



Simcoe County
District School Board

**Special Education Advisory Committee
(SEAC)
Handbook**

Simcoe County District School Board

MISSION – We inspire and empower learning for life

VISION – A community of learners achieving full potential

ACHIEVING EXCELLENCE: A Renewed Vision for Education in Ontario

Achieving Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported to learn continuously and will be recognized as among the best in the world.

Ensuring Equity: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.

Promoting Well-Being: All children and students will develop enhanced mental health and physical health, a positive sense of belonging, and the skills to make positive choices.

Enhancing Public Confidence: Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

SCDSB SEAC Statement of Beliefs

Based on our belief in respect, leadership, integrity, collaboration, compassion, student driven services and the right of all students to be included, we advocate that:

- All students have equitable opportunities to learn and participate in inclusive school communities. They are supported in developing and maintaining relationships, and participating in freely chosen activities and groups that result in a sense of belonging.
- Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect.
- Students' strengths and special education needs are identified and responded to early, as this is paramount to their growth and development. Based on best practices and research, the SCDSB will adopt proactive, innovative practices to promote individual student capacities and gifts while addressing their special education needs.
- Education services are delivered using a collaborative and flexible process centered on the strengths and needs of the students, inclusive of family, school and community, and based on the best learning outcomes for the student. The student's "voice" is key to all decisions made on behalf and with the student.

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Simcoe County District School Board Special Education Advisory Committee Handbook

PART A - INTRODUCTION

Members of the Special Education Advisory Committee (SEAC) represent all students with exceptionalities. It is essential that members have a thorough professional knowledge of the services and supports available to families of students with special education needs, both in the Simcoe County District School Board (SCDSB) as well as within the community. SEAC's annual review and recommendations, provide an effective forum of communication, dialogue and learning, between local associations and the SCDSB.

As members of SEAC, they may participate in the development and/or review of many SCDSB resources through a variety of ways including:

- Being a member of SEAC sub-committees;
- Reviewing materials and providing feedback;
- Making recommendations on matters related to the establishment, development and delivery of special education programs and services; and,
- Reviewing and making recommendations to the board's Special Education Plan and Board Learning Plan of Student Achievement and Well-Being (BLPSA-WB).

The spirit and philosophy of SCDSB's SEAC is one of mutual sharing, positive attitude, trust and respect, and it is essential that all members work collaboratively to assist in the delivery of programs for students of all exceptionalities.

Before making a decision on a recommendation of SEAC, the Board shall provide an opportunity for SEAC to be heard by the Board and/or any other committee of the Board to which the recommendation is referred.

PART B - ROLES AND RESPONSIBILITIES

1. SEAC Members

SEAC members act as advocates to improve the creation and delivery of supports and services for all students with special education needs.

- 1.1 SEAC members are expected to:
- 1.1.1 Respond to the needs of all students with exceptionalities via their participation in SEAC;
 - 1.1.2 Attend monthly (10) SEAC meetings;
 - 1.1.3 Respect the privacy of individual students by avoiding discussion of individual situations;
 - 1.1.4 Represent their respective local association at monthly SEAC meetings;
 - 1.1.5 Ensure the beliefs and policies of their local association are upheld and presented rather than personal beliefs;
 - 1.1.6 Report back to their local associations (i.e. minutes, surveys, review of policies/procedures etc.);
 - 1.1.7 Review the board's financial statements, as reported to the Ministry of Education;
 - 1.1.8 Review achievement results of students with exceptionalities (i.e. EQAO, graduation rates, credit accumulation etc.);
 - 1.1.9 Seek information regarding generalized issues of special education that may impact students with special education needs (i.e. transportation,

student accommodation, safety, attendance, progressive discipline, equity of access etc.);

- 1.1.10 Be familiar with provincial model of funding as well as relevant legislation related to special education;
- 1.1.11 Be a supportive resource to families with children with special education needs; and,
- 1.1.12 Advise the alternate of your respective agency as well as the committee if you are unavailable to attend a SEAC meeting.

