

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

The Special Education Advisory Committee meeting was held on Tuesday, May 10, 2016 at the Administration Office.

MEMBERS IN ATTENDANCE:

Susan Smith, Community Living (Windsor/Essex County)
Connie Buckler, Trustee
Kim McKinley, Trustee
Monica Gilles, Windsor Essex County Down Syndrome Association
JoAnn Percy, Windsor Council of Home and School Associations
Beth Cook, Indigenous Community – arrived 1:20
Mary-Ann Fuduric, Brain Injury Association of Windsor & Essex County
Brianna DeSanti, *Alternate* Learning Disabilities Association of Windsor-Essex County
Meghan Johnson, Canadian Hearing Society

BOARD PERSONNEL:

Lynn McLaughlin – Superintendent of Special Education
Mike Wilcox, Principal, Special Education Programs and Services
Melissa DeBruyne – OPC Secondary Representative
Jackie Connelly – OPC Elementary Representative

REGRETS:

Mary MacLauchlan, Autism Ontario (Windsor-Essex)
Karen Wilson, Parents for Children’s Mental Health

Recorder: Marion Goyette

1. Call to Order

K. McKinley called the meeting to order at 1:00pm.

2. Attendance

K. McKinley gave regrets from Parents for Children’s Mental Health and Autism Ontario.

3. Approval of the Agenda

Moved by: S. Smith

Seconded by: C. Buckler

That SEAC approve the agenda for May 10, 2016.

CARRIED.

4. Approval of Minutes

Moved by: M. Fuduric

Seconded by: B. DeSanti

That SEAC approve the minutes for April 12, 2016.

CARRIED.

5. Business Arising as a Result of the Minutes

No business arising.

6. Community Living: Job Start/Work for All

Sue Vickers, Educational Coordinator and Job Start Managers Rosa Amicarelli, Essex and Terry Cloutier, Windsor presented on the Job Start Program at Community Living. The mandate for Community Living is to support people with an intellectual disability – even in employment.

Services that they provide are:

- Career pathways
- Résumé writing
- Interview preparation
- Employment applications
- Small business start ups
- Job Development
- Pre-employment courses
- On-site job coaching
- Transferrable skill training
- H&S in the workplace

Two thirds of people with intellectual disabilities don't have jobs. Community Living is working with the community to change this. The goals are to meet students earlier by working with educators to identify students ready, willing and able for employment and by assisting Coop and/or Special Education teachers to find placements for students.

7. PPM 140 Implementation Report

In the fall of 2015, Geneva Training Centre in partnership allocated 45 spots to provide training for GECDSB principals, teachers and support staff. All attendees responded favourably to an online survey on the training.

Professional Development for Educators:

Tim McCarthy Transition Behaviour Specialist reported on workshops for educators held throughout the year. A workshop was provided for secondary teachers who teach students with ASD in the mainstream classrooms. One (full day) session was provided for approximately 25 teachers. The goal is to provide this workshop each semester. The LST at each school was invited to join in.

ABA and Structured Learning Carousels for Vice-Principals:

Stephanie DiFazio, an FDK teacher at Glenwood Public School, and Mr. McCarthy presented at a Vice Principal System Meeting. The goal was to enhance the vice principals' knowledge on the service that Team Glenwood and Mr. McCarthy provide to our educators in the Early Years environment. It was well attended and response was favourable. The team received additional requests for training at other schools. Some will be completed in June and then again in September.

Behaviour Team Site:

Access is available to ANY Board employee. Board staff have free access to:

- ASD specific information (i.e. events happening in community, Autism Services Inc (ASI) monthly bulletins)
- Data Collection Materials
- PPM and other Ministry documentation
- Transition Booklets (school to school)
- Transition Pictures (photos of importance for students transitioning in)

- Printables (ABA –related) such as prompting, task analysis, functional communication, visual strategies, reinforcement surveys, Structured Learning materials, etc.
- Appropriate Board forms (i.e. Use of Restraint)

Functional Behaviour Assessments (FBA):

The Board continues to support our classroom teams with the opportunity to participate and complete an FBA. The FBA does not include the student directly. The FBA allows the team to identify possible functions of the student's behavioural issues (primarily physical aggression). They then begin to put a plan together to test out the hypothesis (function) and work towards returning the student to a positive social/emotional trajectory.

ABA/ASD Lending Library:

The library continues to be managed by students/staff in our Walkerville STEPS program. Materials and resources are frequently made available for viewing at all PD sessions which have the involvement of the ABA/ASD Lead for GECDSB. New items are added yearly as need is identified. Extra copies of the Task Galore books have been added as this book is requested for borrowing most frequently.

Thames Valley Children Centre (TVCC) have donated a number of resources they are not using anymore (Early Years Kits, Structured Learning Manuals, PEER Pals binders, Diversity Kits, etc.). Each year, a list of the resources, including updates, is circulated to all schools.

Demonstration Site Training:

In this school year, the Board had a DIRECT impact on 14 schools in our system at 4 out of our 5 Demonstration Site locations. At these Demonstration Sites the Board is able to provide opportunities for observations, establishing an appropriate classroom learning environments conducive for students with varying profiles and identifications. The Board was particularly busy with the Early Years Demonstration Site at Glenwood Public School. Stephanie DiFazio and Mr. McCarthy not only provided Demonstration Site training, but also helped build capacity with school teams in FDK which includes both the teacher, the ECE, other ESS and administration. The Board continues to tweak available material based on the needs in the system. Even children without any identification at all, benefit indirectly through the training provided to staff. The Demo Sites continue to be an on-going success. Mr. McCarthy is meeting with all Teacher Leads in our Demo Sites before year-end so they can begin planning for next year's training.

