

LAMBTON-KENT DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

~ Thursday, January 16, 2020 @ 6:00 p.m. at The Clubhouse at Baldoon, Wallaceburg ~

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 Derek Robertson – Trustee Julia MacKellar – Learning Disabilities Association of Chatham-Kent Sandra Pidduck – Epilepsy Southwestern Ontario	
Regrets:	Jean MacIntyre – “Member At Large” Wendy Smith – Community Living, Wallaceburg Elementary and Secondary Special Education Coordinators	
Absent:	Sherry Nelson, Autism Ontario – Chatham-Kent and Sarnia Lambton Chapters Vicki Ware – First Nations Representative	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator of Special Education Chris Moore, System Coordinator – Multi-Disciplinary Teams Lucy Rizzetto, Lambton-Kent Elementary Administrators’ Association Jayson Campeau, Lambton-Kent Secondary Administrators’ Association Lori Gall, Recording Secretary	
Guest(s):	Christine Davenport, Manager of Psychological Services Vanessa Duggan, Psychoeducational Clinician Katie Colameco, Mental Health Leader Marlene Maddocks, Social Worker Laura Grundy, Temporary LKDSB Supply Teacher	
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 and asked for approval of the Agenda Julia MacKellar Moved, Janet Barnes Seconded “<i>That the Agenda be approved</i>”; All in favour 	
Traditional Territorial Acknowledgement	<ul style="list-style-type: none"> Janet Barnes recited the Traditional Territorial Acknowledgment 	
Election of Chair and Vice-Chair for 2020-2021	<ul style="list-style-type: none"> The Chair turned the meeting over to Superintendent Barrese so she could oversee the 2020-2021 Election for the Chair and Vice-Chair of SEAC; Superintendent Barrese reminded the membership that, according to the LKDSB SEAC procedure, either the Chair or Vice-Chair of SEAC must be a Trustee Sandra Pidduck Moved; Steve Stokely Seconded “<i>That Rose Gallaway be nominated as the Chair of SEAC for the 2020-2021 school year</i>”; Rose accepted the nomination Superintendent Barrese called for any further nominations for the position of the Chair of SEAC, but there were none Trustee Robertson Moved; Julia MacKellar Seconded “<i>That Janet Barnes be nominated as the Vice-Chair of SEAC for the 2020-2021 school year</i>” A vote was held in respect of the nominations on the floor; All in favour Rose and Janet were thanked for their willingness to continue to serve as the Chair and Vice-Chair With the election completed, the meeting was turned back over to the Chair 	
Approval of Minutes of December 12, 2019	<ul style="list-style-type: none"> Rose Gallaway thanked Sandra Perkins for taking the Minutes in the Recording Secretary’s absence The Chair asked for approval of the Minutes of December 12, 2019 Chris King Moved, Steve Stokley Seconded “<i>That the Minutes of December 12, 2019 be approved</i>”; All in favour 	<ul style="list-style-type: none"> Lori
Business Arising from Minutes	<ul style="list-style-type: none"> There was no business arising from the Minutes 	

