

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory Committee meeting was held on Tuesday, May 9, 2017 at the Administration Office.

MEMBERS IN ATTENDANCE:

Connie Buckler, Trustee
Kim McKinley, Trustee
Mary-Ann Fuduric, Learning Disabilities Association of Windsor-Essex County
Beth Cook, Indigenous Community
Karen Wilson, Parents for Children's Mental Health
JoAnn Percy, Windsor Council of Home and School Associations
Trudy Richards, Autism Ontario (Windsor-Essex)

BOARD PERSONNEL:

Sharon Pyke – Superintendent
Lynn McLaughlin – Superintendent *via teleconference*
Melissa Debruyne, OPC Secondary Representative
Tracey Rilett – OPC Elementary Representative

REGRETS

Meghan Johnson, Canadian Hearing Society
Monica Gilles, Windsor Essex County Down Syndrome Association
Susan Smith, Community Living (Windsor/Essex County)

ABSENT

Kim Fralik, Brain Injury Association of Windsor & Essex County

Recorder: Marion Goyette

1. Call to Order

T. Richards called the meeting to order at 1:06pm.

2. Attendance

T. Richards gave regrets from, Canadian Hearing Society, Community Living Windsor Essex and Windsor Essex County Down Syndrome Association

3. T. Richards requested the addition of OSSTF as a Speaker after Item 7.

Approval of the Agenda

Moved by: C. Buckler

Seconded by: M. Fuduric

That SEAC approve the agenda for May 9th, 2017 with the addition of OSSTF as a Speaker after item 7.

The motion was carried.

4. Approval of Minutes

Moved by: K. Wilson

Seconded by: M. Fuduric

That SEAC approve the minutes for April 11, 2017 with the change of Chairperson in Item 1 and 2

The motion was carried.

5. Business Arising as a Result of the Minutes

There was no business arising.

6. PPM 140 Update

Tim McCarthy, Behaviour Management Specialist, reported on ABA/ASD & PPM 140 Implementation for the 2016-2017 school year.

Fall of 2017, Geneva Training Centre in partnership, allocated 30 spots to provide on-line training for GECDSB employees on Introduction to ASD and ABA general and advanced. Feedback from the employees that were from different job classes, responded favourably to the online training.

Professional Development for Educators:

General PD with a variety of educators (admin, teaching and educational support staff) who teach/support students with ASD. ASD/ABA specific for educators was delivered directly on the school site. Presentations at schools can be based on their student(s) profiles.

Board employees have access to the Intranet and Edsby that contain ASD specific information:

- PPM and other Ministry documentation;
- Transition Booklets (school to school);
- Transition pictures (photos of importance for students transitioning in to school);
- Printables such as prompting, task analysis, functional communication, visual strategies, reinforcement surveys, Structured Learning materials, etc.;
- Appropriate Board forms.

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, rather the teacher and educational support staff who have a student experiencing serious behavioural issues. The FBA allows the team to identify possible functions of the student's behaviour and begin to put a plan together. The Board has completed more FBAs this year than last and is continuing to provide opportunities for our staff trained in FBAs, at various school sites, with parent/guardian permission.

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.

The Thames Valley Children Centre (TVCC) has 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:

The Demonstration sites continue to have a direct impact on schools in our system.

The sites are able to provide opportunities for observations and establishing appropriate classroom learning environments conducive for students with varying profiles and identifications. The Early Years Demonstration Site at Glenwood Public School was particularly busy building capacity with school teams in Full Day Kindergarten. This includes the principal, the teacher and the early childhood educator.

Professional development will be set for either June or August for educators receiving children with Autism in September.

School Based Team Meetings

Release time is covered for staff to attend school based team meetings with parents/guardians, educational support staff and teachers whom support the student and in some cases, community partners. The goal is to identify areas of difficulties for the student and staff and to develop strategies to address the difficulties.

Connections for Students

The Board continues to support this initiative with success. In collaboration with our Autism Service Providers, we continue to support the transitions of our students from Intensive Behaviour Intervention to school (ABA). Meetings are held as needed, goals are identified, training and supports are provided when required. Parents/guardians are an important part of the Connections for Students initiative.

The Board is still awaiting information from the Ministry of Children and Youth Services as far as what the new Autism Program will look like.

The Behaviour Transition Specialist and the Connections Worker are supporting classroom teams with students who were previously part of Connections and experiencing difficulties. The Connections worker position will continue in the 2017-2018 school year.

Reporting on the Implementation of PPM 140 (yearly):

T. McCarthy gave a short report on the survey conducted yearly in the schools.

Zones of Regulation

Zones of Regulation Training has been completed at all of our elementary schools. The Social Work Department will be trained in Zones and will be supporting the program in the schools on an ongoing basis next year.

7. Special Education Presentation – Mathematics in SERR Class

Barry Welch, Educational Coordinator and Emily Diotte, Teacher at Glenwood Public School presented on Mathematics in the SERR class. Ms. Diotte, with other SERR Teachers and Program Consultants, attended the Ontario Association for Mathematical Education Conference in November 2016 “Unleashing Students Potential through Creative Math, Inspiring Messages and Innovative Teaching”.

Strategies included:

- Number Talks: Understanding Concreteness Fading;
- Daily Estimation Activities;
- Spatial Reasoning Activities;
- Using hands-on learning and technology;
- Integrated Technology and Games in Lesson Planning;
- Science, Technology, Engineering and Math (STEM) in the classroom;
- Digital learning tools;
- Websites for Math learning.

Speaker

OSSTF President Jeff Brosseau and Erin Roy, Vice-President, spoke to the decision of the Board on the extension agreement. (see attachment)

Points of Discussion:

- This is specific to our Board
- Currently schools provide supervision for the period of the day that is the LST’s prep.