2. SEAC Alternates

- 2.1 As SEAC Alternates, members are able and welcome to:
 - 2.1.1 Attend and participate fully in SEAC meetings with the exception of making a motion or voting which is the responsibility of the member;
 - 2.1.2 Attend SEAC meetings as a member if the appointed member is unable to attend (see Part B section 1 for Member responsibilities);
 - 2.1.3 Communicate with other SEAC members regarding issues related to special education supports and services;
 - 2.1.4 Volunteer to participate on any SEAC Sub-Committee; and,

3. Trustees

- 3.1 As members of SEAC, SCDSB Trustees are expected to:
 - 3.1.1 Attend monthly SEAC meetings;
 - 3.1.2 Ensure the Board complies with ministry legislation, regulations, board policies/procedures relevant to special education;
 - 3.1.3 Ensure that moneys provided by the province for special education, are spent within the envelope requirements;
 - 3.1.4 Champion special education at the Board table;
 - 3.1.5 Inform SEAC of issues coming before the Board that may impact special education supports and services; and,
 - 3.1.6 Participate in the annual review (i.e. budget, special education plan etc.).

4. SCDSB Administrative Staff (Superintendent of Education, Principal(s) of Special Education etc.)

- 4.1 As SCDSB staff members, administrative staff is expected to:
 - 4.1.1 Make available a secretary to record minutes of SEAC meetings and/or sub-committee meetings as required;
 - 4.1.2 Schedule a minimum of 10 meetings;
 - 4.1.3 Provide ongoing professional development to SEAC members;
 - 4.1.4 Provide SEAC with a schedule of professional development in the board related to special education;
 - 4.1.5 Provide SEAC with Board meeting agendas, materials and minutes, upon request;
 - 4.1.6 Make personnel available as a resource (i.e. presentations, reports etc.) to provide information;
 - 4.1.7 Provide regular updates and/or information related to the SCDSB's Special Education Plan including (but not limited to):
 - 4.1.7.1 Programs and services;
 - 4.1.7.2 Special education staffing;
 - 4.1.7.3 Policies and procedures impacting special education;
 - 4.1.7.4 Annual budget and financial statements;
 - 4.1.7.5 Special education funding; and,
 - 4.1.7.6 Data related to achievement, well-being, progressive discipline, accessibility, etc.

- 4.1.8 To assist in compiling relevant statistics related to the annual Special Education Plan;
- 4.1.9 To provide proper orientation to new SEAC members that should include:
 - 4.1.9.1 A copy of SCDSB SEAC Handbook;
 - 4.1.9.2 List of relevant legislation, SCDSB policies/procedures and/or how they can be accessed related to special education;
 - 4.1.9.3 List of schools and/or special education programs offered in the SCDSB; and,
 - 4.1.9.4 SCDSB SEAC Terms of Reference (APPENDIX A).

PART C - EFFECTIVE PRACTICES ON SEAC

1. Overview of SEAC

SCDSB's SEAC meets on the second (2nd) Monday of the month at the SCDSB Education Centre (Midhurst, Ontario), except when that date falls on a statutory holiday and/or designated break, throughout the school year (September to June). Dates and times of monthly meetings are publicized by the board, and communicated in advance to members of the committee, including information related to presentations, reports, motions etc. in order that members can consult with their respective organization as well as be prepared to discuss and/or vote on recommendations taking place during the meeting. Teachers, parents, and other community members who are not formal members of the committee are also encouraged to attend and observe these meetings, although they are not able to speak to matters or vote on motions at the meeting.

2. Preparation for/Effective Practices at SEAC Meetings:

- 2.1 In order to be most effective, prior to and during the monthly meetings, members and alternates are asked to:
 - 2.1.1 Read previous minutes and note questions they may have arising from the minutes;
 - 2.1.2 Review the upcoming meeting agenda and associated materials;
 - 2.1.3 Have association reports prepared in advance of the meeting, as well as enough copies if they are to be shared with other members;
 - 2.1.4 Check relevant legislation/policy and/or other resources related to the topic(s) to be presented;
 - 2.1.5 Prepare possible motions as well as secure another member that would 'second' the motion;
 - 2.1.6 Remain on topic during discussions;
 - 2.1.7 Contact chair/vice-chair or superintendent of education regarding information that they would like included on future SEAC agendas; and,
 - 2.1.8 Advise board staff (Executive Assistant to the Superintendent), the chair, and the respective alternate if they are unable to attend the meeting, as well as advise whether the alternate will attend in their absence.

3. Role of Local Associations

Local associations play an essential role in the establishment of special education programs and services in the SCDSB. Through their membership, local associations are able to share policies, procedures and philosophies, and have those reflected in the perspective of SCDSB's programs and services. Through the sharing of positive practices and policies, other relevant organizations, agencies, groups as well as the Ministry of Education benefit from a collective wisdom in order to support families of children with special education needs in the community (i.e. access to services, collaboration etc.). Association members of SEAC are affiliated with a local association and/or a provincial parent association. Associations (local and provincial) vary considerably in the programs and services they provide (i.e. SEAC training, professional development, permanent staff

etc.). That said, regardless of organizational structure, SEAC members have a responsibility to report back to their association (both local and provincial) and support the perspective of their respective association, even if that perspective differs from their own.

