Special Education Advisory Committee

A Handbook for SEAC Members

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Algonquin and Lakeshore Catholic District School Board would like to acknowledge and thank the following Boards for sharing their SEAC Handbooks:

- ***London District Catholic School Board***
- ***York Region District School Board***
- ***Durham District School Board***
- ***Ottawa-Carleton District School Board***

Our Mission and Mandate

We are a Catholic School system, called to work in partnership with home, parish and community, on our journey to understand and live the way of Jesus Christ. We are committed to excellence in Catholic education and to lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant challenge.

Living the Mission

Catholic:	We shall participate fully in the Church's mission of Catholic education through our philosophy, policy and practice.
Called:	We shall acknowledge that our primary mission rests in living the call of Christ each day.
To Work in Partnership:	We shall welcome the active participation of home, parish and community by promoting communication, cooperation and teamwork.
On Our Journey:	We shall make this journey with profound respect for the innate dignity and unique capabilities of each person.
Excellence:	We shall ensure quality instruction and diversified learning in a safe environment, so that the potential of each learner may be realized.
Catholic Education:	We shall provide a distinctive education through the integration of Catholic beliefs and values in all learning experiences.
Life Long Learning:	We shall initiate and encourage educational experiences that foster an enduring love of learning.
Caring and Contributing Citizens:	We shall value and promote responsible participation in our local and global communities.

Faith in Action:
"I by my works, will show you my faith." James 2:18

Statement of Philosophy for Special Education

The Algonquin and Lakeshore Catholic District School Board is committed to meeting the needs of all students with exceptionalities. Our Board provides Special Education Services in accordance with the *Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, The Education Act* and all regulations made under the *Act*.

The Board is committed to the belief that all teachers are "special" educators.

Each Child is unique.

The needs of our students with exceptionalities will be met through programs and services which foster the atmosphere of a Catholic School Community in the most enabling environment.

Parents and guardians play an active role and share responsibility in the education of their children.

What it means for me as a member of SEAC;

"Trustees who participate in monthly SEAC meetings are provided with important insight into the everyday challenges that both the school system and families face when attending to the special needs of our students. Through SEAC, Trustees learn how to better advocate for parents as well as teachers when attending to individuals in our system with special education needs. "

- T. Shea, Trustee

The Special Education Delivery Model

The Delivery Model used by the Algonquin and Lakeshore Catholic District School Board focuses on the individual needs of each student. This model encompasses an integrated approach in which a program is provided for each student with exceptionalities within the classroom. In our Catholic school system, we aim to prepare all students to be contributing members of their community. This starts with encouragement to actively participate in the school community. The integrated setting provides opportunities and experiences that have as their goal the development of each child's full potential. The classroom teacher provides appropriate classroom accommodations, and modifications using available resources and materials. Assistance and support are available resources and materials. Assistance and support are available through discussions at Special Educatoni Committee or Case Conference meetings. Further support is available through Student Services and outside agencies. The IEP is revised to provide the best individualized program for each student.

The model is flexible and takes into consideration:

- The philosophy of Catholic education as articulated and practiced by this Board
- The needs of each student, the expectations of parents and the expertise of Board and community personnel
- The location, size and composition of the Board's schools
- The varying quantity and quality of community services and programs available within different areas of the Board's jurisdiction
- The limitation of board resources (e.g. access to transportation or E.A. staffing)

Description of the Service Delivery Model

The Algonquin and Lakeshore Catholic District School Board's delivery system for special education is intended to be one that:

- Believes in continuous consultation and collaboration
- Identifies and responds to the needs of the student
- Includes parents/guardians as active participants sharing in the responsibility for the education of their children
- Brings appropriate programs and services to the student in the regular classroom
- Encourages decision making and program delivery at the classroom and school level
- Utilizes all available school and community resources
- Encourages and facilitates the sharing of programs and services with other school boards, ministries and community agencies

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The Board recognizes that the personal aspect of this delivery model can be one of its greatest strengths.

Collaboration and Consultation

The Algonquin and Lakeshore Catholic District School Board, collaboration and consultation are integral to all planning. Communication among parents, teachers, and other professionals is crucial throughout all phases of planning in order to meet the needs of the students.

During all phases of the planning cycle, frequent interaction and communication should take place among all the individuals involved in planning the student's program.

Coordination of efforts is critical.

