



REPORT NO. 07 SPECIAL EDUCATION ADVISORY COMMITTEE

TO: The Committee of the Whole (Public)

DATE: 06 June 2018

A meeting of the Special Education Advisory Committee was held this evening in the Trustees' Committee Room, 133 Greenbank Road, Ottawa, commencing at 7:01 p.m. with Rob Kirwan as chair and the following also in attendance:

ASSOCIATION REPRESENTATIVES: Dragos Popa, Association for Bright Children of Ontario; Mark Wylie, Down Syndrome Association; Katie Ralph (electronic communication), Autism Ontario; Dana Somayaji and Donna Owen (alternate), Ottawa-Carleton Assembly of School Councils (OCASC); Beth Doubt (alternate), Learning Disabilities Association of Ottawa-Carleton (LDAOC); Terry Warner, VOICE for deaf and hard of hearing children; and Ian Morris, Ontario Associations for Families of Children with Communication Disorders (OAFCCD).

TRUSTEE MEMBERS: Christine Boothby, Anita Olsen-Harper and Keith Penny.

OTHER TRUSTEES: Donna Blackburn, Chris Ellis and Lynn Scott.

COMMUNITY REPRESENTATIVES: Tina Morden and Sonia Campbell-Nadon.

NON-VOTING REPRESENTATIVES: Catherine Houlden, Ontario Secondary Teachers' Federation (Teachers); Tom Bickford, Professional Student Services Personnel; and Susan Gardner, Ottawa-Carleton Elementary Teachers' Federation.

STAFF: Olga Grigoriev, Superintendent of Learning Support Services; Susan MacDonald and Peter Symmonds, Superintendents of Instruction; Joan Oracheski, Manager, Research, Evaluation & Analytics Division (READ); Stacey Kay, Manager of Learning Support Services; Amy Hannah, System Principal of Learning Support Services; Jenny Dewan, System Vice-Principal of Learning Support Services; and Nicole Guthrie Board/Committee Coordinator.

1. Call to Order

Chair Kirwan called the meeting to order at 7:01 p.m.

Trustee Blackburn advised that she would be recording the meeting.

2. Approval of Agenda

**Moved by Trustee Penny,
THAT the agenda be approved, as amended.**

- Carried -

3. Delegations

There were no delegations.

4. Members Information

The following information was provided by the members:

- Chair Kirwan thanked Superintendent Grigoriev for her hard work over the past four years as Superintendent and wished her success in her new post as Superintendent of Instruction;
- Superintendent Grigoriev expressed her thanks and noted that Superintendent Symmonds will assume the portfolio in September 2018;
- Chair Kirwan thanked Beth Doubt for her many years of commitment and dedication to SEAC;
- Students of Sir Guy Carleton Secondary School competed with 1000 athletes at the Special Olympics Ontario School Championships and won several medals;
- An open house will be held on 11 June 2018 at which District students will be graduating from the Algonquin College Kitchen Steward Certification program and a new session will begin;
- The Education Foundation of Ottawa (EFO) is not able to provide financial assistance to support the attendance of deaf and hard of hearing students at the summer program due to insufficient funding;
- LDAO-C will be offering its summer camps to assist students with learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD). The camps are important for these students to ensure they do not lose their skills over the summer holiday. An online donation program has been added to the LDAO-C website in an effort to help finance students who need additional funding to attend the program;
- The EFO will host the annual fundraising golf tournament at Cedarhill Golf Course on 20 June 2018; and
- The Ontario Public School Boards' Association (OPSBA) will lobby the Ontario Ministry of Education to acknowledge ADHD as a neurological disability and to implement training on the disorder for educators. OPSBA has voted to refer the matter to the Ministry's Advisory Council on Special Education.

a. SEAC Response to Memo 18-031, Tiered Interventions

Chair Kirwan indicated that a copy of the response to Memo 18-031 was provided to the members for information (attached as Appendix A).

Moved by Beth Doubt,

THAT SEAC is committed to working with LSS Staff and the Board of Trustees in order to advance professional development specifically targeted at tiered intervention and differentiated instruction.

