



## **SPECIAL EDUCATION ADVISORY COMMITTEE REPORT**

**Wednesday, October 10, 2018, 7:00 pm  
Trustees' Committee Room  
133 Greenbank Road  
Ottawa, Ontario**

**Members:** Dragos Popa (Association for Bright Children of Ontario), Samantha Banning (Autism Ontario, Ottawa Chapter), Mark Wylie (Down Syndrome Association), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Michael Bates (Learning Disabilities Association of Ottawa-Carleton), Ian Morris (Ontario Association for Families of Children with Communication Disorders), Dana Somayaji (Ottawa-Carleton Assembly of School Councils), Donna Owen (Ottawa-Carleton Assembly of School Councils), Terry Warner (VOICE for deaf and hard of hearing children), Christine Boothby (Trustee), Anita Olsen Harper (Trustee), Keith Penny (Trustee), Sonia Campbell-Nadon (Community Representative), Rob Kirwan (Community Representative), Tina Morden (Community Representative)

**Non Voting Members:** Tom Bickford (Professional Student Services Personnel), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network)

Staff and Guests: Donna Blackburn (Trustee), Lynn Scott (Trustee), Chris Ellis (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Dorothy Baker (Superintendent of Curriculum Services), Jennifer Offord (Principal Curriculum Services), Jenny Dewan (System Vice-principal of Learning Support Services), Cheryl Plouffe (Psychologist), Carmelina Falcucci (Learning Support Consultant - Gifted Program), Christopher Hiltz (Instructional Coach), and Nicole Guthrie (Board/Committee Coordinator)

1. Call to Order

Chair Somayaji called the meeting to order at 7:00 p.m.

Trustee Blackburn advised she would be recording the meeting.

2. Approval of the Agenda

**Moved by Mark Wylie,**

**THAT the agenda be approved.**

**-Carried-**

3. Delegations

3.1 Julian Janes, First Avenue Public School, Parent Council

Mr. Janes speaking on behalf of First Avenue Public School Parent Council advised that the school's population has been negatively impacted by the decline in enrolment in the school's congregated Gifted Program. The school went from 105 students in grades 1 through 6 in 2014 to only 29 students in grades 5 and 6 at present. He maintains that the District is in contravention of its Policy P.139.CUR, Program Delivery Structures at Elementary Schools, and that the parent council was not consulted. Mr. Janes added that the First Avenue PS Parent Council strongly supports Trustee Boothby's notice of motion.

In response to a query from Trustee Boothby regarding enrolment in 2015, Mr. Janes advised that the school had a fullsome congregated gifted program in

2015 with students in grades 1 through 6. First Avenue Public School was one of the primary centres for gifted specialized programming. He expressed the view that the introduction of tiered interventions has resulted in the continued degradation of the program and that currently, the school has only 2 specialized gifted classes at grades 5 and 6 and that within 2 years the entire program will be gone.

In response to a query from Trustee Olsen Harper, Mr. Janes indicated that he spoke with staff regarding enrolment and was informed that the program was not at risk.

In response to a query from Ms. Barbetta, Mr. Janes advised that First Avenue Public School was a primary Gifted centre and students from across the city used to access the program. He noted that the First Avenue Public School Parent Council is concerned about the decline in enrolment and wants the program to remain in the school. He noted that the First Avenue PS Parent Council was not consulted on the changes to the Gifted program.

In summary, Mr. Janes noted that the Board has not made a decision to discontinue the program but through unauthorized District programming changes the program has decreased to the point of closure.

#### 4. Member Information

Ms. Houlden advised that the Ottawa City Council has approved the renaming of an ice rink in the Goulbourn Recreation Complex for OCDSB Special Olympic Champions Katie Xu and Jack Fan.

Chair Somayaji introduced new members Samantha Banning, Autism Ontario; Jim Harris, VOICE for deaf and hard of hearing children; and Linda Barbetta, Learning Disabilities Association of Ottawa-Carleton, appointed at the 25 September 2018 Board meeting.

