

LAMBTON-KENT DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

~ Thursday, May 18, 2017 @ 7:00 p.m. at Wallaceburg District Secondary School ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Jack Fletcher – Trustee (Vice-Chair) Anika Altman – First Nation Representative Dawn Babkirk – Learning Disabilities Association of Chatham-Kent Gordon Crompton – Community Living, Chatham-Kent Tabitha Cook, Epilepsy Southwestern Ontario Jennifer Gillespie – Member “at large” Elizabeth Hudie – Trustee Chris King – Community Living, Sarnia-Lambton Eva Lizotte – Community Living, Wallaceburg Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision	
Regrets:	Angie Barrese, Superintendent of Education Jean McIntyre – Member “at large” Jen Scheuneman – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Susan Mitchell – Member “at large” Jerry Knight – Lambton County Developmental Services	
Resource Staff:	Sandra Perkins, System Coordinator of Special Education Elsa Natvik, Lambton-Kent Secondary Administrators’ Association Shelley Martsch-Litt, Special Education Coordinator Liz Zantingh, Special Education Coordinator Lori Gall, Recording Secretary	
Guests:	Helen Lane, Superintendent of Education - Leadership and Equity Sandy Anderson, Manager of Financial Services for the Lambton Kent District School Board Laurie McCarthy, ABA Specialist for the Lambton Kent District School Board	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> <li>Rose called the meeting to order at 7:00 p.m.</li> <li>It was noted that the Agenda had been revised, and a hard copy was distributed to everyone</li> <li>The members introduced themselves and, at that time, Tabitha Cook informed the membership that their organization (formerly the Epilepsy Support Centre) has rebranded and are now known as <i>Epilepsy Southwestern Ontario</i> to better represent the geographical area that they cover</li> <li>Janet moved, Elizabeth seconded “<i>That the Agenda be approved</i>”; All in favour</li> </ul>	
Approval of Minutes of April 20, 2017	<ul style="list-style-type: none"> <li>Eva moved, Chris seconded “<i>That the Minutes of April 20, 2017 be approved</i>”; All in favour</li> </ul>	<ul style="list-style-type: none"> <li>Lori</li> </ul>
Business Arising	<ul style="list-style-type: none"> <li>There was no business arising from the Minutes</li> </ul>	
Presentation – 2017-2018 LKDSB Budget Presentation	<ul style="list-style-type: none"> <li>Sandy Anderson, Manager of Financial Services, presented information on the 2017 – 2018 School Year Budget for the <i>Grants for Student Needs</i> (GSN). She outlined the structure for funding, including an overview of: funding for classrooms; funding for schools; funding for a locally managed system, and; funding for specific priorities</li> <li>Student enrolment numbers illustrating the continued decline in enrolment for both elementary (-226) and secondary schools (-203) within the Board were discussed. Key changes to the GSN funding include:                             <ul style="list-style-type: none"> <li>Enhancements to implement the 2017 – 2019 labour agreements</li> <li>Funding for Capital Investments</li> <li>Indigenous Education Accountability Measures</li> <li>School Foundation Grant investments</li> <li>Funds to cover costs for Student Transportation and for Utilities</li> </ul> </li> </ul>	