Ms. Houlden disagreed with the motion. She advised that most teachers have a solid understanding of tiered interventions; however, some parents do not and that the District should focus on educating parents. She noted that the goal of tiered intervention is for a student to be provided with the tools and skills necessary to remain in the regular classroom. It is not a teacher's goal to have students move into specialized classes. She suggested that the District would benefit more from additional Educational Assistants (EAs) rather than additional professional development (PD).

Ms. Doubt commented that the motion is not prescriptive in how the PD would occur and noted that it may not be costly. She noted that many parents have expressed concern about issues regarding tiered interventions in the regular classroom.

In response to a query from Trustee Boothby regarding PD for tiered interventions, Superintendent Grigoriev noted PD is provided to teachers and educators in a variety of ways. Teachers and educators learn strategies and interventions that can be tailored and used in their classrooms. Learning Support Services (LSS) continue to provide small group learning sessions to support classroom teachers with their learning needs for all spectrums. LSS has created learning forums on students with Learning Disabilities (LD), Giftedness, and Autism where teachers can collaborate and ask for direct assistance from Learning Support Teachers (LSTs) for alternate tiered intervention strategies. The impact of the strategies and the monitoring will vary from student to student within the Individual Education Plan (IEP). PD was provided to principals and teachers to support IEP writing within the new IEP online system.

Superintendent Grigoriev advised that the multidisciplinary team examines students' strengths and needs and develops a plan to address those needs, often through tiered interventions. The multidisciplinary team monitors the effectiveness of the strategies used and if they are not effective other strategies are recommended. LSS have regular department meetings where discipline experts versed in current research share best practices and strategies for a variety of needs. The multidisciplinary team, in turn, works with classroom teachers to help implement the strategies to support students.

Trustee Penny submitted that while he understands how the District monitors and evaluates the effectiveness of interventions on an individual basis he queried how the same is done at the system level. Superintendent Grigoriev noted that some interventions would be captured within the Education Quality and Accountability Office (EQAO) data. If a student has an IEP it is recorded within the EQAO data. Any accommodations used by the student would be

tracked within the IEP. The Research, Evaluation & Analytics Division (READ) could use the data to track the progress of students who have assistive technology.

Manager Orcheski noted that within large program reviews the READ team undertakes analysis at the request of the Board, within a particular exceptionality. She noted that at present READ does not have the capacity to report on that kind of specific data at the system level beyond that which is already undertaken within the Annual Student Achievement Report (ASAR). The READ team works with principals, vice-principals and school teams directly to review their strategies and interventions. Schools have been using marker students to monitor the overall success of particular strategies and interventions. The school learning plans identify specific areas of need within the school and using information gathered from the marker students can assess the success of interventions.

Superintendent Grigoriev advised that the challenge of data collection and analysis stems from the individualized nature of the IEP. The curriculum implementation within the classroom differs from student to student based on their needs.

Trustee Penny expressed the view that parents are seeking assurance that the interventions and initiatives undertaken by the teachers are effective. He noted that in other fields there is often a measure to determine if the new method is effective, satisfactory or ineffective. He suggested that the measures are important and queried whether or not anything could be done to collect the information. Superintendent Grigoriev noted that it would be difficult to collect standardized data owing to the individual nature of the interventions.

Vice-Principal Dewan commented that the specific data and information is available within the IEP, but noted that learning happens at a different rate for each student and interventions that work for some may not work for all.

Ms. Gardner sought further clarification on the intent of the motion and the memorandum. She commented that within an individual student's IEP, the information on the strategies and interventions is clear as are the results within the report card. Parents can request this information from their child's teacher at any time. Finding the data for a system-wide analysis is a large undertaking. She noted that a conversation/discussion should happen with the school if parents are dissatisfied with their child's response to interventions.

Ms. Doubt expressed the view that the memorandum and motion are in response to queries regularly made by families to respective organizations. The associations often hear from parents for whom the present system is not working and they require a better understanding of tiered intervention regarding its application and rate of success.

Moved by Beth Doubt,

THAT SEAC is committed to working with LSS Staff and the Board of Trustees in order to advance professional development specifically targeted at tiered intervention and differentiated instruction.