4. SEAC Members as Advocates

Members of SEAC should be visible and able to advocate for students with special education needs, both at the SEAC table and in the community. The SCDSB's SEAC information brochure contains members' names, association information and contact information. Therefore, it is important to keep contact information as up-to-date as possible to support families as a resource. Navigating supports and services for families of children with special education needs can be emotionally challenging for families. SEAC members can provide non-judgmental support that is welcomed by both the family and the SCDSB. When acting as an advocate, it is important to respect the privacy of all involved during the process. Special education is about 'finding solutions' rather than assigning blame, and therefore an advocate's value is in helping find win-win solutions that recognize the goals and strategies of everyone involved, especially the child.

PART D - OPERATIONAL PROCEDURES

SCDSB's SEAC operates within the Robert's Rules of Order (<http://robertsrules.org>), SCDSB By-Laws as well as the SCDSB SEAC Terms of Reference (APPENDIX A) to ensure meetings respect the views and opinions of all members. Robert's Rules operates by balancing three (3) fundamental principles:

- i) Protection of the rights of members, and those whom they represent (i.e. advance notice of meetings, agendas, minutes, etc.);
- ii) The requirement for a deliberation process of full and free discussion as prerequisite for decision making (i.e. every member is entitled to speak at least once to an issue etc.); and,
- iii) Protection against instability (i.e. it's harder to reverse a decision than it is to make it in the first place and the Chair is always right about a procedure unless his/her ruling is overturned by a vote of the committee etc.).

1. Preparing a Motion

1.1 It should be noted that SEAC is a consultative committee, and as such does not have 'decision making' powers with regards to Board decisions. That said, as a standing committee of the SCDSB, SEAC does have the ability to bring forward motions that it may or may not request be brought to the Board as information and/or consideration. A copy of the SEAC Motion Template is included as APPENDIX B.

- 1.1.1 In order to bring forward a motion, the motion should be brought forward 'in writing' using the SCDSB SEAC Motion Template;
- 1.1.2 The motion must be 'Moved by...' and 'Seconded by...';
- 1.1.3 Once the motion is made and seconded, it can be discussed;
- 1.1.4 When the motion is under discussion all members should state where they stand on the motion: I support the motion for the following reasons..." or "I stand against the motion for the following reasons...";
- 1.1.5 A member may state they are unable to support the motion because it requires clarification;
- 1.1.6 To change the motion, a member may state; "I wish to amend the motion by adding the following word(s), or by removing the word(s), or by changing the motion to read..."; and,
- 1.1.7 Before calling the vote, the Chairperson should clarify if the vote is on the motion or an amendment to the original motion.

2. Voting

Each appointed member of SEAC is eligible to one vote. Alternate members are not entitled to vote if the appointed member is present at the meeting. On every motion, the chair and vice-chair may vote with the other members of the committee.

3. SEAC Meetings

- 3.1 SEAC is required to meet at least 10 times during the school year;
- 3.2 SEAC meetings are conducted under the same procedures as the SCDSB Board, which appoints them;
- 3.3 As per all meetings of the Board, including standing committees, SEAC is open to the public; and,
- 3.4 Unlike other Board meetings, that may choose to meet in 'closed' session, SEAC meetings do not discuss matters related to the acquisition or disposal of property, disclosure of intimate, personal or financial matters, employee information and/or litigation affecting the Board, therefore all meetings are in 'open' session.

4. Quorum

Under parliamentary procedures (i.e. Roberts Rules) as well as SCDSB By-Laws, a committee meeting must have quorum to be a valid meeting. [Regulation 464/97](#) (APPENDIX C) defines a quorum as, "A majority of members of a SEAC is a quorum, and a vote of a majority of members present at a meeting is necessary to bind a committee". In practical terms, a SEAC meeting can only take place if the number of voting members present is equal to half of all the voting members plus one. Alternate members are only considered to be voting members when the official local association representative is absent.

Example - If a SEAC has 16 total members (half of 16 = 8 + 1 = 9) 9 members must be present to be considered quorum. A motion to be approved by this SEAC (with 9 members present) would require 5 votes in favour. This demonstrates the value in members' (or alternates) attendance at all SEAC meetings.

5. SEAC Member Minority Reports

Parliamentary procedures allow members who do not agree with the majority position an opportunity to express their view through a minority report. A sample of a minority report is included as APPENDIX D.

