



## **SPECIAL EDUCATION ADVISORY COMMITTEE REPORT**

**Wednesday, December 5, 2018, 7:00 pm**  
**Trustees' Committee Room**  
**133 Greenbank Road**  
**Ottawa, Ontario**

**Members:** Rob Kirwan (Community Representative), Christine Boothby (Trustee), Rob Campbell (Trustee), Cathy Miedema (Association for Bright Children of Ontario), Samantha Banning (Autism Ontario, Ottawa Chapter, Alternate), Mark Wylie (Down Syndrome Association), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Donna Owen (Ottawa-Carleton Assembly of School Councils), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Catherine Houlden (Ontario Secondary School Teachers' Federation (Teachers)), Jean Trant, Ontario Secondary School Teachers' Federation (SSP), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Kelly Granum, Ontario Secondary School Teachers' Federation (Occasional Teachers)

**Staff and Guests:** Michele Giroux (Executive Officer), Lynn Scott (Trustee), Donna Blackburn (Trustee), Chris Ellis (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (Principal of Learning Support Services), Kevin Gardner (Manager of Financial Services), Nicole Guthrie (Board Committee/Coordinator).

1. Call to Order

Superintendent Symmonds called the meeting to order at 7:01 p.m

Trustee Blackburn indicated that she would be recording the meeting.

2. Approval of the Agenda

Moved by Rob Kirwan,

THAT the agenda be approved.

Superintendent Symmonds advised that item 5.1 Learning Disabilities Association of Ontario Presentation would be referred to the 13 February 2019 meeting.

Superintendent Symmonds recommended that item 6.2 c be removed as the committee had already discussed this standard. He also requested that items 7.2 and 7.3 be discussed after Member Information.

**Moved by Mark Wylie,**

**THAT the agenda be approved, as amended.**

**Carried**

3. Delegations

There were no delegations.

4. Committee Appointments

Superintendent Symmonds explained the process for appointing members to the various committee positions.

4.1 Chair

Sonia Nadon-Campbell nominated Rob Kirwan for the position of Chair.

**Moved by Trustee Boothby,**

**THAT the nominations be closed.**

**Carried**

Rob Kirwan was declared Chair of SEAC by acclamation.

At the request of Mr. Kirwan, Superintendent Symmonds remained in the Chair.

4.2 Vice-Chair

Chair Kirwan nominated Mark Wylie for the position of Vice-Chair.

Ian Morris nominated Linda Barbetta for the position of Vice-Chair

**Moved by Trustee Boothby**

**THAT nominations be closed.**

**Carried**

Following an election, Superintendent Symmonds declared Mark Wylie was Vice-Chair of SEAC.

#### 4.3 Board

Linda Barbetta advised that she would attend Board meetings as an observer and report back any items of interest to the Committee. Rob Kirwan volunteered to be the alternate observer, if required.

#### 4.4 Committee of the Whole

Mark Wylie self-nominated for the position of Committee of the Whole Representative.

Rob Kirwan self-nominated for the position of Committee of the Whole, Alternate.

**Moved by Trustee Boothby,**

**THAT nominations be closed.**

**Carried**

Mark Wylie and Rob Kirwan were declared the Committee of the Whole, Representative and Alternate respectively, for SEAC by acclamation.

#### 4.5 Committee of the Whole, Budget

Donna Owen self-nominated for the position of Committee of the Whole, Budget, Representative.

**Moved by Trustee Boothby,**

**THAT nominations be closed.**

**Carried**

Donna Owen was declared the Committee of the Whole, Budget, Representative, for SEAC by acclamation.

Rob Kirwan added that he and Terry Warner would provide offline support to Ms. Owen, if required.

The committee agreed to seek an alternate at the 16 January 2019 meeting.

#### 4.6 Parent Involvement Committee

Ian Morris self-nominated for the position of Parent Involvement Committee Representative.

Samantha Banning self-nominated for the position of Parent Involvement Committee, Alternate.

**Moved by Rob Kirwan,**

**THAT nominations be closed.**

**Carried**

Ian Morris and Samantha Banning were declared the Parent Involvement Committee, Representative and Alternate respectively, for SEAC by acclamation.

4.7 Advisory Committee on Equity

Sonia Nadon-Campbell self-nominated for the position of Advisory Committee on Equity Representative.

