

LAMBTON-KENT DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

~ Thursday, October 19, 2017 @ 6:00 p.m. at Wallaceburg District Secondary School ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Jack Fletcher – Trustee (Vice-Chair) Dawn Cartier – Learning Disabilities Association of Chatham-Kent Steve Stokley – Community Living, Chatham-Kent Jennifer Gillespie – Member “at large” Norma Hills for Chris King – Community Living, Sarnia-Lambton Jerry Knight – Lambton County Developmental Services Amy Mikhaila for Kayla Murphy – Community Living, Wallaceburg Jean McIntyre – Member “at large” Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision	
Regrets:	Tabitha Cook, Epilepsy Support Centre Elizabeth Hudie – Trustee Jen Scheuneman – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters	
Absent:	Anika Altiman – First Nation Representative	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator of Special Education Jim Stewart, Lambton-Kent Secondary Administrators’ Association Adam Davis, Special Education Coordinator Angie Moule, Special Education Coordinator Lori Gall, Recording Secretary	
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 and recited the Traditional Territorial Acknowledgment</li> <li>• With two new members in attendance, Rose asked everyone to introduce themselves                         <ul style="list-style-type: none"> <li>○ Subsequent to Gord Crompton’s retirement from the Community Living, Chatham-Kent’s Board of Directors, Steve Stokley was appointed as their organization’s representative to SEAC; Steve advised SEAC he is an employee of Community Living, Chatham-Kent and has responsibility for their organization’s <i>JobWorx</i> and <i>Making it Happen</i> programs</li> <li>○ As a result of Eva Lizotte’s retirement from the Community Living, Wallaceburg’s Board of Directors, Kayla Murphy was appointed as their organization’s representative to SEAC, however, Amy Mikhaila attended in Kayla’s place for the October meeting; both Kayla and Amy sit on the organization’s Board of Directors</li> </ul> </li> <li>• Rose asked if there were any additions/comments regarding the Agenda; it was noted that Stef Wood was unable to attend this evening’s meeting and that Sandra would make the yoga/mindfulness presentation</li> <li>• Jack moved, Jennifer seconded “<i>That the Agenda be approved, as amended</i>”; All in favour</li> </ul>	
Approval of Minutes of September 14, 2017	<ul style="list-style-type: none"> <li>• Janet Moved, Norma Seconded “<i>That the Minutes of September 14, 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 of September 14, 2017</li> </ul>	
Presentation – Renewed Math Strategy (RMS)	<ul style="list-style-type: none"> <li>• Adam Davis noted the strategy covers students from Kindergarten to Grade 12 and is intended to:                         <ol style="list-style-type: none"> <li>1. Increase student achievement, well-being and engagement</li> <li>2. Increase math knowledge and pedagogical expertise for educators, including:                                 <ol style="list-style-type: none"> <li>i. Increased leader use of knowledge of effective mathematical pedagogy</li> <li>ii. Provision of the necessary supports and conditions for school and system improvement</li> </ol> </li> <li>3. Increase parent engagement in their child’s learning of mathematics</li> </ol> </li> </ul>	

