

January 15, 2013
Special Education Advisory Committee:nf

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, January 15, 2013 at 19:00 hours.

Members present:

Barbara Byers, Fragile X Research Foundation of Canada, Chair
Stan Cameron, Trustee, Vice-Chair
Barbara Cyr, Association for Bright Children
Shelley Foster, VOICE for Hearing Impaired Children (19:05)
Meredith Johnson, Trustee
Jennifer Knight, Easter Seals Ontario
Nancy Leaton, Autism Ontario Peel Chapter
Brad MacDonald, Trustee
Carol Ogilvie, Learning Disabilities Association of North Peel
Carol Oitment, Tourette Syndrome Association of Ontario
Ann Smith, Brampton-Caledon Community Living

Absent: (apologies received marked *)

Wes McDonald, VIEWS for Blind and Visually Impaired Children
Sandy Milakovic, Canadian Mental Health Association, Peel Branch*
Lorraine Yuill, Learning Disabilities Association of Mississauga*

Also present:

Marg Fishbein, Educational Resource Facilitators of Peel
Marilyn Matis, Association for Bright Children (Alternate)
Linda Standish, Educational Resource Facilitators of Peel

Administration:

Shirley-Ann Teal, Coordinating Superintendent

Nicole Fernandes, Board Reporter

1. **Approval of Agenda**

SE-11, moved by Barbara Cyr, 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, December 18, 2012

SE-12, moved by Barbara Cyr, that the Minutes of the Special Education Advisory Committee Meeting, held December 18, 2012, be approved.

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4. Humberview Secondary School – Vocational Program

Katie Levalds, Special Education Coordinator, introduced Rick Treadwell, Principal of Humberview Secondary School. She highlighted the review of the Board's vocational programs that resulted from accommodation pressures at Judith Nyman Secondary School. Noting that students from Caledon are bused long distances to Brampton to access vocational programs, she remarked that offering vocation programs in a Caledon school would more effectively meet the needs of the community. She stated that Principal Treadwell and staff at Humberview Secondary School have been supportive of the proposal which recommends a phased-in introduction of a new vocational program at the school, beginning with Grade 9 in September 2013. Katie Levalds indicated that the projected enrolment will be 37 students in September 2013, with 9 in the vocational 1 program and the remaining students in vocational 2. She stated that the school has the capacity and equipment to support the vocational program. Outlining the timelines for review of the proposal, she reported that it will be brought for approval to the February 12, 2013 Regular Meeting of the Board.

Principal Treadwell stated that the school administration has been working for some time to bring a vocational program at Humberview Secondary School. He advised that there has been ongoing concern that students recommended for a vocational program in Grade 8, choose instead to attend Humberview Secondary School rather than a school offering the vocational program, including Judith Nyman Secondary School. These students are then provided a locally developed course which may not fully meet their needs. With the proposal to add a vocational program at Humberview Secondary School, students can be supported within Caledon. Rick Treadwell indicated that the school is able to accommodate the additional enrolment since the Ministry rated capacity of the school is 1,438 and the current enrolment is at 1,150. As per projections, enrolment in the vocational program is expected to gradually grow to 80 students over a four year period. Principal Treadwell reported that a ten room addition was constructed at the school six years ago, and the school has one of the best shop facilities in the system.

Members' questions of clarification were responded to, including: timetable and students' learning needs will determine the integration of students with an IPRC who are in a vocational 1 program; space available at Humberview Secondary School to set aside rooms for programs; two portables at the school, one unused and the other for students in the TELL program. A member commented that, given the population in Caledon, a third secondary school is required.

