

October 15, 2019  
Special Education Advisory Committee:lf

## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, October 15, 2019 at 19:00 hours.

Members present:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair  
Nicole Buckett, Fragile X Research Foundation of Canada  
Barbara Cyr, Association for Bright Children, Peel Chapter  
Jennifer Knight, Easter Seals Ontario  
Michelle Lewis, Canadian Mental Health Association, Peel Branch  
Kathy McDonald, Trustee (19:05)  
Wes McDonald, VIEWS for the Visually Impaired  
Carol Ogilvie, Learning Disabilities Association of Peel Region  
Carol Oitment, conditional Additional Member  
Dorothy Peddie, FASworld Canada, Peel Chapter (19:10)  
Fauzia Reza, Autism Ontario, Peel Chapter  
Ann Smith, Brampton-Caledon Community Living (19:05)  
Mary Wright, Down Syndrome Association of Peel (19:05)

Members absent: (apologies received)

Sue Lawton, Trustee, Vice-Chair  
John Marchant, Trustee

Also present:

Nancy Leaton, Autism Ontario, Peel Chapter (Alternate Member)  
Sadia Shoaib, Easter Seals Ontario (Alternate Member)

Administration:

Shawn Moynihan, Superintendent of Special Education Support Services (Executive Member)  
Joy Uniac, Superintendent, Social/Emotional Learning and Early Years (Executive Back-up Member)  
Anthony Edwards, Superintendent of Education, Alternative Programs  
Poleen Grewal, Associate Director, Instructional and Equity Support Services  
  
Lorelei Fernandes, Board Reporter

### 1. Approval of Agenda

SE-79, moved by Carol Oitment, that the agenda be approved.

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**2. Conflict of Interest**

There were no declarations of conflict of interest.

**3. Minutes of the Special Education Advisory Committee Meeting, September 17, 2019**

A member noted that Item 13, Communications, was moved by Carol Oitment. The Minutes will be amended accordingly.

SE-80, moved by Carol Ogilvie, that the Minutes of the Special Education Advisory Committee Meeting of September 17, 2019, as amended, be approved.

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**4. Terms of Reference for the Twitter Account**

Carol Ogilvie recalled that at the last meeting she had circulated the Twitter Terms of Reference, and advised that no comments have been received from members.

SE-81, moved by Wes McDonald, that the report re Terms of Reference for the Twitter Account, be received.

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**5. Superintendent's Report**

Superintendent of Special Education Support Services, Shawn Moynihan, recapped discussions held at the last meeting, when members had agreed to the need for more accurate student data, and that the Modified Day/Absent by Mutual Consent Tracking form be updated to ensure proper monitoring and allocation of resources. He circulated the revised form and reviewed each section. He clarified that the form is completed by school principals and forwarded to him, as well as the school's Superintendent of Education to ensure two levels of approval. Shawn Moynihan advised that attendance will be reviewed on a regular cycle and that the form can be updated with additional information. Responses to questions of clarification included that: the form is filled in by the school, based on information provided by parents and school; the form is not part of the Student Information System and is used for safety issues, but not for disciplinary action or informal suspensions; Positive Behavioural Intervention Plan (PBIP) focuses on behaviour, while the Safety Plan is focused on safety of the student and is required by the Ministry of Education and Ministry of Labour; changes are being made to embed functional analysis into the PBIP to enable functional behaviour assessment. In reply to the question on documentation for exclusions, Shawn Moynihan referred to Operating Procedure SESS 22, Exclusion of Students. He stated that the form is completed as a result of mutual consent, and that as yet, there are no exclusions this year. Associate Director of Instructional and Equity Support Services, Poleen Grewal, explained the process, noting that cases of exclusions are very rare, and that those decisions are made by the Superintendent of Special Education Support Services along with the appropriate Superintendents of Education and Associate Directors.

**5. Superintendent’s Report (Continued)**

Responding to Chair Foster’s request for a copy of PBIP and Safety Plan to be brought to the next meeting, Superintendent Moynihan advised that PBIP is currently being reviewed and the review is expected to be completed by February 2020, after which it will be brought to SEAC. He indicated that PBIP was implemented in January 2019. It was generally agreed that an update can be brought to SEAC in June 2020.

SE-82, moved by Michelle Lewis, that the Superintendent’s oral report, be received.

