

LAMBTON-KENT DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

~ Thursday, May 16, 2019 @ 6:00 p.m. at Wallaceburg District Secondary School ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Janet Barnes – Trustee (Vice-Chair) Steve Stokley – Community Living, Chatham-Kent Chris King – Community Living, Sarnia-Lambton Dawn Cartier – Learning Disabilities Association of Chatham-Kent Jean MacIntyre – “Member At Large”	
Regrets:	Derek Robertson – Trustee Sherry Nelson, Autism Ontario - Chatham-Kent and Sarnia Lambton Chapters Vicki Ware – First Nations Representative Wendy Smith – Community Living, Wallaceburg Representative - Lambton-Kent Secondary Administrators’ Association	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator of Special Education Angie Moule, Special Education Coordinator Lisa Valade, Special Education Coordinator Lori Gall, Recording Secretary	
Guests:	Sandy Scott-Hillier, Manager of Financial Services James Morton, System Coordinator of Alternative & Continuing Education Andy Collins, LKDSB Attendance Officer Lis Hoskins, LKDSB Attendance Officer	
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 Janet Barnes Moved, Sandra Pidduck Seconded “<i>That the Agenda be approved</i>”; All in favour 	
Traditional Territorial Acknowledgement	<ul style="list-style-type: none"> Trustee Barnes recited the Traditional Territorial Acknowledgment 	
Approval of Minutes of April 18, 2019	<ul style="list-style-type: none"> Chris King Moved, Steve Stokley Seconded “<i>That the Minutes of April 18, 2019 be approved.</i>”; All in favour 	<ul style="list-style-type: none"> Lori
Business Arising	<ul style="list-style-type: none"> There was no business arising from the Minutes of April 18, 2019 	
Presentation – 2019-2020 LKDSB Budget	<ul style="list-style-type: none"> Sandy Scott-Hillier, the Board’s Manager of Financial Services, explained that this year is unique because the Finance Department still doesn’t have the full picture regarding the Board’s budget going into 2019-2020 because the Ministry’s Technical Paper hasn’t been issued yet Sandy provided an overview about areas within the budget that will see cuts, in some instances because of declining enrolment, and highlighted other areas where there will be modest increases, as follows: <ul style="list-style-type: none"> For kindergarten there will be a \$550,165 reduction in ECE staff funding due to the staffing ratio changing from 1.14 to 1.0 FTE Grades 1 – 3 will see no impact Grades 4 – 8 will see a \$718,291 reduction in funding due to the average class size changing from 23.84 to 24.5 pupils Grades 9 – 12 will see a \$5,728,183 reduction in funding due to the average class size changing from 22 to 28 pupils E-learning won’t see any changes in class sizes, etc. until 2020-2021 so the financial impacts won’t be known until then A secondary ‘Pupil Foundation Grant’ will end August 31, 2019 and the Board will realize a cut of \$571,332 as a result The Local Priorities Fund will end on August 31, 2019, and the Board will receive \$2,571,724 less in funding; this funding had allowed the Board to employ extra EAs, custodians and clerical staff; as well, Special Education had been able to fund some additional Support Team Members 	