-Carried-

b. Information on Director Search

Chair Kirwan advised that the District is undertaking a search for a new Director of Education. Dr. Jennifer Adams will be retiring, effective December 31, 2018. The District has retained Boyden, a global executive search firm, to assist the Board. Over the coming months, the Board will undertake a comprehensive recruitment process. The Board hopes to make a decision by the start of October in order to have a new Director in place for January 1, 2019. Chair Kirwan advised that he has been asked to provide input from SEAC.

Trustee Penny urged members to provide Chair Kirwan with their input promptly. He added that the District's website also has a link to the questions related to the Director search and the deadline for completing the online survey is 13 June 2018.

c. We Are You "Moments" Video

Chair Kirwan noted that Jean Trant provided a video for the committee which depicted the day-to-day moments experienced by early childhood educators (ECEs) and EAs. The video summarized the important role they play in the education and support of special needs students.

d. Appointment of Vice-Chair of SEAC

Chair Kirwan noted that Ian Morris will be stepping down as the Vice-Chair of SEAC leaving the post vacant. Chair Kirwan reviewed the election rules for the appointment of vice-chair.

Rob Kirwan nominated Dana Somayaji.

Moved by Beth Doubt,

THAT the nominations be closed.

- Carried –

Dana Somayaji was acclaimed as the Vice-Chair of SEAC.

5. Department Update

Superintendent Grigoriev noted that the Gifted Advisory Group will meet on 11 June 2018.

Manager Kay provided an update on Ontario's Special Needs Strategy.

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

- A pilot project for Coordinated Service Planning (CSP) will begin in September 2018. The CSP is designed for families and children with complex special needs to improve service experiences by connecting families to multiple, cross-sectoral services. The Children's Hospital of Eastern Ontario – Ottawa Children's Treatment Centre (CHEO-OCTC) is the District's CSP agency;
- Through the CSP a family will be assigned a Service Planning Coordinator (SPC) to help establish goals and a family vision. The SPC connects with the professionals who work with the child, including District staff, to create a single plan of care. The SPC brings the child's team together to determine how each provider can help support the child. The SPC follows up with each professional to ensure the goals are being met;
- Kari Milks, Learning Support Consultant for the Development Disability Program, will be the District's liaison or school board champion. She will educate school principals and school teams about CSP and how to contact/refer students to the CSP;
- In response to a query from Mr. Wylie, Manager Kay noted that children who would benefit from CSP present with multiple and/or complex special needs. Families with children/youth with special needs often find it difficult to navigate multiple services for care. Typically families are receiving services from multiple agencies but having to deal with the coordination themselves. The SPC will work closely with the family to alleviate this burden and bring the school team and other required agencies together to support the student in achieving family goals;
- The province is applying an "any door is the right door" approach to referrals. Referrals can be made by a family doctor, school staff, including the multi-disciplinary team or the family itself;
- In response to a query from Mr. Bickford, Manager Kay noted that the CSP and school board champion will be involved with the school team and will be full partners in the work on the plan for the child. The goal of the CSP is to provide wrap-around care;
- The CSP can be in place from kindergarten until the end of secondary school completion and/or the age of 21. Transition planning is an important part of the CSP and includes transitions to high school as well as post-secondary;
- Chair Kirwan commented that he was pleased to hear that support will be ongoing to the age of 21 and the CSP is aware of and assisting in transitioning. He queried whether or not there was coordination with Developmental Services Ontario (DSO) and the Ministry of Community and Social Services as many parents are concerned about continuity of service as their child reaches the age of 21. Manager Kay noted that Ontario's Ministry of Child and Youth Services is the lead for the coordination of the Special Needs Strategy (SNS) which includes CSP and DSO; and
- Manager Kay noted that an update on the SNS will be provided in September 2018.

6. Review of Special Education Advisory Committee Reports

a. Report 6, 9 May 2018

Moved by Trustee Boothby,
THAT Special Education Advisory Committee Report 06, dated 9 May 2018, be received.

