

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

~ Thursday, February 16, 2023 @ 6:00 p.m. via Microsoft Teams ~

Present:	Melani Rich – Autism Ontario West Region Gillian Hueniken – Children’s Treatment Centre of Chatham-Kent Sandy Boldt – Community Integration through Cooperative Education, Lambton College Steve Stokley – Community Living Chatham-Kent Chris King – Community Living Sarnia Lambton (Chair) Wendy Smith – Community Living Wallaceburg Vicki Ware – Four First Nation (Education Authority) Representative Lori Richardson – Lambton County Developmental Services Malinda Little – Trustee (Vice-Chair) Kelley Robertson - Trustee Sarah Simmons – LINCK Child, Youth & Family Supports Alecia Atterbury – Parent Rep. for Julia MacKellar – Learning Disabilities Association of Chatham-Kent Melanie Coll – Pathways Health Centre for Children Michelle Holbrook – Sarnia Lambton Rebound	
Regrets:	Trevor Aldous – Member-at-Large Lori Marvin – St. Clair Child & Youth Services	
Resource Staff:	Angie Barrese, Superintendent of Education – Student Support Services/Well-Being Sandra Perkins, System Administrator – Student Support Services/Well-Being Carrielyn Smith, System Administrator – Student Support Services/Well-Being Chris Moore, System Coordinator – Multidisciplinary Team Jeff Brosh, Student Support Services/Well-Being Coordinator Paul Gilbert, Student Support Services/Well-Being Coordinator Elizabeth Townsend, L-K Elementary Administrators’ Rep. Heather Touzin, Student Support Services/Well-Being Coordinator - Secondary Marty Passmore, L-K Secondary Administrators’ Rep. Lori Gall, Recording Secretary	
Guests:	Angela Richards, Trustee (Alternate Member of SEAC) Marcia Altman, Community Living Wallaceburg	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> • Chris King called the meeting to order • Wendy Smith Moved, Steve Stokley Seconded <i>“That the Agenda be approved”</i>; All in favour 	
Territorial Land Acknowledgement	<ul style="list-style-type: none"> • Trustee Robertson shared a Territorial Land Acknowledgment 	
Introductions	<ul style="list-style-type: none"> • Superintendent Barrese introduced Carrielyn Smith as the new System Coordinator of Student Support Services/Well-Being and noted she has considerable experience and a passion for supporting students which will serve her well 	
Approval of Minutes of January 19, 2023	<ul style="list-style-type: none"> • Melani Rich Moved, Gillian Hueniken Seconded <i>“That the Minutes of January 19, 2023 be approved”</i>; All in favour 	<ul style="list-style-type: none"> • Lori Gall
Business Arising	<ul style="list-style-type: none"> • There was no business arising from the Minutes of January 19, 2023 	
Roundtable Discussion: <i>Public Consultation and Parent Engagement</i>	<ul style="list-style-type: none"> • Superintendent Barrese asked each member to offer one piece of information or highlight a practice they use to support students/families: <ul style="list-style-type: none"> ○ She began the roundtable information sharing by saying that, around parent engagement, she appreciated the opportunity to be involved in IPRC meetings so she could participate in a dialogue about what was best for her child ○ Chris King said Community Living uses its website as a communication tool for elementary-aged students and, relative to engagement, they emphasize the need for students to learn to advocate for themselves 	