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**6. Learning Disabilities (LD) at School – LD@school Video**

Cindy Perras, English Educational Consultant, Learning Disabilities of Ontario (LDAO), commented that October is Learning Disabilities Awareness Month. She stated that LD@school is a project of LDAO, which includes a bilingual website featuring over 200 online resources and professional development materials in various formats, such as webinars, learning modules, articles, success stories, podcasts, FAQs, etc., many of which were produced in collaboration with school districts around Ontario. She noted that downloadable resources are free and accessible to educators as well as parents, and LDAO can also be followed on social media. Members viewed a video on LD@school, showing transition of students with learning disabilities from Grade 8 to Grade 9. Cindy Perras invited Peel DSB to partner in a video production on students with learning disabilities transitioning to post-secondary education. Recounting a personal experience, a member spoke about the importance of Individual Education Plans and accommodations in school that enable students to graduate and pursue post-secondary studies. Cindy Perras mentioned that the LDAO website has a fairly comprehensive overview of supports provided for students with learning disabilities. She also advised that, three years ago a grant was received to create a website designed especially for families and parents. She reviewed the components of the LD@home website.

SE-83, moved by Wes McDonald, that the report re Learning Disabilities (LD) at School – LD@school Video, be received.

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**7. Re-Imagining Learning Through Inquiry – Modern Learning for General Learning Disability (GLD) and Interval Classes**

Superintendent Moynihan remarked that the programming for GLD and Interval Classes to engage in learning by inquiry demonstrates the power of universal design for learning. He invited Superintendent of Education – Alternative Programs, Anthony Edwards, to present the information. Superintendent Edwards stated that access to outdoor education in Alternative Learning, is used to develop skills needed to give students agency over their learning. A website was created that allows teachers to co-construct this learning and to support teachers with GLD and Interval students, central teachers, and teaching assistants. Copies of flyers on Outdoor Inquiry Resources were circulated.

**7. Re-Imagining Learning Through Inquiry – Modern Learning for General Learning Disability (GLD) and Interval Classes (Continued)**

Superintendent Edwards introduced Jaime Girard, Intensive Support Teacher, and Emily Farkas, Modern Learning Resource Teacher. Jaime Girard stated that over the last couple of years there has been some collaboration between Field Centres and Interval and GLD programs, with significant success. Navigating the website, the presenters explained how Inquiry works with curriculum expectations, and reviewed resources available, which includes a comprehensive document for educators to explore deeper into Inquiry practices, and provides student led and teacher guided activities. They demonstrated how information on Inquiry in GLD and Interval settings, posted on the website, provides material on Guided Inquiry lessons and resources for educators, including lessons with more choice and pathways. Anthony Edwards advised that the site can be accessed by everyone and the data collected through the feedback form will be reviewed next year to effect improvements and augmentations needed. He added that there is opportunity for each class to have ten interactions per year, one per month, and the intent is to engage and encourage students to ask questions over the course of the year. Members were invited to spend some time exploring the website using the QR code provided. A member asked that some accommodations or adaptations for students with physical disabilities be considered. With regard to the suggestion to extend the program to all students, Superintendent Edwards agreed that the program can benefit all students, but noted that due to funding cuts, 120 instructional coaches have been lost. He stated that program information is posted on Brightspace and can be accessed by all staff. Associate Director Grewal, commended the work done. Referring to the Empowering Modern Learners document, she stated that student engagement is being reviewed, and that Alternative Programs serve the most at-risk students. Members speaking also expressed appreciation for the work.

SE-84, moved by Ann Smith, that the report re Re-Imagining Learning Through Inquiry – Modern Learning for General Learning Disability (GLD) and Interval Classes, be received.

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**8. Parent Input into the Gifted Identification and Placement Process**

Reviewing background information, Superintendent Moynihan advised that the report addresses the first part of the recommendation approved at the May 28, 2019 Regular Meeting of the Board, to examine how each criterion can be used as part of an overall holistic decision-making process, that formally includes parent input, in the identification and placement of gifted students. Reviewing the report, which contained action items for special education staff to develop in consultation with Association for Bright Children (ABC) Peel Chapter, a parent input form, and a consistent method of collecting data from parents during the psycho-educational assessment process, he stated that the changes are expected to take effect by September 2020. Superintendent Moynihan indicated that Parts 2 and 3 of the recommendation will be addressed at future meetings.

