

LAMBTON-KENT DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

~ Thursday, December 13, 2018 @ 6:00 p.m. at Wallaceburg District Secondary School ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Janet Barnes - Trustee Sherry Nelson, Autism Ontario - Chatham-Kent and Sarnia Lambton Chapters Chris King – Community Living, Sarnia-Lambton Sandra Pidduck, Epilepsy Southwestern Ontario Derek Robertson - Trustee Dawn Cartier – Learning Disabilities Association of Chatham-Kent Jean McIntyre – Member “at large” Janet Vanderwerf – VIEWS for Children Who Are Blind or Have Low Vision	
Regrets:	Steve Stokley – Community Living, Chatham-Kent	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator of Special Education Chris Moore, System Coordinator – Multi-Disciplinary Team Marty Passmore, Lambton-Kent Secondary Administrators’ Association Lori Gall, Recording Secretary	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> Rose Gallaway called the meeting to order Because the new Trustees appointed to SEAC were in attendance, everyone introduced themselves Janet Vanderwerf moved, Chris King seconded “<i>That the Agenda be approved</i>”; All in favour 	
Traditional Territorial Acknowledgement	<ul style="list-style-type: none"> Rose Gallaway recited the Traditional Territorial Acknowledgment 	
Approval of Minutes of November 15, 2018	<ul style="list-style-type: none"> Sherry Nelson Moved, Sandra Pidduck Seconded “<i>That the Minutes of November 15, 2018 be approved</i>”; All in favour 	<ul style="list-style-type: none"> Lori
Business Arising from Minutes	<ul style="list-style-type: none"> Superintendent Barrese cited the request from SEAC to have the newly-hired FASD Coordinators attend a future meeting and informed the members that the details are being sorted out for the Coordinators to present in February 2019 	
Presentation – <i>Supports in Response to Violence in the Classroom</i>	<ul style="list-style-type: none"> Sandra Perkins introduced Tracy Ronsick, Itinerant Resource Teacher, and Deborah Stewardson, Itinerant EA Tracy Ronsick explained that behaviour occurs for one of four reasons: to escape a task or social setting; seek attention (good or bad); obtain something tangible such as materials, activities or food; and for sensory stimulus (repetitive ritualistic behaviours are maintained by automatic reinforcement) Escape is one of the largest reasons for behaviour and it’s the result of the number of demands put on a student; the Team works with staff to look at how they can reduce these demands Tracy said their role on the Team is to observe and collect data that will help them determine how to correct the behaviour Setting events are things that the school has no control over: lack of sleep, lack of food, medications, problems from home; sometimes proactive strategies can be put into place to help offset these issues When examining the situation and reviewing the resulting data, team members look for antecedents that occurred immediately before the unwanted behaviour They don’t “fix the student” because there is nothing wrong with the student, they need to correct the environment <i>around</i> the student to help them cope If a student is demonstrating attention-seeking behaviour a “planned ignore” is a good strategy to ensure that the student doesn’t get attention (negative or positive) because providing attention reinforces the behaviour 	