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Presentation – 2019-2020 LKDSB Budget (continued)	<ul style="list-style-type: none"> • A Cost Adjustment Allocation amount will end August 31, 2019 resulting in a reduction of \$163,706 • A Human Resource Transition Supplement will end August 31, 2019 resulting in a \$106,702 reduction in funding • The impact of the ‘Classroom Loading Factors in School Facility Operations and Renewal Grant’ is unknown until the Board determines how many classrooms it will be closing • The ‘School Facility Operations and Renewal Grant’, which is earmarked for utilities, will see an increase of about 2%, but the actual increase won’t be known until the Technical Paper is released; the increased funding will help the Board to keep pace with rising utility costs • Similarly, Student Transportation will see an increase of approximately \$508,251, which is equivalent to about 4%, in order to stay in line with increasing fuel prices • An Attrition Protection Fund (for class size changes, including e-learning) may provide top-up funding when reductions in funded teacher full-time equivalents exceed attrition • There will be a 1% Salary Adjustment available to support previously-negotiated central collective agreements • There will be an additional \$236,375 available to partially offset funding for supply Early Education Educators positions • Sandy shared details of the Special Education Grant as follows: <ul style="list-style-type: none"> • The Special Education Per Pupil Amount will reduce by \$119,640 because of declining enrolment • The Special Education Equipment Amount will reduce by \$11,765 because of declining enrolment • The Differentiated Special Education Needs Amount will reduce by \$41,955 because of declining enrolment • The Special Incidence Portion will remain constant • The CTCC Amount (formerly known as Section 23) will increase by \$34,224 • The Behavioural Expertise Amount will increase by \$179,085 • In total, the Board will receive an estimated increase of \$39,949 for special education services • Jean McIntyre asked when total student enrolment’s determined each year?; Sandy said October 31st is the date total student counts are taken each year • Chris asked about the total reductions in funding based on enrolment?; Sandy said we’re expecting to receive \$5,000,000 less because of declining enrolment and said another \$10,000,000 in budget cuts are anticipated in addition to those directly linked to declining enrolment • Chris asked who will be providing e-Learning?; the Board has asked and been told that “more information will follow”; we know that the course content will be delivered by a ‘qualified teacher’, but there are more questions than answers about where those teachers will be located, etc. • Sandy said the government’s consultation period lasts until May 31st so, until that’s over, the Ministry does not seem to be willing to provide any answers • Sandy was thanked for her presentation 	

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Presentation – Alternative & Continuing Education Options	<ul style="list-style-type: none"> • Jim Morton, System Coordinator of Adult & Continuing Education, introduced the Board’s Attendance Officers, Lis Hoskins and Andy Collins • Jim informed the group that once a second Attendance Officer was hired, it allowed them to take a more proactive approach • The earlier staff can get involved with families (when patterns of absenteeism are beginning to present themselves) the better; staff work to stop absences by sharing data with parents/caregivers that illustrate the negative impact irregular attendance has on grades • Jim explained the different types of absences: cumulative and consecutive <ul style="list-style-type: none"> ○ Consecutive absences have to be reported to the Ministry once a student has missed 16 days ○ Cumulative absences are intermittent absences (for things like team sports tournaments, etc.) that can bring academic risk • Jim shared 2013 Provincial EQAO Data showing the grades of regular-attenders, versus those students with habitual absences. and it illustrated that those with cumulative absences received at least 10% lower grades • The Attendance Officers work closely with the school’s front-line staff based on both formal and informal/pro-active referrals that may help to identify why a student is missing school; often-times, it can be a simple solution as a result of leveraging systems and supports in the community to help get the student back to attending school regularly • The Attendance Officers also work closely with the Board’s two Indigenous Student Support Workers • The number of referrals their Team has received has increased, while the number of sustained absences has decreased, so their methods are working • For consecutive absences, once a student misses 16 days, they have to be removed from the roll and would need to be re-registered if they wish to return to school; the Attendance Team begins working with the student/parent before it gets to that point • Steve Stokely asked how lateness is tracked?; Jim said that they only look at full days missed so students being late is a school-based issue, but he said that habitual tardiness can be a lead-in to attendance issues; Lis stressed the importance of a good relationship between the parent and the Principal in those types of situations • When asked about the number of referrals received this year Jim said that, relative to consecutive absences, they received more than 600 referrals; the cumulative absences are harder to report on since they’re intermittent • Lis Hoskins told the members that https://www.attendanceworks.org/ is a U.S.-based website that provides excellent attendance-related resources • Sandra Pidduck asked how many consecutive absences are because of medical issues?; Jim isn’t sure of exactly how many students there are, but said there are students with legitimate medical concerns that keep them from school • Andy Collins said sometimes mental health concerns are tied to time away but, with the proper supports in place, affected students can receive assistance that will enable them to reconnect with their school • Dawn asked if special education students are tracked (i.e. ADHD/anxiety)?; Jim said that they’re not tracking that data • Jean asked if the approximate 600 students that were referred to their team are ones that they deal with year and after?; Jim said they are, or, sometimes they encounter siblings of students they’ve worked to support in the past • Lis said that children not getting enough sleep (perhaps because of gaming, etc.), and then missing school, is becoming a big problem 	

