

LAMBTON-KENT DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

~ Thursday, June 16, 2016 @ 7:00 p.m. at Wallaceburg District Secondary School ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Elizabeth Hudie – Trustee (Vice-Chair) Gordon Crompton – Community Living, Chatham-Kent Jennifer Gillespie – Member “at large” Norma Hills for Chris King – Community Living, Sarnia-Lambton Jerry Knight – Lambton County Developmental Services George Melendy – Learning Disabilities Association of Lambton County Julia MacKellar – Learning Disabilities Association of Chatham-Kent Jean McIntyre – Member “at large” Jen Scheuneman – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision Kylie White, Epilepsy Support Centre Susan Mitchell – Member “at large”	
Regrets:	Eva Lizotte – Community Living, Wallaceburg Jack Fletcher - Trustee Christy Bressette – First Nation Representative Dave Doey, Superintendent of Education	
Resource Staff:	Pam Graham, System Coordinator of Special Education Rhonda Leystra, Lambton-Kent Secondary Administrators’ Association Lisa Valade, Special Education Coordinator Liz Zantingh, Special Education Coordinator - Secondary 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</li> <li>Norma Moved, Gord Seconded “<i>That the Agenda be approved</i>”; All in favour</li> </ul>	
Approval of Minutes of May 19, 2016	<ul style="list-style-type: none"> <li>Janet Moved, Julia Seconded “<i>That the Minutes of May 19, 2016 be approved.</i>”; All in favour</li> </ul>	<ul style="list-style-type: none"> <li>Lori</li> </ul>
Business Arising from Minutes	<p><u>Letter to the Ministry of Education</u></p> <ul style="list-style-type: none"> <li>At its May 19, 2016 meeting the members agreed to send a letter to the Ministry regarding potential changes affecting Provincial and Demonstration School students; in reviewing the draft correspondence included in the Agenda Package it was noted that a new Minister had since been appointed, so that will be changed before it’s sent off</li> </ul> <p><u>Minister’s Advisory Council on Special Education</u></p> <ul style="list-style-type: none"> <li>At the May 19, 2016 meeting staff committed to providing an overview of the Lambton Kent Board’s submission to the Ministry’s Advisory Council on Special Education entitled <i>Communication: Collaborating with the Community</i></li> <li>Pam reviewed the information assembled by staff, noting that the document was designed to gather targeted feedback on successful practices, challenges/issues, and solutions</li> <li><i>Successes</i> included things such as pre-school intake meetings for high needs students; the connections process and regional leadership team; JumpStart Teen Transition Committee; specialized community-based teams; VTRA training; and, community wrap meetings</li> <li><i>Challenges</i> included things such as scheduling; declining resources; geographical challenges; and, differing guidelines between Ministries</li> <li><i>Solutions</i> include the use of technology; differentiating supports to allow creativity when dealing with fewer resources; as well as coordinated directions from the various Ministries</li> <li>Trustee Hudie suggested adding the ‘FASD Committee’ at St. Clair Child &amp; Youth to the list of successes; Pam appreciated the feedback and will ensure that suggestion is included</li> </ul>	<ul style="list-style-type: none"> <li>Lori</li> <li>Pam</li> </ul>

