

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
~ Thursday, November 18, 2021 @ 6:00 p.m. via MS Teams~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Janet Barnes – Trustee (Vice-Chair) Sandra Pidduck, Epilepsy Southwestern Ontario Steve Stokley – Community Living, Chatham-Kent Chris King – Community Living, Sarnia-Lambton Julia MacKellar – Learning Disabilities Association of Chatham-Kent Jean MacIntyre – “Member At Large” Derek Robertson – Trustee Melani Rich, Autism Ontario – Chatham-Kent and Sarnia Lambton Chapters Vicki Ware – First Nations Representative	
Regrets:	Wendy Smith, Community Living, Wallaceburg	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator of Special Education Chris Moore, System Coordinator of Multidisciplinary Teams Jeff Brosh, Special Education Coordinator Tara Mitchell, Special Education Coordinator Heather Touzin, Special Education Coordinator - Secondary Elizabeth Townsend, Lambton-Kent Elementary Administrators’ Association Jayson Campeau, Lambton-Kent Secondary Administrators’ Association Lori Gall, Recording Secretary	
Guest(s):	James Morton, System Coordinator of Student Achievement – Secondary Paul Wiersma, System Coordinator of Alternative and Continuing Education Mark Houghton, System Coordinator of Safe Schools Tim Mavor, Teacher at Winston Churchill Public School Darren Ebere, Teacher with the Virtual Elementary School Lyndsey Arquette, Teacher at Wheatley Area Public School Steve Bird, Teacher at Winston Churchill Public School Lori Marvin, St. Clair Child & Youth Services Elisabeth Hoskins, LKDSB Attendance Officer	
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"> Rose Gallaway called the meeting to order Derek Robertson Moved, Steve Stokley Seconded “<i>That November 18, 2021 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 October 14, 2021	<ul style="list-style-type: none"> Derek Robertson Moved, Steve Stokley Seconded “<i>That the Minutes of the October 14, 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 October 14, 2021 	
Election of 2021 Chair for SEAC	<ul style="list-style-type: none"> Superintendent Barrese noted that, with Rose Gallaway retiring, the position of Chair of the Special Education Advisory Committee must be filled She reminded the members that Ministry Regulations dictate that either the Chair or Vice-Chair must be a Trustee She informed the members that neither Trustee Barnes or Trustee Robertson expressed interest in the position of Chair, and that Trustee Barnes has agreed to continue as the Vice-Chair of SEAC; accordingly, Superintendent Barrese called for nominations for the position of Chair of SEAC Jean MacIntyre nominated Chris King for the position of Chair and Trustee Robertson seconded the nomination; Chris King accepted the nomination 	

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Election of 2021 Chair for SEAC (continued)	<ul style="list-style-type: none"> • Superintendent Barrese asked if there were any further nominations, but there were none • After a third and final call for nominations, and with no-one voicing any further submissions, Superintendent Barrese called for a vote on a Motion that <i>“Chris King be appointed to the position of Chair for the remainder of the current term of SEAC”</i>; All in favour • Superintendent Barrese congratulated Chris King and thanked Rose Gallaway for her years of service as a member of SEAC, and the Committee’s Chair since 2011 	
Presentation – <i>Teaching Virtually – What Have We Learned?</i>	<ul style="list-style-type: none"> • Chris Moore introduced four teachers who were instructors in the Virtual Elementary School last year and said they would be sharing some information about challenges and successes they had • Tim Mavor taught Grade 8 and said there was a big focus on what students might be missing when learning virtually, so a group of teachers came up with virtual/interactive field trips <ul style="list-style-type: none"> • Students took a virtual field trip to a veterinary clinic and watched two surgeries being performed, which is an opportunity that cannot be replicated in person • For another experience, a Red Seal Chef taught an online cooking class; boxes with ingredients were provided to students ahead of time so they could make the meal in real time, following the Chef’s instructions • The feedback from these experiences was very positive as they gave the students something to look forward to • Darren Ebere taught Grade 6 and found that the collaboration between teachers was incredible; they worked together to incorporate lessons across Grade 6, 7 and 8 and taught to each teacher’s strengths <ul style="list-style-type: none"> • There were unique opportunities, including a Breakfast Club where students came together virtually to have breakfast and talk with one another • Darren said that he found that students felt comfortable asking questions in a