Susan Cowin self-nominated for the position of Advisory Committee on Equity Representative, Alternate.

**Moved by Rob Kirwan,**

**THAT nominations be closed.**

**Carried**

Sonia Nadon-Campbell and Susan Cowin were declared the Advisory Committee on Equity, Representative and Alternate respectively, for SEAC by acclamation.

Mr. Kirwan assumed the chair for the remainder of the meeting.

5. Members' Information

Mr. Morris advised that he and Joyce Mortimer from the Ontario Association for Families of Children with Communication Disorders (OAFCCD) would like to make a presentation to inform SEAC members on the role and function of the organization in February or March and requested that it be added to the long range agenda.

Mr. Morris advised that Committee Coordinator Guthrie had distributed the OAFCCD November 2018 newsletter and had a query regarding the use of a new term, Development Language Disorder (DLD). He noted that the term DLD is a new term to replace Specific Language Impairment (SLI). The newsletter indicates that there is a movement among Speech-Language Pathologists (S-LPs) in Ontario to use the term.

Ms. Houlden noted that Kimana Mar, international Special Olympian and OCDSB General Learning Program (GLP) student, will be attending SEAC in January to speak briefly about her experiences.

Manager Kay noted that Nancy McLaren Kennedy would be the new Professional Student Services Personnel (PSSP) representative.

Executive Officer Giroux informed the committee that questions were raised at the 3 December 2018 inaugural Board meeting regarding the appointment of trustees to SEAC, particularly the term length. Past practice has been for the

Board to appoint trustee representatives to SEAC annually which may be inconsistent with the Education Act. The Board moved to proceed with a one-year appointment at the inaugural meeting but will seek the input of legal counsel on the practice. Across the province, some boards appoint annually while others appoint for a four-year term. The new Chair of the Board, Lynn Scott, requested that the matter be brought to the attention of SEAC.

Ms. Barbetta noted that the York Region District School Board has a Declaration of Conflict of Interest as a longstanding agenda item. Executive Officer Giroux noted that trustees are required to disclose a conflict although it may not be expressly indicated on an agenda. The conflict of interest is not pecuniary and may be more of an issue with the perception of bias related to specific exceptionalities.

Mr. Wylie expressed the view that a one year term for trustees is not enough and that he would support an increase to the term length.

Trustee Campbell expressed the view that the role and function of trustees on all District advisory committees should be explored.

Executive Officer Giroux advised that the District has communicated with legal counsel and will report the findings to the Board in January 2019.

Mr. Morris expressed the view that it is important to have continuity among the trustee members to SEAC. He suggested a two-year term may be more advantageous and would allow for broader knowledge of SEAC at the Board level.

## 6. Action/Discussion/Information Items

### 6.1 Strategic Plan 2019-2023 - Community Conversation

Executive Officer Giroux advised that the District has begun the conversation on the 2019-2023 Strategic Plan. She noted that the District will be using Thoughtexchange, an online learning tool that allows parents, staff, students and community members to have a conversation about learning and well-being.

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

- Staff has presented and engaged with Ottawa-Carleton Assembly of School Councils (OCASC), the Advisory Committee on Equity, the Student Senate, the federation representatives and school principals seeking ideas and strategies on how best to reach communities and people who are traditionally less engaged in District consultations;
- The Thoughtexchange process encourages all participants to answer three open-ended questions- what the District does well; where the

District can improve; and what priorities are important to learning and well-being. Participants can also review thoughts that are shared by others and star the ideas that they like best. Participants may provide multiple thoughts and ideas, they can view other participant's ideas and rank or star those ideas. Participants may return and contribute to the process as often as they wish until the 17 December 2018 close;

- There are three separate conversations: parents and community members; staff; and students (grades 7-9). The conversations will also be separated by elementary and secondary panels. This will allow people with common interest and experiences to be involved in the conversation;
- Thoughtexchange is available in English, French or Spanish. People may also participate by SMS text message in any language available in Google translate;
- The District had close to 13,500 participants in the last strategic plan process and anticipate an increase to 20,000 during the consultation for the 2019-2023 plan;
- All participants will receive an invitation and several reminder emails;
- SEAC members may participate as a community member on behalf of their organization. SEAC members with children in District schools can also participate as parents in the elementary and/or secondary panel conversation for as many schools as applicable;
- The District is working with Multi-Cultural Liaison Officers to help bridge communities and overcome some of the language barriers to engage with parent communities that traditionally do not participate;
- The data collected from the Thoughtexchange will be used to inform the focus groups and forums the District will host in January 2019. Conversations will also be held with strategic, community business partners;
- All of the feedback will be prioritized and will help inform trustees and senior staff as they prepare a draft plan for review in May of 2019 with the goal of Board approval in June 2019; and
- Chair Kirwan requested that SEAC be considered for participation as part of a focus group.