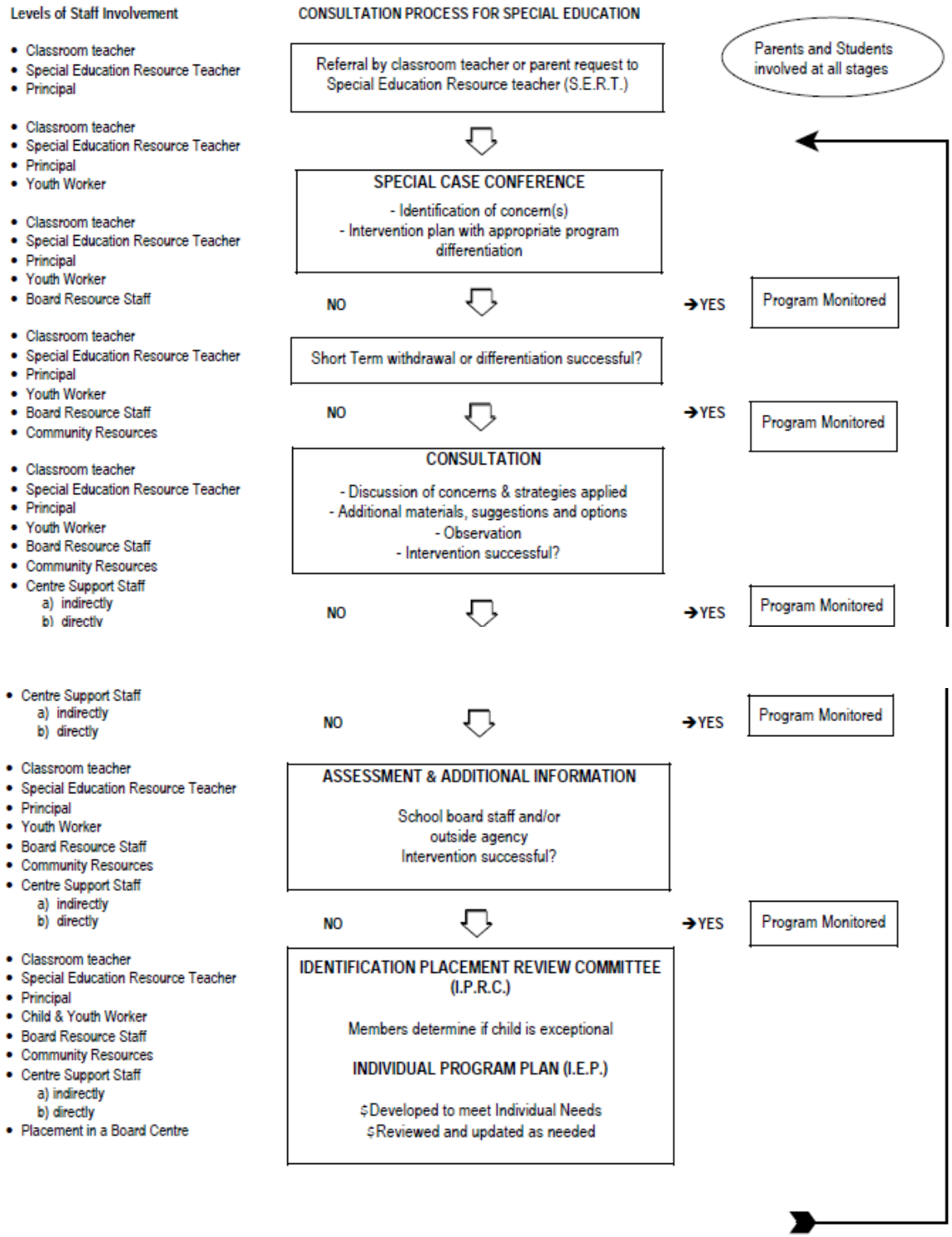
The principal, the parents, the student, classroom and special education teachers, and support personnel should be involved in the assessment process. Working as a team, concerned individuals interpret findings and make decisions regarding a student's program and placement.

Communication with parents and other professionals is an important part of evaluation. It may occur through interviews, meetings, progress reports, telephone conversations, classroom visits, and written correspondence. This collaboration results in comprehensive accounts of student progress, interests and strengths.

"Being a SEAC member means I am able to be a voice for students and their families on how the Board provides special education support to students to enable them to reach their fullest potential and fully benefit from their school experience. "

- D. Snider, Easter Seals

Consultation Process



SEAC Advisory Role

Roles and Responsibilities of SEAC

Regulation 464/97 states that "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 pupils with exceptionalities in the board." The regulation then goes on to say that the board, "before making a decision on a recommendation of the committee, 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."

