



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD Special Education Advisory Committee

December 6th @ 3:00 pm

### Videoconference Sites:

Due to Covid-19, SGDSB will conduct their SEAC meetings virtually until further notice. Videoconference sites will be unavailable. Please contact the board office to receive the electronic invitation/link to the meeting.

### Connect via Microsoft Teams:

**Join on your computer, mobile app or room device**

[Click here to join the meeting](#)

Meeting ID: 288 840 874 787

Passcode: ywacSD

### Agenda

<b>Voting Members (4/7)</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
BRAKE-WELDON, Brandy: <i>Dilico (Chair)</i>			X		
ZAPPITELLI, Sheila: <i>Superior Greenstone Association for Community Living (Vice Chair)</i>					X
SMITH, Bobby Jo: <i>North of Superior Counseling Programs (NOSP)</i>				X	
STACH, Andrea: <i>George Jeffrey Children's Centre</i>			X		
CORMIER, Paul: <i>First Nation Trustee</i>			X		
NESBITT, Jason: <i>Trustee</i>				X	
BRUNSKILL, Megen: <i>Trustee</i>			X		
MOORE, Jennifer: <i>Dilico (Alternate)</i>				X	
NUTTALL, Bronwyn: <i>Superior Greenstone Association for Community Living (Alternate)</i>			X		
MONTELPARE, Erin: <i>North of Superior Programs (Alternate)</i>				X	
JARVIS, Allison: <i>Trustee (Alternate)</i>				X	
LISCOMBE, Pat: <i>Trustee (Alternate)</i>				X	

<b>Resource Members</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
McRAE, Pinky: <i>Board Chair</i>					X
MORDEN CORMIER, Nicole: <i>Director of Education</i>			X		
GOODMAN, Will: <i>Superintendent of Education</i>			X		
FREDRICKSON, Eric: <i>Superintendent of Education</i>			X		
MOLINSKI, Grace: <i>Student Trustee</i>					X
RENAUD, Deana: <i>Mental Health Manager</i>					X
BIANCO, Melissa: <i>Positive Behaviour Support Consultant</i>			X		
CURTIS, Sara: <i>Principal, Terrace Bay and Schreiber Public School</i>			X		
BREWSTER, Annick: <i>Special Education Lead</i>			X		
LEROUX, Erik: <i>Vice-Principal, Dorion Public School</i>			X		
DUMONSKI, Candice: <i>Secretary</i>			X		

Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)

<b>Land Acknowledgement:</b>		
<b>1.0</b>	<b>Call to Order:</b>	At 3:02 p.m. by Chair, Brandy Brake Weldon
<b>2.0</b>	<b>Approval of Minutes from October 11<sup>th</sup>, 2022</b>	
	Motion to approve minutes made by Trustee Paul Cormier	
	Seconded by Bronwyn Nuttall	

<b>3.0</b>	<b>Additions to the Agenda:</b>	
<b>4.0</b>	<b>Business Arising from Minutes:</b>	
<b>5.0</b>	<b>Agenda Items:</b>	<b>Host</b>
<b>5.1</b>	Introductions	W. Goodman
	<p>Superintendent Will Goodman welcomed all new members and trustees to our Special Education Advisory Committee. The agenda format and the different types of reports, learning and correspondence that may be presented at our monthly SEAC meetings were explained. The Superintendent called upon each member to introduce themselves, and to identify who they were representing. Members were also asked to identify something they were interested in learning about in terms of special education.</p>	
<b>5.2</b>	SEAC Orientation	E. Leroux
	<p>E. Leroux showed a PowerPoint presentation on the SEAC Terms of Reference, which outlines the expectations for SEAC members, and Trustees. SEAC meetings typically occur every second Tuesday of the month at 3:00 p.m. Please reach out to E. Leroux or C. Dumonski if these times do not work for your schedule. Please let us know if you are sending your regrets and arrange for your alternate to attend. If your alternate is not able to attend, please bring it to our attention. Attendance is important in order to have quorum (majority of the members of the committee in attendance). If quorum is not met, we can choose to have an information only meeting. Roles of the SEAC Chair and Vice Chair were explained to the group. There will be an election of Chair and Vice-Chair at next meeting in January so if you are interested in this role or continuing in this position, please contact E. Leroux. W. Goodman explained that it is a four year term for these positions but if you can't commit to that period of time then we can look at alternative arrangements. We are flexible. The Terms of Reference can be found on the SEAC One Note, on the SGDSB website and in this meeting's agenda package.</p>	
<b>5.3</b>	Special Education MDT Who's Who	A. Brewster
	<p>A. Brewster shared her document MDT Who's Who. The document pictures the 10 members of the Multi-Disciplinary Team and gives a description of their role within the team. A. Brewster explained that each member of the team brings specialized knowledge from different disciplines in order to support students with special needs. Through collaboration, we work to build capacity of staff and school teams. Our aim is to provide timely access to knowledge and support systems to school teams so that they can meet the diverse needs of students.</p>	
<b>5.4</b>	SEAC MDT Report	A. Brewster
	<p>A. Brewster explained that the MDT report is provided monthly, in order to share updates on student learning and wellbeing as per the Special Education Plan and in connection to the Board Improvement and Equity Plan. This month's report included a chart outlining the current population of students with special needs within SGDSB schools.</p> <p>The report also noted a return to Face-to-face Regional Special Education Committee (RSEC) meetings in November. The RSEC aims to meet three times per year with the goal to develop our capacity in support of students with Special Needs. During the November meeting each board provided updates regarding special education. Presentations included an inclusion presentation by Shelley Moore, Ministry Updates, a presentation on CPI (Crisis Prevention Institute), Entry to School/Access Ontario Autism Program (OAP) and Northern Adjustment.</p> <p>W. Goodman explained that CPI stands for Crisis Prevention Institute and is a newer training program that some school boards are switching to, for use with students with behaviours. Currently BMST (Behaviour Management System Training) is used within our school board. There are two components to these strategies in managing students who exhibit violent behaviours. One component is hands on, block and protect, and a hold component. Holds are only used if a student is in imminent danger to themselves/others and only for the minimum time necessary for safety. The second component is preventative measures. For example, using sensory rooms to de-escalate behaviour by allowing a student to calm themselves down. CPI training is a lot less hands on. When staff members are hands on, there is the potential for increased staff injuries.</p>	