Agenda Item	Details/Discussion	Action Items
<p>Presentation – 2017-2018 LKDSB Budget Presentation (continued)</p>	<ul style="list-style-type: none"> <li>• Education Program ‘Other Investments’ will continue to provide funding for the Renewed Math Strategy</li> <li>• Funding for Ongoing Implementation and Other Changes</li> <li>• Funding for the Next Steps in Transformation including Rural Education Engagement, and Transportation Consultation; it is the final year of the phase-in</li> <li>• Ms. Anderson provided an overview of the Special Education Grants, as follows: <ul style="list-style-type: none"> <li>• Special Education Per Pupil Amount funding increased (by \$130,748) to \$15,575.642 based on the average daily enrolment numbers; Trustee Hudie asked for confirmation that the special education needs are increasing while the overall student enrolment is declining; Ms. Anderson confirmed that it's the overall student numbers that dictate the funding</li> <li>• Special Education Equipment Amount (SEA) funding reduced (by \$12,832) to \$1,319,818 <ul style="list-style-type: none"> <li>○ The SEA funding covered supplies such as equipment, furniture, hearing, vision and technician/training costs</li> <li>○ SEA funding covers a base amount of \$10,000 for each School Board, plus a ‘Per Pupil’ amount based on the Board’s average ADE (average daily enrolment)</li> <li>○ SEA per pupil amount of \$36.10 is used for all Boards</li> <li>○ SEA claims-based amount supports individual students needs for other non-computer equipment in excess of \$800 per pupil</li> </ul> </li> <li>• Differentiated Special Education Needs Amount (DSENA) funding increased (by \$444,359) to \$12,356,561 <ul style="list-style-type: none"> <li>○ The DSENA funding supports costs of providing intensive staff support for high needs students</li> <li>○ 2017 – 2018 is the final year of a new 4-year funding model that is transitioning from a per pupil amount to a stabilization support amount providing greater funding equity</li> <li>○ DSENA consists of ‘measures of variability’ (MOV) amount which is a special education statistical prediction model amount, and a base amount of \$450,000 for collaboration and integration</li> </ul> </li> <li>• Special Incidence Portion (SIP) funding has been reduced (by up to \$135,000) to \$81,000 <ul style="list-style-type: none"> <li>○ SIP funding supports extra-ordinarily high needs students that require 2 full time EAs in addition to other staff, teachers etc.</li> </ul> </li> <li>• Section 23 Facilities Amount funding increased (by \$30,656) to \$553,218 <ul style="list-style-type: none"> <li>○ Section 23 is for special education care programs in Board facilities and includes costs for teachers, educational assistants and classroom supplies</li> </ul> </li> <li>• Behavioural Experience Analysis (BEA) Funding increase (by \$1,409) to \$147,433 and includes dollars for training, and for learning resources to apply instructional ABA (Applied Behaviour Analysis) methods <ul style="list-style-type: none"> <li>○ The BEA base allocation is \$86,397 + \$2.90/ADE</li> </ul> </li> </ul> </li> <li>• Trustee Fletcher asked about the number of EAs; while the Board received funding for 17 additional EAs from the ETFO Contract Extension, declining enrolment and wage increases resulted in a reduction of 12 EAs, for a net increase of 5 EAs over last year’s numbers</li> <li>• He also inquired as to where the 203 students who are leaving secondary school in February go?; Ms. Anderson said that they have usually accumulated their credits and therefore graduate</li> <li>• Chris asked about the reduction in SIP funding?; Liz said the request for funding was scaled back because there are fewer students needing that level of support</li> <li>• Ms. Anderson noted that the Ministry of Education has some excellent <a href="#">resources</a> for anyone wanting additional information</li> </ul>	

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Presentation: Universal Supports & Functions of Behaviour for High Needs Students	<ul style="list-style-type: none"> <li>• Shelley introduced Laurie McCarthy, the ABA Specialist with the Board and informed SEAC that PPM 140 was the impetus for <i>Connections for Students</i>, which helps transition students from IBI to school</li> <li>• The Board has learned that ABA practices are good for all students and so all staff are being educated in ABA to ensure that they can support all students; these basic teaching strategies are finding success</li> <li>• Laurie began by stating that ABA stands for “applied behavioural analysis” and it used in a lot of areas, not just education</li> <li>• It involves identifying a behaviour -- good or bad – that you want to decrease or increase and understanding the behaviour and working to modify it <i>in the environment that the individual is a part of</i></li> <li>• Laurie trains staff to look for antecedents or triggers for the behaviour and then go from there; if there is a behaviour exhibited by the students then that means that their needs are not being met</li> <li>• Laurie said that she works with all of the Itinerant Teams to support the Board’s staff and students and outlined the various ways in which she does that</li> <li>• She informed SEAC that the Lambton Kent District School Board is known to be a leader in ABA support</li> <li>• In universal supports the first thing is to allow someone to explain <i>how</i> they feel and <i>what they need</i> because sometimes they can’t use self-regulation strategies</li> <li>• Dawn asked if it’s only those who support special needs students that receive this training?; Laurie said that they are training everyone and even offer peer support</li> <li>• Shelley said that they have found that blanket training isn’t as effective as small group training</li> <li>• Laurie noted that behaviour programming is an in-depth process and requires a full team approach</li> <li>• She explained that functions of behaviour are tied to the fact that the individual wants to: escape or avoid a person or situation, or, gain something; so it’s important ask or consider <i>why</i> the behaviour is happening and, from there, it’s possible to start to work at alleviating or increasing the behaviour</li> <li>• Laurie said that ABA is the medicine, not a band-aid; for instance, saying “you can’t go out for recess” is a one-time consequence, while providing ABA helps to develop a more fulsome support for that student that will lead to overall long-term success</li> <li>• ABA is about acknowledging the behaviour you want to see</li> <li>• Sandra said that there has been a shift in thinking to look at students as ‘whole human beings’ and front-loading supports so that the student feels valued; when individuals feel safe and valued, they will respond accordingly</li> </ul>	
Special Education Report Amendments for May	<ul style="list-style-type: none"> <li>• Liz Zantingh provided an overview of the Appendices of the Special Education Plan that were amended               <ul style="list-style-type: none"> <li>○ <b>Appendix 3.1.3</b> – <i>Special Education Advisory Committee</i> brochure; the reference to the Learning Disabilities Association of Lambton County were removed due to the agency’s recent closure</li> <li>○ <b>Appendix 3.1.4</b> – <i>Your Child, School, and Special Education Supports</i> brochure; the reference to the Learning Disabilities Association of Lambton County were removed due to the agency’s recent closure</li> <li>○ <b>Appendix 4.2</b> – <i>Preschool Transition Protocol</i>; the information was updated to reflect the current protocols for the LKDSB schools in the south</li> <li>○ <b>Appendix 4.3</b> – <i>Special Needs Pre-school Intake</i>; the Appendix was updated to reflect current information for both the LKDSB schools in both the north and the south</li> <li>○ <b>Appendix 4.4</b> – <i>Transitional Support for Autistic Students</i> brochure; Pages 1 and 2 were removed, therefore the Appendix will be now entitled ‘<i>Steps to School for Children with Special Needs</i>’; as well, the brochures for the LKDSB schools in both the north and the south were updated</li> </ul> </li> </ul>	