School Consultations – Primarily ASD-related but not always:

Past practice has been, the ABA Lead (Tim McCarthy) provides classroom and school-based consultations and supports as the needs arise. Identification of the needs of the student, data collection and identifying ABA-based strategies are all valuable components to an effective review and planning session with staff and parents. It is an opportunity to focus in on the needs of the staff, school and most importantly, the student. Assistance with the development of the IEP can be provided as well, when it is requested or out of necessity.

Connections for Students:

The Board continues to support this initiative with success. In collaboration with our Autism Service Provider (TVCC), we continue to support the transition of our students from Intensive Behaviour Intervention (IBI) to school (ABA).

Reporting on the Implementation of PPM 140 (yearly):

Mr. McCarthy has reviewed the numbers from the survey in terms of how our schools are reporting they are doing with the (continued) implementation of PPM 140:

- Incorporating AAB methods into student's IEP
- School staff working with students with ASD have had formal training (working with staff to provide as much individualized training at the school level vs more generalized training – large groups).

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

May 10, 2016

4

- School staff working with students with ASD share their expertise with other staff in the school, between schools, within the family of schools, and throughout the board. There was an improvement from the previous school year.

Areas where we are doing very well include:

Annual Monitoring & Reporting (since 2010) has been supervised and completed by the ABA Lead for GECDSB. When inconsistencies with the reporting are identified at the school level, Tim McCarthy has made contact with the school directly to consult with the Principal and make adjustments where appropriate.

Zones of Regulation Training will continue in the new school year.

There is not a lot of information at this time to report on the impact of the changes made by the Ministry of Children and Youth Services for children with Autism

8. Special Education plan for 2016 Review

L. McLaughlin reviewed the changes since last month. There are changes in numbers GAINS classes next year. One class was added at Tecumseh Vista Elementary and one was added in McGregor Public School. A second GAINS class was added to Talbot Trail. There was a reduction of one STEPS class at Essex District High School and Belle River Secondary and a new class was opened at Tecumseh Vista Academy.

The only information missing from the plan is the numbers of support staff which will be determined by Friday. L. McLaughlin asked if the committee would approve now.

Moved by: C. Buckler

Seconded by: B. Cook

That SEAC move to make a recommendation to the Board of Trustees to support the Special Education Plan 2016 pending an email consensus by SEAC after receiving the numbers of Educational Support Staff.

Carried.

9. Special Education Update

L. McLaughlin reported that Andy Hargreaves from CODE attended a meeting with the Board on Monday. The Board received positive feedback. Mr. Hargreaves was given a powerful message around self-advocacy and helping students understand their strengths and needs.

M. Wilcox reported that Reaching Every Learner sessions are finished. He also reported that a teacher and an educational coordinator will be attending a workshop on FASD on May 18th. They will share information by developing a workshop for the fall. There will be a PD session on June 10th for elementary schools. Educational Support staff will be attending several different workshops. Special Education is working with the ELL program training for our newcomer refugees.

A survey will be going home attached to the IEP for every parent in September both electronically and by paper. The draft will be brought to SEAC in June for input from the committee.

L. McLaughlin is hoping to show the LD@school video to the committee in June. It is still being edited.

10. New Business

There was no new business.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
May 10, 2016

11. Association Reports

Canadian Hearing Society

No report.

Windsor Council of Home and School Associations

J. Percy reported that Home and School celebrated their hundredth anniversary. B. Turner and J. Percy were recognized for their longtime involvement.

LDAWE

B. DeSanti reported that LDAWE presented on assistive technology at Reaching Every Learner. LDAWE is organizing a Lego camp. She shared LDAWE's success this year at training over 700 students in assistive technology and over 120 classes.

Trustees

C. Buckler reported that trustees attended the Special Olympics Gala and will be attending the Special Olympics events at Sandwich Secondary school on May 13th and May 16th.

Brain Injury Association of Windsor & Essex County

M. Fuduric reported that June is Brain Injury Awareness month. They will be celebrating on June 3rd at the Sculpture Garden. King of Guac was very successful. They will be able to purchase about 500 new helmets for children.

Indigenous Community

B. Cook suggested that SEAC support the Rowan's Law the government is putting forward. More information will be brought to the next meeting and if sufficient, SEAC will send a letter supporting the bill.

UNDRIP - The United Nations Declaration on The Rights of Indigenous Peoples was fully adopted by the Canadian government on May 9, 2016. This document should be included in Board policies.

Mental Health Strategy meeting with Dr. Pyke. This meeting went very well for Indigenous inclusion. The topics discussed for inclusion in the MHS are the effects of Inter-generational Trauma from Indian Residential Schools, Colonization and Indigenous Cultural Safety Training based on research and bench-marking to other School Board's FNMI pilot projects and best practices. Next steps include community input.

An Indigenous Special Needs Strategy was briefly discussed with Dr. Howitt. A strategy is important to develop in order to meet the needs of FNMI students. The Chiefs of Ontario are working on a SNS and an update will be shared once the information is available.

Parental Engagement is an important component to the role of the Indigenous community representative. Resources from ONECA have been shared with Dr. Howitt for review.

13. Adjournment

The meeting adjourned at 2:35pm.

Kim McKinley, Chairperson
Special Education Advisory Committee

Lynn McLaughlin, Administrative Liaison
Special Education Advisory Committee