<p>A. Stach shared that her organization's Behaviour Support Team is adopting this as a mandatory training. One of their staff members will be trained as a trainer. In January there will be a one day virtual add on for trainers and this training is tailored to kids with Autism.</p> <p>Trustee M. Brunskill commented that it sounds like you are contemplating a change to a different program. Are you tracking these incidents and is that the method you are using to guide this decision?</p> <p>W. Goodman shared that violent behaviour incidents are tracked. We don't like to use the term violent when talking about students because behaviour is an act of communication for students and it's because they are not able to communicate that sometimes their actions are viewed as violent. Some school boards have switched to CPI and are seeing positive results of reduced injuries to staff. We are happy with our current program, but we are considering sending 1-2 of our team to training in May to see what it is all about and if this program may benefit our school board. Of course, this would depend on budgetary approval, and we wouldn't consider any changes without having the data to support it.</p>		
<b>6.0</b>	<b>Correspondence:</b>	
		<b>Host</b>
<b>6.1</b>	Remote and Virtual Meetings	N. Morden Cormier
<p>Director N. Morden Cormier shared correspondence from the Minister of Education received on October 28<sup>th</sup>. This letter was not sent directly to SGDSB but to all school boards across the province. Some background for this correspondence, our SEAC Committee voted and passed that a letter be sent to the Minister on behalf of SGDSB SEAC requesting to extend or make permanent the suspension of the physical attendance requirements in O. Reg. 463/97 – Electronic Meetings and Meeting Attendance. Many other school boards in the province were on board and did write letters of support for this. For our school board the virtual format worked very well, and our committee recognized that engagement in SEAC meetings had increased. Additional members have been recruited, attributed to the fact that travel was not required to participate fully and as a result the rate of quorum achievement has improved. For our school board it is an equity issue due to the vastness geographically.</p> <p>The Minister shared in the letter that they are directing their staff to pay attention, to dig more fully into this issue in order to understand this issue to a greater extent. They state in the letter that the physical attendance requirements in the regulation will again apply as of November 15, 2022. The Director is recommending to the Committee that no changes should be made to how they meet and to continue with virtual meetings. If the Committee would like the Director to bring a motion to this effect at the next meeting, the Director is willing to bring that forward, if that is the will of the Committee. There is little to no risk to the Committee deciding how they would like to operate.</p> <p>Trustee P. Cormier commented that he is happy with this direction and is in agreement. They need to lean toward the practical and do what is best for our operations. Our community partners have voiced that this format works best for them.</p> <p>The Chair is also in agreement. Distance is a barrier as agency offices, and trustees are located throughout the region. Meeting virtually allows for quorum and for us to engage with more community partners.</p> <p>The Director asked the Chair if they would like them to bring a motion at the next meeting to pass this? The Chair agreed that yes, they should bring a motion forward at the January meeting.</p>		
<b>6.2</b>	Letter to the Minister from SEAC – DPCDSB	W. Goodman
<p>W. Goodman shared a letter of correspondence from Durham Peel Catholic District School Board's SEAC. The letter is voicing their concern of the impact of covid lockdowns on their students with</p>		

	<p>special education needs. They are requesting that the Ministry of Education consider providing the option to extend the time students with differing abilities have to remain or continue in secondary school beyond year 7 and beyond age 21. W. Goodman explained that all of our schools remained opened to students with special education needs to access supports. We have a small school board, so our schools were able to remain open to our students with special needs that required in person learning.</p> <p>M. Brunskill inquired if the ask is that they write a letter of support or is it just information? W. Goodman explained that he provides the background information and then it is up for discussion for our committee. The Committee can choose to write a letter of support, or they can choose to not do anything and take it as information. M. Brunskill stated that more information would be needed to put this into context.</p> <p>N. Morden Cormier added that we must be cognizant of writing too many letters and should focus our support to issues that are of concern for our school board specifically. Our voice can be lost if they are supporting every issue that comes across the table.</p>		
	6.3	Special Incidence Portion Claim Funding – DDSB	W. Goodman
	<p>W. Goodman discussed the politically driven letter from the Durham District School Board. Before the last provincial election, the previous government increased the SIP (Special Incidence Portion) funding per student, by a significant amount. SIP funding is an application for students that require more than 2 support people. Our school board receives roughly \$700,000 annually. Previous to this change there had not been an increase in 20 years. When the new government was elected, they put a hold on this and subsequently chose to offer a 1% increase per year. This letter is requesting the promised 20-25% increase. The worry is that if they push this issue, the Government may claw back all increases. W. Goodman suggests to not support this letter as they have not supported any similar requests in the past and our school board is quite happy with the increases so far.</p>		
7.0	New Business:		
	None		Host
8.0	Information Items:		
	None		Host
9.0	Agenda Items: Next meeting Date/Time/Venue:		
	January 10 <sup>th</sup> , 2022, at 3:00 pm		
10.0	Adjournment: 4:04 p.m.		
	Motion to adjourn made by Trustee P. Cormier		
	Motion to adjourn seconded by Trustee M. Brunskill		