## 6.2 Finance Presentation (M. Carson, ext. 8207)

Manager of Financial Services Gardner made a presentation on the District's financial situation with respect to Special Education revenues and expenditures. The calculation of various grants was outlined, and clarification was provided pursuant to questions raised.

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

- The Ministry of Education is responsible for funding Ontario's elementary and secondary schools through the Grants for Student Needs (GSNs);
- Special Education revenues total approximately \$116.0 million for 2018-2019;
- The 2018-2019 approved budget for special education expenditures total \$122.0 million;
- The majority of the costs are for teaching staff, educational assistants and professional student services personnel (PSSP);
- There is a consistent pattern of under-funding within special education. The Ministry does not cover all of the special education costs incurred by the District. The District is able to cover the shortfall through other grants and revenues;
- The province has indicated that they will be reviewing the costs of all programs they fund and education is expected to be scrutinized. As a result, the 2019-2020 Budget may be challenging;
- The Local Priorities Funding (LPF), secured through extension agreements during contract negotiations, ends in August 2019. The LPF provided an additional \$4.0 million in funding to support special education with 50.50 full time equivalent (FTE) staff. Should the funding not be renewed it would have a significant impact on the budget and the support provided to special education students. Concerns about the potential loss of this funding have been conveyed to the Ministry;
- Orientation and Mobility Instruction staff increased by 0.5 FTE to 1.0 FTE for the 2018-2019 school year;
- In February 2017, a settlement was reached between the Ontario Secondary School Teachers' Federation (OSSTF) and the province as a remedy for the Ontario Superior Court ruling in April 2016 on the *Putting Students First Act, 2012* (PSFA). The ruling determined that the PSFA was a violation of s.2(d) (freedom of association) of the Canadian Charter of Rights and Freedom. The Ministry OSSTF remedy payment was received as a one-time payment during the 2017-2018 school year and is reflected in the 2017-2018 Revised Estimates. It was subsequently determined that the funding and related cost were not to be reported under the Special Education envelope;
- Recently completed financial reporting indicates that the District will end the year with a significant surplus. It is possible that some of the surplus will be available to assist in transitions depending on Ministry funding in 2019-2020;
- The District follows a standard reporting process with respect to its special education funding. Anecdotal evidence suggests that many other boards overspend in the area of special education;

- The District has a variety of revenue sources in addition to the GSNs. Many of these revenue sources are not specifically assigned and the District may direct these revenues to priority areas of need and program shortfalls;
- Superintendent Symmonds advised that special education funding might be considered as an area for additional SEAC and Board advocacy;
- Superintendent Symmonds noted that he would share the 2018-2019 Education Funding - A Guide to the Special Education Grant with members;
- Speech and language pathology staff have increased due to various Ministry funding initiatives. The new conservative government reviewed funding and moved money to the per-pupil allocation and reduced the Special Incidence Portion (SIP) allowing for enhanced flexibility. The government is looking to make further changes to funding in future years but there has been no indication on what funding areas will be impacted;
- Mr. Morris noted that some boards utilize Communication Disorder Assistants (CDAs) as initial support for students. He queried whether or not the District employs CDAs. Manager Kay noted that there is variability across the province and that the District currently does not utilize CDAs. She noted that the District may choose to investigate the benefits to the system through the use of CDAs;
- The revenue associated with the gain on long-term disability and the Employee Life and Health Trust (ELHT) is the result of a change in employee benefit plans and the related accounting treatment. The revenues have been partially assigned to special education to support related staffing costs;
- The amount of GSNs received by the District is based on total enrollment, the Ministry's statistical funding model is used to calculate allocations for the Special Education Per-Pupil Amount, the Differentiated Special Education Needs Amount, Behavioural Expertise Amount, SIP and the Specialized Equipment Amount. This funding model is well detailed on the Ministry website;
- Any proposed settlement stemming from recently publicized sexual assault lawsuits involving the District would not impact the Special Education budget;
- The gain on long-term disability and the ELHT amounts noted in grant revenues are proportional to the number of FTE staff listed in expenditures;
- LPF enabled the addition of 11.50 FTE learning support/resource teachers, 1.00 FTE learning support consultants and 3.00 FTE itinerant program behaviour specialists at the elementary panel. 5.00FTE learning support teachers at the secondary panel. LPF funding also supported the addition of 28.50 FTE educational