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8. SEAC Dates for 2017-2018

The committee was presented with proposed dates for SEAC meetings in 2017-2018.

Moved by: C. Buckler

Seconded by: J. Percy

That SEAC approve the proposed dates for next year's meetings.

The motion was carried.

9. Special Education Update

Professional Development Update

L. McLaughlin reported that in April there was a morning session for Secondary Learning Support Teachers. The group reviewed the uses of Edsby and clevr. An IEP workshop was held in partnership with ETFO and the Board. Day 4 of Empower training was completed on May 8th.

Ministry Research Project

OISE is going into every participating Board and interviewing students and staff who give consent.

There was a second Symposium at the Amthyst School last week which a team of 5 attended.

L. McLaughlin led a presentation to the Board of Trustees last week with the team from Talbot Trail who is using both Empower and Lexia in the project.

The final assessment for success of students in the project this year will be done in June. This data will provide insight into the project and how the Board will proceed in the future.

The Board's plan is to expand the Empower and Lexia programs to more schools next year. More information will be provided in June.

Special Education Plan

The Special Education Plan will be brought forward for SEAC's recommendation to the Board in June when the final numbers of staffing and programs are available.

T. Richards asked for clarification on the LST support in secondary schools. If there is an influx of students in a school will there be an increase.

L. McLaughlin replied:

- The extension agreement was negotiated by OSSTF and ETFO Unions which is providing the opportunity to increase Teachers and Support Staff in the Board.
- Each Union has specific language regarding the use of this money.
- The Board with consultation and consideration of the language in the agreements makes the decision.
- The Board's decision is to provide extra teachers in the schools with the higher number of students with exceptionalities/IEPs.
- Secondary Principals, in every school, are working to provide coverage for the section when an LST is on prep for the next school year.
- L. McLaughlin explained that in September educational support staff is reviewed to accommodate student moves from school to school and students coming in from other Boards. Emergency support staff may be necessary until staffing is reviewed. Educational support staff may be moved to a different school due to students changing schools or leaving the Board anytime during the school year.

10. New Business

T. Richards asked if the Board had followed up on the student advocate or parent advocate discussed in the February meeting. L. McLaughlin that the Board is not in a position to hire an advocate. She added that the Shared Solutions document has been posted on the Special Education website. Principals are being educated and encouraged to welcome advocates in meetings. The Shared Solutions is for both parents and schools to learn process and protocol.

T. Richards asked if the school board would agree to a third party, not associated with the Board that parents could access and learn their role in the process.

Discussion of what supports parents can currently use:

- The Board works with Family Network Services in providing education for parents with the IEP Information Night twice a year.
- Educational Coordinators can assist and answer questions for parents.
- Parents and children have advocates in their Trustees.
- Members of SEAC are also there to help parents.
- Should there be peer to peer support? Parents can be intimidated by the process and if you paired them with another parent it would be helpful.
- LD@school website and other community organizations have information for parents.
- Parents also look for someone who can advise them on the legal aspect at no cost.
- This process can be even more intimidating and difficult for marginalized families.
- This should be brought up next year again.

C. Buckler asked if all Grade 6 students with exceptionalities have IPRC reviews instead of waivers in preparation for secondary school planning. L. McLaughlin replied students who are in a partially integrated for fully self contained placements begin the process in Grade 6 to ensure programming is in place according to their pathway for secondary school. All Grade 8 students with exceptionalities shall have an IPRC to place them in secondary school for their Grade 9 year.

11. Association Reports

Trustees

K. McKinley informed the committee that the Outstanding Service Awards are being celebrated next week. C. Buckler is looking forward to Special Olympics which is this Friday.

Parents for Children's Mental Health

K. Wilson informed of the training available through her association and encourages agencies and schools to participate.

Windsor Council of Home and School Associations

The Association had their annual convention in London.

J. Percy reminded everyone about the award that their association has. The application requires support from a teacher and someone from the community. This year 2 students from Windsor received \$100.00.

Home and School has one more meeting in June and then will resume meetings in October.

LDAWE

LDAWE is offering a summer enrichment camp Monday to Friday again this year. There are subsidized spots available for GECDSB students. Camps will held at locations in East Windsor, South Windsor and Essex.

Windsor Essex County Down Syndrome Association

No report.

Indigenous Community

Information for the First Nations, Métis, Inuit pow wow can be found on their website. The Indigenous Education Protocol signing ceremony is coming up in June.

L. McLaughlin reminded the committee of the change to a 12:00pm start on June 13th.

The meeting was adjourned at 2:30.

Trudy Richards, Chairperson
Special Education Advisory Committee

Lynn McLaughlin, Administrative Liaison
Special Education Advisory Committee

Speaker Notes - OSSTF

- Last round of negotiations a committee was struck between the union and the board to discuss work load issues for Learning Support Teachers (as well as other positions of responsibility)
- Concern raised by Learning Support Teachers that students don't have access to LST all periods of the school day in most secondary schools; this causes scheduling issues and inequitable access
- The extension agreement allowed for approximately 16 extra sections of Spec Ed dedicated to staffing
- To cover all schools with LST for the entire school day, 22 sections would have been required
- OSSTF suggested using the programming money allocated in the extension to make up the difference (between 16 and 22); this would have been more than enough to close this gap for Special Education students
- The school board decided to allocate this new funding to only 3 schools that are in need, which still leaves 8 secondary schools without full day access for students
- As an advisory council SEAC is charged with making recommendations to the school board respecting the delivery and development of special education programs and services for exceptional pupils and it is our hope that you assist us in advocating for full access in all secondary schools for the entire school day in all of the GECSB secondary schools