

LAMBTON-KENT DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

~ Thursday, May 17, 2018 @ 6:00 p.m. at Wallaceburg District Secondary School ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Jack Fletcher – Trustee (Vice-Chair) Steve Stokley – Community Living, Chatham-Kent Elizabeth Hudie – Board Chair Chris King – Community Living, Sarnia-Lambton Julia MacKellar – Learning Disabilities Association of Chatham-Kent Kayla Murphy – Community Living, Wallaceburg Jean McIntyre – Member “at large” Sherry Nelson, Autism Ontario - Chatham-Kent and Sarnia Lambton Chapters Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision	
Regrets:	Angie Barrese, Superintendent of Education Jerry Knight – Lambton County Developmental Services Jennifer Gillespie – Member “at large” Tabitha Cook, Epilepsy Support Centre	
Resource Staff:	Sandra Perkins, System Coordinator of Special Education Lisa Valade, Special Education Coordinator Bernadette Bruette, Lambton-Kent Secondary Administrators’ Association Lori Gall, Recording Secretary	
Guests:	Sandy Scott-Hillier, Manager of Financial Services Janet Raddatz, Event Co-Chair for the 2018 Southwest PANDAS/PANS Symposium Amelia Vilaranda, Event Co-Chair for the 2018 Southwest PANDAS/PANS Symposium Bonnie Gotelaer, Special Education Secretary	
Members of the Public:	Kim Sonneveld, Education Manager, Delaware First Nation	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> <li>Rose called the meeting to order</li> <li>Jack moved, Steve seconded “<i>That the Agenda be approved</i>”; All in favour</li> </ul>	
Traditional Territorial Acknowledgement	<ul style="list-style-type: none"> <li>Rose recited the Traditional Territorial Acknowledgment</li> </ul>	
Approval of Minutes of April 19, 2018	<ul style="list-style-type: none"> <li>Janet Moved, Chris Seconded “<i>That the Minutes of April 19, 2018 be approved</i>”; All in favour</li> </ul>	<ul style="list-style-type: none"> <li>Lori</li> </ul>
Business Arising from Minutes	<ul style="list-style-type: none"> <li>There was no business arising from the Minutes of April 19, 2018</li> </ul>	
Presentation - Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections / Pediatric Acute-Onset Neuropsychiatric Syndrome (PANDAS/ PANS)	<ul style="list-style-type: none"> <li>Janet Raddatz and Amelia Vilaranda, Event Co-Chairs for the recent 2018 Southwest PANDAS/PANS Symposium, were in attendance to talk about PANDAS/PANS</li> <li>PANDAS is an acronym describing a subset of children or adolescents who have either an abrupt onset of obsessive compulsive disorder or tic disorder symptoms, or an acute worsening of symptoms following a streptococcus infection</li> <li>PANS is the acronym describing cases where there is a link to symptom onset caused by other infections, not only the streptococcus virus</li> <li>Amelia said that PANDAS/PANS is an inflammation of the brain; this inflammation may impact every part of the student’s life, including their education</li> </ul>	