small group setting, and that made it easy to build relationships • Steve Bird taught Grade 7 and said that, in order to help build virtual relationships, they focused on interests/hobbies that the students identified and then built their curriculum accordingly • He said they created a social hour during asynchronous learning time so students could talk about what was going on and how they felt about the pandemic • Steve said that they initially set small goals for students and, after they worked to achieve the goals, the students were able to celebrate some success and that helped them to feel comfortable to continue to do better • Lyndsey Arquette taught Grade 4 and said there was a bonding opportunity for teachers at the outset because there was so much learning required of everyone <ul style="list-style-type: none"> • She thought there was a lot of diversity in her classroom because she had students from all different communities/schools and so there was so many more things going on, which allowed everyone to come together to learn in a way that wouldn’t otherwise be possible; for instance, the EA in her classroom lives near Kettle Point and shared photos of important landmarks in the area to allow for authentic learning • Lyndsey said students shared stories about their family’s celebrations and traditions which allowed students to learn about customs different than their own; for instance, a Muslim family shared information about the way they live and important celebrations, such as Eid 	

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Presentation – <i>Teaching Virtually – What Have We Learned?</i> (continued)	<ul style="list-style-type: none"> • Lyndsey noted that her ability to connect with students individually, and without being interrupted, is something that can be difficult in a regular classroom, but it was easy in the virtual environment • Sandra Pidduck said when doing presentations she’s noticed that some students don’t like to have their camera turned on and asked how teachers get around that?; Tim said that if you allow students the opportunity to share, it helps to make other students feel at ease; Jeff Brosh said he would encourage students to show they were engaged by communicating in the chat if they didn’t want to turn their camera on • Chris King asked how accommodations were dealt with?; Chris Moore said at the elementary virtual school they went through the IEPs; while there were some things they couldn’t do, where they could make some accommodations, they spoke to parents about options • It was noted that students got better using technology to access notes, and they learned how to use voice-detection Apps, etc.; as well, everyone had an asynchronous group, so unique assignments could be posted for each student, if needed, and this made it easy to reflect modified expectations • Chris King asked if there has been a transfer of online learning into the classroom?; Tim said when his teaching partner was away recently he taught the day’s math lesson virtually from his classroom so both classes could participate • Teachers found that there are advantages with virtual classrooms that no-one was aware of; for instance, teachers are recording lessons that can be viewed after the class is over for students that need repetition • Steve said that if a student has to miss school because of a COVID symptom, because they were comfortable using Google Classroom, they can log in virtually so that they don’t miss anything • Lyndsey said giving individualized assignments to students allows them to participate more fully; as well, now if students have a question, they just quickly send it to the Teacher in a chat • Lyndsey can see the students doing their assignments in real time and she feels that it has allowed students the opportunity for tremendous growth and connectivity with their teacher • Julia MacKellar asked if students are having issues with social skills now that they’re back in the classroom?; Lyndsey said it took a lot for students to re-learn how to be in a classroom since expectations are different; Darren said there have been some issues, but things are beginning to return to normal as students get comfortable with one another again; Darren said that with sports and social activities happening again it has allowed students to be part of something they haven’t been part of for months and that has helped 	