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<p>Presentation – <i>Supports in Response to Violence in the Classroom (continued)</i></p>	<ul style="list-style-type: none"> • Dawn Cartier asked who collects data; Tracy said it could be the teacher (or Resource Teacher and/or EA) as they're shown how to collect the data; in other instances, it's a member of the High Needs team doing it • Sandra Pidduck said she's aware of students who have seizures and become enraged; Tracy said there has normally been a 'setting event' that happened <i>before</i> the student arrived school and it's the cause of the behaviour • Tracy said that Behaviour Management Systems Training is used to keep both staff and students safe at school, and focuses on relationships between students and their environment to determine how the environment impacts students • Risk and protective factors are important – if students are coming to school hungry they can't learn; there are community services that provide support, as well, schools offer open snack times • An "Every Opportunity" video showed two different ways a student's day could go – with all kinds of corrections and discipline, versus positive interactions • BMS has four phases: planning, information-gathering, action, and review/debrief; Tracy said the phases are not cyclical and the behaviour(s) could happen in any order; the action phase allows an opportunity to help educators manage behaviour and alleviate emergencies • Allowing staff to know what their response should be helps them to remain calm when responding to a situation that arises; Tracy said staff are taught to use very little verbal communication – with only one main communicator – to ensure that the environment is as calm as possible; the limitation of verbal direction is necessary because too much dialogue can cause dysregulation; visuals are helpful • Tracy informed SEAC that she was involved in the development of an Autism Spectrum Disorder module for the Ministry and said that, in the last 10 years, she's seen a significant increase in the number of students identified with autism (it used to be 1 in 150 and now it's 1 in 68); she also noted that instead of using the term "Asperger's" they use the term Level 1 • Peer supports, including diversity training, are important because they help to create empathy for <i>why</i> challenging behaviour is occurring • Sherry Nelson asked about instances where in-school staff have changed and don't fully understand disorders such as autism; Sandra Perkins said that would be considered a 'risk factor' and so the school would need to put plans into place to mitigate the risk factors; Sandra also said that while the school has a team that may be new, the Special Education Coordinator and the Spec. Ed. Teams can ensure the appropriate plans are in place • Sandra Perkins noted that the Board has 15 BMS-trained Spec. Ed. Team Members and several Master Trainers are being certified; as well, all Educational Assistants must take BMS training • Chris King asked about the caseload levels; Tracy said it's steadily increasing • Chris asked if she thinks it's because of increased identification or more challenging children coming in; Tracy's not entirely sure, but thinks it could be that medical staff are better at making the diagnosis • Chris inquired about the length of time interventions are required; Tracy said it depends on the level of need and the level of staff training that's required • Sandra Perkins said many educators were trained in a different method, but new thinking is allowing staff to shift their mindset 	
<p>Correspondence</p>	<p><u>Letter from the Windsor-Essex Catholic District School Board Regarding Funding</u></p> <ul style="list-style-type: none"> • Rose Gallaway outlined the contents of the letter; Chris King said if this is an issue for the LKDSB too, perhaps we should be supporting our peer groups; Trustee Robertson asked that a letter be drafted and brought back to SEAC for review/approval in January and then be forwarded to the Board to be endorsed by the Chair; All in favour 	<ul style="list-style-type: none"> • Lori/Angie

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Correspondence (continued)	<p><u>Letter from Brant Haldimand Norfolk re: Bill 44</u></p> <ul style="list-style-type: none"> • Rose Gallaway noted that an FASD presentation is forthcoming, so it's not recommended that any action be taken in relation to the letter until after that takes place • Dawn Cartier asked about the part of the letter where they're asking for the Education Act to be amended; Superintendent Barrese said that they're asking that the Ministry add FASD as an exceptionality 	
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> • Chris Moore stated that the first round of Multi-Disciplinary Team meetings took place recently and focused on collaborative problem-solving and school culture • Sandra Perkins said that the Board's Psychoeducational Clinicians and Student Support Staff have developed trauma information and are working to ensure student needs are being met; a training session has been developed and is completely booked • Dawn Cartier said they're distributing information for their winter/spring sessions and noted that the information has been shared with Chatham-Kent administrators; she spoke about how some of their programming has been revamped because of staffing changes • Sherry Nelson feels parents of children with autism in the Chatham-Kent area don't know where to go for support; she spoke about their Chapter's monthly meetings and encouraged everyone to keep their organization in mind • Derek Robertson is a new Trustee and said he feels privileged to have been selected to be on SEAC • Chris King stated that Community Living supports independent living and provides day programs; the Sarnia branch's annual budget is just under \$12-million; they manage approx. 30 facilities with 200 employees to provide support to approximately 400 clients • Sandra Pidduck said she appreciated the information delivered at tonight's meeting; she noted that their organization is attending LKDSB schools to provide input and support to administrators regarding seizure education; March is epilepsy month • Janet Barnes is a newly appointed Trustee who, professionally, is a Developmental Service Worker; she looks forward to learning more and having information to share with those she interacts with • Rose Gallaway said she works with children 6 – 18 years of age, that have a developmental disability or are on the autism spectrum, to provide both in-home and in-school supports; she helps parents navigate the system and connect the family to supports that are needed 	
Future Agenda Items	<ul style="list-style-type: none"> • Rose Gallaway reminded members that if there is anything they want to hear about they can notify Lori and it will be added to the list of presentations to be made 	<ul style="list-style-type: none"> • All
Next Meeting	<ul style="list-style-type: none"> • January 17, 2019 at 6:00 p.m., Room 141 at W.D.S.S. • Members were reminded that if the weather's inclement, Lori will indicate whether the meeting will be conducted via video-conference, or cancelled 	<ul style="list-style-type: none"> • All
Adjournment	<ul style="list-style-type: none"> • The meeting was adjourned at 8:10 p.m. 	