

**GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD  
REPORT OF THE  
SPECIAL EDUCATION ADVISORY COMMITTEE**

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The Special Education Advisory Committee meeting was held on **Tuesday, April 10, 2018** at the Administration Office.

**MEMBERS IN ATTENDANCE:**

Connie Buckler, Trustee  
Karen Wilson, Parents for Children's Mental Health  
Kim McKinley, Trustee  
Monica Gilles, Windsor Essex County Down Syndrome Association  
Judy Kraemer – Canadian Hearing Society  
Mary-Ann Fuduric, Learning Disabilities Association of Windsor-Essex County  
Jan Matte-Gasparovic, Autism Ontario

**BOARD PERSONNEL:**

Lynn McLaughlin – Superintendent  
Tracey Rilett – OPC Elementary Representative  
Mike Wilcox – Supervising Principal of Special Education Services

**REGRETS:**

Anna Jurak, Brain Injury Association, Windsor/Essex County  
Melissa Debruyne, OPC Secondary Representative  
Beth Cook, Indigenous Community – FNMI  
JoAnn Percy, Home and School Associations

**ABSENT:**

Susan Smith, Community Living

**RECORDER:**

Peggy Russette

1. Call to Order

The meeting was called to order at 1:00 p.m.

2. Approval of Agenda

Moved by: M. Fuduric

Seconded by: K. McKinley

That SEAC approve the agenda for April 10, 2018.

The motion was carried

3. Approval of Minutes

Moved by: K. McKinley

Seconded by: M. Fuduric

That SEAC approve the minutes of the SEAC meeting of March 6, 2018

The motion was carried

4. Business Arising as a Result of the Minutes

There was no new business arising.

5. Special Education Presentation – Consultation on Draft Regulation on Exclusion – Dr. Sharon Pyke, Superintendent of Education, Student Well-Being

Dr. Pyke handed out the regulation, to be collected after her presentation. Exclusion will now be a regulation which the general public can view on the Internet.

Dr. Pyke explained what exclusion is and some of the factors considered in determining if a student should be excluded (medical, behavioural).

There is an appeal process where parents/guardians would contact the Medical Officer of Health, for medical/physical exclusions, or the school superintendent for other exclusions appeals. For exclusion appeals when the school superintendent is contacted, the appeal is reviewed, and if unresolved, would go to the Student Discipline Committee. The Committee will arrange to meet within 15 days of appeal notification. The person making the appeal can invite one advocate to the meeting. The meeting will consist of principal, school superintendent, Student Discipline Committee, and the family. The decision of the committee will be communicated to the person making the appeal, and this decision is final.

Dr. Pyke welcomed feedback for the regulation from the SEAC committee members. She also mentioned that there is a pamphlet in the works for parents and it will be brought to SEAC once it is approved.

6. Smith-Magenis Syndrome (SMS) – Mrs. D. Brooks

Mrs. Brooks is a parent of a child with SMS. She has two daughters. One of her daughters has SMS. The other daughter has made water colours for card design as a fundraiser. Over 2,000 cards have been sold in five countries. These funds were donated to SMS foundations in the U.S. and U.K. Currently, there is no organized SMS foundation in Canada.

SMS is a neurobehavioural disorder caused by a deletion or mutation of the RA/1 gene. Her daughter has a mutation of the RA/1 gene. She is 16 years old and is a very affectionate child.

Some common features of SMS are: developmental delay/intellectual disability, speech delay, hearing impairment, characteristic facial appearance, self-injurious behaviours, sleep disturbance. The most common features are self-injury and aggression. This could include hitting themselves with objects, pulling their own hair or nails, biting.

SMS can lead to problem behaviours because of the communication deficits, lack of sleep, and attention seeking. Some symptoms of SMS may be treated with medication although there has been very little research regarding the effectiveness in SMS patients.

Cases of SMS are worldwide, with most concentrated in the U.K. and the U.S. There are SMS foundations in the U.S., U.K., Germany, Austria, Mexico, Italy, France, Denmark, Australia, Netherlands, Puerto Rico, and Sweden.

Mrs. Brooks has attended conferences in the U.S. and the U.K. to learn more about the latest research into SMS, and to speak with specialists. She explained the impact of this syndrome on her family. Examples of this impact are: everyone is tired and grumpy. Her daughter has trouble regulating her emotions and sometimes has meltdowns in public, financial impact, many medical appointments, and she falls asleep EVERYWHERE, so the family has to stop and let her sleep, no matter where they are.

