

Upper Grand District School Board
Special Education Advisory Committee

Minutes

Wednesday, January 13, 2016

The Special Education Advisory Committee of the Upper Grand District School Board met on Wednesday, January 13, 2016 at 7:00 p.m. in the Boardroom at 500 Victoria Road North, Guelph.

The following Association Members were present: Carrie Proudfoot, Autism Ontario-Wellington County, Sue Shaw, Autism Ontario-Wellington County, Jason Offer, Association for Bright Children-ABC, Laurie Whyte, FASworld Canada, Don Richardson, Integration Action for Inclusion in Education and Community (Ontario), Carole Craig, Integration Action for Inclusion in Education and Community (Ontario)

Present from Staff were: Tracey Lindsay, Superintendent of Program, Cheryl Van Ooteghem, Principal of Program, Trudy Counter, Coordinator of Communication, Language and Speech Services, Wendy McIntosh-Clodd, Vice-Principal, Christine Kay, Principal, Special Education Consultants, Mark Howe, Jackie Speers

Trustees Present: Linda Busuttil, Barbara Lustgarten-Evoy

Public: John Potocska, Tina Sorbara, Michelle Watterson

Absent: Sharon Dills, Learning Disabilities Association of Wellington County, Stacey Stevens, VOICE for Hearing Impaired Children, Dr. Mary Susan Crawford, Chief Psychologist, Audra Cook, Secondary Vice-Principal, Special Education Consultants, Ben McCabe, Kyla Lightfoot, Kathy Green, Lesley Anne Jordan, Jacqueline Foster, Debbie Snow

Carrie Proudfoot, Chair, SEAC called the meeting to order and welcomed the public members in attendance.

Approval of Agenda January 13, 2016

Sue Shaw moved that the agenda of January 13, 2015 meeting be approved. Jason Offer seconded the motion.

The motion carried.

Approval of Minutes of December 9, 2015

Don Richardson moved that the minutes be received. Jason Offer seconded the motion.

The motion carried.

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Action Items

Tracey Lindsay updated the Action Items chart with the following:

- Bully Prevention Plan – This item will be discussed in the “Meeting Summary, Recommendation(s), Motion(s) and Action(s). Don Richardson stated that the Board is not in compliance with the Education Act and PPM144.

Correspondence

No correspondence was received for this meeting.

**Budget – Financial Statements 2014/2015
Current Budget 2015/2016**

Tracey Lindsay welcomed Janice Wright, Superintendent of Finance and announced that this will be Janice Wright’s last budget year as she is retiring from the Board. Tracey Lindsay thanked Janice Wright for all of her work on the budget process.

Janice Wright distributed the final 2014-2015 summary for Special Education and the current 2015-2016 budget figures to the committee. She provided details of the grant revenues and expenditures.

The summary included amounts from 2012-2013 to the current budget. They are reflected as follows:

2012-2013 - Revenue - \$39,036,595	Expenditures - \$48,225,943
2013-2014 - Revenue - \$38,329,662	Expenditures - \$46,193,797
2014-2015 - Revenue - \$43,120,509	Expenditures - \$47,830,234

Expenditures are over the revenue amount every year. The 2015-2016 grant revenue of \$44,094,904 is a \$974,395 increase from the previous year.

Costs include classroom teachers, educational assistants, textbooks and supplies, specialized computer equipment, and other professionals and paraprofessionals required in Special Education. Special Education transportation is not included in the grant funding. This cost is absorbed by the Board. Tracey Lindsay commented that a total listing of the special education staff is included in the Special Education Plan (on the UGDSB website) on page 48.

Jason Offer questioned how does the funding UGDSB receives compare with other Boards in the province? Janice Wright responded that UGDSB has benefitted from the redistribution of the funds. Due to demographics and the work of the Special Education department under Tracey Lindsay, UGDSB has continued to have their funding increased. Previously, only Boards that were diligent in reporting numerous claims received funding.

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The Ministry froze funding several years ago and found another way to redistribute the amount to make it more equitable for all Boards.

Carrie Proudfoot thanked Janice Wright for her presentation.

Guiding Principles for 2015-2016 Budget (small group discussion)

Guiding Principles provide guidelines for senior administration when preparing their budgets every year. Small groups were formed to discuss principles and provide suggestions. Tracey Lindsay collected the feedback and will present to senior administration at their February meeting.

FASD Presentation

Laurie Whyte introduced herself and informed the committee of the changes regarding Fetal Alcohol Spectrum Disorder (FASD). Her presentation included a student with FASD who shared their perspective. FASD is now a medical diagnosis. In September 2015, new guidelines were released for FASD.