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

## **SPECIAL EDUCATION ADVISORY COMMITTEE S.E.A.C.**

### ***Terms of Reference***

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## ***SPECIAL EDUCATION ADVISORY COMMITTEE - S.E.A.C.***

### ***Terms of Reference***

Latest Revision Nov 2022

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

#### **Our Mission**

At SGDSB, we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working...together.

#### **Our Vision**

Inspiring our students to succeed and make a difference.

#### ***A - Introduction***

The Superior-Greenstone District School Board will provide the best education possible within its means for each of its students. The Board supports a philosophy of integration within the schools provided that it meets the needs of the student and is in accordance with parent/guardian wishes. Our basic premise is that all teachers share responsibility to meet the needs of all students. Students with exceptionalities within the board's jurisdiction (regardless of exceptionality) can access services through placement in:

- The regular classroom setting.
- The regular classroom setting with resource services to the classroom teacher or student.
- The regular classroom setting with the assistance of a special education support person.
- The regular classroom setting with resource assistance or resource withdrawal from a special education resource teacher when deemed necessary.
- A self-contained classroom for a portion of the day with integration into the regular classroom.

The placement goal for all students with exceptionalities is to keep them as close to the regular classroom program as possible, with appropriate special education programs and services in place when/where deemed necessary. The ultimate goal is inclusion in the regular classroom, with withdrawal of students to develop specific skills necessary for meaningful inclusion and specialized support to meet the goals of the IEP.

Through their learning experiences, students develop a sense of self-worth and dignity as members of the school community and are able to make a useful contribution in a complex and changing society. Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to an education in the most enabling and supportive environment.

### **Our Inclusive Approach to Special Education**

Our Board actively promotes inclusion programming, where students with special needs fully participate in the life of the school community. Wherever possible, students are educated in regular classrooms with age-appropriate peers. Inclusion is the student's feeling of belonging, in a community of learning that honours equality, student diversity and respect. This commitment is shared with the Special Education Advisory Committee of the Superior-Greenstone District School Board.

As a result of our inclusive approach to special education, the program delivery is rooted in a seamless approach to service students with special education needs from their early years to graduation.

As advocates for students with exceptionalities in the Superior-Greenstone District School Board, members of SEAC work co-operatively with Board staff to affect constructive change for students with exceptionalities. Through a collaborative effort, members work as a team to develop a shared focus to represent the needs of all students with exceptionalities.

Acting in an advisory capacity, SEAC reports and makes recommendations to the school board relative to any matter affecting the establishment or development of special education programs and services for students with exceptionalities.

Members of SEAC also facilitate effective communication between their association members and the school board. By acquiring and maintaining a working knowledge of special education programs and services provided by the Superior-Greenstone District School Board, members inform their associations of the activities of SEAC and the Board.

The Superior-Greenstone District School Board SEAC plays a vital role in ensuring that students with exceptionalities receive appropriate education services. The ultimate goal of this committee is to improve the educational opportunities for all students with exceptionalities.

All SGDSB staff are responsible for upholding and promoting human rights for the benefit of students, staff, their families and communities. We advocate for human rights and equity to meet the needs of diverse individuals served by the Superior-Greenstone District School Board.



All staff work to create and maintain a safe, inclusive, accessible, harassment and discrimination-free environment for all.

We are responsible for taking a human rights-based approach to education to ensure every child a quality education that respects and promotes her or his right to dignity and optimum development. We respect the Ontario Human Rights Code by recognizing:

- The inherent dignity and worth of individuals.
- Equal rights and opportunity.
- The need for a climate of understanding and mutual respect, so each person feels a part of the community and is able to participate fully.

We hold ourselves responsible “to embrace and celebrate the diverse identities that students bring with them to school and offer curricula that will enable them to develop with their identities fully intact, with a sense of belonging.” (MYSP. Pg. 7)

## ***B - REGULATION 464/97 SEPCIAL EDUCATION ADVISORY COMMITTEE (SEAC)***

Each Board in the Province of Ontario is required to establish a Special Education Advisory Committee (SEAC) as defined in Ontario Regulation 464/97 made under the Education Act, Special Education Advisory Committees.

### **Membership**

Each district school board **shall** establish a SEAC that **shall** consist of:

- **1 representative** from each local association that operates locally within the area of the jurisdiction of the Board.
  - No more than 12;
  - Nominated by the local association;
  - Appointed by the Board.

Where no local association or associations have been established, instead of the above, the Board **shall** appoint two members who are not members of the Board.