assistants as well as 1.50 FTE psychologist/social worker for a total of 50.50 FTE positions;

- The PSSP 1.50 FTE staff is divided between social work and psychology; and
- The benefit load for part-time staff is not related to the ELHT funding. It is for costs such as CPP premiums and vacation pay.

### 6.3 Consultation: Education in Ontario

Executive Officer Giroux noted that the Ministry of Education Consultation on Education is underway and that the deadline for submissions is 15 December 2018. The Ministry has provided parents with several ways to participate, telephone townhalls, an open submission form and an online survey.

Both the Board and the Parent Involvement Committee have prepared submissions to the consultation and will be sharing their responses on the District website. The Board and PIC have requested that the District make the parent community, including SEAC, aware of the consultation as the results may impact the work of the organizations represented at SEAC.

Executive Officer Giroux advised that PIC hosted a workshop at the Parent Conference and School Council Training Day on 3 November 2018 to collect parent input on each of the seven areas of the questionnaire. The PIC identified a need to provide an opportunity for District parents to submit input to the consultation.

Ms. Barbetta noted that the November 2018 LDAO SEAC Circular contained LDAO suggested points on each of the seven Ministry consultation areas. She indicated that she would share the points with the members to help inform their own submission.

Executive Officer Giroux noted that there is little evidence to suggest that responses made by organizations carry any more weight in the process than an individual response. She advised that it may be more advantageous for the SEAC members to make an individual submission based on experience with their child or their organization and the students it supports.

## 7. Department Update

Superintendent Symmonds advised that Vice-Principal of Learning Support Services (LSS) Jenny Dewan in has accepted a new position within the District. She will be the new Vice-Principal at Hopewell Avenue Public School. Superintendent Symmonds thanked Vice-Principal Dewan for her efforts and wished her well in her new post. He added that her replacement will be announced in January 2019.

LSS staff will be meeting on 6 December 2018 to discuss equity. The District is a diverse board and equity staff will be providing information to LSS staff to deepen their knowledge on the matter and discussing opportunities for staff to weave an equity lens into their work to support students and staff. This meeting is the beginning of a longer conversation with Curriculum Services to help guide the work of the District.

Superintendent Symmonds announced that the Indigenous Youth Symposium will be held on 11 January 2019 at the Confederation Education Centre. The Indigenous Youth Symposium provides an opportunity for Indigenous students to discuss their needs in classrooms, schools and the District.

#### 7.1 Special Needs Strategy Update

Manager Kay noted that the province continues to work on the provincial implementation of Ontario's Special Needs Strategy (SNS). Manager Kay provided an update on the Coordinated Service Planning (CSP) and the Integrated Delivery of Rehabilitation Services (IR)

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

- CSP for children and youth with multiple and/or complex special needs and their families is well underway. The Children's Hospital of Eastern Ontario – Ottawa Children's Treatment Centre (CHEO-OCTC) is responsible for CSP in the Ottawa area. CSP is intended to decrease family stress by providing families with a single identifiable agency through which they can access CSP;
- The District provided training to all principals and vice-principals in the fall of 2018 to introduce to them the supports offered by all of the coordinating agencies and to ensure they understood their role as a valued partner in the delivery of CSP;
- The District can refer students into the service and provide assistance with family-centered goals;
- Superintendent Symmonds noted that there have been some communication challenges. Staff are working with the Ministry and local partners to ensure timely information is released and that all of the partners are informed;
- The Ministry is committed to ensuring seamless continuity for children and families;
- There are currently 44 children and youth accessing CSP in the Ottawa area, but they are not all OCDSB students. CHEO-OCTC and the District anticipates that this number will grow over time, however the service is only available for those families already accessing two or more services and whose children have multiple complex needs which represents only a small number of the total student population;