FASD: With Sentinel Facial Features:

- All three sentinel facial features
- Deficits in three or more neurodevelopmental domains (2 SD)
- Diagnosis can be made without confirmed prenatal exposure
- Replaces FAS

FASD: Without Sentinel Facial Features

- Majority of individuals with FASD
- Do not have all three sentinel facial features
- Deficits in three or more neurodevelopmental domains (2 SD)
- Requires confirmation of maternal drinking
- Replaces partial Fetal Alcohol Syndrome (pFAS) and Alcohol Related Neurodevelopmental Disorder (ARND)

ARND would need to have confirmation of maternal drinking and most of these children are not with their biological parents so it is difficult to make the diagnosis. Without the confirmation, these children are at risk for neurodevelopmental disabilities and may not meet the criteria for FASD diagnosis making supports difficult to access. They may have ADHD or other behavioural issues.

Some of the strengths of students with FASD: great speakers, enjoy working with their hands, artistic, musical, friendly, and good with animals.

Traditional teaching strategies such as time outs as a learning tool, consequences, contracts, loss of privileges, etc do not work as they are based on brain function. Students with FASD become frustrated, angry or resentful. What does work? Structure, routine, consistency, repetition and modelling. Reducing the expectations for students is key for

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success. It is also vital to understand their brain function. FASD students need to have the connection that you care.

Tracey Lindsay asked Laurie Whyte how the organization supports family and children. Laurie Whyte responded that there is no organization but a support group that meets every month. They communicate by email, text or telephone. Many of the families do not have the resources to help. Tracey Lindsay asked if there would be a substantial local group due to the ways things are shifting. Laurie Whyte answered that she has been lobbying the CMHA for a Trillium grant that would bring people together and be trained. Waterloo FASD has a great website and they have been receiving Trillium funding for several years. Tracey Lindsay questioned if there was a way to go the “Moving on Mental Health” website to move this forward. Laurie Whyte responded that this is a huge learning curve and hard to understand. The adoptive parents often have limited time or the energy to advocate.

There are not many resources to assist families and their children to transition into adulthood. Laurie Whyte commented that there are many services out West.

Linda Busuttill questioned what kind of data is being collected. Tracey Lindsay responded that they are determining the most effective way to gather the correct data. If FASD is not indicated as the first disability, it does not show up. Special Education consultants will need to work one on one with students. A google doc can be set up and any input gathered at the special education meeting can be logged. Any children referred from CCAC can also be tracked.

Carrie Proudfoot thanked Laurie Whyte for her presentation.

Cheryl VanOoteghem requested Laurie Whyte to convey her appreciation to Richie (student in presentation) and to let him know that he has made an impact of her.

Powerpoint presentation is available in the January 2016 SEAC meeting folder on UGCloud.

Special Education Plan and Review (small group discussion)

The Committee formed groups and reviewed the ‘Special Education Class Placements Provided by Board’ of the Special Education Plan 2015-2016.

Comments and suggestions were shared with the group. Data gathered will be inputted into the Special Education Review document on UGCloud.

Open Forum

Laurie Whyte, FASworld Canada – Training information is on UGCloud in the January 2016 SEAC meeting folder.

Sharon Dills, Learning Disabilities Association of Wellington – update sent by email:

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- LDAWC continues to work with the research shop at University of Guelph to help into what is needed in the community to support learning disabilities.
- Visit LDAWC on Facebook for updates, events, etc.
- Newsletter is available on the website
- LDAWC is doing outreach through a Fergus and Kitchener morning radio shows. They have been invited to have a regular spot.

Carrie Proudfoot, Autism Ontario-Wellington County – March Break funding information is posted on the website. On December 2, 2015, the Auditor General released her Annual Report. The report features a follow-up on the recommendations made in their 2013 Annual Report on Autism Services and Supports for Children. Of the 19 recommendations, 3 have been fully implemented, 13 are in process and 3 have had little or no progress. See website for full details.

Updates from the Superintendent of Program

- Tracey Lindsay is pleased to announce a new staff member as Assistant to the Superintendent of Program. The successful candidate is Cheryl Van Ooteghem who will be responsible for the Special Education Department including the Special Education Plan and Report, Special Education budgets, SEA allocations, supervising staff of Special Education and many other duties. The Principal of Program position has been posted.
- EA/ECE bargaining has not been ratified but the bargaining process is done.
- Following central collective agreements reached in the fall, an additional Professional Activity Day has been added to this school year calendar. This PA Day will be on April 25, 2016. Secondary teachers will use the day to focus on Ministry priorities, including mathematics education and equity. Elementary teachers will spend the extra day on occupational health and safety training and mathematics education.
- A committee has been struck to assist in the transition of Syrian refugees. Bonnie Talbot is the lead for this initiative.
- Joint Protocol for Student Achievement – contract has been signed by Dufferin, Halton, Peel, Waterloo and Wellington. Rollout will begin next school year.