The Committee requested the following corrections to Report 6:

- Remove ITP from the last sentence on folio 9;
- Dragos Popa should be added to association representatives in attendance;
- Folio 6 bullet 7 should be revised to read “Mr. Bickford queried whether or not the IEAC needed more non-voting members to provide support”
- Folio 6 bullet 9 should be revised to include the following “Ms. Granum suggested that the teachers federations be included as non-voting members to provide input and ensure broader opportunities for learning and the sharing of information”. This comment should also be forwarded to Superintendent Baker for inclusion in the consultation report; and
- Folio 6 bullet 5 should be revised to read “Ms. Campbell Nadon, self-identified Iroquois, French and Malecite, shared her excitement for the formation of the IEAC”.

**Moved by Trustee Boothby,
THAT Special Education Advisory Committee Report 06, dated
9 May 2018, be received, as amended.**

- Carried –

b. Review of Long Range Agenda

Mr. Warner requested that item 9 be moved to the Motion/Action Tracking report identifying System-Principal Hannah as the action agent.

c. Motion/Action Tracking Report, Business Arising

Mr. Popa requested an update on whether or not the first items on the action tracker can be removed. Staff noted that some of the issues are ongoing for example strategies for teaching students with dyscalculia. Mr. Bates should determine whether or not the item can be removed.

Ms. Somayaji noted that the archive link on the District’s website SEAC page to the past agendas/minutes is broken.

Chair Kirwan advised that item number 8 can be marked as completed.

Superintendent Grigoriev noted that item 2 reflects the collaborative work LSS does with the team at Curriculum Services and Business & Learning Technology and that regular updates could be provided on this work.

7. Memo 18-078, 2016-2017 Student Suspensions

Your Committee had before it Memo 18-078, 2016-2017 Student Suspensions discussing the 2016-2017 student suspension.

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

- A variety of prevention and intervention strategies are used throughout the District to promote an inclusive, safe and caring environment for student learning;
- Principals and vice-principals participated in three half days of professional learning to promote positive student behavior. Topics included progressive discipline, student suspension and expulsion, strategies to promote self-regulation, and collaborative problem solving;
- Schools use a progressive discipline approach to promote positive student behaviour, but on some occasions student behaviour is unacceptable or unsafe and a suspension or expulsion may be warranted;
- The Ministry of Education collects the suspension data through the 30 June Ontario School Information System (OnSIS) report. There is a delay of approximately 2 years in the release of data and the most recent information available from the Ministry is from the 2015-2016 school year;
- The District's overall student suspension rate of 2.43 percent is lower than the provincial rate of 2.56 percent;
- The District has calculated the suspension rate for the 2016-2017 school year at 2.79 percent which is slightly higher than the previous year but do not have the provincial data to compare trends;
- The memo also includes a suspension summary for the five identified groups of students that are currently tracked in the District;
- Figure 1 on folio 17 depicts the overlap across each of the identified groups for females and males overlap in groups of students. The figure highlights that suspensions are disproportionately issued to boys, English language learners, students who have self-identified indigenous, students residing in lower-income neighborhoods and students with special education needs. The overlap across the groups is considerable, ranging from approximately 50 percent for students residing in lower-income neighborhoods to 77 percent for English language learners;
- Figure 2 on folio 18 depicts the student suspension rates by gender and grade, with ratios of boys to girls ranging from 2:1 in Year 1 kindergarten to nearly 9:1 in grade 6;
- Figure 3 on folio 20 provides a historical overview of student suspension rates by exceptionality. A downward trend has been observed over the past several years, but modestly higher rates were observed for students with a learning disability and those with a mild intellectual disability;