Effective Practices for SEAC Advisory Role

The SEAC is responsible for submitting carefully developed and appropriate recommendations to the board on all matters related to the provision of special education programs and services to its pupils with exceptionalities. The SEAC must ensure that these recommendations focus on the most appropriate special education programs and services for all students with exceptionalities, individually and collectively. The SEAC is not there to "rubberstamp" the recommendations or wishes of the members of the school board and/or senior administration. In turn, the school board must ensure that it involves its SEAC, in accordance with the **Education Act** and the Regulations, in all decision making related to the establishment, development, delivery and evaluation of special education programs and services

Members of SEAC should regularly attend board meetings as observers. It is imperative that they attend as a delegation, whenever a SEAC motion or recommendation comes before the Board. SEAC members should be encouraged and enabled to make presentations to all committees of the board to promote special education issues, especially when the topic under discussion has implications for fairness, equity, appropriate accommodations and access.

School Board Responsibilities for SEAC

According to the same regulation (464/97), each board must ensure that:

- "its special education advisory committee is provided with the opportunity to participate in the board's annual review ... of its special education plan", made in accordance with Regulation 306;

- "its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under Section 231 of the [Education] Act, as that process relates to special education";

- "its special education advisory committee is provided with the opportunity to review the financial statements of the board under Section 252 of the [Education] Act, as those statements relate to special education";

- it "make[s] 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 [Education] Act". In practice this may mean a room and administrative support, as well as the use of technologies for meetings held by electronic means.

SEAC Orientation

Regulation 464/97 also states that "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."

Special Education Placements Provided by the Board

The first placement considered for all students is a regular classroom placement with support as deemed appropriate according to the individual needs of the student. Where alternate placements are available and appropriate as options for addressing student's needs, parents have the opportunity to consider regular classroom settings or system-level programs.

Board Placements

Placement options for the Algonquin and Lakeshore Catholic District School Board:

LEVEL	BOARD PLACEMENTS
SCHOOL IPRC	Regular Class Regular Class with Indirect Service Regular Class with Resource Assistant Regular Class with Withdrawal Assistance
SYSTEM IPRC	Special Education Class with Partial Integration/Student Support Centre (Grades 5 to 8) Special Education Class with Partial Integration / Life Skills Development Centre

Additional Placements: Provincial Demonstration School
Section 23

ALCDSB SEAC Members 2015

Special Education Advisory Committee (SEAC)

Committee Members

January 2015 to December 2019

Name	**Affiliation**
Tom Dall	Trustee
Terry Shea	Trustee
David McNichols	Member at Large, Kingston
Roxanne Trumble-Elliston	Children's Mental Health Services, Belleville
Danielle Snider	Easter Seals
Pat Lalonde	Autism Ontario
Len Whalen	Fetal Alcohol Spectrum Disorder Ontario Network of Expertise
Ellen Tseng-Farr	Community Living, Kingston
Jocelyn Agravante	Down Syndrome Association of Kingston
Jim Kennelly	Member at Large, Tyendinaga

Resource Staff Committee Members

Members	**Affiliation**
Karen Shannon	Superintendent of School Effectiveness
Lori Bryden	Coordinator, Student Services
Polly Pearson	Special Assignment Teacher, Special Education
Jillian Gardiner	Special Assignment Teacher, Special Education
Bonnie Campbell	Administrative Assistant to Karen Shannon

Appendix A - Regulations

Regulations

Under *subsection 11(1) of the Education Act* , "subject to the approval of the Lieutenant Governor in Council, the Minister may make regulations in respect of schools or classes" established under the Act "with respect to all schools supported in whole or in part by public money".

Ministry regulations and parts of other government regulations that are specifically related to special education programs and services are outlined below.

Regulation 181/98, Identification and Placement of Exceptional Pupils

This regulation governs the identification and placement of exceptional pupils, through the Identification, Placement and Review Committee (IPRC), the IPRC review procedure, and the process for Appeal of IPRC decisions. The role of parent(s)/guardian(s) in all these processes is outlined.

The regulation requires school boards to create and maintain an Individual Education Plan (IEP) for each exceptional pupil and to create and maintain, as part of the IEP, a transition plan for each exceptional pupil (except for those identified solely as gifted) who are 14 years of age or older.

Regulation 181/98 also requires school boards to publish a parent guide to special education.

Regulation 306, Special Education Programs and Services

Regulation 306 is concerned with special education programs and services. It requires that each school board and school authority:

- develop and maintain a plan for the provision of special education programs and services for exceptional pupils and to submit annually to the ministry any amendments that have been made to its plan;
- submit to the ministry, every second year, a report on special education programs and services in a form to be specified by the ministry.

