

April 19, 2017  
Special Education Advisory Committee:ma

## 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 Wednesday, April 19, 2017 at 19:05 hours.

Members present:

Nancy Bratkovic, Canadian Mental Health Association, Peel Branch  
Barbara Cyr, Association for Bright Children, Peel Chapter  
David Green, Trustee  
Jennifer Knight, Easter Seals Ontario  
Sue Lawton, Trustee, Vice-Chair  
Nancy Leaton, Autism Ontario, Peel Chapter  
Wes McDonald, VIEWS for the Visually Impaired  
Carol Ogilvie, Learning Disabilities Association of Peel Region  
Carol Oitment, Tourette Syndrome Association of Ontario  
Dorothy Peddie, FASworld Canada, Peel Chapter  
Ann Smith, Brampton-Caledon Community Living  
Mary Wright, Peel Caring Network for Challenged Kids

Members absent: (apologies received marked \*)

Barbara Byers, Fragile X Research Foundation of Canada\*  
Shelley Foster, VOICE for Hearing Impaired Children, Chair  
Suzanne Nurse, Trustee\*

Also present:

Michelle Anderson, Peel Principals and Vice-Principals Association  
Thomas Corbett, Learning Disabilities Association of Ontario (Alternate)  
Karen Hobbins, Peel Association of Secondary School Principals  
Lucy Wolverton, Peel Elementary Occasional Teachers

Administration:

Ted Byers, Superintendent of Special Education Support Services (Executive Member)  
Marina Amin, Board Reporter

### 1. **Approval of Agenda**

In the absence of the Chair, the Vice-Chair of the Committee, Sue Lawton, chaired the meeting.

SE-33, moved by Wes McDonald, 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, March 27, 2017**

SE-34, moved by David Green, that the Minutes of the Special Education Advisory Committee Meeting of March 27, 2017, be approved.

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**4. Advancing Equity and Inclusion in the Peel District School Board: A Study of Teaching Assistant Staffing Practices in Special Education**

Superintendent of Special Education Support Services, Ted Byers, advised that the above-noted report is brought back to this meeting as an opportunity for further feedback from the Committee. A member advised that she was unable to gather input from her association. She is meeting with the members next week, following which she will bring back information to the Steering Committee.

Providing a status report, Superintendent Byers advised that the Steering Committee has met twice so far, and modifications have been made to the draft action plan that include some revisions to language, to make it more accessible. Superintendent Byers stated that a Frequently Asked Questions document is being developed and the final action plan, which will identify steps and phases of implementation, will be brought to SEAC in June, if not earlier. He noted that a phased implementation approach over three years is being considered, commencing September 2017.

SE-35, moved by Ann Smith, that the report re Advancing Equity and Inclusion in the Peel District School Board: A Study of Teaching Assistant Staffing Practices in Special Education, be received.

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**5. Superintendent's Report**

Superintendent Byers advised that certificates of appreciation will be presented later to Committee members, in celebration of the time and services volunteered towards the success of the special education program for students in Peel.

Ted Byers stated that reports are included in the agenda that respond to questions raised at earlier meetings regarding transition programs and the role of the transition facilitator (Item 7 of these Minutes). He advised that, in response to some requests for an accessibility report, arrangements have been made for two staff from Facilities and Environmental Support Services to speak about accessibility in Peel, at which time further questions can be brought forward.

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

Superintendent Byers thanked members for their attendance at the Parent Numeracy Conference, and conveyed the appreciation expressed by parents for SEAC members’ time and involvement. He reported that the Twenty-Ninth Annual School Psychology Conference will be held on May 9, 2017 at The Living Arts Centre. The theme of the conference is “The Top 20 Psychology Principles for Enhancing Teaching and Learning from Pre-Kindergarten to Grade 12.” An email with conference details will be sent out to members tomorrow.

SE-36, moved by Dorothy Peddie, that the Superintendent’s Report (oral), be received.

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**6. Special Education Plan Development – Section C: Intellectual - Gifted**

Special Education Coordinator, Tracy Bardell, reviewed the flow chart which outlines the process of evaluation for determining development of an education plan for intellectually gifted students at the elementary and secondary levels. She also explained how gifted students are supported in an In-School Enhanced Learning Program and Enhanced Learning Program at the elementary level, and at the secondary level in a regular class in their home school, and in the Enhanced Learning Program.

Responding to a member’s question about whether the criteria used in the evaluation process will be included in the Special Education Plan, Chief Psychologist, Jack Kamrad, explained the concept of giftedness, namely, outstanding intellectual ability, accomplishment and potential to excel. He provided details of evaluation criteria that uses information such as ability to score, academic achievement, and a set of ratings of intellectual curiosity, academic ability and creativity. Superintendent Byers highlighted that a combination of factors, including the student’s unique profile, ability and achievement, are considered in determining equivalency to the 98 percentile score. Jack Kamrad provided further details of the Gifted Rating Scale (GRS) and Canadian Cognitive Abilities Test (C-CAT). The member stated that the Ministry requires that the assessment criteria used for giftedness be published in the Special Education Plan. She also stated that the mental health of gifted students does not appear to be taken into consideration in the criteria used. A trustee raised a point of order that the report be heard as per consistent process, and that the member and staff do not enter into debate. The Chair of the Committee and Superintendent Byers noted that the member’s questions have been responded to in detail. Tracy Bardell advised that the data regarding percentage of students needs to be reviewed by grade level, and a report will be brought to a future meeting. A member queried as to why a gifted student in the home school at the secondary level does not have an Individual Education Plan. Superintendent Byers will bring back a response.