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<p>Presentation – The Role of the Mental Health Leader and Board Social Workers</p>	<ul style="list-style-type: none"> • Chris Moore introduced Katie Colameco, the Mental Health Leader, and Marlene Maddocks, one of the LKDSB’s Social Workers • Chris noted the schools that each of the four social workers are responsible for • He said the MH Health Leader and social workers’ main role is to remove barriers to student learning; and, in doing so, they must comply with the Mental Health Act and the Education Act • Chris spoke about how a school’s Multi-Disciplinary Team, because of its make-up, uses an educator’s lens and, with the addition of a social worker, it has helped to grow the multi-disciplinary approach • Marlene said the social workers have focused on large scale capacity-building initiatives, such as leading a school-wide meditation via a school’s P.A. system • She explained that they’re also doing home visits to help build capacity and assist in reducing student anxiety • Another thing they’re doing is supporting teachers to ensure they can engage as caring adults; they’re using Google classroom to implement ‘10 in 2’ where teachers connect with students (they don’t already know) to start a conversation • Katie said that the results of the School Climate Survey showed that students needed to know that there are caring adults in the school and this exercise allows the students to meet more staff • EAs are being taught strategies that they’re using to support students • Marlene said they’re making classroom presentations around a variety of issues that teachers are noticing such as stress, fatigue, anxiety, etc. • The social workers use the BRISC Model of assessment; they provide students with tools to problem-solve and then, the next time they see the student, they follow up with them to see if those tools are working for them • It was noted that some students have four brief sessions and can cope, while others are referred to area agencies for additional supports • Katie Colameco said that, as the Mental Health Leader, she looks at the bigger picture across the Board to develop strategies • She said that she and the social workers were trained on ‘Coping with Anger’, ‘BRISC Model of Intervention’, and ‘Resiliency’ through School Mental Health Ontario; they also use classroom resources provided by Everyday Mental Health • Steve Stokley asked how students access the services; Chris said they can self-refer, or, MDT/Guidance staff can refer them for support from a social worker or from another caring adult in the building • Chris King asked about the number of students served?; Chris Moore said that most schools have 25 – 30 students that need intensive support but there are hundreds of other student contacts made (per school) to lend support; Angie Barrese said that that sounds like a lot, but there are a lot of connections that need to be made on a student’s behalf, including curriculum lessons being implemented system-wide • Marlene said most-often once a student is connected to a caring adult who can assist them, they’re discharged but, in some instances, they refer a student to outside services and support them as they make these connections • Chris King asked about the security of funding?; Angie Barrese said it was initially special project funding earmarked for students in secondary school; since then the government announced it will provide permanent funding; unfortunately, the target audience for supports that can be provided by the funds is very narrow • Angie noted that Provincial dollars were also given to Kids Help Phone, etc. • Marlene said she really likes the preventative aspect of the job, and they’re working with Tier 1 and Tier 2 students to provide support • Sandra Perkins explained that the Team’s tiered approach (that sees front-end loading) allows them to get to the smaller groups and to students needing referrals • Angie Barrese said the work that this Team and the Psychological Services Team do is very complimentary 	

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Presentation – The Role of the Mental Health Leader and Board Social Workers (continued)	<ul style="list-style-type: none"> • Angie asked Marlene what her greatest ‘aha moment’ has been?; Marlene said that being present right in a school allows the social workers to see the students in the throes of their crisis, versus in an office environment afterwards; this means social workers are available to support the student at the very moment that they need the help; as well, in the following days when the social worker sees them in the school again they can ensure that the student is better 	
Presentation – The Role of the Psychological Services Team, and the Psychological Testing Process	<ul style="list-style-type: none"> • A presentation was made by the Manager of Psychological Services, Christine Davenport, and Vanessa Duggan, a Psychoeducational Clinician on staff, regarding the Role of Clinicians, and touched on the psychological testing process • Christine showed videos describing what psychological clinicians do, and explained that they seek to determine where students are academically, mentally, and socially; Vanessa said if students are worried, they don’t learn effectively • Christine said psychological assessments are linked to the development of an IEP • She said she and her staff often advocate for the students, and help the parents to understand where they’re at academically and ways in which an identification, if recommended, can help them be more successful • Vanessa said that assessments are very important because they determine how a student learns best and links to a learning plan specific to the student • Once informed consent is given, they have been able to glean the parent’s perspective; assessments can take 2 – 4 visits/meetings • During an assessment they’ll use cognitive functioning testing, they’ll look at academic achievement, they’ll do social and emotional testing as well as reviewing information in the student’s OSR to try and pinpoint areas of need/improvement • Once the report is done the clinician meets with the family and staff to develop a plan for accommodations/modifications • Vanessa said there’s a link between where the student is at and why the student is struggling, she noted that if they can intervene at a young age, then they’re setting the student up for success that life-changing • Sometimes students, as a result of psychological testing, are referred to provincial demonstration schools; when they return to the Board’s system the student comes back with the tools they need to be successful • The clinicians also counsel around social and emotional concerns for students struggling with peer interactions, anger, conflict resolution, etc., and they provide the student with strategies • Vanessa said there is a lot of consultation between families and outside agencies • Sandra said the clinicians tease out information that helps the teacher, student and family members use the same language, in order to work as a cohesive team • Angie Barrese said that when an assessment is done there is an extensive report that’s completed; she said the Board’s Clinicians are very thorough and seek to develop life-long strategies for the student as a whole • Christine and her team have system-wide responsibilities to provide consultation services and insight; as well, they sit on several external committees and teams in order to partner with outside agencies • Julia said that she often speaks to parents who want their child assessed, but she wonders if there are parents who refuse an assessment?; Vanessa said she hasn’t come across many and, if they are initially apprehensive, after they get information about the process and outcomes, they are supportive • Vanessa said that the Board’s “Steps to Success” is a tool that can be used by staff prior to having a formal assessment completed • Steve asked if parents get a copy of the assessment; Vanessa said they don’t get copies of the assessments, but they do get a copy of the final report • Steve asked how long files are kept; Christine said they’re kept until the individual tested would be 31 years of age 	