The regulation also gives the Minister authority to direct a school board to amend its special education plan.

Regulation 464/97, Special Education Advisory Committees

Regulation 464/97 sets out requirements for school boards with respect to SEACs and outlines their role, membership, and scope of activities. The regulation requires a school board to:

- include on its SEAC up to 12 representatives of local parent associations which "further the interests and well-being of one or more groups of exceptional children or adults";
- consult with the SEAC concerning the board's annual review of its special education plan (under Regulation 306) and its annual budget process;
- provide the SEAC with the opportunity to review the board's annual financial statements;
- provide an opportunity for the committee to be heard before making a decision on any recommendation from the SEAC.

The regulation also requires SEACs to meet at least ten times in each school year.

The regulation also applies, with some differences, to school authorities.

Regulation 298, Operation of Schools – General

With regard to special education, Regulation 298 contains sections pertaining to the following:

- the authority of a school board to reduce the length of the school day for pupils with exceptionalities (subsection 3(3));
- the qualifications for special education teachers (section 19) ;
- the provision of special education programs for pre-school children who are deaf or hard of hearing (section 30);
- the maximum class sizes for various kinds of special education classes (section 31).

Regulation 296, Ontario Schools for the Blind and the Deaf

Regulation 296 sets out operating procedures for Ontario 's schools for the blind and the deaf, and also describes the duties of teachers, residence counsellors, parents, and superintendents at these schools. These schools are operated under *section 13 of the Education Act*.

Legislative Grant Regulations

These regulations, revised and re-issued annually, set out the conditions and procedures for the allocation of funds by the ministry to school boards.

The grant regulations provide for:

- special education funding to school boards and school authorities in accordance with objectively established levels of need of the pupils with exceptionalities served by the board;
- special equipment to support access to instruction by pupils with exceptionalities;
- special purpose grants for, among others, learning opportunities, transportation, pupil accommodation, and early learning;
- the provision of educational services by school boards in care, treatment, and correctional facilities.

Numbered Policy/Program Memoranda (PPMs)

Numbered policy/program memoranda are developed to assist school boards in the delivery of ministry policies and procedures. www.edu.gov.on.ca/extra/eng/ppm/ppm.html

With specific reference to the delivery of special education programs and services, PPMs have been issued on the following subjects: www.edu.gov.on.ca/eng/general/elemsec/speced/ppms.html

Policy/Program Memorandum No. 1, Ontario Schools for the Blind and Deaf as Resource Centres *(PPM 1)*

This memorandum advises that the Provincial Schools for the blind and deaf are mandated to provide resource services to school boards. It also identifies what services are available to school boards without charge. These services include audiological services, psychological services, educational consultation, professional development, learning materials, and media. A list of Provincial Schools is also provided.

Policy/Program Memorandum No. 8, Learning Disabilities ***(PPM 8)***

This memorandum gives definitions of learning disabilities, and provides information on identification processes, programming, and resources available to school boards.

Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs ***(PPM 11)***

This memorandum sets out the requirements for procedures for early identification of children's learning needs. It lists some of the principles of early identification and gives information about resources to assist in the early identification process.

Policy/Program Memorandum No. 59, Psychological Testing and Assessment of Pupils ***(PPM 59)***

This memorandum, which focuses on psychological testing and assessment of students, provides the principles on which school boards should base decisions regarding the use of such services.

Policy/Program Memorandum No. 76C, Alternative Educational Programs and Services for Deaf, Blind and Deaf-Blind Exceptional Pupils ***(PPM 76C)***

This memorandum outlines the educational programs and services offered by school boards that are an alternative to the Provincial Schools for blind, deaf, and deaf-blind students. It also articulates the philosophies underlying these services.

Policy/Program Memorandum No. 81, Provision of Health Support in School Settings ***(PPM 81)***

This memorandum focuses on the provision of health support services in school settings and the roles of the individual personnel and organizations involved. This memorandum is supplemented by Interministerial Guidelines for the Provision of Speech and Language Services and A Model for the Provision of Speech and Language Services.

Policy/Program Memorandum No. 85, Educational Programs for Pupils in Government-Approved Care and/or Treatment Facilities ***(PPM 85)***

This memorandum is concerned with education programs for pupils in government-approved care and/or treatment facilities.

Policy/Program Memorandum No. 89, The Residential Demonstration Schools for Students with Learning Disabilities: General Information and Details of the Referral Process ***(PPM 89)***

This memorandum provides the definition of a learning disability, outlines the goals and objectives of the Demonstration Schools, and provides the procedures for admission to these schools, including details on the referral process.