Agenda Item	Details/Discussion	Action Items
<p>Presentation – Renewed Math Strategy (RMS) (continued)</p>	<ul style="list-style-type: none"> <li>• Adam said focused support will be provided to strengthen math learning, teaching and leading across Ontario for students with special education needs, particularly students with learning disabilities</li> <li>• He added that educators will develop student learning profiles and implement personalized assessment and instruction based on individual learning strengths and needs, including the use of assistive technology as a means of accommodation for students with learning disabilities</li> <li>• The Renewed Math Strategy provides: <ul style="list-style-type: none"> <li>○ New forms of support to all schools</li> <li>○ Increased support to some schools</li> <li>○ Intensive support to a select group of schools demonstrating the greatest need in mathematics <ul style="list-style-type: none"> <li>▪ For 2017-2018 there are: 5 schools that receive intensive support; 18 schools that receive increased support; and 31 schools that have lead learners and will therefore need fewer supports</li> </ul> </li> </ul> </li> <li>• Superintendent Barrese said while the Grade 3, 6 and 9 EQAO assessment results allow the Board to determine areas of greatest need, individual student report card data is not a determining factor</li> <li>• She noted if EQAO scores are below average for Grade 3, and then decline in Grade 6, students in those schools will be given additional supports</li> <li>• Jack asked why there would be a decline in the scores from Grade 3 to Grade 6?; Superintendent Barrese said it's hard to know exactly why that's happening, but said it's possible that the decline <i>may</i> be linked to the fact that Grade 6 students are less willing to be singled out (by seeking assistance) if they are struggling</li> <li>• Jennifer asked how progress is being tracked to ensure the supports are working?; Angie said a report must be submitted to the Ministry, and there are pre and post-assessments done by the Board and those assessments are standardized by the Ministry</li> <li>• The members then broke into groups and participated in a manipulative exercise (using Cuisenaire Rods) to gain a better understanding of the types of tools students are using to learn math</li> <li>• At the conclusion of the member's manipulative exercise Adam shared an example of the sort of 'success criteria' students are given at the conclusion of each of their lessons to check their understanding of what they've learned</li> <li>• One member asked about group work and Adam stated that research shows that allowing students time to speak with other students regarding the task they've been assigned is invaluable to learning, and <i>sharing</i> that learning</li> <li>• Superintendent Barrese said that, for special needs students, the ability to share their findings allows them to check their understanding and gives them a better opportunity to get to the right answer; also, for some, visual learning is better, and the use of manipulatives helps to relieve anxiety</li> <li>• Dawn asked what the exercise (and grading) would look like for those who require accommodations?; Sandra said, for example, instead of asking a student for the 'area' of a shape, they might instead be asked 'how big' the shape is</li> <li>• Jean asked how you evaluate individual when there are group activities?; Adam said teachers listen to the conversations and can document their observations of each student's contribution to the discussion/work, etc. and, if necessary, can question a particular student to determine their level of understanding</li> <li>• Jack said it's excellent that evaluation learning is not always based on tests, but he is concerned about the amount of time required of teachers; Adam said that it would take about the same amount of time to observe a class activity of this nature as it would to take tests home to mark them</li> </ul>	