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P.A.N.D.A.S./ P.A.N.S. (continued)	<ul style="list-style-type: none"> <li>● Academic symptoms include: loss of math skills; decline in handwriting skills and creative work; inability to make simple decisions; poor short-term memory; avoidance of high sensory environments; loss of focus on a single task; refusal to complete work; and perfectionism</li> <li>● Behavioural symptoms include: obsessive compulsive disorder; obsessive thinking; eating issues; anxiety; aggression; ADHD; and sensory issues</li> <li>● Physical symptoms include: tics; eye issues (enlarged pupils); frequent urination; balance issues; chapped hands or lips/mouth; hair pulling and skin picking; and enuresis (bed-wetting)</li> <li>● Executive function symptoms include: difficulty with working memory and retaining information; poor organizational skills and time management issues; difficulty planning/prioritizing; and an inability to make decisions</li> <li>● Amelia said that if a child has a genetic predisposition that is then triggered by an encounter with the streptococcus virus, they may develop PANDAS or PANS</li> <li>● The child does not have to get the streptococcus virus themselves; sometimes if they're in close contact with someone else who has the virus their immune system will be triggered to respond in this way</li> <li>● 1 in 200 children are estimated to have PANDAS/PANS; typically a child will develop the disorder between the ages of 4 – 13, and symptoms relapse and remit over a period of years</li> <li>● Amelia said children are placed on a spectrum that ranges from mild to severe and require accommodations to ensure success in school</li> <li>● This autoimmune disorder can be treated a number of ways, including: intravenous immunoglobulin (IVIG); antibiotics to help reduce the inflammation in the brain; plasmapheresis; and, alternative treatments such as cognitive behaviour therapy and psychiatric medication</li> <li>● Slides were shown that illustrated school work from children when they weren't experiencing a PANDAS/PANS flare up and from that same student when they <i>were</i> in a flare up; the decline in the ability to draw, write and complete work was evident and significant</li> <li>● Janet said that while it may not be possible to avoid getting PANDAS/PANS, with proper medication/treatments and, where necessary, avoidance of individuals known to have streptococcus, it can be kept under control</li> <li>● While most people associate streptococcus infections with the throat, the infection can also develop elsewhere in the body</li> <li>● In response to a question about whether this is a lifelong disorder or the individual can outgrow these symptoms it was noted that, after being on an antibiotic to about the age of 21 years of age, they <i>may</i> have developed enough antibodies to overcome the disorder</li> </ul>	

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<p>Presentation – <b>2018-2019 LKDSB Budget</b></p>	<ul style="list-style-type: none"> <li>• Sandy Scott-Hillier, Manager of Financial Services, provided an overview of the 2018-2019 LKDSB Budget</li> <li>• She said that funding is structured into four keys areas: funding for classrooms; funding for schools; funding a locally managed system; and funding for specific priorities</li> <li>• She noted that provincial spending on special education has increased to just over \$3-billion dollars annually</li> <li>• Funding for mental health workers will be increased from \$24.5 million in 2017-2018 to \$49.5 million across the Province by 2019-2020</li> <li>• For 2018-2019 the LDKSB is projecting a decline of 167 students in elementary school and increase of 28 students in secondary school</li> <li>• Funding changes for the LKDSB for 2018-2019 include: <ul style="list-style-type: none"> <li>○ Funds for indigenous education, including an indigenous education lead and indigenous studies</li> <li>○ Funding increases of 4% to keep up with transportation costs and 2% to keep up with commodity and utility costs</li> <li>○ An education work cost adjustment</li> <li>○ A new cash management strategy intended to reduce the Province’s borrowing costs will see cash flow to LKDSB in a way that may negatively impact our short term borrowing costs</li> </ul> </li> <li>• Sandy explained that, for special education, funding is based on enrollment plus a per pupil amount; overall the Board’s Special Education funding will increase by \$921,766 for 2018-2019; Sandra said that special education funding is very tight and while that seems like a lot of money, it goes quickly</li> <li>• Sandy said that new funding will be provided for up to 4 individuals (FTEs) to form a multi-disciplinary team to help build capacity within the Board to assist school staff in adapting to unique student needs</li> <li>• Elizabeth said that it has been a challenge this year because the budget information was provided to the Board much later than usual, so administration is still working to sort the funding out</li> <li>• Chris asked if the number of students being identified has increased?; Sandra said the number of identified students coming through Pre-School Intake increased considerably as we prepare for 2018-2019</li> <li>• In response to the SIP information presented by Sandy, Chris asked how many SIP students the Board has?; Sandra said she wasn’t certain she could disclose that (for confidentiality reasons) but committed to looking into that and bringing it back to the next meeting</li> <li>• Sandra spoke about the Student Support Teams that have been developed to ensure schools are reinforced as much as possible; the intention is to coordinate services instead of duplicating them</li> <li>• Julia asked if we’ve applied for the EPO funding available to reduce wait lists; Sandy said she’s not sure if the funding window is open yet; Sandra said that the Board will be sure to apply for the funding</li> </ul>	<ul style="list-style-type: none"> <li>• Sandra</li> <li>• Sandy/ Sandra/ Angie</li> </ul>