##### 4.1 Appointment of Community Representatives

Chair Somayaji advised that member associations have until November 23, 2018, to provide a letter advising the Manager of Board Services of the names of their member and alternate. She noted the community representative process has also begun. A link to the application for community representatives is available on the District website.

Trustee Boothby advised that the appointment of community representatives is the responsibility of a membership sub-committee which is comprised of the three trustees appointed to SEAC, with the assistance of the Superintendent of Learning Support Services and the Manager of Board Services. She noted the questions used in the interview process of the candidates require an update and encouraged committee members to provide suggestions to improve the questions to ensure the sub-committee can better assess the candidate's strengths and knowledge of special education within the District.

5. Review of Special Education Advisory Committee Report

5.1 Report 08, 12 September 2018

Moved by Trustee Boothby,

THAT Special Education Advisory Committee Report 8, dated 12 September 2018, be received.

Trustee Boothby requested that the first and second sentence of paragraph three on page 7 be revised to read: "Superintendent Symmonds advised that in June 2018 there was a presentation of materials to the Gifted Advisory Group in relation to the Interest Academy and supports for the gifted learner in the regular classroom, the two documents created by LSS staff in consultation with the Gifted Advisory Group."

**Moved by Trustee Boothby,**

**THAT Special Education Advisory Committee Report 8, dated 12 September 2018, be received as amended.**

**-Carried-**

5.2 Review of Long Range Agenda

The long range agenda was provided for information.

Ms. Barbetta confirmed a presentation by LDAO-C in December.

Mr. Warner requested that item 7 be deferred until November.

5.3 Motion/Action Tracking Report, Business Arising

The Motion/Action Tracking report was provided for information.

Ms. Barbetta advised that item 1 could be removed. She noted that strategies to engage students with dyscalculia are firmly part of the renewed math strategy.

6. Action/Discussion/Information Items

6.1 Memo 18-123, Elementary Gifted Specialized Program Class Enrolment (P. Symmonds, ext. 8254)

Your committee had before it Memo 18-123, Elementary Gifted Specialized Program Class Enrolment providing the enrolment numbers, by school, for the elementary Gifted Specialized Program. The memo was provided for information as a result of a request from a trustee.

6.2 Report 18-100, Update to the Elementary Gifted Review (P. Symmonds, ext. 8254)

Your committee had before it Report 18-100, Update to the Elementary Gifted Review. The report outlines the status of the work completed by staff and the Gifted Advisory Group on the Board motion regarding Gifted programming and to stand down the Gifted Advisory Group.

During discussion, and in response to questions, the following points were noted:

- The report is intended to be a response to the letter received from several members of the Gifted Advisory Group included on page 77;
- The report includes the OCDSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy: A vehicle for accessing the curriculum through inquiry-based learning. A Guide for Educator Teams;
- Ms. Falcucci, Gifted Consultant, working with Dr. Plouffe created the OCDSB Guide for Supporting Gifted Students in the Regular Classroom. The guide is intended to be used as a reference tool for staff. Staff can access resources for programming and planning to meet the needs of gifted students in the regular classroom. A "Year at a Glance" is also included which outlines legislative requirements, District policies and procedures and best practices to guide educators and support staff in meeting the needs of students with giftedness;
- Dr. Plouffe advised that the OCDSB Guide includes information on instructional supports, student assessments, exit outcomes, student well-being, other supports and equity considerations. She advised that the document is available in both a hard copy binder and online. It is designed to be added to and enhanced as staff use the information with gifted learners;
- The online version is currently only available to staff. The intent is to make the content available to both staff and parents once a decision is made to implement the pilot program. At present, there is no timeline for either the sharing of online content or the pilot program launch;
- At the request of Mr. Kirwan the hard copy binder will be added to the SEAC library;
- Both the OCDSB Guide and the OCDSB Interest Academy were shared with the Gifted Advisory Group;
- System Principal Offord and Instructional Coach Hiltz advised that the OCDSB Interest Academy was based on the work of Instructional Coach Hiltz and the "Genius Hour" program he designed and implemented for students at Fisher Park/Summit Alternative School. The OCDSB Interest Academy is an inquiry-based, project oriented learning framework which allows students to explore the curriculum in ways that are interesting to them. The OCDSB Interest Academy contains a sample 6 week project cycle that any teacher can use to assist all students in the regular classroom;