Presentation – <i>Student Success and Equitable Assessments</i>	<ul style="list-style-type: none"> • Jim Morton, the System Coordinator of Student Achievement -Secondary, said he would be speaking about providing conditions for success for all learners • He said there are lots of ways for students to demonstrate what they’ve learned and what they know • He said the Ministry released ‘Assessment, Evaluation and Reporting Expected Practices for Grades 9 – 12’ on October 8, 2021 and aligns with Ontario’s Equity and Inclusive Education Strategy, the LKDSB’s Mission, Vision & Strategic Plan and the Board’s Inclusive Education Policy, Regulation & Religious Accommodation Guideline • Jim said Ontario’s education system has white colonial origins and, at the turn of the century, the focus was on creating a workforce for the industrial era • Our current shared commitments/beliefs focus on fostering success for every student every day and allowing for inclusive diversity, barrier-free access to learning and future pathways for all students • Jim spoke about equitable practices to ensure that grading is motivational for all students, is bias-resistant, and accurately reflects what a student has learned 	

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Presentation – <i>Student Success and Equitable Assessments (continued)</i>	<ul style="list-style-type: none"> • The need to separate behaviour from academic achievement was discussed along with the need to investigate extenuating circumstances for late or missed work in order to create conditions for student success • The LKDSB wants to create conditions that allow learners a fair, equitable and barrier-free opportunity to learn, and the ability to demonstrate what they've learned • Chris King said when he taught at Lambton College students struggled with expectations and, if they weren't successful, they lost time and money; Jim noted that he reviewed a lot of post-secondary education websites, and he believes that most institutions are in agreement with barrier-free requirements • Provincial data says we're currently not serving all our students well, so changes are being made to allow for barrier-free access to an education • Julia is concerned when she sees the U.S. lowering expectations because she believes that lowered expectations will find their way to Canada; Jim said that it's important to expand what it means to be a good student and to demonstrate knowledge • Melani appreciated the presentation and said that she would like to better understand the support and learning opportunities educators receive to be able to recognize barriers, as well, she wants to understand what's being done to help educators make the shift; she would like to see a presentation on this in the future • Sandra thanked Jim for sharing his presentation and helping us understand that a shift is being made to allow students to show what they have learned, sometimes in different ways 	<ul style="list-style-type: none"> • Spec. Ed. Team
Presentation – <i>Student Support Services & Student Re-engagement</i>	<ul style="list-style-type: none"> • Paul Wiersma, System Coordinator for Alternative and Continuing Education, said that, at one time, the belief was that a secondary schools need to prepare students for university but now it's understood that that's not everyone's path; all students can learn, progress and achieve, it's just that sometimes that will require some additional time and support • He said students have to feel like they belong; the goal should be to ensure students develop socially, emotionally, and intellectually; at the LKDSB we want them to find a sense of belonging, a sense of purpose, and empathy for others; we want everyone to be able to graduate from high school • Paul shared graphics that show that the LKDSB's 4-year graduation and 5-year graduation rates are below the Provincial average • Another slide (based on U.S. data) illustrates how students experience a loss of enthusiasm as they progress through each grade; Paul noted that the LKDSB cannot wait until students get to high school to ensure they're engaged • The importance of relationships and students feeling a sense of belonging was noted; many barriers to learning are related to mental health issues, we need to find out why students aren't attending • Paul said there is a Student Re-engagement Team that works collaboratively with various stakeholder groups; with about 3,400 students learning virtually last year, there was quite a shift for some of them to return to school so between August 16 and September 24th there were 1,272 student/parent contacts made • He noted that referrals to the Attendance Officers have increased; plans are put in place to help the student return to school • The Board has two Indigenous Student Reengagement Workers that support approximately 200 students • Paul said we have two Student Support Officers that help students with housing needs, legal issues and/or accessing community supports 	