- **2 members** of the Board, appointed from their own members.
- **1 person to represent the interest of First Nations or Indigenous students**, nominated by the councils of the bands, and nominated by the Board.

### **Alternates**

All of the above are to have alternates, nominated and appointed under the same rules as the members.

Each district school board **may** have:

- **1 or more members** who are neither representatives of a local association nor members of the Board or another committee of the Board.

### *C - Duties of Committee*

The SEAC may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.

### **Expectations for SEAC Members**

The Special Education Advisory Committee must conduct its business having regard to the interests of all students with exceptionalities in the board. It is essential that every SEAC member consider the needs of all exceptional students in a positive, honest and respectful manner.

Each member is expected to:

- Respect the right to privacy of individual exceptional pupils.
- Acquire and maintain a working knowledge of the special education programs and services provided by the board for all exceptionalities.
- Represent and inform SEAC about the association they represent (where the member is appointed as a representative of a local association).
- Act at all times with civility and respect for all other SEAC members and SGDSB staff.
- Recognize and respect the contributions, concerns, questions and opinions of SEAC members, invitees and SGDSB staff.
- Act in accordance with the Provincial Code of Conduct which is applicable to all members of the school community as well as the Board's Code of Conduct.
- Act in accordance with Policy 707 Employee Code of Conduct.

### **Duties of SEAC Members**

- Attendance at all SEAC meetings. Members are to confirm their attendance at all meetings at the time the electronic agenda is forwarded. The Committee shall meet at least 10 times per year.
- Respond to the needs of all students with exceptionalities via their participation in SEAC.
- Participate in the review of the Board's Annual Special Education Plan.
  - This annual review takes place at the June SEAC meeting.

- Review and provide input into the Board's Special Education budget.
  - The budget for the upcoming school year is presented annually at the June SEAC meeting.
- Review the Board's Financial Statements.
  - A presentation by the Superintendent of Business is made to SEAC in the Fall of each year.
- Review and give feedback to any policies impacting students with special needs during the Stakeholder Review Stage.
- Respect the privacy of students by avoiding discussion of individual students.
- Ensure that an alternate attends meeting in their absence.
- Participate in other activities, including, but not limited to:
  - Reviewing the proposed school year calendar.
  - Participating in professional development sessions.
  - Represent their local association.
- Makes recommendations to the board regarding, but not limited to:
  - Annual Special Education Plan.
  - Special Education Budget.
  - Any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.

## **SEAC Alternates**

As SEAC Alternates, members are able and welcome to:

- Attend and participate fully in SEAC meetings with the exception of making a motion or voting which is the responsibility of the member.
- Attend SEAC meetings as a member if the appointed member is unable to attend
- Communicate with other SEAC members regarding issues related to special education supports and services.
- Volunteer to participate on any SEAC Sub-Committees.

## **Attendance**

- It is the responsibility of a member to contact an alternate if they are going to be absent.

- All members are required to confirm their attendance by the Friday, 4 days prior to the SEAC meeting by 4 pm.

## Trustees

As members of SEAC, Trustees are expected to:

- Attend monthly SEAC meetings.
- Ensure the Board complies with ministry legislation, regulations, and board policies/procedures relevant to special education.
- Ensure that funds provided by the province for special education, are spent within the envelope requirements.
- Champion special education at the Board table.
- Inform SEAC of issues coming before the Board that may impact special education supports and services.
- Participate in the annual review (i.e. budget, special education plan etc.).
- Ensure that an alternate trustee attends the SEAC meeting in their absence.

## *D- Working Conditions*

- A majority of the members of the committee is a quorum.
- A vote of the majority of members present bind the committee.
- Every member (or alternate if sitting for member) has a vote.
- At the first meeting in January, members shall elect a chair and a vice-chair from among their members.
- Vice-chair acts for the chair in their absence.
- If chair and vice-chair are absent, then the members present elect a chair for that meeting.
- Chair may vote with the members of committee on any motion.
- Any motion on which there is equality of votes, is lost.
- The committee shall meet at least 10 times per year.
- Where members cannot attend a meeting, they are to inform their alternate if they have one.
- Where an alternate attends in place of the appointed member, they act in the member's place but do not have voting capabilities.

### *E - Board Responsibilities to the SEAC*

#### **The Board shall:**

- Make available the personnel and facilities that the Board considers necessary for the proper functioning of the committee.
- Include personnel necessary to permit the use of electronic means for holding meetings.
- Provide members and alternates with information and orientation with respect to:
  - The roles of committee and of Board re: Special Education.
  - The Ministry and Board policy relating to Special Education.
- Ensure that the committee has an opportunity:
  - To be heard before the Board/Committee to which the recommendation is referred.
  - To participate in the Annual Special Education Plan Review.
  - To take part in the Board's budget process in Special Education.
  - To review the Board's Special Education financial statements.

### *F- SEAC Meetings*

All SEAC meetings are open to the general public and may take place by teleconference, videoconference, face-to-face, or a combination of the three methods. Meetings normally take place the second Tuesday of the month from 3:00 pm – 4:00 pm.

#### **Communication**

- Parent/guardian input is received through association reports that are a consistent agenda item for each SEAC meeting. Letters for SEAC are received at the Board Office.

#### **Accessibility**

- Accessibility Policy 719 is followed. Anyone who does not have access to a computer or internet can contact their closest SGDSB school in order to join the SEAC meeting virtually, in the Video Conference Room.