K. Wilson thanked D. Brooks for coming and sharing her information and for advocating for her daughter and the syndrome.

7. Role of the Educational Coordinator – Kathryn Collins, Educational Coordinator

K. Collins explained the role of the Educational Coordinator in schools. We currently have 8 Educational Coordinators. Their role is to coordinate services for exceptional students. They consult with staff and administrators, and plan school based team meetings, along with parents/guardians. The plan is to develop an action plan for the student. This may lead to putting in more services such as speech and language, psychology, social work.

Once the process is worked through, there may be an IPRC meeting which may identify the student as exceptional.

The Educational Coordination always participates in the grade 7 & 8 IPRC reviews to best plan their secondary education. They average 200 meetings per coordinator, in a school year. They also will liaise with agency schools to plan for transition into school. Much time has also been spent in daycares to help transition early years students into school.

Educational Coordinators consult with school personnel, special education services team and parents/guardians relative to student needs and individualized programming. They are able to assist in the development and writing of the IEP. A number of workshops have been offered by the educational coordinators as the elementary teachers are now responsible for the writing of IEP's. They consult with administration to determine the needs of supports for students. Another area of consultation is to determine SEA equipment for students. To date, 625 SEA claims have been submitted this school year. A few other areas of consultation would be: conducting observations regarding school related matters with a focus on special education, assisting in writing of behaviour/safety plans, participating in exclusion meetings.

Professional Development is also a major part of the Educational Coordinators portfolio. Some of the workshops that were held this year are: writing IEPs, Zones of Regulation, FASD.

The role of the Educational Coordinator is a quick-paced, demanding position where many hats are worn. It is rewarding to have an impact at a system level in building teacher capacity and advising and consulting about our most vulnerable population.

8. Special Education Update

- PD Update: March 23 - FASD, Structured Learning, Functional Behaviour Assessment, Drug Presentation, Functional Communication, Make and Take, Transgender Issues, Anxiety, March 28 – NTIP, April 14 – Mindforce, April 25 –

# SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

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GECDSD Learning Disability Symposium STRIVE (focus on gr. 7/8), May 10 and 11 – Elementary and Secondary Special Olympics.

- GSN: June budget meeting around Special Education. GSN is a global statement. Until technical papers are released, we will not know what is happening. We do know that SIP claims are increasing in funding from \$27,000 to \$38,000. Additional mental health workers are also being funded across the province (24.5 million in Ontario in 18/19).
- MAPS: we have 7 students confirmed at LDSS for the MAPS program in September. V. Houston is working on staffing.
- Special Education Staffing: We are adding 1 GAINS at King Edward, 1 more STEPS at Massey, and 1 MAPS at LDSS for the 2018-2019 school year. Staffing is happening now, and the ESS Staffing Committee will review each of the school profiles to recommend educational support staffing allocations per school.
- Special Education Plan Revisions: Change from SERR to R.I.S.E. through document. Transportation has made changes as well. Connections – waiting for the announcement from MCYSS/Thames Valley Children Centre. 2017-2018 is the last year for Connections budget. Next month, we will bring recommended changes, including the PD list from this year as well as accessibility. We will add Stepping-In as a new secondary fully self-contained program as well.

## 9. New Business

## 10. Association Reports

J. Kraemer – today will be last meeting this school year. Cannot come to May or June meeting (accreditation process).

K. McKinley – Special Olympics Gala on April 26. Tickets are \$25.00

K. Wilson – joining C. Buckler and B. Cook at conference in Toronto, April 12, 13.

M. Fuduric – joining school board on Strive Day, April 25, running activity, assistive technology, gaming trailer. Starting spring session for 12 to 18 recreational groups to get together and have fun.

J. Matte Gasparovic – Autism Ontario is offering the “Safety for Independent Living” course for students with special needs, 16 years and older. The program is created by SOS 4 Kids, of Oakville Ontario. It will be held on Saturday, April 14, 21, 28, from 9 am – 12 noon. The course is full. We are looking at repeating the course in Kingsville in May.

## 11. Distribution

## 12. Adjournment

Meeting adjourned at 2:25 pm.

Connie Buckler, Chairperson  
Special Education Advisory Committee

Lynn McLaughlin, Administrative Liaison  
Special Education Advisory Committee