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Presentation – The Role of the Psychological Services Team, and the Psychological Testing Process (continued)	<ul style="list-style-type: none"> Vanessa said when parents want an assessment done in Grade 1 the clinician explains the reasons why it's best to wait, including allowing the student time to grow and learn in whatever style suits them best, and, to allow staff to determine how the student is coping; Christine said they need to ensure other things (vision and/or hearing) aren't the issue and it's actually a learning disability, etc. Julia said that, at the Learning Disabilities Association, they're grateful for all the details in the reports because, when they're providing tutoring, they ensure that they're able to start them off on the right foot (i.e. if they're a visual learner, etc.) 	
Special Education Plan Items to Be Reviewed in January	<ul style="list-style-type: none"> Sandra Perkins said that because of last year's thorough review, the number of revisions coming forward this year will likely be reduced She explained that, in Section 1.0, the year was changed to reflect the 2019 school year, and, she highlighted the fact that a CTCC (formerly Section 23) program/ service review is under way and so that information was added Angie Barrese noted that she's going to be working with school staff to do an ABLE, Essential and ALLP Program review 	
Correspondence	<ul style="list-style-type: none"> A letter from the Durham District School Board regarding filling existing 'Ministry Advisory Committee on Special Education' vacancies with appointees from local SEACs was discussed Angie Barrese said that, today, there was a News Release from the Ministry requesting interested applicants to apply to the committee; the information will be shared with SEAC Considering this development, no action was taken in response to the correspondence from Durham Chris King asked about the status of responses from the government from previous letters submitted?; it was noted that, occasionally, we might get a letter to say that our letter was received, but there's never any more information provided; Chris suggested using a "Parked Items" list so some of these things can be revisited; Angie said that this is a good idea 	<ul style="list-style-type: none"> Lori All
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> Julia MacKellar said that there is a 'Right to Read' public inquiry that's heading into Public Hearings now; there is a Hearing scheduled to take place at Amethyst on January 29th from 6 – 9 p.m., Julia said anyone interested must apply in order to speak Jayson Campeau said he's really enjoyed sitting on SEAC, and noted that Marty will be their association's representative for Semester 2 Sandra Pidduck said it's very busy in Sarnia-Lambton and she's pleased; she finds it heartwarming to see staff eager to support students with epilepsy Janet Barnes noted that the Director's Report has been released and it highlights a lot of the work that the Special Education Department has been doing 	<ul style="list-style-type: none"> All Lori
Next Meeting	<ul style="list-style-type: none"> February 20, 2020 at 6:00 p.m. 	<ul style="list-style-type: none"> All
Adjournment	<ul style="list-style-type: none"> The meeting was adjourned at 7:30 p.m. 	