- The OCDSB Interest Academy has not been formally piloted in the District, but variations of inquiry-based or passion-based programs have been used by interested teachers in the District for several years;
- Superintendent Baker advised that District teachers are using inquiry-based learning with their students. Through the work of the Gifted Advisory Group, Learning Support Services (LSS) and Curriculum Services (CS) were able to create a best practices document that can be used by all teachers;
- In response to a query from Mr. Popa concerning the use of the OCDSB Interest Academy and its impact on equity of access for under-represented groups, Superintendent Symmonds advised that the OCDSB Interest Academy can assist educators in making instructional decisions to support all students in the regular classroom which include under-represented groups. Superintendent Symmonds submitted that as it is implemented throughout the District it will be one way to further address the need within under-represented groups;
- There are currently no metrics associated with the OCDSB Interest Academy. If the decision is made to proceed with a pilot, a small control study of use can help identify success and an evaluation plan will be created;
- Dr. Plouffe stated that research and data support the use of project and inquiry-based learning for student success;
- The OCDSB Interest Academy would be a part of a student's core day. The Gifted Advisory Group discussed the pilot and its possible implementation at three schools in the District which have a significant population of under-represented groups as well as schools with existing Gifted specialized program classes;
- In response to a query from Mr. Kirwan regarding issues related to legislative and collective agreements, Superintendent Symmonds advised that both the OCDSB Guide and the OCDSB Interest Academy were designed within the parameters related to appropriate legislation and collective agreements;
- The OCDSB Interest Academy is based on a 6 week cycle and could be run multiple times over the course of the school year. The program is flexible and can bring together students from different grades with common interests and provides educators with a timetable to include the work in the regular school day. The tool can be used by teachers to personalize the curriculum for students;
- Instructional Coach Hiltz advised that he had received provincial funding for classroom research through the Teacher Learning and Leadership Program (TLLP). One of the goals of the TLLP is for the teachers to share their practices with others for the broader benefit of Ontario's students. The grant focused on the concept of a "Genius Hour". Teachers and principals from across the District participated in the inquiry-based learning exercise with their students and gathered anecdotal evidence on the experience. Student self-reflection was also used to measure the success of the project. The

District's TLLP project report, which summarized the learning, was shared with other teachers from across the province and provided to the Ministry. A copy of the report will be provided to the committee;

- The Director tasked a multi-disciplinary staff team including Learning Support Services, Human Resources, Planning, and Curriculum Services to operationalize the ideas discussed by the Gifted Advisory Group. This led to the creation of the OCDSB Guide and The OCDSB Interest Academy. Prior to this, there was no clear documentation for the supports for gifted students in the regular classroom, while many practices were in place they were not readily available to teachers;
- Communication was received from several members of the Gifted Advisory Group. They expressed dissatisfaction with the work completed by staff and felt that the learning resources that were created by the District were not an adequate reflection of the ideas shared during the meetings of the Gifted Advisory Group;
- Table 1 outlines the common elements of the work of staff and the work of the Gifted Advisory Group members;
- The District's Google+ community, which has over 200 subscribers, provides an online space for teachers to connect, share resources/materials, and learn about meeting the needs of students with giftedness;
- LSS staff continue to support coaching, modeling, IEP development for educators in the classroom and professional staff continue to offer support through Multi-Disciplinary Teams. LSS is offering New Teacher Induction Program (NTIP) training in relation to supporting students with giftedness;