## **Agenda:**

- The agenda will be prepared collaboratively by the Multi-Disciplinary Team and sent by email to SEAC members 7 days prior to the meeting.
- Minutes of each meeting will be kept. Minutes will be approved by SEAC and reported to a regular meeting of the Board.
- Recommendations from SEAC to the Board will be contained in the minutes reported to the Board.

## **Timelines of Reports and Agenda Items**

- Board reports must be in written format.
- Board reports and presentations for SEAC must be submitted to the Secretary of the SEAC meetings on the Monday, 8 days prior, to the SEAC meeting, by 4 pm.
- The agenda, Board Report and presentations will be sent by email to all members on the Tuesday, 7 days prior, to the SEAC meeting by 4 pm.
- The minutes will be sent out to each member on the Friday, 3 days after the SEAC meeting by 4 pm. The SEAC meeting agenda and minutes will be posted on the board website.

## ***G- Qualifications for Members and Alternates***

- The person is qualified to vote for members of the Board and is a resident of its area of jurisdiction (does not apply to First Nations representation).
- The person may not be employed by the Board.

## **Selection of SEAC Members**

- The Board advertises in the local newspaper and social media for persons interested in sitting on the SEAC to apply to the Board in writing. The Board determines the member's eligibility and the agencies and affiliations that they represent.

## **SEAC Chair and Vice Chair**

- Members shall elect a Chair and Vice Chair from among their members. The Vice Chair acts in the absence of the Chair.
- If both the Chair and the Vice Chair are absent from a meeting, the members in attendance elect a Chair for that meeting.

## **Quorum and Voting**

- A majority of the members of the committee is a quorum. A meeting must have quorum in order to be a “voting” meeting. If quorum is not met, the members may decide to proceed with an “information meeting” only.
- A vote of the majority of the members present binds the committee.
- Every member, or alternate if sitting for a member, has a vote.
- The Chair may vote with the SEAC members on any motion.
- Any motion that has an equality of votes is lost.
- There are 7 Members, 4 members is quorum

## **Term of Office**

- SEAC members shall hold office during the term of the Board and until a new board is organized.
- Elections will take place at the January SEAC meeting
- The Chair and Vice Chair are in place for 4 years, or until resignation from the role
- The Inaugural meeting each year will be the December SEAC meeting

## **Vacancies**

- When the Board appoints a person to fill a vacancy, the Board must ensure that the individual is qualified.

## **Disqualifications**

A SEAC member is disqualified if they:



- Are convicted of an indictable offence (shall not fill until appeal time has elapsed or appeal has been heard, if quashed no vacancy).
- Are absent, without being authorized by resolution entered in the minutes, from 3 consecutive regular meetings of the committee.
- Ceases to hold the qualifications to be appointed to the committee.

### **Conflict of Interest**

- **Policy 723:** It is the policy of the Superior-Greystone District School Board that Employees, Volunteers and Trustees are required to disclose any potential or actual conflicts of interest that could compromise, or be perceived to compromise, their objectivity and judgment to their immediate supervisor immediately upon becoming aware in writing of the actual or potential conflict of interest. As such, employees and volunteers may be required to excuse themselves from any duty or transaction where they have, or may appear to have, a conflict of interest that could compromise, or be perceived to compromise, their objectivity and judgement.

## *H - Membership in SEAC*

### **The Act stipulates that:**

A SEAC for a district school board is composed of the following:

- Representatives and alternates for these representatives from up to 12 local associations. The local associations must be affiliated with associations or organizations that:
  - Are incorporated.
  - Operate throughout Ontario.
  - Further the interests and well-being of one or more groups of exceptional children or adults.
  - Do not represent professional educators.
- The lesser of 3 or 25 percent of the total number of board trustees rounded down to the nearest whole number.
- Where 1 or 2 board trustees are appointed to the SEAC, each trustee has an alternate appointed. However, where the number is 3 or greater, there are no alternates appointed.
- One or two persons to represent the interests of First Nations students attending board schools under an Education Service Agreement.
- One or more additional members, sometimes called members at large, may be appointed who are neither representatives of a local association nor trustees of another committee of the Board.
- Alternates for local association members can attend and participate in SEAC meetings if the local association member cannot be present.

## *I – Contact information*

For contact information, please visit the Superior-Greenstone Website at: [www.sgdsb.on.ca](http://www.sgdsb.on.ca)



# Special Education Meet the Multi-Disciplinary Team

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## Ensuring Success for all

### Mental Health

Manager, Mental Health is responsible for providing leadership to the Mental Health team for the coordination of services in the District, the School Mental Health Ontario Strategy, initiatives, and services for children and youth with mental health and addictions. This position is responsible for the clinical supervision of Mental Health Workers, Child and Youth Workers and Attendance Counsellors hired for SGDSB.

Deana Renaud, Manager of Mental Health



### Early Years'

As the Early Years Lead for SGDSB, I support children, families, educators and child care/EarlyON service providers to ensure high quality learning and growth opportunities are available for ALL children. Transitions, the Kindergarten Program, Literacy and Numeracy K-3 as well as the social emotional needs of children are areas of focus for the 2022-23 school year.