PART E - SPECIAL EDUCATION PLAN

1. Overview of Special Education Plan

Starting in 2000, Ontario's Ministry of Education has mandated the creation and standardization of school board's Special Education Plans ([Regulation 306](#)), in order to ensure students with special education needs receive the best quality education possible. The standardization of Special Education Plans is designed to increase accountability of boards to students and families. In order to be most efficient and effective, SEAC meeting agenda items throughout the school year are organized and selected to provide SEAC members an opportunity to learn more about available programs, services and/or changes to those programs in order to be better informed about the Plan. As well, SEAC sub-committees are organized to provide members additional opportunities to be directly involved and collaborate about possible amendments to the Plan.

2. Annual review process

One of the central tenets of the process of developing the Special Education Plan is to consult with SEAC with regards to its role in making recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services within the board.

3. Submission and Availability of Special Education Plans

3.1 Consistent with the requirements of *Regulation 306*, school boards are required to prepare and report on special education programs and services provided by the board and submit it annually (July) to the Ministry of Education. Copies of the Special Education Plan, approved by the Board, including any amendments, are forwarded to the Ministry of Education, along with:

- 3.1.1 A letter from the director of the school board confirming that the Plan is being submitted and is in compliance with *Regulation 306*;
- 3.1.2 A copy of the Board motion approving the Plan, including the date of approval; and,
- 3.1.3 A copy of any related motions or recommendations from the board's SEAC.

Each board is required to make its Special Education Plan available to the public at the same time it submits it to the Ministry of Education, and must inform the public in a variety of ways about how to access the Plan. In order to provide public access to the SCDSB's Special Education Plan, the document is available via the SCDSB's website (www.scdsb.on.ca).

PART F- SPECIAL EDUCATION FUNDING

1. Education Funding Overview

The Ministry of Education is responsible for funding for SCDSB's elementary and secondary schools based on formulas related to student enrolment and the unique needs of students in the board. Funding is traditionally announced by the provincial government in the spring (March - April) for the following school year. Education funding begins with the Pupil Foundation Grant (Grants for Student Need - GSN), which provides school boards with a basic level of funding for all student. Additional funding is provided through special purpose grants, such as the Special Education Grant (SEG) based on specific costs or needs that affect some boards and some students more than others. The operation and maintenance of school buildings and the construction of new schools is funded through a Pupil Accommodation Grant (PAG).

2. Special Education Funding (Special Education Grant - SEG)

The Special Education Grant (SEG) provides additional funding for students who require special programs, services and equipment. The SEG is enveloped, which means this funding can only be used for those students who require special education programs and services.

2.1 There are six (6) components of the SEG, including:

- 2.1.1 Special Education Per Pupil Amount (SEPPA) - recognizes the cost of providing additional assistance to the majority of students with special education needs and is based on total enrolment.
- 2.1.2 High Needs Amount (HNA) - addresses the variation amongst boards with respect to students with special education needs and board's abilities to respond to those needs. The Ministry of Education has recently introduced

Measures of Variability (MOV) and the Special Education Prediction Model to provide greater fairness and equity.

- 2.1.3 Special Education Amount (SEA) - is made up of two components, SEA Per-Pupil Amount as well as a SEA Claims Based Amount. SEA funding provides for students that require equipment (i.e. computer, technology, hearing support equipment, sensory equipment etc.) to enable a student to access the curriculum.
- 2.1.4 Special Incidence Portion (SIP) - supports students who require more than two (2) full time staff to address their health and safety needs.
- 2.1.5 Facilities Amount (FA) - provides funding to support programs for school-aged children and youth in care and/or treatment programs or correctional facilities.
- 2.1.6 Behaviour Expertise Amount (BEA) - provides boards funding to hire board-level Applied Behaviour Analysis (ABA) expertise professionals.

3. Consultation Role of SEAC with Budget Process

The development of the SCDSB's Special Education Budget is an on-going process which includes involving SEAC in a consultative role in order to allocate resources for students with special education needs most efficiently and effectively using available resources. Special Education funding is complex and SEAC members need to understand how school boards are funded for all students, as well as the various grants that support students with special education needs, including the Pupil Foundation Grant as well as the Special Education Grant (SEG), in order to provide the most effective input.

- 3.1 SEAC's role in the budget process includes:
 - 3.1.1 Ensuring SEAC is informed about the total available money available to the school board, including the SEG;
 - 3.1.2 Ensure SEAC is aware of how much money relates directly to special education (i.e. SEPPA, total enrolment, etc.);
 - 3.1.3 Knowing the amount of money required to provide services to meet the needs of students with special education needs (i.e. staffing numbers etc.);
 - 3.1.4 Developing a plan to support students with special education needs using available financial resources; and,
 - 3.1.5 Establishing a process for ongoing monitoring of the allocation of the funds (including deferred revenue) for special education purposes.