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<p>Presentation:            Overview of Special Education Initiatives            (Pam Graham and Other Spec. Ed. Team Members)</p>	<ul style="list-style-type: none"> <li>• Pam reported that the start of the year was challenging because of the labour disruption, resulting in only a few PD initiatives being offered prior to Christmas</li> <li>• She explained that there are always new initiatives and/or training being offered; as well, she advised that Ministry guidelines are often tight</li> <li>• Because resources are being reduced, the Spec. Ed. Team had to change its thinking; some of the initiatives undertaken in 2015 – 2016, and identified plans for the upcoming school year</li> </ul> <p><u>Assistive Technology:</u></p> <ul style="list-style-type: none"> <li>• Liz reported that the team was busy supporting the TELP, and changed how trials are conducted</li> <li>• They hired 2 new assistive-technology teachers and promoted greater teacher capacity by using a coaching model, and, improved information available on the portal to provide more ‘how to’-style videos; as well, they are increasing efforts to align student training with teacher coaching</li> <li>• The team prepared students in Grade 6 for the iPads they’ll get in Grade 7, and supported Grade 8 to 9 transitions</li> <li>• The team provided online EQAO support and troubleshooting, as well, they collaborated with the Ministry regarding the online implementation of the OSSLT</li> <li>• They also supported the move of students from TLD to GLS</li> </ul> <p><u>Autism/High Needs and ABA:</u></p> <ul style="list-style-type: none"> <li>• Pam reported that the ABA Specialist has been attending courses/workshops to increase her knowledge and, in turn, ensure that board staff will benefit from hearing about cutting-edge research-based information and practices</li> <li>• Staff have been working to ensure that skills and attitudes regarding ABA are consistently practiced by Itinerant staff;</li> <li>• ‘Red Zones’ and resource support training was offered; as well, intervention plans were developed where necessary</li> <li>• Staff did a “folder project”, which is a new system that involved providing targeted support to students in a pilot school</li> <li>• The team(s) worked with school-wide PBS and focused on ‘the student voice’ and offered peer mediation training and TRACKS training</li> </ul> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> <li>• The team was involved in many of the same initiatives as the ABA/High Needs Team, and helped to focus on building staff capacity</li> <li>• The team helped with the integration of extremely high needs students into a regular school setting</li> <li>• The Team provided training/modeling, and implemented data collection practices</li> <li>• They are part of a multi-disciplinary school response team as well as being involved in the assessment and evaluation of students</li> <li>• The Team has been very involved with safety plans for students               <ul style="list-style-type: none"> <li>○ Elizabeth asked about the government pulling back on IBI and the impact on the schools; Pam said it will have a significant impact and noted that the teams will be very busy because the timelines are extremely tight</li> </ul> </li> </ul> <p><u>Deaf and Hard of Hearing:</u></p> <ul style="list-style-type: none"> <li>• Pam said the Team designed and executed a new delivery model for students and schools to include a wider catchment area</li> <li>• The Team updated its central auditory processing procedure</li> <li>• They offered a PD workshop for EAs and are working to update the web portal</li> <li>• The Team audits the Soundfield FM equipment and completes in-servicing of equipment, as well, they manage the inventory of existing equipment</li> </ul>	

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<p>Presentation:            Overview of Special Education Initiatives (continued)</p>	<p><u>Enrichment:</u></p> <ul style="list-style-type: none"> <li>• Lisa said the team identified the needs based on OSLAT testing (there were 1,304 students tested); as well, the team delivered CORE enrichment to (64) students identified as Gifted</li> <li>• They analyzed policies, procedures and scores through the Enrichment Screening Committee</li> <li>• They supported teachers with daily classroom enrichment programming through school visits and/or Google Classroom</li> <li>• Pam noted that they provided EA training entitled “Twice Gifted” concerning students who are LD and Gifted</li> <li>• They supported secondary school students through completion of models and AP university courses and exams</li> <li>• They worked with the Mental Health Lead to work on alleviating student anxiety</li> <li>• They updated the Enrichment Handbook</li> <li>• They organized the <i>Inspirations Project</i> and did a <i>Chinese Whispers Project</i></li> <li>• It was noted that there will be two new teachers on the team next year</li> </ul> <p><u>Blind and Low Vision:</u></p> <ul style="list-style-type: none"> <li>• Pam said there is an increased understanding and use of assistive technology in the face of accelerating change</li> <li>• Because there is a shortage of space for equipment, the Team is looking at purging some of the older equipment</li> <li>• They are incorporating orientation and mobility strategies for students within the curriculum, and embedding information into the core curriculum</li> <li>• The Team is prioritizing caseloads according to student needs and is focusing on transition issues</li> <li>• As well, there are students who require braille readers, so supporting them will be a focus</li> </ul> <p><u>Psychological Services:</u></p> <ul style="list-style-type: none"> <li>• Pam said there has been a focus on student mental health and wellbeing; the Team counseled numerous students and made Mental Health Well-being presentations for Grade 7 &amp; 8 students</li> <li>• The Clinicians conducted assessments for social-emotional behavioural, Gifted, LD, MID and DD students</li> <li>• The Team is involved in MH consultations involving staff, families, and the community at large</li> <li>• The Team is called upon to provide support to schools/students when there are Tragic Events</li> <li>• The Clinicians recommend assistive technology for students if they feel it’s required</li> <li>• The Team members provide in-servicing at staff meetings and offer workshops on PD Days, including ASIST Training, SafeTALK, and Mental Health First Aid training</li> </ul> <p><u>Speech and Language:</u></p> <ul style="list-style-type: none"> <li>• Lisa said the team was involved in a phonological awareness pilot project (173 students in 15 different classrooms at 5 schools) that was very successful and will be expanded</li> <li>• The Team did a presentation at the EA Workshop</li> <li>• They were involved in the LINC program</li> <li>• They are working with schools to help ensure IEP goals are more specific</li> </ul> <p><u>Special Needs Strategy:</u></p> <ul style="list-style-type: none"> <li>• Pam said there are two aspects to the strategy: coordinated services planning, and integrated rehab services planning</li> <li>• The strategy will support students from birth to age 21 and will allow for a seamless experience for students and their families when they’re dealing with multiple service agencies</li> <li>• In May, both the north and south committees hosted inter-Ministerial teams and made presentations to illustrate how coordinated service planning would look for children and families, based on a number of scenarios; they are awaiting feedback from the Ministry but have implemented Integrated Rehab Services</li> </ul>	