(Continued overleaf)

4. Humberview Secondary School – Vocational Program (Continued)

Vice-Chair Cameron advised that the Ministry rated capacity is calculated differently from the Board's estimates, and Board staff are working on a calculation that reflects the true capacity of a school. He expressed appreciation for the proposal to introduce a vocational program at Humberview Secondary School. He stated that, in the current year, 27 students have turned down a vocational program placement at another school, and they may now be in programs not suited for them. He spoke of the school being a model for other schools since it offers French immersion, extended French, the enhanced learning program, and Specialist High Skills Major programs in transportation, with a second application to the Ministry for a health and wellness course, in addition to the proposed vocational program. As a result the school offers different pathways for students. Vice-Chair Cameron spoke positively about parent involvement and leadership at the school. He acknowledged that there is population growth in Caledon and he noted that he has brought this to the attention of the administration.

SE-13, moved by Ann Smith, that the report re Humberview Secondary School – Vocational Program, be received.

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5. Special Equipment Amount (SEA) Funding

Ana Pauchulo, Coordinating Principal, Special Education Support Services, reviewed a PowerPoint presentation in providing a brief overview of SEA funding which allows boards to purchase equipment necessary for students to access programs aligned with their special education needs.

SEA funding is provided annually and boards are required to develop internal protocols to administer the funding. The funding provides students with the accommodation needed to access curriculum, alternate expectations, courses, or in some cases to attend school. Ana Pauchulo highlighted the two components of SEA: per pupil amount for purchase of computers, software or other computing-related devices; claims-based funding for non-computer based equipment. Reporting that ISSP teachers take the lead in preparing the application, she advised that the application process is being revised by the Ministry, and the claims based equipment recommendation and order process is being streamlined. She provided examples of eligible expenses, including purchasing or leasing equipment to meet special education needs, and replacement, upgrade and repairs of equipment. Ineligible expenses include capital costs, curriculum materials, assessments, classroom computer hardware.

Ana Pauchulo spoke about the coordination with the Ministry of Health and Long Term Care on the Assistive Devices Program (ADP) initiative. The ADP provides partial funding to families for some equipment. If portable, the equipment can be used at home and in school. However, ADP funding will not fund equipment required only for school purposes and cannot be supplemented with SEA funding. In the case of SEA funding, the Ministry requires a recommendation from properly qualified professionals, and the IEP must show that the equipment is needed and is aligned with the report card and programs. It should reflect a logical thread from assessment data. IEP documentation to support the claim for SEA funding was highlighted.

5. Special Equipment Amount (SEA) Funding (Continued)

Ana Pauchulo confirmed that SEA-funded equipment is transferrable when a student is transferred to another school, or to another school board in the Province. The equipment is returned to the school board when the student graduates or moves out of Province. Information on staff handling SEA funding was presented. In response to a question regarding insuring equipment funded through the ADP, Ana Pauchulo clarified that the responsibility for insuring the equipment is with the family.

SE-14, moved by Shelley Foster, that the oral report re Special Equipment Amount (SEA) Funding, be received.

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6. Intensive Support for Peel Students

Providing background information, Maureen MacKay, Coordinator of Student Well Being, reported on the Behaviour Review and recommendations to improve the delivery model of behaviour support for students. The review indicated that there was a reasonable level of satisfaction and understanding in the area of general program, with perceptions that behaviour improved and students enjoyed time with the Behaviour Support Teacher. She noted that the Intensive Support for Peel Students model incorporates some of the recommendations to redefine Peel's current Behaviour Support services.

The goals of the Intensive Support Model were highlighted by Maureen MacKay, including: provide time-limited support for students; provide assigned and concentrated in-school / classroom support for students; build capacity among school staff to collaboratively plan support strategies. She noted that the behaviour guidance is provide by PSSP staff on an on-going basis, but there are still some students who show little improvement, and the Intensive Support Model is intended to meet their needs. Maureen MacKay reviewed the profiles of students who are referred for intensive support. One of the key factors is that the student's behaviour interferes significantly with the progress in the classroom or the progress of other students. She advised that the transition to the new Intensive Support Model will have an impact on the current Mobile Behaviour Team and the Intermediate Itinerant Contact Team, and the roles of these staff will be redefined in the Intensive Support Model.