SE-37, moved by Dorothy Peddie, that the report re Special Education Plan Development – Section C: Intellectual - Gifted, be received.

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**7. Supplement to the Special Education Plan Development – Section C:  
Developmental Disability/  
Student Transition Planning and the Role of the Transition Facilitator**

Superintendent Byers advised that the two reports noted above respond to questions raised at the last meeting, and provide detailed information about the Transitions Program for 19 – 21 year old students with a Developmental Disability (DD).

Coordinating Principal, Ana Pauchulo, highlighted benefits of the program which include: studying with age-appropriate peers; consolidating independence in a controlled program or within the community; development of healthy living and domestic skills; focus on work and community preparation. She explained that the Work Experience Coordinator liaises with the student, family, teacher, and potential employers, to locate suitable work placements for students, arranges methods of transportation to work site, and may assist with transit training. Ryan Machete, Transition Facilitator, reviewed year-to-date statistical data from the report including number of transition and follow-up meetings with parents, connecting families to community agencies, and the number of ODSP income support and Transhelp applications processed. He noted that Student Transition Planning is offered to Vocational 2 students as well. Ryan Machete highlighted the benefits and successes of the Self-Employment, and Social Enterprises programs which give students an opportunity to build pre-employment skills, and noted that the programs at all three schools, namely, Applewood, Parkholme, and T.L. Kennedy Secondary Schools, were successful in receiving the Community Connected Experiential Learning Grant. Members expressed appreciation for the support, guidance and follow-up provided by Ryan Machete, and conveyed the need for an additional Transition Facilitator, in view of the growing number of special needs students in Peel.

Responding to members' questions of clarification, it was noted that: parents who are connected to community agencies will be aware of income support through the Ontario Disability Support Program; schools work with families of secondary school students at specific age checkpoints to ensure necessary supports are received; newcomers needs are reviewed, and translator services provided, if necessary, to ensure that their needs are supported; a number of companies are moving towards the working interview model; all students with all disabilities are provided with transition planning supports; special education teachers, guidance counsellors, and itinerant teachers play an important role in the transition process, students with a mild intellectual disability, upon meeting the criteria, will receive the services of the Transition Facilitator. In response to a question about a budget discussion with members of SEAC, Trustee Lawton advised that Board members are currently in pre-budget discussions, and any questions, suggestions or comments may be brought to Regular Meetings of the Board on April 25, and May 9, 2017. At the same time, suggestions received through the online survey conducted earlier are also being considered. Superintendent Byers assured Committee members that their feedback is considered and business cases are presented at budget time. He noted that the role of the IEP Development Consultant was presented as a business case a few years ago. He advised that an update on the budget and spending for special needs will be brought back to the Committee.

**7. Supplement to the Special Education Plan Development – Section C: Developmental Disability/ Student Transition Planning and the Role of the Transition Facilitator (Continued)**

A member asked about the role of the IEP Development Consultant. Tracy Bardell explained that Erlene Shea, who is the IEP Development Consultant in Peel, collaborates closely with Learning Technology Support Services to ensure all requirements for software are met, updated and functioning. Erlene Shea interacts at a professional level with colleagues at other school boards regarding programs and practices that will benefit students in Peel. Apart from conducting professional development workshops for staff, she also provides support to individual schools with respect to reviewing transition plans for IEPs, understanding learner profiles, etc. Tracy Bardell advised that the focus this year is on supporting mathematics through the IEP and finding a way to bridge that gap for students with a learning disability.

SE-38, moved by Dorothy Peddie, that the reports re Supplement to the Special Education Plan Development – Section C: Developmental Disability, and Student Transition Planning and the Role of the Transition Facilitator, be received.

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Trustee Green retired from the meeting (20:30 hours)

**8. Updated Special Education Advisory Committee Member List**

SE-39, moved by Ann Smith, that the Updated Special Education Advisory Committee Member List, be received.

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**9. Reports from Representatives on Councils/Associations**

Wes McDonald reported on a successful program which commenced this February called “Goal Ball.” Run by vision itinerants and orientation and mobility specialists on a weekly basis, the game is played by blind athletes. He stated that sighted individuals can also take part, as all players are blindfolded.

Carol Ogilvie spoke about a revision in Ministry funding for 2017-2018 Grants for Student Needs, and she queried as to how this would affect the budget for special education in Peel. She also asked for further information on the Special Needs Strategy. The administration will bring back update reports.

Carol Ogilvie reported on an upcoming webinar, and asked members to visit the SNOW website for further details. She also advised that the 4<sup>th</sup> Annual Educators’ Institute is being held on August 22 and 23, 2017.

**10. Question Period**

Barbara Cyr asked for an update report on the workshop held by the Ministry regarding provincial framework for alternative courses for students in Kindergarten – Grade 12. Tracy Bardell advised that the information provided was positive and that the curriculum outlined during the session offered potential to support students across a wider continuum, with a variety of profiles and life paths.

**11. Public Question Period**

There were no public questions.

**12. Adjournment**

SE-40, moved by Nancy Leaton, that the meeting adjourn (21:05 hours).

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