Rob Kirwan assumed the Chair

- In response to a query from Trustee Boothby regarding the use of the Canadian Cognitive Abilities Test (CCAT 7) as outlined on page 26, Superintendent Symmonds advised that there was no waiting list. Ms. Falcucci added that if a parent requests a CCAT 7, the request is discussed by the school team and the Multi-Disciplinary team and if evidence warrants it the CCAT-7 is administered;
- The shift to the implementation of the learning resources and the discontinuation of the Gifted Advisory Group was not discussed by the Gifted Advisory Group;
- Superintendent Symmonds noted that the Gifted Advisory Group is not an official steering committee and had no official timeline. The original plan was that the Gifted Advisory Group would meet three times between January and June of 2017 to complete their work. The Gifted Advisory Group met a total of 8 times;

- Chair Kirwan noted that after the initial report to COW on the progress of the Gifted Advisory Group in June 2017, the work continued as the parties involved were not making progress;
- In response to a query from Trustee Penny regarding communication with members of the Gifted Advisory Group, Superintendent Symmonds responded that it is the recommendation of staff to stand down the Gifted Advisory Group. He noted that the Advisory Group has experienced many challenges. Superintendent Symmonds added that he was not confident that the Gifted Advisory Group could make further progress given the current level of dissatisfaction and challenges within the group;
- Trustee Boothby expressed the view that she was in support of the pilot program but noted the pilot appears to be rooted within the work of CS rather than LSS. She noted that the Gifted Advisory Group was clear in its communication to staff that the OCDSB Interest Academy be a program for all students in the school, not just students with giftedness;
- Vice Principal Dewan clarified that the pilot that was proposed to the Gifted Advisory Group had two parts, the OCDSB Guide and the OCDSB Interest Academy and that many LSS staff worked on the project to ensure there was a focus on gifted learners. LSS staff would be involved in the creation of an evaluation plan for a pilot program;
- Mr. Popa commented that there are currently no performance indicators to judge whether or not the pilot would work or to validate the notion that gifted students in the regular classroom were meeting or exceeding expectations;
- Ms. Barbetta commented that the Gifted Review contains EQAO data, graduation rates, and suspension and expulsion rates for students with giftedness and that gifted students appear to be doing well;
- Ms. Somayaji advised that in the Gifted Review, data indicates 67% of parents feel that the academic needs of their child are not being met;
- Ms. Somayaji indicated that she was concerned about the committee's ability to adequately respond to the report owing to the timing of its release to the members;
- Mr. Morris commented that the learning resources created will be valuable additions to the classroom and will enrich the classroom experience. He added that pathways to specialized Gifted classes still remain as needed;
- Mr. Morris queried how the learning resources will be implemented and supported to ensure growth, Superintendent Symmonds responded that with the assistance of CS, the OCDSB Guide and the OCDSB Interest Academy would be utilized at a few select District schools and modifications and adjustments will be made as required. The learning resources will help inform and influence teachers in their practice. The learning resources will aid both new teachers and those already familiar with gifted students, and supported by CS they will continue to develop;
- Mr. Morris anticipated a rise in both parent and student satisfaction as a result of the implementation of the learning resources;



- Mr. Warner expressed the view that the learning resources that were created as a result of the Gifted Advisory Group are valuable. He thanked Superintendent Grigoriev and Superintendent Symmonds for their efforts and encouraged staff to take the necessary steps to move the pilot program forward;
- Chair Kirwan expressed frustration with the lack of notice and the availability of the report. He noted that members had a limited amount of time to consider the information within the report;
- Mr. Warner noted that SEAC has varying opinions on the report and the members are divided with respect to their support for the staff recommendation;
- Mr. Morris expressed the view that the Gifted Advisory Group would serve a role in the monitoring of the pilot but that given the animosity among the current members of the Gifted Advisory Group suggested that SEAC could assume the role of the Gifted Advisory Group; and
- Ms. Somayaji expressed her frustration with the report. She noted that she and several other members of the Gifted Advisory Group did not support the pilot and reject the findings of the Gifted Advisory Group.