PART G – SEAC ANNUAL EVALUATION

SEAC members are given an opportunity at the May meeting to complete the SEAC annual evaluation template (APPENDIX E) to measure the effectiveness of the SCDSB's SEAC recognizing the time commitment and value members provide.

Results are analyzed, summarized and considered for next steps at future SEAC meetings. SCDSB staff will use the information collected through the evaluation to meet the needs of the SCDSB's SEAC membership and in turn better meet the needs of the students of the SCDSB with special education needs.

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
TERMS OF REFERENCE**

1. Mandate

Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services, which meet his or her needs. In the Simcoe County District School Board (SCDSB), the Special Education Advisory Committee (SEAC) plays a vital role in ensuring that exceptional pupils receive appropriate educational services and programs by carrying out its mandate to:

- i) 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;
- ii) participate in the Board's annual review of its special education plan; and,
- iii) participate in the Board's annual budget process under section 231 of the Education Act, as that process relates to special education.

2. Authority

In accordance with the Education Act Section 57.1, "Every district school board shall establish a special education advisory committee."

Regulation 464/97 delineates specific requirements for SEAC. This regulation must be consulted for specific details on membership requirements, meetings and the scope of the SEAC's advisory capacity.

3. Composition

The Simcoe County District School Board's SEAC shall consist of:

- a) One representative from up to a maximum of 12 local associations from within the SCDSB's jurisdiction, who shall be nominated by the local association and appointed by the Board.
- b) One alternate member for each representative as nominated by the association and appointed by the Board to serve in the absence of the representative;
- c) Up to three members of the Board;
- d) When the Board has one member appointed by a First Nation, SEAC may include one member to represent the interest of Indian pupils as nominated by the First Nation(s) and appointed by the Board;
- e) When the Board has one member appointed by a First Nation, SEAC may include one alternate member to represent the interests of Indian pupils as nominated by the First Nation(s) and appointed by the Board to serve in the absence of the representative;
- f) Up to three community members appointed by the Board who are not representatives of a local association or members of the Board or another committee of the Board.

4. Process of Selection

- a) Local associations and First Nations will be contacted by the SCDSB to nominate a qualified representative and alternate representative. A nomination form will be provided and received by the Superintendent of Education responsible for Special Education.
- b) Should more than 12 nominations be received from local associations, the Director of Education will recommend to the Board the 12 local associations that provide a wide representation of exceptionalities of students.
- c) Representatives recommended by local associations must be eligible for appointment. They must be eligible to vote for SCDSB trustees, must reside in SCDSB's jurisdiction and may not be employees of the SCDSB.
- d) Community members will be invited by the SCDSB to apply for one of the three positions on SEAC. The Director of Education will recommend to the Board the three community members who either represent exceptional pupils in the board, represent a community agency which provides services to exceptional students or otherwise would be expected to bring an informed and balanced perspective on issues considered by SEAC. Community members must be eligible to vote for SCDSB trustees, must reside in SCDSB's jurisdiction and may not be employees of the SCDSB.

5. Term of Office

Each of the representatives and alternates appointed by the Board shall be members of SEAC during the term of members of the Board and until the new Board is established.

Members of the Board on SEAC are determined annually by the Selection Committee and approved by the Board at the regular Board meeting in December.

6. Absences and Vacancies

In the absence of a representative, the representative's alternate may take the place of the representative.

If a position on the SEAC becomes vacant as a result of the resignation or as defined in Regulation 464/97, the Board shall appoint a qualified person as nominated by the association for the remainder of the term. In the interim, pending this appointment, the alternate may take the place of the representative.

7. Meetings

Rules of Order will be followed as per the SCDSB By-laws.

A minimum of ten meetings will be held during the school year. The dates will be determined at the September meeting.

A Business and Facilities Standing Committee/SEAC budget meeting will be scheduled annually in the spring.

SEAC TERMS OF REFERENCE – APPENDIX A

Meetings are held from 7:00 to 9:00 p.m. at the SCDSB Education Centre. A motion to extend the meeting beyond 9:00 p.m. will require majority approval.

The agenda will be prepared collaboratively by the Chair, Vice-Chair and the Superintendent responsible for Special Education and distributed two business days prior to the meeting to SEAC members. The agenda will be posted on the board's website.