Hillary Freeburn, System Principal



### Indigenous Student Success Advocate

I plan and implement initiatives to improve academic achievement, graduation rates and credit accumulation. This position is to Liaise with staff and caregivers to improve family support and parental communication and engagement in areas of need. The advocate is responsible for developing and implementing programs and services to support Indigenous Students and their families, in compliance with relevant legislation, regulations, acts and policies of Superior-Greenstone District School Board.

Sonya Belisle, Indigenous Student Success Advocate





## Positive Behaviour Support

As Positive Behaviour Support Systems Lead I work at regional/district/school level to create programs and systems for students with Autism and other neurodiverse learning needs.

As part this work build capacity and coordinate ABA based services for students in the district.



## Positive Behaviour Interventionist

As positive Behaviour system interventionist I work with school teams as part of the PBS support team to provide skill-based support as build capacity with staff.



## Special Education Facilitator

The role of the Special Education Facilitator is to support and collaborate with school teams to build capacity in our teaching practices and overall knowledge of special education. I assist staff in identifying and implementing interventions for exceptional students and support and model best practices for growth.





# Supporting Students through Inclusive Practices

## Special Education Leads

We work collaboratively with school and system staff to build capacity in support of students with special needs. Our goal is to ensure that all students have meaningful learning opportunities that lead to academic success and well-being in an inclusive environment that prioritizes and celebrates identity, diversity and belonging.



## Superintendent of Education – Special Education

Within the role of Superintendent of Education, I lead and support the SGDSB Multi-Disciplinary Team. Our team works hard to provide high quality special education and mental health coordination, support and services. As the Superintendent I coordinate staffing, special projects, Ministry reporting, conflict resolution, Special Incidence funding, Exclusion approvals, First Nation Education Service Agreements, budgeting, Special Equipment Amount Special Projects, SEAC and Board Meeting, and Northern Supports Initiative planning. All work that we do is in service of developing equitable and inclusive opportunities for all learners.

I have worked in various roles K-12 with SGDSB where I have had the opportunity to learn and laugh with many mentors and mentees but most importantly with students. I am passionate about student advocacy and feel that with privilege comes a responsibility to help students find their voice and receive equitable opportunities in learning. I am a supporter and voice for ensuring that the north receives the funding and resources that are deserved. Working for SGDSB has allowed me to practice and promote service to others.





## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

*"Inspiring Our Students to Succeed and Make a Difference"*

**Date:** Dec. 6, 2022

**TO:** Chair and Members of the Superior-Greenstone District School Board  
SEAC Committee

**FROM:** Will Goodman, Superintendent of Education

**SUBJECT:** Multidisciplinary Team Updates

**STRATEGIC  
PRIORITY:** Learning and Well-Being

### **Background**

Fostering environments and pedagogy that ensures all learners are at the center.

### **Current Situation**

The Multidisciplinary team is comprised of 10 members of whom bring specialized knowledge from different disciplines in order to support students with special needs. Through collaboration, we work to build capacity of staff and school teams. Our aim is to provide timely access to knowledge and support systems to school teams so that they are able to meet the diverse needs of students. The MDT report is provided monthly, to share updates on student learning and well being as per our Special Education Plan and connections to the Board Improvement and Equity Plan.

As part of this particular report, you will also find a description of our roles and who we are as the Multi-Disciplinary Team.

### **Student Population**

The following chart outlines our current population of students with special needs.

Exceptionality	# Students
Autism	40
Learning Disability	100
No Exceptionality	186
Behaviour	32
Multiple Exceptionalities	23
Mild Intellectual Disability	20
Language Impairment	29
Other (Speech Impairment, Deaf and Hard of Hearing, Gifted, Developmental Disability, Physical Disability, Blind and Low Vision,	14

## Regional Special Education Committee Updates

This month, we had a return of our Face-to-face RSEC meetings. Our team endeavors to meet three times per year. This committee meets to develop our capacity in support of students with Special Needs.

