2022-2023 meetings; Chris King said that he had reviewed the dates and didn’t see any conflict with holidays, etc.; Janet Barnes Moved, Jean MacIntyre Seconded <i>“That the 2022-2023 SEAC Meeting Schedule by approved”</i>; All in favour • It was noted that, if conflicts arise, they can be dealt with 	<ul style="list-style-type: none"> • Lori Gall
<p>LKDSB 2022 Special Education Plan - Items to Be Reviewed in March</p>	<ul style="list-style-type: none"> • Sandra Perkins spoke about the items reviewed in March and referenced amendments made to the Special Education Plan: <ul style="list-style-type: none"> • Appendix 2.8.2 was updated to reflect that the ALLP, ECPP and Enrichment Program Reviews are now complete, and that an <i>IEP Review</i> will begin in 2023 • Section 2.10 was amended to reflect the number of LKDSB students attending Provincial Demonstration Schools in the 2021-2022 school year 	<ul style="list-style-type: none"> • Lori Gall

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LKDSB 2022 Special Education Plan - Items to Be Reviewed in March (continued)	<ul style="list-style-type: none"> • The Plan’s Section 2.6, <i>Specialized Health Support Services in School Settings</i>, Section 2.7, <i>Categories of Exceptionalities and Definitions</i>, and Section 2.9, <i>Individual Education Plans</i>, as well as Appendix 2.6.1 – <i>Provision of Health Support Services in Schools/Administration of Medication</i>, Appendix 2.8.1 – <i>Philosophy of Special Education</i>, Appendix 2.8.3 – <i>Template to Be Used During Program Reviews</i>, and Appendix 2.9.1 – <i>Results of the Ministry IEP Audit</i> were all reviewed , but no changes were required/made • Chris congratulated the Committees for doing the Program Review work, especially during COVID • There were no questions regarding the amendments made to Section 2.10 or Appendix 2.8.2 	
Correspondence	<ul style="list-style-type: none"> • At its February Meeting, SEAC requested that a letter be sent to the Ministry of Education identifying that SIP funding levels do not reflect the Board’s actual costs, and a draft letter was provided for consideration; Janet Barnes Moved and Steve Stokley Seconded “<i>That the letter be approved for sending to the Minister of Education</i>”; All in favour • A letter, dated February 10, 2022 from the Halton District School Board regarding feedback on PPM 81, was received; Superintendent Barrese said that School Boards and Superintendents of Special Education were provided an opportunity to provide responses to the Ministry and so a lot of time of information was provided (on behalf of the LKDSB and the local children’s treatment centres); there was a media leak today that saw a draft version of PPM 81 shared, but she cannot speculate as to whether what was leaked was inclusive of everyone’s input and/or is the final version • Chris asked if there will be an opportunity to comment before PPM81 becomes a Regulation?; Superintendent Barrese said local associations did provide information feedback regarding their relationship with the Board and how students are supported; she hopes there will be an opportunity to review/comment, but doesn’t know for certain • A letter dated February 22, 2022 from the Durham District School Board, regarding the definition of a disability, was received but no action was taken • A letter dated February 15, 2022 from the Thunder Bay Catholic District School, regarding Bill 172 - the Education Statute Law Amendment Act for Fetal Alcohol Spectrum Disorder, was received but no action taken 	<ul style="list-style-type: none"> • Lori Gall
Association Reports and Other Business	<ul style="list-style-type: none"> • Janet Barnes shared information about an Indigenous Speakers Series event scheduled for March 31st featuring Lenore Keeshig and being delivered via Microsoft Teams through the University of Waterloo; Lori will share the link • Julia MacKellar provided details about their ‘Social Skills’ program which starts April 6th and runs to June 8th and noted they are accepting registrations now • Julia said PPM 167 states that online learning graduation requirements dictate that students must obtain two online learning credits to graduate from high school; she asked how this policy will be implemented for students with special education needs, and asked how parents will be advised about their option to ‘opt out’ of the online learning graduation requirement? • She noted that, during COVID when students were learning online, the IEP could be followed but it wasn’t as easy from home, so she wonders how it would work? • Superintendent Barrese said that Lori would provide a link to a website that provides info. on how parents can opt out; she noted that the Board has known that this is going to happen but hasn’t yet received all of the information about what grades/courses will be offered (because not all courses will be available online or through the LKDSB); she said that we’re not sure what the expectation is around attendance and how/where those courses will occur (so there can be a space available for students to access the things they need), or, will the courses be offered exclusively outside of the school setting; as the Board receives more information, she’d be happy to share 	<ul style="list-style-type: none"> • Lori Gall

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Association Reports and Other Business (continued)	<ul style="list-style-type: none"> • Marty Passmore spoke about the return of extra-curriculars/clubs, cafeteria and locker usage, the return to four classes a day, field trips, in-person graduations, the re-integration of special education programs as well as in-person meetings with social/guidance/multidisciplinary and student success and school teams; as well, special education classes have been allowed to reintegrate with the school; the excitement and energy are great to see • Jeff Brosh shared he and the other elementary Special Education Coordinators have been busy with the Preschool Intake process • Melani Rich said she was selected as the Ontario West Region’s representative, and she’s pleased because it will ensure there will be local representation; Melani will be able to remain on SEAC; she will begin the role as Autism Ontario’s West Region Representative on April 1st • Chris King said that the Ministry of Children, Community and Social Services completed an audit, and the review came back at 100% 	
June 2022 SEAC Meeting	<ul style="list-style-type: none"> • Superintendent Barrese explained there were some scheduling conflicts; as a result the annual Budget Presentation will be made at the April 21st SEAC Meeting, and the June Meeting will be cancelled • Janet Barnes Moved; Steve Stokley Seconded; <i>“That the June Meeting be cancelled”</i>; All in favour 	<ul style="list-style-type: none"> • All
Next Meeting	<ul style="list-style-type: none"> • April 21, 2022 at 6:00 p.m. via MS Teams 	<ul style="list-style-type: none"> • All
Adjournment	<ul style="list-style-type: none"> • Steve Stokley Moved; Janet Barnes Seconded <i>“That the meeting be adjourned”</i>; All in favour • The meeting was adjourned at 8:00 p.m. 	