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<p>Roundtable Discussion: <i>Public Consultation and Parent Engagement</i> (continued)</p>	<ul style="list-style-type: none"> ○ Marty Passmore said that community wrap-around meetings are valuable and anyone that helps to support the student is invited to discuss what’s needed and/or transitions; information-sharing is important to student success and allows for a custom-tailored plan for each student; Superintendent Barrese agreed and said parents and/or agency reps. need to ask for a wrap-around meeting if they feel it would be helpful ○ Trustee Robertson said she works in healthcare and sees a lot of similarities in the way both entities support students; she feels it’s important for staff/Board employees to refrain from using acronyms and ‘teacher-speak’ ○ Jeff Brosh said he enjoys being a part of the Pre-School Intake Process because he appreciates values the ability to help provide a good first impression of our Board ○ Trustee Richards said she’s interested in learning more about what the Board does to support its students as it will help her when she is dealing with parent inquiries/concerns ○ Heather Touzin feels that a practice that has changed for the better is the Grade 8 – 9 Nights offered to provide information for parents/caregivers; pre-COVID those evenings were held in person; after having to move to meeting virtually, there was a large increase in participants; the way the LKDSB interacts with families has changed and this has shown respect for each family member’s time ○ Melanie Coll supports clients from birth to adult-hood and she said that their agency helps parents advocate for their children and then helps to teach children to advocate for themselves; she said they work with families to support them as they prepare to attend an IPRC Meeting ○ Carrielyn Smith is excited to be learning about the department’s activities; she has a huge passion for student supports and is looking forward to building new connections and strengthening existing relationships; she said she acknowledges her privilege and uses her new-found understanding to help others understand their privilege as well; she said that she learned that, in some cultures, the word “disability” doesn’t exist/have a meaning because everyone is valued for the gifts they have; she concluded by saying that transparency and communication with families is very important ○ Melani Rich said she volunteers with Autism Ontario and helps to connect parents to information regarding testing, etc.; she said information-sharing is an important part in keeping families engaged ○ Paul Gilbert said that he works with the Enrichment Team and is involved in applications for LKDSB students going to Amethyst; he thinks See Saw has been a great tool to connect with families; for students, it helps them to see that their parents are engaged in their education ○ Gillian Hueniken works in school-based rehab, supporting students from elementary school through to high school; their staff coach parents to help them understand the goals they’re working towards, in turn, they listen to parents as they set their own goals for their children ○ Sandy Boldt oversees the CICE Program at Lambton College and agreed that using acronyms can be problematic; they offer ‘CICE Day’s to allow parents and potential students to learn more and prepare; she feels it’s important to keep channels for information open ○ Elizabeth Townsend said that, through the pandemic, transition visits were held at the end of August, and this has been a great opportunity for families/students; she hopes that, even if funding isn’t available, the practice will continue because it helps to reduce stress and makes the school year start off smoother 	

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<p>Roundtable Discussion: <i>Public Consultation and Parent Engagement</i> (continued)</p>	<ul style="list-style-type: none"> ○ Trustee Little said when an educator approached her about her child needing additional supports, she was defensive; she's realizes it's important to remember that we're all on the same team and want to see the student succeed; she found it challenging to realize that her child(ren) were struggling when at school, but after being able to see what was happening first-hand, she could make suggestions ○ Lori Richardson said her role is to plan with families/student support networks to see what they want; their agency's mantra is 'nothing about me without me' and they use that thinking to ensure those at the centre of the needs are involved in discussions; it's important that families don't have to keep re-telling their story ○ Steve Stokley is involved with programs that can support some high school-aged students; as well, their respite programs support families of young students; they always look to build bridges to ensure students have a smooth transition to the lifelong supports their agency offers ○ Wendy Smith said the Transition Fair has been good but, after hearing tonight's discussion, she's wondering if a speaker focused on "engagement for transition to school" would be beneficial ○ Alecia Atterbury explained her interest in SEAC's work; as a parent, she has found that being connected with staff that genuinely care helps to create a relationship built on trust; she said the formalized processes are acronym-heavy and there are all kinds of policies and procedures; opportunities focused on what it's like to live as a disabled person have been eye-opening; she said there's a power imbalance in school team meetings, so being able to build rapport and feeling free to ask questions has been important ○ Michelle Holbrook said they make 'positive phone calls' to ensure they're acknowledging the strength-based things that are happening with those they support; she said it's important to 'meet parents where they're at', as result, they do a lot of texting to keep the communication channels open ○ Sarah Simmons is involved with child protection and foster families, and, in this role, she's had some involvement with IEPs; she is seeing that, post-pandemic, students are struggling with the mental health burnout; she focuses on equity so, when engaging people, she takes time to listen to them to help her understand where they're at; especially when it's someone from marginalized communities; she said finding commonality is important as it helps to strengthen relationships ○ Chris Moore leads the Multidisciplinary Team, which has a wide area of responsibility; they need to help create caring schools, a sense of belonging, etc.; he feels that 'we are all smarter together', so there's a desire to take best practices and share them across the Board ○ Vicki Ware said she's the representative of the Four First Nations so, when she attends meetings with the other First Nations, she shares information about the Board's work and what SEAC is discussing; in her work for Aamjiwnaang, she supports students from early years to adult programming; they are adding new services that their students need; as they expand, they are starting to build processes into their system (such as IEPs); because they have a small community, there is a close relationship with their families; as a result, they work with schools and help families navigate the system ○ Sandra Perkins said she's appreciated being able to advocate for students; it's important for parents to realize that staff care about their child's future success ● Superintendent Barrese found this to be a useful exercise and, because the Committee didn't break into small groups as had been planned for an in-person meeting, it might have turned out better because it allowed everyone to hear everything 	