**Moved by Trustee Penny,**

**THAT SEAC recommends to the Board**

**A. THAT the OCDSB formally acknowledge the contributions of the Gifted Advisory Group;**

**B. THAT staff be directed to implement a pilot program which utilizes both the OCDSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy: A vehicle for accessing the curriculum through inquiry-based learning. A Guide for Educator Teams as soon as may be practical; and**

**C. THAT SEAC fulfills the role of the Gifted Advisory Group in monitoring the pilot program to ensure it improves the effectiveness of services for gifted students and increases equity of access for under-represented groups.**

**-Carried-**

### 6.3 Gifted Advisory Group Letter

A copy of the letter from several members of the Gifted Advisory Group was provided for information.

Trustee Boothby noted that after the Gifted Advisory Group was presented with the OCDSB Guide and the OCDSB Interest Academy documents in June 2018, the Gifted Advisory Group was asked whether or not they wished a pilot to move forward. The letter was written after the meeting to express concern with

the two learning resources and the absence of the input provided by the members after the March 2018 meeting. The letter conveys the disappointment of the signatories. She added that although the signatories appreciate and recognize the value of the two resource documents for parents and staff, they have still not received direct feedback on the inputs they provided.

Mr. Popa expressed the view that the scope and detail provided within the resource material provided at the June 2018 meeting did not meet the stated mandate nor the results the signatories had expected. The learning resources, in their opinion, did not address what they envisioned was required to support gifted students in the regular classroom.

Ms. Somayaji expressed her frustration with the Gifted Advisory Group. She felt the consultation was inadequate and that staff did not consider the input members provided. She noted that the District was in violation of their own complaints resolution policy as the letter was not acted upon within the timelines outlined with the policy. The letter was submitted to the Director and other staff in August and the signatories received a response on 10 October 2018.

Chair Kirwan advised that a formal complaint could be made through a delegation to the Committee of the Whole, Board or to SEAC.

Mr. Warner noted that while he appreciated the efforts of the letter's signatories, it stands as a minority report for a few of the members of the Gifted Advisory Group and not the entire membership.

Ms. Somayaji noted that the four signatories of the letter were the only non staff participants. She added that the other external members were paid consultants.

#### 6.4 Notice of Motion, Trustee Boothby Congregated Elementary Gifted

Trustee Boothby indicated that she would be tabling the motion as listed on page 92 at the 16 October 2018 Committee of the Whole meeting.

During a discussion of the motion, and in response to questions the following points were noted:

- Trustee Boothby expressed the view that an operational program change to a system of tiered intervention in 2015, has led to a precipitous drop in congregated gifted program enrollment and that the program change was not authorized by the Board. The intent of the motion is to have staff return to the process used prior to the introduction of tiered intervention whereby a parent of a gifted student with a completed formal assessment would be offered the opportunity for a congregated placement. The motion also allows for the collection of data that will enable the District to better gauge demand and assist the Board in making a decision regarding the continuation of the congregated gifted program;