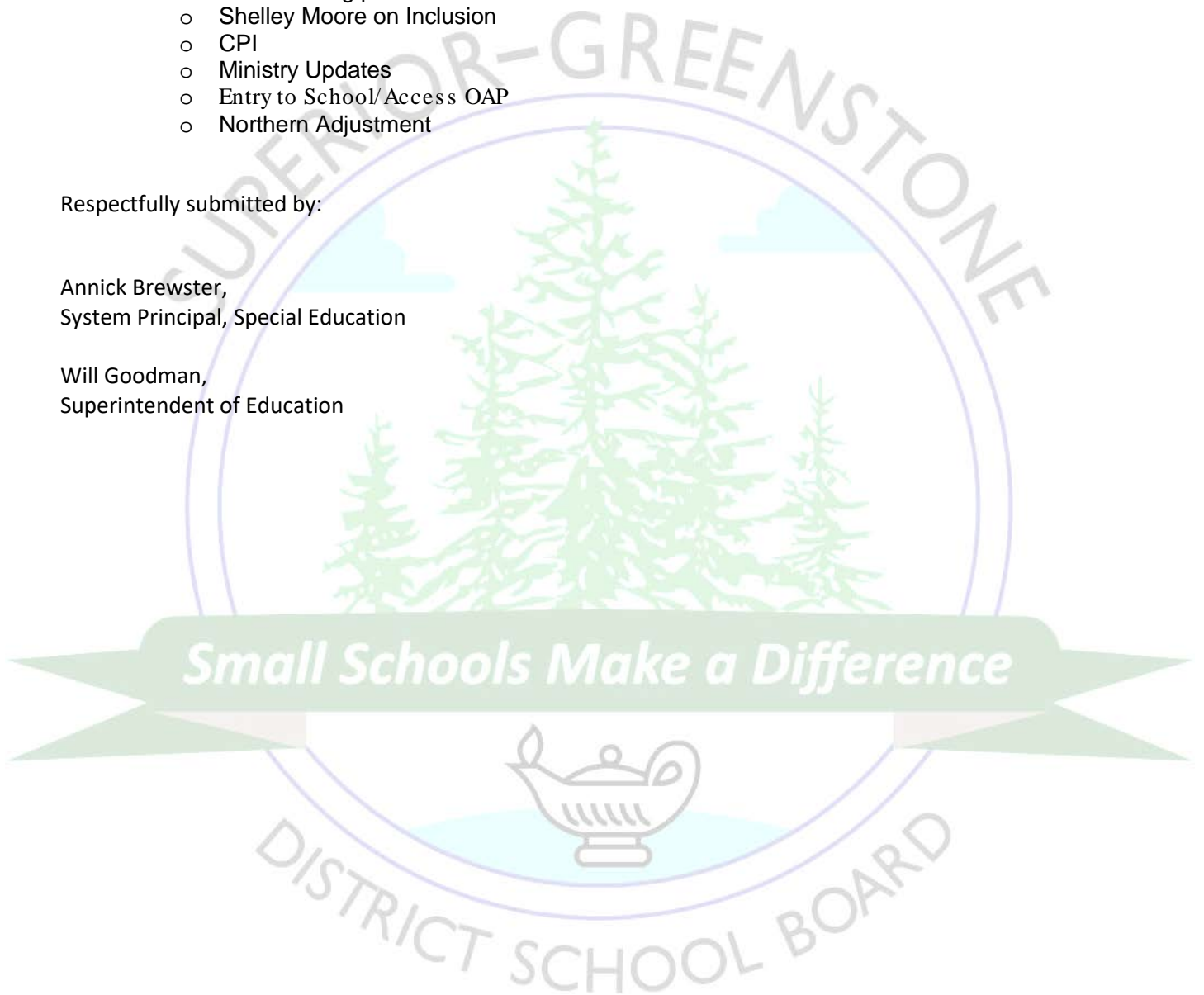
November Meeting:

- Each board provided updates regarding special education
- We had the following presentations
  - o Shelley Moore on Inclusion
  - o CPI
  - o Ministry Updates
  - o Entry to School/Access OAP
  - o Northern Adjustment

Respectfully submitted by:

Annick Brewster,  
System Principal, Special Education

Will Goodman,  
Superintendent of Education



**Memorandum to:** Chairs of District School Boards  
Directors of Education  
School Authorities

**From:** Stephen Lecce  
Minister of Education

**Subject:** **O. Reg. 463/97 (Electronic Meetings and Meeting Attendance) – Physical Attendance Requirements**

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Over the last several weeks, I have received several requests from Boards to extend or make permanent the suspension of the physical attendance requirements in [O. Reg. 463/97 – Electronic Meetings and Meeting Attendance](#). Our government acted responsibly and swiftly in putting these temporary measures in place to ensure that board and committee meetings could continue to convene safely as we collectively faced the enormous challenges of the COVID-19 pandemic.

I want to thank you for sharing your experiences of convening fully electronic meetings during this time, and for bringing to my attention the impact of physical attendance requirements on geographically large, northern and rural boards. I will be directing the Ministry of Education to engage with key education partners and stakeholders to further hear their interest and concerns with respect to potential changes to these requirements. Until we have had that opportunity, please be advised that the physical attendance requirements in the regulation will again apply as of November 15, 2022.

As you know, the reinstated regulation requires that every board have a policy providing for the use of electronic means for holding board and committee meetings. The policy is subject to specific requirements for members of the board to be physically present in the meeting room of the board for at least three (3) regular meetings of the board during each 12-month period beginning November 15, 2022. There is provision in the regulation to permit the chair (or designate) to participate in meetings by electronic means if the distance from the chair's residence to the meeting is 200km or more, or if weather conditions or health-related issues do not permit attendance, as long as the chair is physically present for at least half of the meetings of the board for the year.

Open, accessible public meetings where members of the public, community partners and stakeholders can see, hear or otherwise engage in-person with their representatives is a fundamental part of how Ontario school boards demonstrate transparency and accountability as democratic institutions. We have supported students, families and communities to enable a return to a normal school experience for students, and so too should the requirements for public meetings return to normal while the implications for permanent changes are considered.



Boards are encouraged to review the requirements of the regulation, especially with newly elected trustees so that they are fully aware of their obligations.

I would like to take this opportunity to thank you, once again, for your ongoing commitment and support of Ontario's students, families, educators and our education system.

Sincerely,

Stephen Lecce  
Minister of Education

October 14, 2022

The Honourable Stephen Lecce  
Minister of Education  
Mowat Block, 22nd Floor  
900 Bay St.  
Toronto, ON M7A 1L2

Dear Minister Lecce,

The Dufferin-Peel Catholic District School Board's Special Education Advisory Committee (SEAC) is deeply concerned about the impact the last 2 1/2 years of this COVID pandemic has had on the education of the students we represent.

