

## 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, June 17, 2014 at 19:10 hours.

Members present:

Barbara Byers, Fragile X Research Foundation of Canada, Chair  
Nancy Bratkovic, Canadian Mental Health Association  
Barbara Cyr, Association for Bright Children, Peel Chapter  
Shelley Foster, VOICE for Hearing Impaired Children  
Meredith Johnson, Trustee  
Nancy Leaton, Autism Ontario Peel Chapter  
Jennifer Knight, Easter Seals Ontario  
Carol Oitment, Tourette Syndrome Association of Ontario  
Dorothy Peddie, FASworld Canada – Peel Chapter (19:15)  
Ann Smith, Brampton-Caledon Community Living  
Lorraine Yuill, Learning Disabilities Association of Peel Region

Absent: (apologies received marked\*)

Stan Cameron, Trustee, Vice-Chair\*  
Brad MacDonald, Trustee\*  
Wes McDonald, VIEWS for Blind and Visually Impaired Children\*  
Mary Wright, Peel Caring Network for Challenged Kids

Also present:

Sue Lawton, Trustee  
Carol Ogilvie, Learning Disabilities Association of Peel Region (Alternate)  
Linda Standish, Educational Resource Facilitators of Peel

Administration:

Louise Sirisko, Superintendent, Special Education Support Services (Executive Member)  
Joy Uniac, Superintendent of Education

Nicole Fernandes, Board Reporter

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

SE-56, moved by Shelley Foster, that the agenda be approved.

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**2. Special Presentation: Claymation Animation Short Films by Hanna Moss, Allan Drive Public School**

Superintendent of Special Education Support Services, Louise Sirisko, noted that claymation animation short films created by Hanna Moss, a Grade 8 student at Allan Drive Public School, were shown at the Autism Spectrum Disorder (ASD) Showcase, when students from all contained classes at the Board give special presentations and performances. Highlighting that this is Hanna Moss' second year making such films, Superintendent Sirisko provided brief background information regarding Hanna Moss, including her love for story-telling, birds especially owls, and photography. Louise Sirisko then read the social networking post written by Hanna Moss regarding the ASD Showcase. Members viewed the claymation animation short film, "The Adventures of Moon and Bernie".

**3. Conflict of Interest**

There were no declarations of conflict of interest.

**4. Minutes of the Special Education Advisory Committee Meeting, May 20, 2014**

SE-57, moved by Lorraine Yuill, that the Minutes of the Special Education Advisory Committee Meeting of May 20, 2014, be approved.

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**5. Transitions – Implementing PPM 156**

Ana Pauchulo, Coordinating Principal of Special Programs, provided information regarding this year's implementation plan to support PPM 156 and the Integrated Transitions Planning Protocol (ITPP). She explained that the ITPP is an initiative by the Ministries of Education, Children and Youth Services, and of Health and Long Term Care, aimed at building pathways for youth with developmental disabilities to transition into adulthood or day care services. Ana Pauchulo stated that, effective September 2014, PPM 156 requires a transition plan be developed for all students with an IEP, as well as students who receive special education services but do not have an IEP. In the explorative and initial phase of implementation, an introductory PowerPoint presentation has been posted to the system. Throughout the school year, information will be shared through special education newsletters, and at secondary school staff, SEAC, and Transitions Committee meetings. Ana Pauchulo indicated that staff have been discussing three phases of the implementation, such as data collection, teacher training, and IEP concepts, and have been outlining the components of ITPP. She highlighted that the protocol will be fully byimplemented next year, and that SEAC will receive regular updates.

(Continued overleaf)

**5. Transitions – Implementing PPM 156 (Continued)**

Gillian Kajganich, Coordinator of Staff Development, spoke about the survey on PPM 156 sent to the system, and a similar survey to students with developmental disabilities, with regard to involvement and roles of community partners, awareness of PPM 156 and the ITPP, etc. Stating that the survey will help in identifying gaps and focusing resources, she noted, however, that the response has not been good. The survey will be sent out again during the summer, and another survey will be sent next Spring to receive feedback on the progress. Ana Pauchulo commented that the implementation plan is fluid and will be revised as needed. Gaps identified during the survey will help in customizing teacher training. She reported that a focus group of four elementary administrators will meet at least three times this year to share information on the implementation of PPM 156 at their sites. ISSP teachers may be included in the discussions for more meaningful input. With regard to training, sunrise and sunset seminars, and IEP transitions sessions will be offered.

