	LAMBTON-KENT DISTRICT SCHOOL BOARD	
	SPECIAL EDUCATION ADVISORY COMMITTEE MEETING	
	~ Thursday, February 18, 2016 @ 6:00 p.m. Via Videoconference ~	
Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair)	
	Elizabeth Hudie – Trustee (Vice-Chair)	
	Kylie White (for Rupali Sharma), Epilepsy Support Centre	
	Christy Bressette – First Nation Representative	
	Jerry Knight – Lambton County Developmental Services	
	Eva Lizotte – Community Living, Wallaceburg	
	George Melendy – Learning Disabilities Association of Lambton County	
	Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision	
	Julia MacKellar – Learning Disabilities Association of Chatham-Kent	
	Gordon Crompton – Community Living, Chatham-Kent	
	Norma Hills (for Chris King) – Community Living, Sarnia-Lambton	
	Jennifer Gillespie – Member "at large"	
	Jack Fletcher - Trustee	
	Jean McIntyre – Member "at large"	
Regrets:	Susan Mitchell – Member "at large"	
	Elsa Natvik, Lambton-Kent Secondary Administrators' Association	
Resource Staff:	Dave Doey, Superintendent of Education	
	Pam Graham, System Coordinator of Special Education	
	Liz Zantingh, Special Education Coordinator	
	Lisa Valade, Special Education Coordinator	
	Lori Gall, Recording Secretary	
Guests:	Lee-Ann Chamberlain, ALLP Teacher, TAPS	
	Laurie Brownlee, Elementary ESL Teacher	
	Mike Adam, Resource Teacher - Assistive Technology Team Lead	

Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	• Rose called the meeting to order • Liz reported that the order of the presentations will be reversed • Janet moved, George seconded "*That the Agenda be approved*"; All in favour	
Approval of Minutes of January 14, 2016	• George Moved and Jennifer Seconded, "*That the Minutes of January 14, 2016 be approved*"; All in favour	• Lori
Business Arising	• There was no business arising from the Minutes	
Presentation: *Differentiated Supports for Diverse Needs*	• Liz introduced Lee-Ann Chamberlain the ALLP (Alternative Learning and Life Skills) Class Teacher at Tilbury Area Public School, and Laurie Brownlee, an Elementary ESL (English as a Second Language) Teacher • Liz advised SEAC that TAPS (Tilbury Area Public School) has a significant number of ELL (English Language Learners) and children with special needs • Lee-Ann said there are 4 students in the ALLP class – a SK student, a Grade 3 student, and two Grade 8 students, there is an Educational Assistant in the class as well a full-time Nurse who supports a medically fragile student • Other students flow through the class daily, including 10 ELL students (from SK to Grade 4); it was noted that 1/3 of the school has English language learning needs • Lee-Ann spoke about various programs including: Life Skill Cooking Buddies, Pizza delivery friends, Medication friends, Bus pals, and more • She shared videos and pictures of a typical day in their classroom and said that the Life Skills program is tailored to the students' needs • Laurie Brownlee said when they began collaborating several years ago she was the only ELL Teacher and students showed up at the school in Tilbury with very little ability to read or write in English; she explained that ELL support is for students whose Mother Tongue is neither English or French • Laurie said it's clear that the students enjoy being in the ALLP class and said that, one year, Lee-Ann had 23 ELL students	

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Presentation: *Differentiated Supports for Diverse Needs (continued)*	• Students are kept in groups of 4 so they're comfortable and Lee-Ann can meet their individual needs; the students enjoy social/emotional games and are willing to speak out loud in class • Laurie said they had a student who improved 10 reading levels in 4 months' time • The sense of inclusion in the classroom makes the students feel welcome and allows them to thrive • Liz said that sometimes students don't want to be in a Special Class, but that's not the case with this classroom • Dave said Lee-Ann is a phenomenal teacher and that the classroom is part of an initiative called "Leading from the Middle" that's studying classes within 10 different Boards • He said last year TAPS received the Premiers' Award for being a *Safe and Accepting School* • Dave said they are looking at rolling out this concept to other schools, allowing teachers to customize it to their school's requirements based on the needs of their student population • Liz said in rural areas it's difficult to maintain an ALLP class of 10 students so they are exploring ways to offer this type of program in smaller schools • Eva said that this is terrific way of utilizing Lee-Ann's skills as a teacher to support different learners	
Presentation: *How are We Preparing Students for the 21st Century?*	• Pam introduced Mike Adam, the Assistive Technology Team Lead • Mike said the team is focused on doing assessments, helping to get more/new technology into the hands of the students, and coaching teachers • Their team feels that a 21st Century learner is someone who can easily adapt to embracing new and emerging technology • Mike said that they show the students various devices and Apps, letting them investigate each for themselves so they can decide what they prefer, and then the team helps the student by allowing them to build on their strengths • Since all students have an iPad in Grade 7, they are introducing iPads to students in the Grade 6 classroom so they can be prepared when they get their own iPad • Mobile devices and Google Docs have become the pen and paper, and teachers can even include verbal annotation; teachers are teaching "at the speed of now" and are even able to utilize 'scanning' to include materials they have created • "Read and Write" for Google helps students no matter what device they use, and, it allows them to access those same tools at home • Mike said the team continues to keep up to date with the newest innovations • He also said that he and Tara Mitchell will be presenting at the ASET (Association for Special Education Technology) Conference in April to share information on how the Team is helping children to succeed • George asked what learning system we use?; Mike said the Board uses Google Docs, Seesaw, D2L, etc. • Christy asked if the TELP Program is primarily based on Apple products?; Mike said it set up for the iPad Mini • Dave said that while students start with iPads in Grade 7, by Grades 11 and 12, many of them seem to prefer a laptop because it suits their needs better • Jean asked how the Board is measuring student success as a result of the improved technology?; Mike said the team does a trial first, setting goals based on Report Card statements; at the end of the trial, they can measure progress • Dave said Mike provided an overview of a number of things the team is involved in; it's important to note that the Team is helping to change instructional practices in the classroom to help students access and demonstrate learning • He is proud of the Team; they're key drivers in moving the TELP process forward by going into classrooms to model how lessons can be taught using technology	