- The graph on page 94 highlights the decline with the most profound effects on grades 1 through 4 with no students currently enrolled in congregated gifted in grades 1 and 2. The District advertises that it offers congregated gifted programming for students in grades 1 through 8;
- In response to a query from Trustee Olsen Harper, Trustee Boothby indicated that the Ministry document, Learning for All, does not specifically mandate the application of tiered interventions;
- Mr. Bickford advised that some gifted students may require congregation for emotional or behavioural issues and some who could be placed in congregated classes choose to remain in the regular classroom with their peers. The current process allows for the multidisciplinary team to recommend a congregated class if they feel it would benefit the student;
- Superintendent Symmonds clarified that students do not have to display emotional or behavioural issues in order to access specialized program classes for giftedness;
- Mr. Bickford commented that the pilot program as outlined in the OCDSB Guide and the OCDSB Learning Academy would provide further support to students who score slightly less on the cognitive assessment than the prescribed criteria;
- Superintendent Symmonds noted that should the motion be accepted, gifted students who meet the cognitive assessment criteria would be offered a path to specialized programs, regardless of the full profile of the student and without considering academic achievement, the student's day to day experience, social and emotional factors that contribute to the picture of the whole child;
- Ms. Houlden suggested that tiered interventions create more accountability for teachers. With tiered interventions, staff can investigate a variety of options and interventions without arriving at immediate conclusions. Teachers can provide rich programming experiences for all students through the use of tiered interventions. Tiered interventions have become part of a teachers practice to help students thrive rather than remove them from the regular classroom. Teachers now have more access to tools, resources and strategies to help students and parents and students are choosing to remain in the regular classroom as a result. This may explain the decline in enrollment for congregated gifted;
- Trustee Boothby commented that it is difficult to gauge the demand for congregated programming when parents are not familiar with tiered interventions and parents no longer have a choice;
- Ms. Houlden commented that based on information presented by Dr. Hogan at the 17 January 2018 SEAC meeting, students who have completed private assessments do have the option for specialized classes but the numbers were small. Trustee Boothby noted that she was not provided with detailed figures and that the information she received was based on a 5-year trend;

- Ms. Campbell-Nadon queried how the decline in enrolment can be blamed on the introduction of tiered interventions. Ms. Campbell-Nadon suggested that formal cognitive assessments are costly and that tiered interventions by classroom teachers are more cost effective and can be performed within the school;
- Trustee Boothby noted that parents of gifted students have expressed to her their frustration with the lack of information regarding tiered interventions and agreed with Ms. Campbell-Nadon that the District should be providing more information to parents on the subject. But the gifted community has expressed the view that tiered interventions have made it difficult for parents to access congregated classrooms and that the option for placement to a congregated class is no longer offered to parents who come to the school with a private assessment;
- Trustee Penny commented that an operational decision was made by the District to implement a strategy of tiered interventions which appears to have negatively impacted the congregated gifted program and yet the decision to implement the strategy was not made by the Board. He added that Trustee Boothby's motion seeks evidence to help inform District policy and practice;
- In response to a statement by Trustee Boothby regarding tiered interventions, Superintendent Symmonds clarified that a student's response to interventions is reviewed regularly by teachers and discussed at multidisciplinary team meetings where suggestions for teachers are made to support the student;
- Superintendent Symmonds was unsure whether or not the assumption that tiered interventions caused the decline is accurate;
- Mr. Bickford commented that the request for a report on the applications and the number of children receiving placements in all congregated programs in the timeline indicated in the notice of motions would be impossible. He advised that evidence could be found by surveying parents of gifted students on whether or not they were given a choice of congregated programming. He suggested that trustees would want information on whether or not they feel their children's needs are being met in the regular classroom, were they offered congregated gifted and do they want more information on tiered interventions to make a policy decision;
- Trustee Boothby noted that she has not received an annual report on the status of special education classes in recent years;
- In response to a query from Ms. Morden, Trustee Boothby advised that part A of the motion is specific to gifted. Parents of children who have met the criteria and are identified as gifted would be offered a choice for their child to remain in the regular classroom or be placed in a specialized class. She added that part A is specific to gifted as she is unaware of similar complaints and trends within other exceptionalities, however, part A of the motion includes all exceptionalities;

