

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory Committee meeting was held on Tuesday, January 10, 2023 at the Administration Office, 451 Park St. West, Windsor, Ontario. This meeting was held in-person and virtually via Microsoft Teams.

MEMBERS IN ATTENDANCE

Nancy Armstrong, Trustee

Kim McKinley, Trustee

Joanna Conrad, Windsor-Essex Down Syndrome Association

Tim McCarthy, Autism Ontario

Mary-Ann Fuduric, Learning Disabilities Association of Windsor-Essex County

Bette Turner, Home and School Association

Sarah Yang, Fetal Alcohol Spectrum Disorder/Ontario Network of Expertise

Martha Vukov, Community Living Windsor-Essex County

Louise Cervini, Indigenous Community Representative

BOARD PERSONNEL

Mike Wilcox, Superintendent of Special Education Services

Kristie Sweet, Supervising Principal of Special Education Services

Marc Crundwell, Supervisor of Psychological Services

Theresa Williams, OPC Secondary Representative

Michelle Lowes, OPC Elementary Representative

REGRETS

1. Call to Order

The meeting was called to order at 1:02 p.m.

2. Land Acknowledgement

3. Approval of Agenda

Moved by: B. Turner

Seconded by: K. McKinley

That SEAC approve the agenda for January 10, 2023

The motion was carried

4. Approval of Minutes

Moved by: T. McCarthy

Seconded by: J. Conrad

That SEAC approve the minutes for December 13, 2022

The motion was carried

5. Business Arising as a Result of the Minutes

Special Incidence Portion (SIP) Claim Funding draft letter – the draft letter was shared with the committee and feedback was requested. There was specific information related to the GECDSB included in the letter. This letter will be sent to the Ministry of Education, MPPs, and Ontario SEACs.

6. Behaviour Team Services, Samantha Mulcaster

The Behaviour Team consists of 1 Behaviour Managements Systems Worker, 2 Developmental Management Systems Workers, 3 ABA Facilitators, 4 Board Certified Behaviour Analysts, and 3 Tier 3 Classroom Support Teams (6 staff).

The Supervisor of this multi-level support team is a Behaviour Transition Specialist and provides support by:

- supports various transitions of students in, out, and across the board
- liaises with community partners as needed to ensure wrap-around support when transitions occur
- supervises behaviour team staff and oversee anyone on the behaviour team gaining hours towards certification as a BCBA or RBT
- receives all referrals for the behaviour team and prioritizes referrals
- oversees BMST for the board and responses to unsafe student behaviour towards workers across GECDSB
- coordinates a variety of pilot projects related to behaviour intervention and skill development
- carries a small caseload of students for BCBA level support

The Behaviour Management Systems Worker (1):

- responds to system wide incidences of student behaviour towards adults based on priority of need as deemed through employee incident reports of student violence
- provides environmental recommendations in line with BMST and buffers staff with additional training while supporting behaviour and safety plans to meet best practice expectations
- delivers BMS training to all new staff across a variety of roles
- organizes and tracks Personal Protective Equipment related to behaviour and safety

The Developmental Management Systems Worker (2):

- Carries a caseload of students with moderate behaviour needs
- Provides behavioural recommendations and coaching support to staff and administration to best meet needs of the referred student
- Provides direct intervention of social skills programming or skill based teaching programs to students on caseload
- All BMS trainers and able to support student-specific refreshers and trainings

Applied Behaviour Analysis Facilitators (3):

- Work 1:1 with students who are receiving BCBA support and require facilitation of intensive levels of programming
- Typically see approx. 4 students at a time, multiple visits per week for implementation and coaching

Board Certified Behaviour Analysts (4):

- Carries a caseload of students with more severe behaviour needs
- Provides consultation and coaching around strategies to prevent interfering behaviour while teaching skills to make those behaviours unnecessary on behalf of the student
- Liaise with families where applicable surrounding practices to support skill development at school
- May work in tandem with an ABA Facilitator to implement more intensive levels of programming for students with complex needs (I.e. the My Way program)
- BMS trainers able to offer refreshers and practice opportunities for specific students with staff

The Tier 3 Classroom Support Teams (3 teams, 6 staff):

- 2 ‘Tier 3 Structured Learning Teams’ – each comprised of a Teacher and a DSW
 - Spend 2-3 weeks in a classroom to build capacity and support daily schedules, organization, programming, behaviour support, inclusive practices etc., for all students in all types of classrooms
 - Occasionally serve single students who need enhanced structured programming in a well-run classroom
- 1 ‘Tier 3 Self Regulation Team’ – comprised of Social Worker and ABA Facilitator with support from supervising BCBA
 - Pilot project in select Kindergarten rooms this year delivering a 12 week intervention

S. Mulcaster went on to explain the referral process which begins with the school where the principal alerts the Special Education Coordinator of a need to meet, which is followed by the Special Education Coordinator submitting a referral to the Supervisor of Behaviour Supports. All referrals are reviewed by the Behaviour Intake Team to prioritize needs and assign support.

There are approximately 200 referrals per school year and the most urgent needs are prioritized. Superintendent Wilcox shared that for this school year, we have opened 7 new GAINS and 3 new STEPS classrooms. There have been professional development opportunities for staff to assist in accommodating these students.

7. Special Education Plan Review, M. Wilcox and K. Sweet

We will start to go through the plan at our next SEAC meeting in February 2023. We will review Standards 1 to 4 of the plan in February. Changes for those four standards will be sent out ahead with the February agenda and January minutes.

8. New Business

There was no new business.

9. Association Reports

M. Fuduric, Learning Disabilities Association of Windsor-Essex County – the program calendar is out. Reading Readiness will start next week (January 20, 2023) for students in grade 1 – 3 who struggle with letter and sound knowledge, rhyming, syllable identification and phoneme isolation. A referral by a teacher or LST is required. Please visit <https://www.ldawe.ca/services/programs/> to view all of the programs offered by LDAWE.

10. Adjournment

The meeting adjourned at 2:24 p.m.

NEXT MEETING February 7, 2023 1:00 p.m.

Board Meeting Minutes available on GECDSB Website

<https://publicboard.ca/Board/Meetings/Pages/default.aspx>

Erin Kelly
Director of Education

Mike Wilcox
Administrative Liaison

(Ministry SEAC Website) www.edu.gov.on.ca/eng/general/elemsec/speced/seac/