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Special Education Plan – Items to be Reviewed in May	<ul style="list-style-type: none"> <li>• <i>The following items were reviewed but no changes were made:</i> <ul style="list-style-type: none"> <li>○ Section 1.0</li> <li>○ Appendix 1.2</li> <li>○ Section 2.15</li> <li>○ Appendix 2.15.1</li> <li>○ Section 4.0</li> <li>○ Appendix 4.2</li> <li>○ Appendix 4.3</li> <li>○ Appendix 4.4</li> </ul> </li> <li>• <i>The following items were reviewed and amended to reflect what's currently in use:</i> <ul style="list-style-type: none"> <li>○ Appendix 4.1</li> <li>○ Appendix 4.5</li> </ul> </li> <li>• None of the members had any questions or concerns about the proposed changes, or about any of the items <i>not</i> being amended</li> <li>• Sandra informed the members of SEAC that the Province set out new guidelines for each Board's Special Education Plan so, next year, there will need to be further updates made to our Plan in order to be in compliance but, all in all, because of the amount of work that has gone into reviewing/updating the document this year, ours is in good shape</li> </ul>	
Correspondence	<ul style="list-style-type: none"> <li>• Letter dated March 19, 2018 from Peel District School Board re: bus delays             <ul style="list-style-type: none"> <li>○ The letter was received but no action was taken</li> </ul> </li> <li>• Letter dated April 19, 2018 from Peterborough, Victoria, Northumberland and Clarington Catholic District School Board re: Ministry of Education - Ministry Funding and Oversight of School Boards             <ul style="list-style-type: none"> <li>○ The letter was received but no action was taken</li> </ul> </li> <li>• Letter dated April 26, 2018 from Thames Valley District School Board to the Minister of Education re: the Special Needs Strategy             <ul style="list-style-type: none"> <li>○ The letter was received but no action was taken</li> </ul> </li> <li>• Letter dated April 26, 2018 from Thames Valley District School Board to the Minister of Children &amp; Youth Services/Ministry of Community and Social Services re: the Special Needs Strategy             <ul style="list-style-type: none"> <li>○ The letter was received but no action was taken</li> </ul> </li> <li>• Letter dated April 26, 2018 from Thames Valley District School Board to the Minister of Health and Long Term Care re: the Special Needs Strategy             <ul style="list-style-type: none"> <li>○ The letter was received but no action was taken</li> </ul> </li> </ul>	
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> <li>• Kayla said Community Living Wallaceburg is hosting its 23<sup>rd</sup> Golf Classic on May 25<sup>th</sup>; Lori will email the information to the members</li> <li>• Lisa said that the Coordinators and various Spec. Ed. Teams are currently preparing for September by having Transition Meetings to support incoming and outbound students</li> <li>• Chris noted that May is 'Community Living Month' and the Sarnia branch has been allowed to post signage in area schools</li> </ul>	<ul style="list-style-type: none"> <li>• Lori</li> </ul>

Agenda Item	Details/Discussion	Action Items
Association Reports, Other Business and Sharing of Best Practices (continued)	<ul style="list-style-type: none"> <li>• Chris said that the Mayor’s Luncheon is scheduled for May 25<sup>th</sup>; in addition to the Mayor’s speech, a self-advocate will be in attendance; as well, they will present their hero award; Lori will email the information to the members</li> <li>• He also said their new website continues to grow and he reminded the other members that their organization is happy to include information on other organization’s events, via a link to their website; forward any information to Chris’s attention</li> <li>• Sandra said that the <i>Ontario Special Needs Network</i> is looking to connect with members of SEAC from all around the Province; members were encouraged to connect via Twitter</li> <li>• Elizabeth informed SEAC that, in the new school year, there will be another (indigenous) student trustee added to the Board to represent the indigenous population</li> </ul>	<ul style="list-style-type: none"> <li>• Lori</li> <li>• All</li> <li>• All</li> </ul>
Questions from the Public	<ul style="list-style-type: none"> <li>• There were no questions from the public</li> </ul>	
Future Agenda Items	<ul style="list-style-type: none"> <li>• Sandra said that the June meeting will include information and/or presentations by/about student successes</li> </ul>	
Next Meeting	<ul style="list-style-type: none"> <li>• June 14, 2018 at 6:00 p.m. at Wallaceburg District Secondary School, Room 141</li> <li>• This will be the final meeting of the 2017-2018 school year</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>
Adjournment	<ul style="list-style-type: none"> <li>• The meeting was adjourned at 7: 50 p.m.</li> </ul>	