We are writing to request that the Ministry of Education consider providing the option to extend the time students with differing abilities have to remain or continue in Secondary School beyond year 7 and beyond age 21.

The "Ontario's Plan to Catch Up", which you have publicly announced, is a welcome starting point to address some of the educational gaps brought on by the COVID-19 pandemic. We too are very concerned but despite the huge impact this pandemic has had on student learning and well-being, we have yet to hear or understand explicitly how your Ministry (and perhaps other applicable Ministries within the government) plan to address the gaps currently faced by diverse learners. Specifically, how are you addressing the gaps experienced by those diverse learners who have graduated or are currently nearing the end of their secondary school education?

Many of the students we represent could not learn online or even attend online. They had no instruction or experiential learning during the first couple of waves because in person learning was not available. And when special education classrooms did eventually open and remain open, these students were unable to benefit from integration into regular classrooms, extracurricular activities, or socialization with students in the mainstream; nor did they have the opportunity to learn from cooperative work experience essential to successes needed in life because it was not available or severely limited in the community. There were and are also vulnerable diverse learners in other programs who have failed to reach their potential or even come close due to similar circumstances and missing the time needed in school and with peers. Parents and guardians of diverse learners could not provide even similar opportunities that the school system could; many of these families struggle with

disparities in income, time, and many other resources which the pandemic worsened as statistics have shown us all. The school system also carries an intricate network that can access opportunities much more readily than parents. For example, there are teams of teachers and ERWs who not only teach, but organize and coordinate co-op opportunities, liaise with businesses in the community, develop resumés, and provide support at the co-op work location.

“Education For ALL” and universal design are good for all but absolutely necessary for special needs students. With some students, we believe that it is a fundamental accommodation that your Ministry consider the option to also extend the time that students can remain in high-school or return to high school to enable their own education recovery, whether that means extending the 7 year maximum for high school, or providing Boards with the funding to accommodate students within other special education programs. We are advocating for the most vulnerable students who require additional time as part of their accommodation to “catch up” and close the gaps experienced during this COVID-19 pandemic. The loss of integration time, cooperative experience, and the learning available within a school system can drastically change the post-secondary trajectory for the most vulnerable students SEAC represents.

We appreciate your attention to this very important matter and look forward to your reply.

Sincerely,




Bruno Iannicca, SEAC Chair, Dufferin-Peel Catholic District School Board (DPCDSB) Trustee Mississauga Ward 6 and 11	Dely Farrace, SEAC Vice Chair, DPCDSB SEAC Association Representative for Brampton Caledon Community Living
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cc: DPCDSB Trustees

MPPs of Dufferin-Peel

Chairs of Special Education Advisory Committees

November 22, 2022

Hon. Stephen Lecce, Minister of Education  
Ministry of Education  
15<sup>th</sup> Floor, 438 University Ave.  
Toronto, Ontario M5G 2K8

Dear Minister Lecce:

**Re: Special Incidence Portion Claim Funding**

I am writing to you on behalf of the members of Durham District School Board's (DDSB) Special Education Advisory Committee (SEAC), to follow up on our letter to you of February 3, 2022, regarding funding of the Special Incidence Portion (SIP).

We once again would like to remind you that, in the spring of 2018, the previous government announced an increase to the SIP claim funding of \$11,016.00, bringing that funding amount up to \$38,016.00 per student from the previous funding amount of \$27,000.00. On August 24, 2018, after school board budgets were prepared and approved, the Ministry announced that the previously-announced increase would be clawed back. Currently the funding received from the Ministry is \$28,803.00, bringing the net increase to \$1,803.00 per student.

SEACs across the province were dismayed by the Ministry of Education decision to claw back that increase, given that the true costs of supporting a student with a SIP claim are significantly higher than the allocated amount. For example, the average cost, including salary and benefits, for an Educational Assistant is \$58,870. A student who requires 2 plus Educational Assistants to support their learning needs would be at a cost of \$117,740 plus. The Ministry of Education's SIP amount covers approximately 24.2 percent of the true cost to support a student with significant learning needs. The DDSB covers the remaining 75.9 percent of the cost from other Special Education and operational grants.

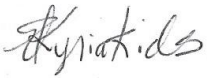
The budget gap at the DDSB between Special Education revenues and expenditures for the last three years has averaged 5.6%. However, in the 2021-2022 school year alone, the DDSB allocated \$6,699,588 more than was given in Special Education Grants to Special Education services. Some of the revenue the DDSB has used to fund this gap is the Local Priorities Funding, which, as you are aware, is not guaranteed annual funding from the Province.

Furthermore, when you take into account the claw-back of the SIP funding increase in 2018, combined with the reallocation of the Special Education Per Pupil Amount, this resulted in a net **decrease** in funding and a further increase in the DDSB's Special Education deficit. In 2017, the Auditor General highlighted that the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review."

Our SEAC is extremely concerned about the direction funding for special education is taking. Inadequate funding of Special Education puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when school boards are required to take revenues from other areas to meet its statutory commitment to children accessing Special Education services.

We urge the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We further request, once again, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special needs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eva Kyriakides', written in a cursive style.

Eva Kyriakides

SEAC Chair

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees  
Hon. Patrice Barns, MPP  
Hon. Matthew Rae, MPP  
Hon. Marit Stiles, MPP