SEISSC Monthly Update

This has been added to the SEAC monthly agenda. Carrie Proudfoot will forward information from SEISSC to SEAC and share the minutes. Sue Shaw will be the alternate for SEISSC and attend meetings digitally. Dates of the SEISSC meetings to be forwarded to Sue Shaw.

Trustee Report

Linda Busuttil – French Review Report was received at the Business Operations meeting on Tuesday, January 12, 2016. More communication with the community was suggested. Information regarding the Report is available to parents who subscribed to the email

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notification for the French Review. Details of the Report are available on the UGDSB website and can be accessed by typing in “French Review” in the search bar.

The Upper Grand District School Board will be participating in the Google Expedition Pioneer Project. This program brings virtual journeys into the classroom. Google collaborated with teachers to create over 100 journeys which include tours of the Amazon, Queen’s New York, Venezuela, Cambodia, Yucatan Mexico, Marshall Islands, and Wood Buffalo National Park. On the designated day, the Googler arrives at the school and provides thirty minutes of training. The staff receives a complete kit that they need to run the journeys. Schools that were selected by the Curriculum staff include Westwood Public School, Centennial Hylands Elementary School, Grand Valley and District Public School, Maryborough Public School and Montgomery Village Public School.

Meeting Summary, Recommendation(s), Motions(s) and Action(s)

- No Action Items

Motion moved by Don Richardson and seconded by Jason Offer:

SEAC supports the Upper Grand District School Board in efforts to comply with Bill 13 which amended the Education Act with respect to bullying, and which became law in Ontario in 2012, and Ministry of Education Policy and Program Memorandum 144 (PPM 144) - Bullying Prevention and Intervention, which was also issued in 2012. SEAC seeks to support the Board in achieving compliance with both Bill 13 and PPM 144 by no later than June 30th, 2016, including:

- 1) establishing a Bullying Prevention and Intervention Plan for the schools of the Board and requiring its schools to implement the plan (Bill 13)*
- 2) when establishing the Bullying Prevention and Intervention Plan, soliciting the views of the pupils, teachers and staff of the Board, the volunteers working in the schools, the parents and guardians of the pupils, school councils and the public (Bill 13)*
- 3) when establishing the Bullying Prevention and Intervention Plan, consulting with the Special Education Advisory Committee, the Parent Involvement Committee, and with community partners, including social service agencies, mental health agencies, members of First Nations, Métis, and Inuit communities, and other appropriate community groups (PPM 144)*
- 4) when establishing the Bullying Prevention and Intervention Plan, following the model plan and related guidance provided by the Ministry to Boards in January, 2013*
- 5) making the Board's Bullying Prevention and Intervention Plan available to the public by posting it on the board's website (Bill 13)*
- 6) having school principals make the board's Bullying Prevention and Intervention Plan available to the public by posting it on the school websites (Bill 13)*

Motion was debated. Motion defeated.

Questions for February Meeting Topic – Inclusion (IAI)

- Philosophy of organization; samples of inclusion

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Special Education Plan Topic for February

SEAC (page 76-78) review prior to meeting

SEAC Brochure – bring your suggestions for updates

Equity Policy 504 – Bonnie Talbot has forwarded the revised Policy for the committee's review. This will be uploaded to the February 2016 SEAC Meeting folder on UGCloud prior to the meeting.

Other

Linda Busutil asked how information regarding Special Education was shared with schools for newsletters. Cheryl Van Ooteghem replied that each of the Special Education Consultants alternate writing articles for the newsletters. She forwards the information to the Administrators.

What other associations would we like to see reflected at SEAC? Dufferin, North Wellington? Sue Shaw questioned if digital meetings were an option. Members could easily join the meeting without coming to Guelph.

Bonnie Talbot, Superintendent of Education will be presenting the draft of the revised Equity Policy at the February meeting. Draft has been provided for members to read ahead of the meeting.

Don Richardson asked to let Bonnie Talbot know that the Equity Policy does not include a definition of inclusive education.

Adjournment

Laurie Whyte motioned for adjournment of meeting at 9:55 p.m. Jason Offer seconded the motion.