- The work on the IR did not progress as quickly as the partners had hoped. A full provincial plan was never attained. The province will move forward with the transition of the School Health Support program from the Ministry of Health to the Ministry of Children, Community and Social Services. Locally, the funding and accountability for the School Health Support program will transition from the Champlain Local Health Integration Network (LHIN) to CHEO-OCTC by January. The transition will not be felt by the students and families receiving the service, the District continues to follow the same process;
- Ms. Houlden stressed the importance of maintaining relationships between Occupational and Physical Therapy staff and students. She advised that the District should advocate to ensure the same staff are working with students after the transition. Manager Kay noted that the legal and governance piece is being explored at this time. The District will be engaged as a partner to help inform the implementation;
- Nursing support will remain with the Champlain LHIN;
- The District is a partner and a participant in the delivery of care for the students, and facilitating referrals is a part of the process. Parents and staff continue to work with the LHIN and therapists for a smooth plan of care;
- PPM 81 governs the provision of health services in school districts;
- Learning Support Teachers facilitate referrals and coordinate the work and the services through health support. Students can be referred by a teacher or the family can approach the school;
- Mr. Morris noted that OAFCCD have heard from parents who are still finding it difficult to navigate the system. Manager Kay noted that the IR did not meet their goals and that the inter-ministerial work did not continue this fall as planned. The province does plan to move forward with the transfer and the overall model is currently status quo. This is most apparent in speech language pathology where parallel systems are still in place. The District has long standing relationships with all of the providers and actively works to ensure all the services are complimentary;
- Mr. Morris expressed the view that as the SNS implementation continues it will be important for the District to be a powerful voice at the table. He added that the health system often leads, but that the in-school support staff does much of the critical work with students;
- In response to a query from Ms. Houlden regarding the inclusion of mental health in CSP, Manager Kay noted that while mental health is not currently an element of CSP, the Ministry of Children, Community and Social Services (MCCSS) has identified mental health as a priority and will be working on a similar model for coordinated delivery. The District has developed a district-wide framework for well-being, and a mental health strategy. Petra Duschner, Manager, Mental Health and Critical Services, manages the District's work on mental health; and

- The practice of Speech Language, Occupational Therapy, and Social Work is governed by the professional college. Often professional collaborations are required and staff are professionally obligated to ensure complementary and coordinated services. The District has structures in place to permit for the release and exchange of information based on parental consent.

## 7.2 Special Education Plan (Standards)

### a. The Board's Special Education Advisory Committee (SEAC)

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

- The role of SEAC, SEAC meetings and composition of SEAC are specified in the standard;
- The names and email addresses of the members will be updated;
- In response to a query from Trustee Campbell regarding a standard definition of students with special education needs, Superintendent Symmonds noted that there is no standard definition. Any student who needs special education support and services receives it whether it be a suggested practice in the regular classroom, through a formal Identification, Placement, and Review Committee (IPRC) process or through an Individual Education Plan (IEP);
- Ms. Owen indicated that the Ministry document states that the plan "must also include a description of ways in which parents and other members of the public can make their views known to the SEAC" yet the plan does not reference how parents can provide their input. She added that if input is to be received through delegation, the plan must reference the process;
- Parents may also communicate concerns and viewpoints directly to the representatives; and
- There is no statutory requirement for the meetings to be held at 7:00 p.m.

### b. Special Education Placements Provided by the OCDSB

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

- Principal Hannah advised that she has a regular team meeting with staff to review each of the sections of the Special Education Plan prior to each SEAC meeting and recognizes that the Special Education Placement section requires many updates;