Gillian Kajganich highlighted the composition and work of the writing team to develop templates for individualized IEPs. Katie Levalds indicated that the templates will help to ensure that the transition plan is included with the IEP, prepare goals for transition and guide teachers for supports. She spoke of the work in the Curriculum and Instruction department on the Pathways Plan and MyBluePrint, noting that this was first introduced primarily for post secondary transitions, but is now being expanded to cover special education students. In response to a member's questions of clarification, Gillian Kajganich reported that administrators, classroom teachers, contained classroom teachers, and teaching assistants were included in the survey. She clarified that parents were not part of the survey, as the goal was to identify gaps and awareness in the groups surveyed and customize professional development activities.

SE-58, moved by Ann Smith, that the oral report re Transitions – Implementing PPM 156, be received.

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**6. Special Equipment at Home - Update**

Katie Levalds reported on staffing for the 2014-2015 school year, and noted that she will be the Special Equipment Amount Coordinator. She indicated that there has been significant introduction of technology in the classroom, and professional development is required to support teachers. She acknowledged the work done by Paula Moffat in initiating the collection of information from several school boards in terms of practices at other boards, and using the information to guide the practice at the Board. Katie Levalds indicated that meetings are being held with Learning Technology Support Services staff, Speech-Language staff, Special Education Heads, Special Education Resource Teachers, itinerant teachers, and parents to discuss the Special Equipment at Home initiative.

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**6. Special Equipment at Home – Update (Continued)**

With regard to the initiative, Katie Levalds highlighted: creation of accurate documentation; receive consent from parents and students; roles and responsibility of parents; care and safety protocols; liability insurance; equipment inventory and tracking. She spoke of the special equipment at home pilot project implementation in September, which will include 30 students from across the Board, and confirmed that there will be training for parents and students. Feedback on the processes and protocols regarding the initiative will be sought from SEAC in October. Katie Levalds explained that the biggest challenge will be technical requirements and Learning Technology Support Services is working on changes to the imaging and set up of the equipment. Licensing rights for software has to be reviewed, and home use of software needs to be tested. She described the actions that need to be taken before September implementation of the pilot project, including selection of students. An update report on the implementation will be brought to the Committee in the Fall.

Katie Levalds responded to several questions of clarification from members, including: parents' liability if SEA equipment is damaged; significant restrictions regarding ability to download computer programs at home on Board-licensed equipment; special programs like Kurzweil and Dragon Naturally Speaking are expensive and will not be downloaded to students' personal computers; explore insurance coverage with providers; insurance for SEA equipment can be added to home contents' insurance; no school board offers insurance coverage for equipment taken home; limited warranty on refurbished equipment is problematic; principal and school team will select the student and a lottery system may not be possible in the short term.

Superintendent Sirisko explained that the special equipment at home initiative represents a policy direction for the Board. The Board needs to ensure that there is an in depth exploration of the effects of a policy direction, including an awareness of unintended consequences. She stated that SEA guidelines are highly restrictive with regard to use of funds and, if parents do not assume insurance liability, less SEA equipment will be available to students. She indicated that there are school boards with a no homework policy, and more information on all aspects will be collected during the course of the pilot project. Superintendent Sirisko advised that the primary purpose of education is to support the learning of students in the classroom, which has to remain the underlying driver of discussions on this initiative.

SE-59, moved by Meredith Johnson, that oral update report re Special Equipment at Home, be received.

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**7. Special Education Programs and Services Report 2014 – 2015 - Draft**

Katie Levalds noted that the Ministry of Education requires the annual amendment and publication of the special education plan, which should align with the board improvement planning process focusing on improving student achievement. She stated that the Special Education Programs and Services Report 2014 – 2015 provides detailed information about special education programs and services for the next school year. The complete document is on the Board's website and annual amendments are added to it.

**7. Special Education Programs and Services Report 2014 – 2015 – Draft (Continued)**

Katie Levalds described the consultation process, which included discussions with SEAC members, and review of staffing needs with superintendents of education, Special Education Resource Teachers, Secondary Resource Teachers – Special Education, etc. The goal of the consultation was to understand concerns and receive suggestions. Donna Zuccato, Special Education Coordinator, and Katie Levalds reviewed in detail the information contained in the report, noting changes to locations and allocation. With regard to staff development, Gillian Kagjanich highlighted the job embedded professional development activities for teaching staff, advising that the system focus is on the collaborative inquiry model, emphasizing numeracy, literacy, pathways and community, culture, and caring.

Superintendent Sirisko responded to a question of clarification regarding the work of the home instruction teacher. She noted that two home instruction teachers, and two teaching assistants was added last year to support learning and return of students who are on a modified day or are at risk of being excluded from school in extreme circumstances. These are generally middle or high school students, and the provision of such support has met with much success. Further questions of clarification from members included: date for Tourette's Syndrome conference; Learning Disabilities conference and resource fair to be added.

