

1. Call to Order – 1:15 pm

2. Attendance:

<i>North Bay</i>	<i>South River</i>	<i>Parry Sound</i>
Harry Fry Kim Gignac Louise Sargent Roslyn Bowness Tracy Hanzlik Chris Guillemette Albina Lavictoire Alan Bottomley	Lisa Paradis Candy St. Onge Stephanie Zacharuk	Susan Wilson Laura Hansman

Regrets: Sharon Walker, Wayde Smith, Nichole King

3. Approval of Agenda:

October 17th, 2019

Moved – Louise Sargent

Seconded – Alan Bottomley

Carried. No Conflict of interest

4. Approval of Minutes:

September 19th, 2019

Moved – Chris Guillemette

Seconded- Stephanie Zacharuk

Carried.

5. Business Arising from the Minutes

Membership Review

- Harry reviewed the committee membership.

Action

SEA and SIP funding

- The **2019-20 Education Funding – A guide to the Special Education Grant** is included in the SEAC package.
- This document provides an overview of how the funding is structured and all the components of funding for special education.
- It outlines the five categories of exceptionality: Behaviour, Intellectual, Communication, Physical and Multiple.
- The foundation grants are based on student enrolment.
- The special purpose grants address the unique needs of students and schools.
- Special education grant funding can only be used for special education programs, services and/or equipment.

- The Special Education Grant is made up of 6 allocations:
 1. Special Education Per Pupil Amount
 2. Differentiated Special Education Needs Amount
 3. Special Equipment Amount
 4. Special Incidence Portion
 5. Care, Treatment, Custody and Correctional Amount
 6. Behaviour Expertise Amount

- Special Education Per Pupil Amount is based on total enrolment of all students in a school board.
- Differentiated Special Education Needs Amount is based on 4 components:
 1. Statistical Prediction Model (which estimates the likelihood of students in a school board needing special education programs and/or services using census data.)
 2. Measures of variability (which uses six categories of information. Three in the forms of data; Students reported as receiving services, EQAO, credit accumulation/ participation in locally developed and alternative non-credit courses. The three other categories are remote and rural adjustment, Indigenous education grant adjustment and French language school board adjustment.)
 3. Collaboration and Integration (base amount)
 4. Multi-Disciplinary Supports Amount
- Special Equipment Amount allows boards to purchase two kinds of equipment: computers, software and related equipment as well as training; and non-computer-based equipment.
- Special Incidence Portion is available to support students with extraordinarily high needs who require more than two full-time staff. Funding is based on claims submitted by school boards, however the maximum amount received is \$27,679.
- Care, Treatment, Custody and Correctional funding supports the section 23 classes. The Board provides the educational component for these students. The Ministry reimburses teacher and EA salaries, and a nominal amount for classroom supplies.
- Behaviour expertise funding supports the hiring of professional staff who have expertise in applied behavior analysis and ABA training.

Overview of Special Education priorities: (3 areas)

1. Applied Behaviour Analysis:
 - A tiered model of support is a key approach for all areas as well as other training models (i.e.; web-based options).
 - Training opportunities are dependent on school needs.
 - The Board now has a certified behaviour analyst.
 - Working on a draft plan for the after-school program for students with autism.

<p>2. Knowing and supporting our learners: includes a focus on math in collaboration with the program department.</p> <p>3. Supporting students with challenging behaviours:</p> <ul style="list-style-type: none"> • Referral for behavior services support includes supporting students at all levels. (tiered model) • Plan to develop electronic format for the referral process. <p>Ministry advisors</p> <ul style="list-style-type: none"> • Following the Ombudsman report the Board is committed to improving transparency and openness with the community. • The Board requested some assistance from the Ministry. Two advisors will provide advice and recommendations back to the Ministry. They are looking for an opportunity to meet with SEAC members. The group was asked to consider November 25 or 27 as possible meeting dates. A calendar invite will be sent out to confirm availability. <p>Correspondence</p> <ul style="list-style-type: none"> • Available in the SEAC package. <p>Capital planning</p> <ul style="list-style-type: none"> • The vote took place at the last Board meeting and Widdifield Secondary will close. • A sub committee has been created and they are working on a transition plan. There are two clear special education grade 7-12 pathways for Chippewa and West Ferris. • Tenders have gone out for the W.J. Fricker new build. <p>Special Education Plan</p> <ul style="list-style-type: none"> • Revisions are reviewed April/May. • Liz Therrien, Superintendent of Business will present at the next meeting on the 2018-19 financials. <p>Community living Ontario</p> <ul style="list-style-type: none"> • Discussed the “Together We’re Better” contest and the promotion of inclusive education. 	
Standing Items	
Items for next Agenda	Action
<p>EQAO results Safe and Accepting Schools Data (if available) Presentation – Special Education Support- Roles/Resources Financial Report – Superintendent of Business</p> <p>Standing Items:</p> <ol style="list-style-type: none"> 1. Correspondence received requiring action 2. Capital Plan and Accommodation Review 3. Special Education Plan 4. Special Education Budget 	

5. Question Period	
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Next meeting date: November 14^h, 2019

Adjourned: 2:12pm

Moved: Alan Bottomley
Seconded: Louise Sargent