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Minister's Advisory Council on Special Education (MACSE)	<ul style="list-style-type: none"> Superintendent Barrese said the Minister's Advisory Council on Special Education provided information highlighting the activities it carried out in 2021-2022, and that was included in the Agenda Package for the information and use of the membership She said that, at a recent RSEC meeting, she asked if anyone at the Ministry is actually reading the letters submitted, and said it would be nice to receive acknowledgement; staff at other Boards agreed with her sentiments; Chris King agreed, noting that the members of SEAC represent a large number of families and the concerns raised should not be ignored 	
PAaC on SEAC Resources	<ul style="list-style-type: none"> Members were asked to review Section 3 regarding <i>Roles and Responsibilities</i> and Section 4 regarding <i>Information and Knowledge Transfer</i>; Chris King said it's important for the Committee members to review the information in the <i>PAaC on SEAC Effective Practices Handbook</i> to become more familiar with their role and responsibilities Chris King said, after he reviewed the information about roles and responsibilities, he is confident that the LKDSB SEAC <u>is</u> meeting all of its requirements He said that Section 3 indicates that information about SEAC is to be shared with the Board's Trustees and asked how that happens; Superintendent Barrese said a Board Report is prepared and included in the Trustees' Board Agenda Package each month; she said the Vice-Chair of SEAC, Trustee Little, presents the information to the Board, and the Board members can ask questions if they have any Chris King wonders how parents are made aware of SEAC?; Alecia Atterbury said she heard about it in passing, so she doesn't believe that schools are doing a good job of sharing the information with parents; PAaC on SEAC suggests that members of SEAC work with Board staff to increase awareness around SEAC's role as an Advisory Committee to the Trustees It was noted that information about PD Days that are focused on special education should be shared with SEAC; Chris King feels it would be helpful if members of SEAC were invited to attend PD sessions so they can, in turn, share information with others Chris King said PAaC on SEAC recommends that each SEAC should periodically conduct a self-evaluation and he feels that this is something that should be considered He encouraged members to go to the PAaC on SEAC website to review Modules 1, 2 and 3 if they haven't already done so 	<ul style="list-style-type: none"> SEAC Members SSS/WB Team SEAC Members SEAC Members
Special Education Plan	<ul style="list-style-type: none"> Sandra Perkins informed the members that the Special Education Plan is reviewed annually, and provided information about amendments proposed this month: <ul style="list-style-type: none"> ✓ Section 2.4 (The Identification Process) has been amended to reflect the new title being used by the Coordinators, and to update the IPRC data ✓ It was noted that Appendix 2.5.2 (Consent to Disclosure, Transmittal or Examination of Records or Information) was updated in October of 2022 to reflect new agency names, etc., and staff have been using this version since then ✓ Section 2.6 (Specialized Health Support Services in School Settings) has been amended to reflect changes to agency names She noted that <i>Sections 2.5</i> and <i>2.3.2</i> as well as <i>Appendices 2.4.1, 2.4.2, 2.5.1, 2.5.3</i> and <i>2.6.1</i> of the Plan were reviewed, but no changes were required No concerns were raised about the proposed amendments to the Plan Chris King asked about the increase in the number of IPRC referrals and IPRCs; Sandra said that she thinks that the increase would likely be tied to the increase in access to students now that the pandemic is over 	<ul style="list-style-type: none"> Lori Gall
Association Reports	<ul style="list-style-type: none"> Chris King noted that he submitted information about Community Living Sarnia to Lori Gall and she will share it with the members via an email 	<ul style="list-style-type: none"> Lori Gall
Future Agenda Items	<ul style="list-style-type: none"> Chris King asked when they would be updated about the Program Reviews that were conducted; the members were told that that information will be shared in April 	<ul style="list-style-type: none"> SSS/WB Team
Next Meeting	<ul style="list-style-type: none"> March 23, 2023 in the Library at Wallaceburg District Secondary School 	<ul style="list-style-type: none"> All
Adjournment	<ul style="list-style-type: none"> Steve Stokley Moved, Lori Richardson Seconded "<i>That the meeting be adjourned</i>"; All in favour; the meeting was adjourned at 8:05 p.m. 	