Minutes of each meeting will be kept as per SCDSB By-laws. 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.

Time sensitive recommendations from SEAC to the Board shall be added to the agenda of a meeting of the board with 24 hours' notice prior to the meeting.

SEAC has the right to make presentations/delegations to the Board in support of any topic discussed at a SEAC meeting or recommendations made to the board in accordance with Board By-laws.

In the event that the date of a committee or meeting of the Board at which a SEAC recommendation is being voted upon is such that a SEAC presentation/delegation could not be added to the agenda according to Board By-laws, the presentation/delegation shall be added as a time sensitive item provided 24 hours' notice is given prior to the meeting.

SEAC will be provided with a written response to its recommendation(s) to the Board by the Superintendent responsible for Special Education.

SEAC meetings will be video-taped. Copies of the tapes are available to members, the public and staff.

8. Election of the Chairperson and Vice-Chairperson

A Chairperson and Vice-Chairperson will be elected at the first meeting of SEAC following the election of the Board Chairperson and Vice-Chairperson. The term of office shall be the same as that of the Board Chairperson and Vice-Chairperson.

The process for electing the Chairperson and the Vice-Chairperson shall be as per Board By-laws.

All members of SEAC are eligible to be nominated for the position of Chairperson and Vice-chairperson at the SEAC meeting in January.

If a vacancy occurs in the office of SEAC Chairperson or Vice-Chairperson, SEAC shall elect a new Chairperson or Vice-Chairperson at the meeting following the vacancy as per Board By-laws.

9. Quorum

Quorum shall be the majority of the appointed members.

10. 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 he/she represents (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 SCDSB staff;
- Recognize and respect the contributions, concerns, questions and opinions of SEAC members, invitees and SCDSB 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.

References

Education Act Section 57.1

Regulation 464/97

SCDSB By-Laws

SCDSB Policies

SCDSB Administrative Procedures

PAaC (Provincial Parent Associations Advisory Committee) on SEAC

Effective Practices Handbook for SEAC

Ministry of Education
"Special Education A Guide for Educators"

www.seac-learning.ca

www.edu.gov.on.ca/eng/parents/speced.html

www.edu.gov.on.ca/eng/teachers/speced.html

www.edu.gov.on.ca/eng/safeschools/code.html

www.edu.gov.on.ca/eng/general/elemsec/speced/seac



SPECIAL EDUCATION ADVISORY COMMITTEE

DATE OF MEETING: _____

MOTION

Moved by: _____

Seconded by: _____

AMENDMENT

Moved by: _____

Seconded by: _____

(Be concise, Instructs: (Who), By:(Timeline), Limitations: (Financial))

THAT: _____

CARRIED

DEFEATED

WITHDRAWN

Education Act
ONTARIO REGULATION 464/97
SPECIAL EDUCATION ADVISORY COMMITTEES

1. In this Regulation,

“local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

- 2. (1)** Every district school board shall establish a special education advisory committee that shall consist of,
- (a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board;
 - (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
 - (c) such number of members from among the board’s own members as is determined under subsection (4), as appointed by the board;
 - (d) where the number of members appointed under clause (c) is less than three, one alternate, as appointed by the board from among its own members, for each member appointed under clause (c);
 - (e) one or two persons to represent the interests of Indian pupils, as provided by section 4; and
 - (f) one or more additional members appointed under subsection (5).
- (2)** The board shall not appoint more than 12 representatives under clause (1) (a).
- (3)** Where there are more than 12 local associations within the area of jurisdiction of the board, the board shall select the 12 local associations that shall be represented.
- (4)** The number to be appointed by the board under clause (1) (c) shall be the lesser of,
- (a) three; and
 - (b) 25 per cent of the total number of members of the board, rounded down to the nearest whole number.
- (5)** For the purposes of clause (1) (f), the board may appoint one or more additional members who are neither representatives of a local association nor members of the board or another committee of the board.
- 3. (1)** Every school authority, other than a board established under section 68 of the Act, shall establish a special education advisory committee that shall consist of,
- (a) two representatives from the local associations that operate locally within the area of jurisdiction of the board, as nominated by the local associations and appointed by the board;
 - (b) one alternate for each representative appointed under clause (a), as nominated by the local associations and appointed by the board;
 - (c) one member from among the board’s own members, as appointed by the board;
 - (d) one alternate, as appointed by the board from among its own members, for the member appointed under clause (c); and