- Figure 4 on folio 21 shows the locations in which the infractions occurred and the infraction type. The figure provides a visual understanding of how and where the two intersect. Conduct of a physical nature tends to occur on school grounds whereas conduct of a moral nature is more typical in the classroom and hallways;
- Single-day suspensions comprise the majority of suspensions issued to students;
- The Parent School Climate Survey closed on 11 May 2018. The District and school-level results will be available in the summer of 2018;
- Mr. Bickford commented on the suspension summary by identified groups noting that low socio-economic status represents half of those suspended. Manager Orcheski noted that the District has not done any further analysis of the trend. The District will be undertaking the collection of identity-based data as a result of the provincially mandated Education Equity Action Plan and is preparing for the associated new categories, standard, guideline and practice for reporting the information, but no further analysis has been completed beyond the brief analysis on the identified groups;
- Mr. Wylie queried whether or not there was a method to report on the safety aspect within the suspension rate. Staff noted that within OnSIS there are specific codes and the District has established several of its own codes to track infraction type. The Principal of Inclusive, Safe and Caring Programs works with principals to inform them of the codes and their application;
- In response to a query from Mr. Morris, Superintendent MacDonald noted that she could not speculate on the cause for the shift from secondary to elementary. She expressed the view that the introduction of full-day kindergarten may be a factor as it is a province-trend, but the District cannot conclude a definitive cause. She added that a significant amount of PD has been provided for principals and teachers on progressive disciplines and collaborative problem solving which may have led to the reduction. Staff speculated any number of theories on the shift citing attachment theory and technology as two possible examples;
- In response to a query from Ms. Doubt regarding the behaviour exceptionality, staff noted that these students are not synonymous with one exceptionality or another;
- Ms. Doubt noted that the number of student suspensions for LD students as well as other exceptionalities has diminished overtime whereas the suspensions within the IEP only panel have increased. Ms. Doubt expressed the view that behavior infractions are often a sign that a child's needs are not being met. She queried the District's effort to ensure suspension rates in all exceptionalities are reduced. Staff advised that understanding the child's needs, strengths and gaps help to reduce misunderstanding. Principals and teachers at the school have employed strategies to reach students when they are in the classroom, however many incidents occur in unstructured areas;
- Ms. Doubt expressed concern that the section J data shows that an increasingly smaller number of students are being identified as LD and suspected many of these students have been placed in the IEP only category.

- Ms. Doubt indicated that LDAO-C is interested in understanding how many students with LD and ADHD fall within the IEP only panel;
- Ms. Doubt expressed concern over the increase in suspensions of students in the IEP only panel and queried how the issue would be addressed;
 - Superintendent Grigoriev noted that the strategies employed by the school are intended for all students. Teachers and administrators look to the root cause of the behavior and implement strategies to avoid triggers. The best approach to reducing suspensions is understanding the student's needs regardless of the exceptionality;
 - Ms. Doubt expressed the view that understanding the student is the primary reason SEAC feels that PD for teachers on tiered interventions is important;
 - Ms. Gardner commented that a lot of problems stem from a lack of funding and human resources within the classroom. She noted that without access to EAs, the students are not getting the assistance they require;
 - Trustee Olsen-Harper thanked staff for the inclusion of First Nation, Metis and Inuit data in the suspension summary on folio 16. Staff noted that the summary outlines the number of students who received at least one suspension as well as the total number of suspensions issued. Some students may have received multiple suspensions but are only counted once within students suspended;
 - Trustee Boothby expressed concern at the disparity in the number of suspensions by gender at the senior kindergarten level;
 - Trustee Boothby indicated that she would like to see the information from table 3 on folio 22 presented in a trend line. She expressed the view that it would be interesting to know if the District is experiencing more suspensions per student or more suspensions overall. She requested that next year's report contain data from the previous 2 years;
 - In response to a query from Trustee Boothby regarding the report on exclusions, staff noted that the memorandum on exclusions is separate and was presented to SEAC in November 2017. Committee members agreed they would prefer to review both the suspension data and exclusions on the same agenda;
 - Mr. Popa queried the possibility of bias in the decision to suspend for ESL, FNMI and low SES students and whether or not the District has a plan to lower the overall number of suspension for the five identified groups. Superintendent MacDonald advised that the goal of the District is to reduce the number of suspensions overall. She noted that examples of the strategies used by the District to prevent suspensions are outlined on folio 14. The District cannot explain with certainty why some groups are over-represented. It is a far bigger research effort than the District has the capacity to undertake. The overlaps not exclusive to the District, the ratios across the province are similar. It is not an unusual finding. The work of the Board on issues of equity and poverty will help address the issue;
 - Superintendent MacDonald noted that there is a possibility of bias related to the issuing of suspensions. The District has focused on the issue of bias in its PD for principals.