Ann Smith, representing Brampton-Caledon Community Living, remarked that the report contains many good programs and services; however, from her association's perspective there is no increase in inclusion for students with developmental disabilities. She asked that the prepared response from Brampton Caledon Community Living to the Board's Special Education Programs and Services Report 2014 – 2015 be written into the minutes.

"Last year at this time, as the SEAC representative for Brampton-Caledon Community Living, I voiced our concerns over the increase in the number of contained classes for students with developmental disabilities proposed in the Special Education Programs and Services Report for 2013-2014, as well as the lack of any movement in the addition of resource-model programs or conversion of satellite classes. We did not see these as supportive of the principles of PPM 119 and I therefore abstained from voting on the motion to receive the report. Unfortunately, in the report for 2014-2015, we see nothing to allay our concerns. Even more contained classes are being added and again we see no movement in the resource-model and satellite programs. Community Living Mississauga and Kerry's Place Autism Services, with whom we work closely, share our concerns.

"We were very pleased to see the Toronto DSB's paper, 'A Case for Inclusive Education' on the SEAC agenda recently, and remain hopeful that this is a sign of the Board's efforts to move towards a more equitable, fair, respectful and inclusive system for all students, including those with developmental disabilities. We remain committed to working with the Peel DSB to achieve these ends, but in the light of our continuing concerns, I, as the SEAC representative for Brampton Caledon Community Living, will be voting against the motion to receive the Special Education Programs and Services Report 2014 – 2015. We will also be submitting a Minority Report.

"I am requesting that the response be included verbatim in the minutes and that the vote be recorded."

**7. Special Education Programs and Services Report 2014 – 2015 – Draft (Continued)**

Superintendent Sirisko responded that she will communicate to trustees the concerns expressed by the member. Speaking of the support provided to students with developmental disabilities, she highlighted the review of data and students' profiles to provide the most enabling environment, and building of class lists by level of need, based on the Education Act. She expressed the opinion that, in working to create a more inclusive environment, the Board is listening and responding to the hopes and wishes of parents and students.

SE-60, moved by Nancy Bratkovic, that the draft Special Education Programs and Services Report 2014 – 2015, be received.

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**8. SEAC Annual Calendar for 2014-2015 - Draft**

Superintendent Louise Sirisko referred to the report and invited members to share information or make presentations from their association with the Committee during SEAC meetings in 2014-2015. Presentations by the Learning Disabilities Association in March and Canadian Mental Health Association and FASworld Canada in October were suggested. A member requested an update report on mental health initiatives. The calendar will be updated with further inclusions.

SE-61, moved by Dorothy Peddie, that the draft SEAC Annual Calendar for 2014-2015, be received.

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**9. Communications**

SE-62, moved by Carol Oitment, that the following items, be received:

1. Ministry of Education re Special Education Grant – High Needs Amount
2. Conference / Webcast: Changing the Course of Autism, October 9-10, 2014

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Superintendent Sirisko noted that Item 9.1 provides a description of how the High Needs Amount (HNA) is distributed to boards. She indicated that the Budget recently passed by the Board includes additions to special education staff and support, including teachers, teaching assistants, and Long Term Occasional teachers, funding for mental health initiatives and transitions, counseling for students, consultants for IEP development, and the SEA team.

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**10. Question Period**

There were no questions.

**11. Public Question Period**

Ramona Siddiqui, a parent with three children in the Board, asked questions related to the Identification and Placement Review Committee process. She stated that one of her children has been identified, and she requested confirmation that there are no meetings during the summer. She further asked about psycho-educational assessments, reporting that, following the CCAT and Gifted Rating Scale testing, her child was recommended to an In-School Enhanced Learning Program class. She asked about Board procedure in the event a parent has requested an IPRC meeting in writing. Superintendent Sirisko responded to the questions. Chair Byers suggested that Ramona Siddiqui contact the Association for Bright Children-Peel Chapter representative, Barbara Cyr.

**12. Further Business**

Chair Byers extended best wishes to Linda Standish, Educational Resource Facilitators of Peel (ERFP) representative, who is retiring, and welcomed Tammy Bowman as the new representative of ERFP. She also expressed best wishes to Marie Fawcett-Carter, Special Education Coordinator, and Susan Bassili, Chief Speech-Language Pathologist, who are also retiring.

**13. Adjournment**

SE-63, moved by Shelley Foster, that the meeting adjourn (21:10 hours).

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