ONTARIO REGULATION 464/97 – APPENDIX C

- (e) one or two persons to represent the interests of Indian pupils, as provided by section 4.
- (2) Where no local association or associations have been established, instead of the members and alternates required by clauses (1) (a) and (b), the board shall appoint two members and two alternates who are not members of the board.
- 4. (1) Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include one person appointed to represent the interests of Indian pupils.
- (2) Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.
- (3) One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).
- (4) The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.
- (5) The board shall appoint the persons nominated under subsection (4).
- 5. (1) A person is not qualified to be nominated or appointed under section 2 or 3 to a special education advisory committee of a board unless the person is qualified to vote for members of that board and is resident in its area of jurisdiction.
- (2) Subsection (1) does not apply in respect of persons appointed under section 4.
- (3) A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the board.
- 6. Subject to section 7, each of the persons appointed to a special education advisory committee of a board shall hold office during the term of office of the members of the board and until a new board is organized.
- 7. (1) A member of a special education advisory committee vacates his or her seat if he or she,
 - (a) is convicted of an indictable offence;
 - (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or
 - (c) ceases to hold the qualifications to be appointed to the committee.
- (2) An alternate for a member of a special education advisory committee vacates his or her position if he or she,
 - (a) is convicted of an indictable offence;
 - (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee in respect of which the alternate received a notice under subsection 9 (9); or
 - (c) ceases to hold the qualifications to be appointed as an alternate.
- (3) Where a seat or position becomes vacant under this section, section 8 applies with respect to filling the vacancy.

- (4) Despite subsection (3), where a member of the committee or an alternate for a member of a committee is convicted of an indictable offence, the vacancy or position shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat or position shall be deemed not to have been vacated.
8.
 - (1) If a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.
 - (2) The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section.
 - (3) Where a seat of a member of the committee is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place for all purposes of this Regulation.
9.
 - (1) A majority of the members of a special education advisory committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.
 - (2) Every member present at a meeting, or his or her alternate when attending the meeting in his or her place, is entitled to one vote.
 - (3) The members of the committee shall, at their first meeting, elect one of their members as chair and one of their members as vice-chair.
 - (4) The vice-chair shall assist the chair and shall act for the chair at meetings in his or her absence.
 - (5) The chair or, in the absence of the chair, the vice-chair, shall preside at meetings.
 - (6) If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting.
 - (7) The chair may vote with the other members of the committee and any motion on which there is an equality of votes is lost.
 - (8) The committee shall meet at least 10 times in each school year.
 - (9) Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.
 - (10) Where an alternate receives a notice under subsection (9), he or she shall attend the meeting and act at the meeting in the member's place.
10.
 - (1) The board shall make available to its special education advisory committee the personnel and facilities that the board considers necessary for the proper functioning of the committee, including the personnel and facilities that the board considers necessary to permit the use of electronic means for the holding of meetings of the committee in accordance with the regulations made under section 208.1 of the Act.

- (2) Within a reasonable time after a special education advisory committee is appointed, the board shall provide the members of the committee and their alternates with information and orientation respecting,

 - (a) the role of the committee and of the board in relation to special education; and
 - (b) Ministry and board policies relating to special education.

- 11. (1) A special education advisory committee of a board 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.

(2) Before making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred.

- 12. (1) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

(2) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under section 231 of the Act, as that process relates to special education.

(3) The board shall ensure that its special education advisory committee is provided with the opportunity to review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education.



SPECIAL EDUCATION ADVISORY COMMITTEE

Parliamentary procedures allow members who do not agree with the majority position on Motions to submit a Minority Report.

RE: Motion from the SCDSB Special Education Advisory Committee dated _____ that said:

“Be it resolved that the SCDSB Special Education Advisory Committee recommends that”.

The following members of the SCDSB’s SEAC disagree with this motion and have filed a Minority Report to provide a record of their disagreement with the motion:

Name of Representative _____ Name of Organization/Association _____

Name of Representative _____ Name of Organization/Association _____

The above disagree with the motion for the following reasons: (examples)

- The proposed range of options are not adequate for exceptional students identified as ...
- The number of professional staff is inadequate to meet the needs of Specifically,...
- Unqualified staff is being used inappropriately to develop and/or implement programming which should be restricted to professionally trained staff based on an assessment of needs. For example,...

In conclusion, we ask the SCDSB consider these issues and to do the following...

Signed by:

Name _____ Signature _____

Name _____ Signature _____

Date _____

Copies provided to:

- Chair/Vice chair of SEAC
- SEAC members
- Director/CEO of respective local organization/association



SEAC Annual Evaluation

Annual evaluation forms can be submitted by all voting and non-voting SEAC members. Results will be analyzed, summarized and considered for next steps for the following year's SEAC meetings.