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Presentation: *How are We Preparing Students for the 21st Century?* (continued)	• Liz said the Team is teaching both the students and the teachers at the same time • Christy asked if the team has considered helping parents to understand the technology so that they can help their children at home?; Liz said that when they do the training for the students, parents are invited to attend • It was noted that the Team offers technology camps and, sometimes, parents are invited to those sessions • Dave said students who may feel different because they have assistive technology will feel more a part of learning as technology-supported instruction becomes commonplace	

Special Education Report Amendments	2.14 – <u>Accessibility of School Buildings</u> - No change
	2.14.1 – <u>Annual Accessibility Plan</u>
	    • Pam said the Accessibility Plan will be replaced by the Board-approved 2015-2016 version once it's completed/available and advised SEAC that the Plan will be shared with them at that time
	2.5 – <u>Educational and Other Assessments</u>
	    • Pam summarized updates made:
	        ▪ The reference to "*diagnostic inventories such as the Mann Suiter Development subtests*" was removed; as well, the references to "*Canada Quiet and KeyMath*" were removed
	        ▪ There were some typographical revisions, including changing the word "counsellors" to "clinicians" when referencing staff within the Psychology Department
	2.6 – <u>Health Support Services</u>- No change
	2.15 - <u>Transportation</u> - No change
	2.8 – <u>Special Education Placements Provided by the Board</u>
	    • Pam summarized updates made:
	        ▪ Under Section 2.0 'Communication', Sub-Section 2.1 'Autism', Item 2.1.1 'Programs and Services (Elementary and Secondary)', "The Itinerant High Needs Resource Teacher travels …." was replaced with "*Two Itinerant High Needs Resource Teachers, in conjunction with the Board's ABA Specialist, travel the district to provide programming suggestions, ongoing professional development and consultative services within the regular classroom and special education classroom to meet individual school needs*", as well, the paragraph "Two Educational Assistants are part of the 'High Needs Team' to temporarily …" was removed
	        ▪ Under 2.1.2 'Programs and Services Offered by Others' was updated to reflect the "*Windsor Regional Children's Centre*" and the "*Child and Parent Research Institute*", and, *the reference to the South West Regional Centre was removed*
	        ▪ Under Sub-Section 2.4 'Learning Disability' the notation about it the "*Review currently on hold pending results of Ministry of Education review*" was replaced with "*Currently under review*"
	        ▪ For 2.4.2 'Programs and Services (Secondary)' under Sub-Section 2.4, the paragraph about "*Students with severe learning disabilities, may, in consultation with the parent …*" was removed
	2.9 – <u>Individual Education Plans</u>
	    • Pam summarized updates made:
	        ▪ In the flowchart outlining the collaborative approach to developing an IEP, within 3.0 'Develop the IEP' "*Develop a transition plan if 14 or older*" was amended to remove 'if 14 or older'
		• Lori

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Special Education Report Amendments (continued)	▪ Under 'Individual Education Plans the statement "*Appendix 2.9.1 includes two exemplars of the most recent version of the IEP for the District*" was removed ▪ Under 'Regulation 181/98 stipulates that:' the bullet point staring with "*Where the pupil is 14 years of age or older …*" was removed ▪ Under 'Transition Plan for Students' the reference to "*14 or older*" was removed; as well, the statement about students age 14 and older having a transition plan was modified to read "*All exceptional students must have a transition plan as part of their Individual Education Plan in accordance with PPM 156*" ▪ Under the 'Plan for Implementing the Ministry of Education Standards for IEPS' the following was added: *2014 – 2015 – Implementation of PPM 156.* → *Transition planning incorporated into eLite IEP system. In-service of Resource Teachers and Alternative Learning and Life Skills Teachers.*	
Correspondence	• There was no correspondence	
Associated Reports, Other Business and Sharing of Best Practices	• Elizabeth said that the Board is very busy with the ARC Reviews right now • Christy said there will be a National *First Nations' Directors Forum* held in Ottawa next week and noted that this is the first time this has been held in Canada • George said that the United Way of Sarnia-Lambton notified them that they are going to continue to provide funding for their programs/services • Gordon shared details about a program he heard about called "Open Minds"; in November of 2016 ACCESS (Adolescent/Young adult Connections to Community-driven Early Strengths-based and Stigma-free Services) will integrate the delivery of various community services from a site at 335 King Street West in Chatham; the program will ensure young people and their families have access to a trained clinician, peer support workers and/or family support workers who can provide front-line services or connect them to specialized services, as needed • Julia said they're getting ready to start up their tutoring program again beginning Monday; she provided a copy of the flyer and their most recent newsletter to Lori to share with the group	• Lori • Lori
Future Agenda Items	• Rose reminded everyone that if they have any item(s) they'd like to discuss, they can connect with Lori to have the topic added to the Agenda	
Next Meeting	• Thursday, March 24, 2016 at 6:00 p.m. Via Video-Conference	• All
Adjournment	• The meeting was adjourned at 8:10 p.m.	