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Special Education Report Items for Review in May	<ul style="list-style-type: none"> • Sandra Perkins provided an overview of the various Sections and Appendices that were review and/or updated • Relative to the item outlining workshops, Dawn said that, in past, SEAC members could sometimes attend selected workshops; after discussion it was agreed that, each month, Lori will pull together a list of upcoming workshops that the members could register for and will include it with the Agenda Package • It was suggested that some of the associations listed in the Guide (Appendix 3.1.4) should be changed, and Learning Disabilities Association of Chatham-Kent and Epilepsy Southwestern Ontario should be added • Dawn asked how the Guide is distributed?; it was noted that it is inserted in the Parent Packages that are handed out, and also available on the Board’s website • Dawn said parents are telling them that they weren’t aware of their Association and/or its services; Angie Barrese said, at the initial IPRC Meeting, more info. could be provided, so the Spec. Ed. Team will discuss this at a future Planning Meeting; it was also noted that the Psychoeducational Clinicians can make those sorts of references • Angie Moule said that when Resource Teachers mention specific student needs, the Coordinators can also make referrals to local Associations • Angie Barrese mentioned the two Community Guides that were developed and said they will be shared as an attachment to the May Minutes • The Committee approved the amendments to Sections 2.12 and 2.14, and to Appendix 3.1.4, on the understanding that both the Learning Disabilities Association of Chatham-Kent and Epilepsy Southwestern Ontario will be added 	<ul style="list-style-type: none"> • Lori • Lori • Spec. Ed. Team/ Psycho. Ed. Clinicians • Co-ordinators • Lori • Lori
Correspondence	<ul style="list-style-type: none"> • Correspondence was received from the Toronto District School Board’s SEAC regarding the exclusion of students with disabilities from school <ul style="list-style-type: none"> ◦ Rose believes that the LKDSB tries to ensure students aren’t excluded because of behaviour, etc.; no action was taken • Correspondence was received from the Durham Catholic District School Board regarding changes to the provincial funding model for class size averages and mandatory e-learning courses <ul style="list-style-type: none"> ◦ Rose feels there isn’t enough information and suggested it may be premature to send a letter to the Ministry; no action was taken ◦ Dawn asked if text books are available for e-learning courses?; Angie Barrese said there are different types of e-learning courses/programs, and the resources vary depending on the course, so a text book and/or access to a teacher may not always be an option • Correspondence was received from the Simcoe-Muskoka Catholic District School Board regarding Bill 64: Noah & Gregory’s Law – Transition to Adult Development Services & Supports <ul style="list-style-type: none"> ◦ Rose said LKDSB schools/staff already help to develop a Transition Plan for students who are concluding their post-secondary education ◦ Sandra Perkins informed the members that Heather Touzin is working with schools to ensure that, when a student reaches the age of 16, they’ll be connected to services they may want/need in the future ◦ After further discussion, Chris King Moved, Jean McIntyre seconded “<i>That the Committee write a letter of support for Bill 64</i>”; a letter will be brought back to the June meeting 	<ul style="list-style-type: none"> • Lori
Proposed 2019-2020 SEAC Meeting Dates	<ul style="list-style-type: none"> • The group will review the meeting dates proposed and this item will be finalized at the June Meeting 	<ul style="list-style-type: none"> • All
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> • Janet Barnes informed SEAC that the Board is penning a letter to the Progressive Conservative government to express their displeasure with the proposed changes to the education system, the funding levels, and the classroom sizes, etc. • Sandra Pidduck noted that a Wacky Wednesday camp will be held in Belle River; she informed SEAC that Sarnia-Lambton’s Epilepsy Educator was let go due a lack of funding, so she may have to cover a larger area 	