STOP – START – CONTINUE

STOP

What is presently being done that should be discontinued because it is not helpful or useful?

START

What should be started because it is needed and would be helpful or useful?

CONTINUE

What should be continued because it is helpful, useful or worthwhile?

SIMCOE COUNTY DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE – MONDAY, XXX
EDUCATION CENTRE – GEORGIAN ROOM 7:00 - 9:00 p.m.

A G E N D A

- A.** Welcome and Introductions
- (1) Welcome
 - (a) Introductions
 - (b) SCDSB Special Education Advisory Committee Statement of Beliefs
 - (2) Approval of Agenda
 - (3) Approval of Minutes
 - (a) Regular Committee Meeting held Monday, XXX
- B.** Presentations
- (1) (a)
 - (b)
- C.** Items for Decision
- (1) (a)
- D.** Items for Information
- (1) Follow-up from Previous Meetings
 - (a)
 - (2) Staff Reports
 - (a)
 - (3) Committee Reports
 - (a)
 - (4) SEAC Member Updates
 - (a) Association/Agency Updates - All
Opportunity to share updates and priorities related to special education from the respective associations/agencies.
 - (5) Board Member Updates
 - (a) Updates from Board Meetings
Opportunity to share updates and priorities related to special education from the SCDSB Board of Trustee's.
- E.** Correspondence
- F.** Other Matters
- G.** Notices of Motion for Next Meeting
- H.** Adjournment

The next regularly scheduled meeting of the Special Education Advisory Committee will be XXX.
SEAC meetings are video-recorded and made available for public viewing.
Legend: (v) - verbal; (h) - handout; (e) – electronic

GLOSSARY OF TERMS – APPENDIX G

AAC	Accessibility Advisory Committee
ABA	Applied Behaviour Analysis
ABC	Antecedent Behaviour Consequence (type of behaviour tracking)
ADHD	Attention Deficit Hyperactivity Disorder
AEL	Activate Early Learning
AODA	Accessibility for Ontarians with Disabilities Act
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
BMS	Behavior Management System Training
CAPS	Comprehensive Autism Planning System
CASI	Comprehension Attitudes Strategies Interests
CCACs	Community Care Access Centres
CDA	Communication Disorder Assistant
CNIB	Canadian National Institute for the Blind
CST	Computer Software Technician
CTN	Children's Treatment Network
CYW	Child and Youth Worker
DD	Developmental Disability
DECE	Designated Early Childhood Educator
DI	Differentiated Instruction
DS	Developmental Skills
DSM	Diagnostic and Statistical Manual (of Mental Disorders)
DSO	Developmental Services Ontario
EA	Educational Assistant
FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behaviour Analysis
FRI	Fluid Reasoning Index
FSIQ	Full Scale Intelligence Quotient
GAI	General Ability Index
HRT	Hearing Resource Teacher
IBI	Intensive Behavioural Intervention
IEP	Individual Education Plan
IPRC	Identification Placement and Review Committee
IRT	Itinerant Resource Teacher
ISSI	Individual Strengths and Skills Inventory (one aspect of Ziggural process)
ISTP	Individual Student Transportation Plan
K-TEA	Kaufman Test of Educational Achievement
LC	Learning Centre
LD	Learning Disability
MCYS	Ministry of Children and Youth Services
MOE	Ministry of Education
MI	Multiple Intelligences
MID	Mild Intellectual Delay
MOH	Ministry of Health, Medical Officer of Health
O & M	Orientation and Mobility (Blind and Low Vision)
ODA	Ontarians with Disabilities Act
OEN	Ontario Education Number
OHRC	Ontario Human Rights Commission
OLSAT	Otis-Lennon School Ability Test
OSR	Ontario Student Record
OT	Occupational Therapy

GLOSSARY OF TERMS – APPENDIX G

PHIPPA	Personal Health Information Protection and Promotion Act
PRI	Perceptual Reasoning Index
PT	Physio-Therapy
RCT	Regular Classroom Teacher
SCDSB	Simcoe County District School Board
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEN	Special Education Needs
SERT	Special Education Resource Teacher
SIP	Special Incidence Portion
SMART	Specific Measurable Achievable Realistic/Relevant Time-Sensitive
SNC	Strengths and Needs Committee
SNOW	Special Needs Opportunity Window
UCC	Underlying Characteristics Checklist (one aspect of Ziggurat process)
UDL	Universal Design for Learning
VCI	Verbal Comprehension Index
WISC	Wechsler Intelligence Scale for Children