Reviewing the referral process, Maureen MacKay noted that the ISRC is the central hub of planning for students with special needs. She highlighted the early and targeted intervention recommendations provided by the ISRC, and she indicated that, if the behavioural needs of the student persist, a referral to the school social work and / or psychological services is made to understand underlying needs, refine program, or make behaviour planning recommendations. Maureen MacKay reported on the difference in the elementary and secondary referral processes. She noted that the referral for intensive support would go to the Intensive Support Planning Committee, who would determine the level of intensive support needed. The Committee would be responsible for setting priorities, maintaining the schedule of intensive support and, since the expectation is for short-term support to keep a track of services.

6. Intensive Support for Peel Students

Maureen MacKay provided a detailed description of the Intensive Support Model, which will be made up of five elementary intensive support teams and two at the secondary level. She noted the composition of the teams, who will be responsible to interact with the students and their families, as well as build capacity among school staff. She explained the change in the role of the case manager and she indicated that the allocation of two psychologists and two social workers will continue. She stated that this model will provide continuity and consistency in communicating with families. Members' questions of clarification were responded to, including: referral process in the event of a crisis with a student needing urgent support; next steps if the six weeks of intensive support are not sufficient.

Chief of Social Work, Jim Van Buskirk, explained that, in addition to redesigning the program to address the concerns with the behaviour review, the Intensive Support Model also provides an opportunity to respond to significant financial constraints that the Board is facing. Under the new model, there will be a reduction of 5 Behaviour TAs and one secondary teacher. The new model will be streamlined as more input is available from stakeholders, and Jim Van Buskirk asked SEAC members to provide feedback as the model is implemented in September 2013. Committee members, in groups, then responded to questions regarding: identifying specific questions that parents of students with behaviour and mental health needs may have about the new model; from a parent's perspective, what factors need to be considered as the new model is implemented.

SE-15, moved by Ann Smith, that the report re Intensive Support for Peel Students, be received.

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7. Updated Special Education Advisory Committee Member List

A change will be made to the email address of Marilyn Matis.

SE-16, moved by Barbara Cyr, that the Updated Special Education Advisory Committee Member List, be received.

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8. Teaching Assistants' (TA) Allocation Module

Barb MacRae, Special Education Coordinator, presented an overview of the Management of the TA Referral and Allocation module. She noted that 1,489 TAs were allocated to the Board for 2012, and they were assigned to behaviour services, contained classrooms, and to mainstream integrated students. She noted that the benefits of the new model are: transparency as to where the teachers are assigned; rich data available for accountability purposes and to determine trends; resources can be used as effectively as possible.

8. Teaching Assistants' (TA) Allocation Module (Continued)

Barb MacRae reported that the TA Allocation Committee can view the management screen which provides comparisons for current elementary, secondary and Board-wide TA allocation statistics with previous years. An automatic countdown is performed so that the Committee is aware of how many and where TAs are being allocated. The module will also help to support the role of the ISRC and be a decision-making hub. The entire allocation process will be online and can be downloaded directly from the Student Information System (SIS). Barb MacRae highlighted other screens within the application, including the TA Allocation Summary screen which helps superintendents of education know the number of TAs allocated to their schools, and the Withdrawn or Transferred Students screen showing students withdrawn from Peel or transferred to another school. She noted that the application went 'live' on January 7, 2013, and training has been provided on January 8-9, 2013 to itinerant teachers, consultants, coordinating principals, Special Education support staff, and elementary and secondary Special Education Resource Teachers. Online 'How To' instructions are also available for training purposes. Chair Byers asked that the presentation be provided to all members.

SE-17, moved by Meredith Johnson, that the oral report re Teaching Assistants' (TA) Allocation Module, be approved.

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9. Question Period

There were no questions.

10. Public Question Period

There were no public questions.

11. Adjournment

SE-18, moved by Shelley Foster, that the meeting adjourn (20:30 hours).

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