- Mr. Morris advised that congregated classes are a tier 3 intervention provided when lower level interventions are no longer effective. Interventions are based on needs and outcomes and not program selection. He noted that it may be within the purview of the Board to protect congregated classes at several sites to ensure the programming is available as required. He noted he could not support the motion as written;
- Mr. Popa encouraged the members to review the charts on pages 94 through 97. He noted that students accepted into the congregated gifted program at the primary level are represented by a single digit. No new students have been placed in grades 1, 2 and 3 and should the trend continue the program will disappear within a few years;
- The notice of motion will be presented at the 16 October 2018 Committee of the Whole; and
- Ms. Morden queried the integrity of data that would be gleaned from a return to the process prior to 2015. Placement in a congregated class is an option and has not been removed. She queried the validity of the data as requested if the only measurement is parental choice without input from teachers or professional staff.

## 7. Department Update

### 7.1 Special Education Plan

Superintendent Symmonds advised that the Specialized Health Support Services in School Settings, Accessibility of School Buildings and Coordination with Other Ministries/Agencies sections of the OCDSB Special Education Plan do not provide for many opportunities for input from members. Most of the content is stipulated by the Ministry. He noted that Superintendent McCoy spoke at the 27 September 2018 SEAC meeting on the matter of accessibility.

Mr. Bates queried the timing of the discussion of the Special Education Plan. He had hoped the sections could be placed earlier in the agenda to ensure a more fulsome discussion.

Superintendent Symmonds advised that the following sections of the Special Education Plan will be discussed at the November meeting:

- IEPs
- IPRC Process and Appeals
- Transportation
- Staff Development

Chair Kirwan advised that the Special Education Plan in its entirety is available on the District's website.

### 7.2 Superintendent's Update

Superintendent Symmonds announced that the Board has appointed a new Director of Education, Camile Williams-Taylor. Ms. Williams-Taylor will officially

assume the role January 2019. Ms. Williams-Taylor has been a senior executive with the Durham District School Board since 2011 and has considerable experience with special education and equity.

Superintendent Symmonds advised that the Parent Conference will be held on 3 November 2018 and that there will be sessions dedicated to special education. He added that the focus of the conference is mental health and that the keynote speaker is Peg Dawson, author of Smart but Scattered.

Superintendent Symmonds noted that a team from LSS will be attending the National Association for Gifted Children (NAGC) conference. He added that another team will be attending the Geneva Conference for autism.

In response to a query from Trustee Olsen Harper regarding the per pupil amount and an increase in funding to support Indigenous students, Superintendent Symmonds responded that a memo from the province indicated that there may be funding from the province for Districts that meet the criteria for a graduation coach. He added that the District does not have further information on the criteria and have not received any further information on the subject.

## 8. Committee Reports

### 8.1 Advisory Committee on Equity

Trustee Olsen Harper advised that ACE met on 27 September 2018 and discussed the expansion of community voice, increasing connections between trustees and the confirmation of administrative support for ACE.

### 8.2 Parent Involvement Committee

Ms. Campbell-Nadon advised the first meeting of the Parent Involvement Committee will be held on 17 October 2018.

### 8.3 Board

There was no report.

### 8.4 Committee of the Whole

Ms. Somayaji noted that the COW reviewed the purchase of new portable classrooms which featured a lengthy discussion on the cost of transporting the portable. COW also discussed the provision of air conditioning in classrooms used for the District's Extended Day Programs during the summer months. Chair Kirwan advised that the item was deferred pending a review of the budget.

### 8.5 Committee of the Whole Budget

Chair Kirwan advised that he will speak with Chief Financial Officer Carson about the possibility of a budget presentation to an upcoming SEAC meeting.

8.6 Advisory Committee on Extended Day and Child Care Programs

There was no report.

9. New Business

Mr. Morris noted that the Ontario Human Rights Commission recently released its policy on Accessible Education for Students with Disabilities. Superintendent Symmonds advised that the document identifies several recommendations that will impact special education students in the District.

10. Adjournment

The meeting adjourned at 10:30 p.m.

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Rob Kirwan, Chair, Special Education Advisory Committee