**8. Parent Input into the Gifted Identification and Placement Process (Continued)**

Comments and questions of clarification were responded to regarding: disparity in number of programs across schools in North and South Peel and possibility of reducing programs in the South and increasing in the North; system or practice to ensure that students who do not complete the CCAT, but are recognized by the classroom teacher as gifted, are brought forward through the ISRC process; consideration for students living in poverty, and using data from Social Risk Index and Student Census to identify under or over representation.

SE-85, moved by Barbara Cyr, that the report re Parent Input into the Gifted Identification and Placement Process, be received.

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**9. Ministry of Education Policy/Program Memorandum 163: School Board Policies on Service Animals**

Superintendent Moynihan stated the PPM 163, regarding policies on service animals in school boards, has been updated to reflect the change in implementation date, from September 1, 2019 to January 1, 2020. It was noted that the board has consulted with the Human Rights Commissioner and a checklist for administrators is being developed for implementing the policy in schools. Responding to a member's query as to whether each school board is developing their own checklist, Shawn Moynihan indicated that the Ontario Public Supervisory Officers' Association (OPSOA) and the Public Council of Ontario Directors of Education (PCODE) are consulting with a law firm to develop some templates.

SE-86, moved by Carol Oitment, that the Memorandum re Ministry of Education Policy/Program Memorandum 163: School Board Policies on Service Animals, be received.

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**10. Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry**

Superintendent Moynihan reviewed background information in the report which indicated that the Ontario Human Rights Commission (OHRC) is launching a public inquiry into human rights issues that affect students with reading disabilities. Peel DSB has been selected along with seven other school boards to participate in the inquiry. Responding to members' questions, Shawn Moynihan clarified that mandatory screening is not restricted to special education students, and the survey may have been driven by the need to remove barriers to learning to read from an early stage. Once Peel DSB is contacted, he will email members, to invite participation in the inquiry.

SE-87, moved by Dorothy Peddie, that the report re Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry, be received.

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### **11. Invitation to Apply to Fill SEAC Vacancy**

Shawn Moynihan advised that invitations to associations to apply for the vacancy on SEAC will be circulated shortly. Reviewing the timelines outlined in the report, he noted that the deadline for accepting applications is November 15, 2019. SEAC will be consulted regarding applicants on November 19, 2019, and the successful applicant will be notified by December 1, 2019. He described the contents of the application form and added that he is in discussions with Toronto DSB and York Region DSB colleagues to develop a rubric to guide the decision making. A member suggested that the SEAC Terms of Reference, which outlines eligibility for a seat on SEAC, be sent along with the application form.

SE-88, moved by Mary Wright, that the report re Invitation to Apply to Fill SEAC Vacancy, be received.

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### **12. Communications**

SE-89, moved by Dorothy Peddie, that the following communication items be received:

1. Letter from Monique Briand, La Présidente du Comité Consultatif en Enfance en Difficulté (CCED) et Conseillère Scolaire du Conseil des Écoles Catholiques de Centre-Est (CECCE), and Johanne Lacombe, La Présidente du (CECCE) to Ministère l'Éducation, Stephen Lecce
2. Letters (3) from Jacques Kenny, Le Président du Conseil, and Pauline Morais, La Présidente du Comité Consultatif en Enfance en Difficulté (CCED), Conseil Scolaire Catholique Providence, to Ministre de l'Éducation, Stephen Lecce

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### **13. Reports from Representatives on Councils and Associations**

Superintendent Moynihan referred to the question raised at an earlier SEAC meeting regarding multi-disciplinary funds. He advised that Associate Director Grewal will bring a response to the November 2019 SEAC meeting.

### **14. Question Period**

Barbara Cyr reported that instead of one Parent Conference where SEAC has a table, Peel DSB will be having three events separately in Mississauga, Brampton and Caledon. She advised that she will be in attendance at the SEAC table in Caledon. Carol Ogilvie volunteered for Mississauga and Brampton. Barbara Cyr will follow up with the Communications department.

Wes MacDonald commented on skills learned by his children with disabilities, and described how these skills have made it possible for them to live and work independently. He thanked the Vision department for their work. Voicing his concern about the recent cuts to funding, he expressed hope that the situation can be monitored closely for current students so that they can also reach their full potential.

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**15. Public Question Period**

There were no public questions.

**16. Adjournment**

SE-90, moved by Mary Wright that the meeting adjourn (20:55 hours).

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..... Chair ..... Secretary