- Some of the content and the definitions are created by the Ministry and as such there can be no modifications;
- All typos, grammatical and formatting issues will be addressed;
- The word "application" should be changed to "referral" to reflect current practice;
- Specialized class information will be updated to represent the 2018-2019 figures;
- The Behaviour Intervention Program (BIP) as outlined on folio 11 has increased to provide service at the secondary level at both Hillcrest High School and Canterbury High School;
- A secondary class was added to Deaf and Hard of Hearing at Woodroffe High School;
- Any duplicates have been noted and corrected;
- A correction to Special Education Classes for Autism (ASDP) to remove reference to Asperger syndrome but leave the acronym (ASDSCP);
- The description of the Storefront program on folio 29 is misplaced and should be moved to the General Learning Program (GLP) on folio 25;
- Updates on folio 32 related to Physical Disabilities will feature reference to the CHEO-OCTC as result of the changes to the SNS;
- In response to a request from Ms. Barbetta that the options for student placement in the regular classroom as outlined on folio 8 also include reference to placement by Identification, Placement and Review Committee (IPRC), staff agreed to make the addition;
- Staff will make revisions based on SEAC consultation feedback and the necessary data input corrections to reflect the school year. The entire Special Education Plan will be provided to SEAC for final review in May 2019;
- In response to a query from Ms. Owen regarding the difference between options for placement and school based support, Superintendent Symmonds noted that the five placements listed under Options for Student Placement are directed specifically by the Ministry. The District has added the three additional school-based supports as options for placement;
- Ms. Owen queried whether or not the reference to Educational Assistant (EA) on folio 9 should include the word behaviour. Principal Hannah noted that often behaviour is an element of safety needs. She noted that staff will specify the reasons for EA support;
- A parent may request an IPRC at any time. The principal may also initiate an IPRC;

- Trustee Campbell requested that the IPRC and application process be accurately described;
- The decision making body for student placement is the IPRC but the District has structured this with referral committees. The referral committee is comprised of central expertise who provide an interpretation of the evidence. Their recommendation and evidence is provided to the IPRC. The IPRC considers all of the relevant information before making a decision for placement;
- Principal Hannah advised that relevant sections of the IPRC standard could be added to this section to provide clarification;
- If the school offer is declined by the parent a referral committee may reconvene to review alternative options. Should the parents disagree with the IPRC the appeal process begins;
- The criteria for change in placement varies for each category and program. Any changes in placement are thought of and discussed by the school team and with the parents well in advance of an IPRC; and
- If a student withdraws from a placement the spot would be filled by another student who required the support. Re-admittance to the same program is an option but would be reviewed prior to the re-placement.

## 8. Review of Special Education Advisory Committee Report

### 8.1 14 November 2018

Moved by Linda Barbetta,

THAT the 17 November 2018 be received.

Ms. Owen requested that her comment regarding the inclusion of the overall goal of the special education involvement plan be added to the discussion on item 5.1 d. Staff Development.

Ms. Houlden requested that her comment regarding the Storefront Program be revised to read "She expressed concern about the stress both staff and students are under without a definitive plan or permanent location for the program."

Superintendent Symmonds provided clarification that the District maintains a month to month lease agreement with Morgaurd Properties for the Storefront space.

**Moved by Linda Barbetta,**

**THAT the 17 November 2018 be received, as amended.**

**Carried**

## 8.2 Review of Long Range Agenda

The long range agenda was provided for information.

In response to a query from Ms. Miedema on the status of the report with the outline and timeline of the operational review of the process for identification, needs assessment, and placement for all exceptionalities, Superintendent Symmonds advised that every effort will be made to ensure the report is reviewed by SEAC prior to issue to Committee of the Whole in February.

Ms. Miedema queried the timeline for the Pilot Project for Elementary Gifted Program Delivery, noting it is listed for presentation in December. Superintendent Symmonds advised that the date associated with this item be revised to "to be determined".

The members requested that the District Practice for Parental Communication be added as a discussion item for the 16 January 2018 meeting.

## 8.3 Motion/Action Tracking Report, Business Arising

The motion/action tracking report was provided for information.

## 9. Committee Reports

### 9.1 Advisory Committee on Equity

Trustee Olsen Harper had been the representative from SEAC to the Advisory Committee on Equity. Board Committee Coordinator Guthrie noted that the 29 November 2018 meeting of ACE featured a discussion on identity-based data collection.

### 9.2 Parent Involvement Committee

Ms. Nadon-Campbell reported that the Parent Involvement Committee (PIC) selected a Chair and Vice-Chair and discussed the PIC response to the Ministry Consultation at the 21 November 2018 meeting.

### 9.3 Board

There was no report from the Board meeting.

### 9.4 Committee of the Whole

There was no report from Committee of the Whole.

## 10. New Business

There was no new business.

## 11. Adjournment

The meeting adjourned at 10:27 p.m.

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Rob Kirwan, Chair, Special Education Advisory Committee