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<p>Presentation: Overview of Special Education Initiatives (continued)</p>	<p><u>Resource Teachers:</u></p> <ul style="list-style-type: none"> <li>• There was a consolidation of a new IEP eLite system for IEP Referrals, IPRCs, and school-based team meetings, etc.</li> <li>• There was trauma training; zones of regulation training; Mental Health ASIST training, and concussion awareness training regarding acquired brain injuries</li> <li>• In 2016 – 2017 they will expand the “file folder” project; as well, they will expand the eLite Mentor group</li> <li>• They are auditing IEPs for students with autism and students who are gifted, and are considering looking at the IEPs in the DD program</li> <li>• They have been supporting assistive technology</li> <li>• Relative to ALLP, they have been providing eLite training, offering individual coaching, as well as modeling programming and student assessment practices</li> <li>• They will continue to ensure IEPs have measurable goals that provide details on skill progression</li> </ul> <p><u>Realities:</u></p> <ul style="list-style-type: none"> <li>• Enrolment is declining and that has impacted the budget (a \$500,000 reduction to Special Education is anticipated for the 2016 – 2017 school year); there are approximately 75 preschoolers beginning in September; there are room closures which will result in less space for assessments, etc.</li> <li>• Elizabeth spoke about the need for consistency when supporting special needs students and expressed concerns about how these changes may have a negative impact; Pam said staff are working to combat the issues arising by building staff capacity and offering differentiated supports for schools that are focused on student and staff needs</li> <li>• Budget cuts will result in 10 fewer EAs next year; Pam said a Transitional EA Pool was created and outlined how the pool will work, noting that being able to use Transitional EAs will reduce disruption within schools</li> <li>• Current projects such as: the Levelled Literacy Intervention Program, Resource Support, File Folder Project, Positive Behaviour Supports, and School Climate Zones will continue</li> <li>• Julia asked if less training is required for students who use iPads?; Liz said students know how to access the Apps, etc. so training can be focused on using accessibility features; George suggested that the ‘interconnectivity’ of Apps is something that students should be trained on</li> <li>• Julia inquired about Psychological Services diagnosing more learning disabilities; Pam said it is related to phonological awareness and advised that additional information will be brought back to SEAC about the assessments in the future</li> <li>• George noted that, in some cultures, learning disabilities are considered a language barrier</li> </ul>	<ul style="list-style-type: none"> <li>• Spec. Ed. Team</li> <li>• Spec. Ed. Team</li> </ul>
<p>Projected 2016 – 2017 Staffing Complement for Special Education</p>	<ul style="list-style-type: none"> <li>• Pam shared information on the Projected Staffing for 2016 – 2017 citing a change in secondary ALLP enrolment that resulted in one less classroom; as well she explained that secondary resource was reduced by .33 at one school; and, as noted earlier in the meeting, there will be 10 fewer EAs</li> </ul>	
<p>Draft 2016 – 2017 SEAC Meeting Dates</p>	<ul style="list-style-type: none"> <li>• The proposed dates for the 2016 – 2017 SEAC Meetings were shared; as there were no requests to change any of the meeting dates/times, the schedule was deemed to be approved</li> </ul>	
<p>Correspondence</p>	<ul style="list-style-type: none"> <li>• Letter, dated May 12, 2016, from the District School Board of Niagara regarding the waitlist for IBI services <ul style="list-style-type: none"> <li>◦ There was discussion about students on the waitlist who will be ineligible to receive services because of the revised age limits, however no action was taken</li> </ul> </li> </ul>	
<p>Associated Reports, Other Business and Sharing of Best Practices</p>	<ul style="list-style-type: none"> <li>• George said that they will be offering a summer camp, with an entrepreneurial focus, for students who have a learning disability</li> <li>• Elizabeth said the Board passed the 2016 – 2017 budget that includes a \$2-million reduction which will result in numerous service cuts</li> <li>• Julia said they are running a new summer program called “Friends for Life” for students with a learning disability that show signs of depression and/or anxiety</li> <li>• Norma said they are busy getting ready for their summer programming</li> <li>• Liz reported that the JumpStart “Transitions” event recently held at CKSS was well-attended and well received</li> </ul>	

<b>Agenda Item</b>	<b>Details/Discussion</b>	<b>Action Items</b>
Next Meeting	<ul style="list-style-type: none"><li>September 15, 2016 at 7:00 p.m. at Wallaceburg District Secondary School in 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 8:30 p.m.</li></ul>	