- Vice-Principal Dewan noted that District principals do often review extenuating circumstances when dealing with suspensions;
- Ms. Campbell-Nadon suggested that the District utilize the new Indigenous Education Advisory Committee (IEAC) to help keep indigenous students in the school and prevent suspensions. Superintendent MacDonald noted that in advance of the IEAC, Jody Alexander System Vice Principal of Indigenous Education has been working on this issue and establishing protocols; and
- Mr. Morris commented that the goals to improve academic outcomes and lower suspension rates require a variety of solutions. Human resources in the classroom are a factor as well as PD and teacher toolkits. He noted the high number of IEP only students and the frequency of infractions within the regular classroom for these students.

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Following a break at 9:36 pm the meeting was reconvened at 9:46 pm.

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8. Report 18-073, Special Education Plan

Your committee had before it Report 18-073, Special Education Plan, seeking the approval of the plan. Chair Kirwan noted that over the course of the 2017-2018 school year, SEAC has reviewed and provided input into all of the standards that comprise the plan.

Moved by Mark Wylie,

THAT the Special Education Plan attached as Appendix A to Report No. 18-073 be approved.

During discussion of the report, the following points were noted:

- Staff have consulted with legal counsel and has reconciled the legislative authority and responsibility of the special education plan to ensure that the District is in compliance with all legislation and Ministry of Education expectations;
- The District must also submit a report on the delivery of special education programs and services to the Ministry of Education every two years. The next reporting period is 2018;
- In 2018 the District moved to a new IEP Online (IOL) platform and many forms and key information throughout the special education plan were updated to align with this new information;
- Many of the recommendations made by SEAC have been incorporated but opportunities exist to build on the work. Staff will continue to work on simplifying the language for parents and increase opportunities for parents and community members to provide input;
- The special education plan is intended to be an online document and the plan will be available on the District's;
- Ms. Morden noted an error in her email address;

- Ms. Houlden queried the rationale for denoting members and alternates and expressed the view that the document be consistent; and
- Trustee Boothby expressed the view that an index with page numbering would be helpful.

Moved by Mark Wylie,

THAT the Special Education Plan attached as Appendix A to Report No. 18-073 be approved.

-Carried-

9. Report 18-067, Update of the Secondary Gifted Specialized Program Class Transition to the Geographic Model

Your committee had before it Report 18-067, Update on the Secondary Gifted Specialized Class Transition to the Geographic Model. The report outlines the staff response to concerns raised at the COW meeting 17 April 2018 following the presentation of Report 18-041, Secondary Gifted Specialized Program Class Transition to the Geographic Model and identifies next steps. The uncertainty of the impact of the new International Baccalaureate (IB) Program at Merivale High School, the impending Alta Vista/Hunt Club Review and enrolment pressures at Lisgar Collegiate Institute have led to the determination that no significant changes to the secondary gifted specialized program class will occur at this time.

Staff noted that the continued low enrolment in the secondary gifted specialized program class at Merivale High School does not allow for a viable program and staff will proceed with the phasing-out of the secondary gifted specialized program class at Merivale HS beginning in September 2019. Current gifted students at Merivale will have the ability to finish their secondary program at Merivale HS if desired. The Merivale gifted specialized program class would, therefore, be fully phased out by June 2022.

Ms. Somayaji queried whether or not students beginning the program in 2018-2019 were offered the opportunity to transfer to another high school with a Gifted Specialized Program. Staff noted that the 2018-2019 enrolment was required to sustain the current program and therefore students were not provided with alternative options.

10. Memo 18-080, Learning Disabilities Specialized Intervention Program (LD SIP) Update

Your committee had before it Memo-18-080, Learning Disabilities Specialized Intervention Program (LD SIP) Update. The memo provides information on the current status of the LD SIP program.