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Special Needs Strategy Update	<ul style="list-style-type: none"> <li>• Sandra Perkins provided an update on the implementation of a Special Needs Strategy</li> <li>• She said the lead agencies have been selected and are working to make improvements to areas such as client intake/screening and early childhood development supports/transitions</li> <li>• Work is being done to remove barriers and ensure stakeholders are able to navigate the system easily; ultimately agencies will work collaboratively to provide wrap-around supports and ensure that the individual/family being supported won't have to 're-tell their story' when moving between agencies</li> <li>• This is a large undertaking since the agencies involved are connected to three different ministries: Ministry of Health, Ministry of Education and the Ministry of Children and Youth Services.</li> </ul>	
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> <li>• Sandra has announced that Liz Zantigh will be retiring at the end of June and that Shelley Martsch-Litt will become a Vice-Principal at Lansdowne; the members thanked both Liz and Shelley for their insight and support over the years and wished them well in the future</li> <li>• Dawn reported that they are offering their summer programs; she also noted that funding, through the United Way of Chatham-Kent, has been reduced so they have had to scale back some of their programming</li> <li>• Trustee Hudie noted that the ARC in the south has been completed and in 2018 the changes will be implemented</li> <li>• Trustee Fletcher said he is pleased to see that the indigenous education will form part of the Grade 11 curriculum</li> <li>• Tabitha reported that their agency has also seen a reduction in funding but they are working to circumvent that; she informed the members that representatives from their organization, when invited by the Classroom Teacher, will educate Grade 5 students about epilepsy</li> <li>• Walpole Island First Nation will be offering an early start calendar next year with school beginning 2 weeks earlier; this will allow additional breaks throughout the year; as well, Anika noted that the Chatham-Kent Community Health Centre is expanding the services offered in their area which means that there will be more opportunities for residents to receive primary care closer to home</li> <li>• Shelley informed SEAC that the LKDSB's After School Skills Development Program has been implemented at Alexander Mackenzie. The program is being delivered to a small group of students and is evolving. The funding received does not cover transportation so this limits the number of participants. Next year the Program will be offered in the south.</li> <li>• Liz said that next week is the start of EQAO; the Assistive Technology Team is very busy ensuring the Google Read &amp; Write is ready</li> <li>• Chris reported that the Mayor's Luncheon will be held in Sarnia on May 19th; their theme is to focus on the Zero Project Award and they will thank the partners (including the LKDSB) who have supported their organization over the years</li> <li>• Janet said that they are gearing up for an event and she will share the information with SEAC</li> <li>• Superintendent Lane advised SEAC that equity and inclusion is a part of her portfolio and, as such, she will be back next month to make a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Janet/Lori</li> </ul>
Next Meeting	<ul style="list-style-type: none"> <li>• June 15, 2017 at 7:00 p.m. at Wallaceburg District Secondary School, Room 141</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>
Adjournment	<ul style="list-style-type: none"> <li>• The meeting was adjourned at 9:00 p.m.</li> </ul>	