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Presentation – Yoga/Mindfulness	<ul style="list-style-type: none"> <li>• Sandra Perkins informed the members that something came up and Stef Wood was unable to attend to do her presentation on yoga; however, Sandra obtained some information on mindfulness from Ellie Fraser, Mental Health Lead for the LKDSB, so Sandra would speak briefly about ‘creating mentally healthy classrooms’</li> <li>• She said that mindfulness is the ability to find a singular focus in order to help exclude distractions, and this includes focusing on breathing, etc. to help create a sense of calm and to provide students with self-regulation</li> <li>• Mindfulness is paying attention in a particular way: on purpose, in the present moment, and non-judgmentally</li> <li>• Members participated in a couple of short mindfulness exercises</li> <li>• Sandra said that that good mental health equals good learning</li> <li>• A Universal Supports “Aligned and Integration Model” (AIM) was shared (see below); the members were told that it’s important to “know the signs and connect with help in order to promote wellbeing”</li> <li>• The Science of Meditation was shared and is focused on being aware of everything around you but being able to filter out the ‘noise’</li> <li>• Students can use mindfulness Apps to help them with self-regulation; some examples include: “Stop, Breathe, and Think”; “Headspace”; “Mindshift”; and, “10 Percent Happier”; Apps are do-it-yourself interventions that are inexpensive and evidence-based</li> </ul>	
Special Education Department Responsibilities – 2017-2018	<ul style="list-style-type: none"> <li>• Sandra reviewed the responsibilities of the various members of the Special Education Team</li> <li>• She said that all of the members of the Spec. Ed. Team are happy to answer any questions that the members might have</li> </ul>	
Special Education Coordinator’s Schools – 2017-2018	<ul style="list-style-type: none"> <li>• Angie spoke about the Coordinator’s schools and said that the responsibility for each of the schools was reorganized this year to be aligned with the ‘family of schools’ that the Superintendents are responsible for</li> </ul>	
Summary of 2017 – 2018 Priority-Setting Exercise	<ul style="list-style-type: none"> <li>• Angie reviewed the outcomes of the Priority-Setting Exercise; the information is presented by priority (rank), and by month</li> <li>• She then told the members that while this information has been prepared by staff, if anyone feels like they would like to make a presentation on these topics (or others) that can be accommodated and they just need to let Lori know</li> </ul>	
Multi-Year Accessibility Plan (September 2017 to August 2022)	<ul style="list-style-type: none"> <li>• Cheryl Webster, <i>Wellness Officer</i> with the LKDSB, asked that the “Multi-Year Accessibility Plan: September 2017- August 2022” be shared with the members of SEAC for their information, review and comment</li> <li>• Sandra highlighted some of the improvements/upgrades that had been undertaken to help make our facilities more accessible</li> <li>• A member asked why the plan is multi-year?; Superintendent Barrese explained it’s a <i>rolling</i> multi-year plan that allows for any future building maintenance plans, etc. to be developed and budgeted for</li> <li>• Jack said hearing about the types of accommodations that member organizations have undertaken would be interesting and he encouraged the members to share any good ideas</li> <li>• Amy asked if there is a budget that’s tied to the plan?; Superintendent Barrese said that that information would be provided at the November SEAC Meeting</li> <li>• Jack said the Board needs to meet established criteria within certain timelines in order to be compliant with Provincial rules and regulations</li> <li>• Superintendent Barrese stated that if members had not had an opportunity to read the Plan, if they review it after the meeting and have comments/questions/concerns/suggestions, they should forward them to Angie Barrese (with a copy to Lori Gall) as soon as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Angie</li> <li>• All</li> </ul>
Correspondence	<ul style="list-style-type: none"> <li>• There was no correspondence</li> </ul>	

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Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> <li>Jennifer informed the members that she is now working with Adult Language and Learning in Chatham</li> <li>Angie Moule said that we received funding for Year 2 of the After-School Program for ABA students</li> <li>Norma said the Jump Start Committee received \$7,500 in funding that will help with student transitions</li> <li>Jack said he enjoys the SEAC because the members have common goals and find ways to work together</li> <li>He advised SEAC that, while the moratorium is in place, the Board is able to continue working on the Accommodation Reviews that had already been started; he noted that the Board may be given permission to begin another ARC in the Forest area and said that the Transition Committee is working to name the combined schools in Chatham</li> <li>Dawn said they are currently into Fall registration for their various programs, including: Tutoring, Social Skills, and Friends For Life</li> <li>Dawn asked about the new Special Education in Ontario curriculum?; Angie said that a <a href="#">link</a> would be provided to the members in the Minutes, but noted that nothing will be changed by the LKDSB until the document is no longer in 'draft'</li> <li>Rose reminded members that if they are unable to make a meeting they should be sure to let Lori know in order to reduce the cost of the food that's ordered, and to ensure that meetings are able to start on time without needlessly waiting for members who won't be attending</li> </ul>	<ul style="list-style-type: none"> <li>All</li> </ul>
Future Agenda Items	<ul style="list-style-type: none"> <li>Rose reminded members that if they would ever like to add something to the Agenda, they should just email Lori to let her know</li> </ul>	<ul style="list-style-type: none"> <li>All</li> </ul>
Next Meeting	<ul style="list-style-type: none"> <li>Thursday, November 16, 2017 @ 6:00 p.m.</li> <li>Because the intention is to visit a Snoezelen Room within one of the Board's schools, details about the location of the November meeting will be included on the Agenda</li> </ul>	<ul style="list-style-type: none"> <li>All</li> <li>Lori/All</li> </ul>
Adjournment	<ul style="list-style-type: none"> <li>The meeting was adjourned at 8:00 p.m.</li> </ul>	