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

- The LD SIP is designed to support students with at least average intellectual ability and evidence of cognitive strengths accompanied by evidence of

- significant learning difficulties with regard to reading, written expression and/or mathematics who have not responded to targeted interventions;
- School teams submit student referrals for the LD SIP in close collaboration with families;
 - LD SIP is designed for a one year duration; subject to consideration of individual student needs, up to one additional year may be provided;
 - The program is unique to the District and at the outset there was concern with staffing the program. The District has relied on the expertise in Human Resources to ensure the needs of the students can be accommodated and ensuring the regular class the student returns to is a reasonable size;
 - Data and trends have been gathered on the program over the past two years and a monitoring report is planned for the Fall of 2018 providing additional information on the areas of implementation;
 - In response to a query from Ms. Doubt regarding the output of the LD SIP steering committee, staff noted that a summary of the work of both Steve Mackinnon and Dr. Maria Rogers will be incorporated in the report that will be available in the fall of 2018;
 - Ms. Doubt speaking on behalf of Michael Bates commented that many LDAO-C parents are not happy with the results. LDAO-C, while supportive of the program, was hoping to see better results;
 - Superintendent Grigoriev noted that the LD SIP model has been confirmed to be in line with the direction of Learning Disabilities Association of Ontario and that specific concerns regarding LD SIP from the Ottawa-Carleton chapter which differ from the provincial body would be appreciated;
 - Some parents have requested a third year and LSS is working with the families and school teams to determine whether or not they will be permitted to continue, but it is too early to comment;
 - Manager Kay noted that the year two research will be completed by the end of the 2017-2018 school year and Steve Mackinnon and Dr. Maria Roger's University of Ottawa team will be analyzing the results over the summer and will present the findings in a report to the LD Steering Committee in the early fall of 2018. The same report will also be provided to SEAC and the Board;
 - In response to a query from Ms. Campbell-Nadon regarding support in the regular classroom, Manager Kay noted that LSS is proud of the work on transitions. The central educators have developed specific transition plans for students and work closely with the current and receiving team to support each student;
 - LSS staff works closely with the itinerant teachers of assistive technology to ensure that the skills acquired and practiced within LD SIP move into the regular classroom. LSS has received positive feedback on the transition documentation;
 - Ms. Campbell-Nadon expressed concern that the learning would be lost without continuous follow-up. Staff advised that the follow-up with each student depends on the presenting needs of the student;
 - Ms. Doubt commended the work of the LSS team and Janet Manhire on the initiative but noted that the results must support the effort;

- In response to a query from Trustee Boothby regarding the percentage of students new to the LD SIP, Manager Kay noted that LD SIP serves students in grades 5, 6, 7 and 8 and in the 2017-2018 school year there were new students in all four grades. The intake year tends to be grade 5 and grade 7. There are few LDP participants remaining and as of the 2018-2019 school year there will be an LD SIP exclusive cohort;
- For the 2018-2019 school year there were approximately 48 new referrals to LD SIP and the majority of those students were placed. The review committee continues to evaluate referrals as they are made; and
- In response to a query regarding the use of the word remediation, Manager Kay noted that remediation is the appropriate term. Remediation attempts to eliminate specific effects of a disability. Student's learning challenges must be addressed and compensated for. The work within LD SIP is a balance of remediation and compensation.

11. Memo 18-088, 2018-2019 Specialized Program Class Locations June Update

Your committee had before it Memo-18-088, 2018-2019 Specialized Program Class Locations June Update. The memo provides information on the changes to specialized program classes required to meet presenting student needs.

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

- Two additional Behaviour Intervention Program (BIP) classes have been located at Canterbury High School and Hillcrest High School;
- The focus of the BIP is on interventions to help students be successful in the regular classroom;
- An additional Primary Special Needs (PSN) class was added at Queen Mary Street Public School;
- In response to a query from Trustee Boothby regarding BIP classes at Canterbury HS and Hillcrest HS, Superintendent Grigoriev noted that the administrators of both schools are aware of the impact of transitions on students and have indicated they would provide students with the opportunity to remain at the school once they complete the program, if they chose to.

12. Section J

Your committee had before it the Ontario School Information System Section J, Special Education by Exceptionalities. Staff noted that the large black areas represent incidents where there are fewer than 10 students.

Mr. Bickford expressed the view that any categories where there are no students should be identified with a zero.

13. Adjournment

A motion to continue the meeting past 10:30 p.m. was defeated. The meeting adjourned at 10:30 p.m.

At adjournment, the following items remained as unfinished business:

- Committee Reports

Rob Kirwan, Chair,
Special Education Advisory
Committee