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Presentation – <i>Student Support Services & Student Re-engagement (continued)</i>	<ul style="list-style-type: none"> Students are best supported at school but not all students can attend class so, in those instances, alternative programs include School Within a College; Specialized Co-op; Access; Alternative eLearning; Supervised Alternative Learning; and Connections Paul cited the good relationships in place with Sarnia-Lambton Rebound and Restorative Justice in Chatham-Kent that help students get on track He spoke about Early Leavers who exit school without a diploma; there are 7,200 secondary students and there’s a lot of focus on that Last year there were 380 students who left without a diploma but, with support from LKDSB staff, 177 students were successfully re-engaged He said that, by mid-October, 100 secondary students hadn’t arrived at school yet; they were contacted and offered alternative options/programs, etc. Jean MacIntyre asked why the LKDSB’s graduation rates are below the Provincial average?; Paul said that the LKDSB serves all students, regardless of language and/or ability (while some of the other Provincial systems do not); Paul believes that if we likened ourselves to other similar Boards, it might be a better comparison It was noted that with the recent announcement regarding secondary schools de-streaming, equity and student achievement will be at the forefront; historically LKDSB has had more students that took Grade 9 ‘Applied’ programming; it’s now understood that that programming stream may not have always provided an adequate opportunity for student success 	
LKDSB Accessibility Report	<ul style="list-style-type: none"> Mark Houghton, the System Coordinator for Safe Schools, noted that the responsibility for accessibility is part of portfolio Chris King had to depart the meeting early so Rose Gallaway informed Mark that everyone had received the Accessibility Report in their Agenda Package; she asked if anyone has any questions or concerns; there were none Mark said the Committee has identified a number of areas that can be included in future reports He spoke to ways in which the Board has tried to ensure that learning was accessible to everyone throughout the COVID school closures, and said Building Services continues to improve accessibility in schools and Board-owned buildings Rose Gallaway Moved, Julia MacKellar Seconded <i>“That the Special Education Advisory Committee pass a Motion to approve the Lambton-Kent District School Board’s September 2020 – August 2021 Accessibility Report.”</i>; All in favour 	<ul style="list-style-type: none"> Lori Gall
October 31, 2021 Exceptional Pupil Numbers	<ul style="list-style-type: none"> Superintendent Barrese said that, due to the time, she’ll defer this item to the December meeting 	<ul style="list-style-type: none"> Lori Gall
Correspondence	<ul style="list-style-type: none"> A letter, dated October 5, 2021, from Trillium Lakelands District School Board re: Bill 172, An Act in Relation to Fetal Alcohol Spectrum Disorder was received; Rose noted that the Committee has discussed and sometimes responded to similar letters; no action was taken A memo from the Ministry of Education regarding changes to the 2021-2022 Special Incidence Portion funding was received for information A letter, dated October 19, 2021, from the Waterloo Region District School Board re: Online Learning Supports and Universal Design for Learning was received; Rose said the Committee has received, discussed and responded to similar letters; no action was taken 	
Association Reports and Other Business	<ul style="list-style-type: none"> Jeff Brosh said that Valerie Volland was recently selected to join the Enrichment Team and she has focused on creating Clubs in schools Jeff noted that work has already begun regarding Grade 8 to 9 transitions Liz Townsend said that they are also beginning to focus on Grade 8 to 9 transitions; as well, as we head into holiday season, at her school she’s trying to focus on the ‘student voice’, and ensuring there’s equity and inclusion 	

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Association Reports and Other Business (continued)	<ul style="list-style-type: none"> • Paul Wiersma acknowledged the work Lis Hoskins has done as an Attendance Officer and said that she'll moving into a role in the International Education Department and will be missed • Steve Stokley said the Jonathan Daniel Stone Fund is available to Chatham-Kent students/families again this year; the funding is used to support children who have autism and/or other intellectual disabilities; he will send Lori the link to share • Angie and Sandra both thanked Rose for her decades of work and dedication, noting that Rose has done amazing things for students and their families both in her job and as a member of SEAC; Rose thanked the Board for the farewell gifts and said she enjoyed working with students and their families and will miss being a part of SEAC 	<ul style="list-style-type: none"> • Steve Stokley/ Lori Gall
Next Meeting	<ul style="list-style-type: none"> • December 9, 2021 at 6:00 p.m. via Teams 	<ul style="list-style-type: none"> • All
Adjournment	<ul style="list-style-type: none"> • The meeting was adjourned at 8:00 p.m. 	