Policy/Program Memorandum No. 127, Provincial Secondary School Literacy Test in English-Language Secondary Schools – Accommodations, Deferrals and Exemptions ***(PPM 127)***

This memorandum concerns the provision of accommodations, deferrals, and exemptions for students taking the Ontario Secondary School Literacy Test (OSSLT).

Policy/Program Memorandum No. 140, Incorporating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorders (ASD) ***(PPM 140)***

The purpose of this memorandum is to provide direction to school boards 1 to support their use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with autism spectrum disorders (ASD).

Policy/Program Memorandum No. 141, School Board Programs For Students On Long-Term Suspension ***(PPM 141)***

The purpose of this memorandum is to provide direction to school boards regarding the development of board programs for students on long-term suspension. Research has demonstrated that positive outcomes for students are related to specific program elements that are tailored to meet the needs of each student. In the case of students with special education needs, boards are required to provide appropriate support consistent with the student's Individual Education Plan (IEP).

Policy/Program Memorandum No. 142, School Board Programs For Expelled Students ***(PPM 142)***

The purpose of this memorandum is to provide direction to school boards regarding the development of board programs for expelled students. In accordance with this memorandum, boards must establish programs that include the following elements:

- a planning meeting to determine the specific academic and non-academic program requirements
- a Student Action Plan (SAP) that outlines goals, objectives, and learning expectations, including provision for a review of the student's progress with regard to his or her SAP
- a re-entry plan to assist with the student's transition back to school and integration in the school

In the case of students with special education needs, boards are required to provide appropriate support consistent with the student's Individual Education Plan (IEP).

Policy/Program Memorandum 144, Bullying Prevention and Intervention ***(PPM 144)***

The purpose of this memorandum is to provide direction to boards on the development and implementation of their policies on bullying prevention and intervention. In developing policies, boards are directed to consult with various groups, including school councils and SEACs. Boards are required to " *take into account the needs of individual students by showing sensitivity to diversity, to cultural needs, and to special education needs in their policies* ".

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour ***(PPM 145)***

The purpose of this memorandum is to provide direction to boards on the development and implementation of their policies on progressive discipline. " *For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP)."*

Policy/Program Memorandum 156 (PPM 156);
http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf

PPM 156 sets out for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12.

A transition plan must be developed for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness.

Policy/Program Memorandum 8 (PPM 8);
http://www.edu.gov.on.ca/extra/eng/ppm/ppm8.pdf

This memorandum sets out requirements for school boards1 for the identification of and program planning for students who have learning disabilities. It provides the ministry's definition of the term *learning disability*, which must be used by an Identification, Placement, and Review Committee (IPRC) in the identification of students who have learning disabilities.2

Appendix B - Resource Documents

In addition to policy documents, the ministry has published a number of resource documents to assist school boards in implementing policies and delivering high-quality special education programs and services. Some of the recent ones include:

Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs , 2007

Effective Educational Practices for Students with Autism Spectrum Disorders, 2007

Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education , 2006

Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 , 2005

Early School Leavers: Understanding the Lived Reality of Student Disengagement from Secondary School , 2005 (PDF File)

Planning Entry to School – A Resource Guide , 2005

Guidelines 2005 – For Approval of Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities

The Individual Education Plan (IEP), A Resource Guide, 2004

Transition Planning: A Resource Guide, 2002

Special Education, A Guide for Educators, 2001

Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999 (PDF File)

Appendix C – Glossary of Terms

Glossary of Terms

Exceptional pupil means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee, established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board,

(a) of which the pupil is a resident pupil,

(b) that admits or enrols the pupil other than pursuant to an agreement with another board for the provision of education, or

(c) to which the cost of education in respect of the pupil is payable by the Minister; ("élève en difficulté")

Special education program means, pupils with exceptionalities will have an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the pupils with exceptionalities; ("programme d'enseignement à l'enfance en difficulté")

Special education services means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program; ("services à l'enfance en difficulté")

Accommodations are the teaching strategies, supports and/or services (including technology) that are required in order for the student to access the curriculum and demonstrate learning. Accommodations do not alter the provincial learning expectations for the grade level or interfere with the content, expectations, level or validity of the assessment process.

Modifications refer to the changes made to the grade level expectations for a subject or course in order to meet the needs of the student. Modifications may result in providing the student with different content, a slower pace or by changing the expectations for the amount of material learned or the standards of achievement that are expected to be demonstrated.

Alternative expectations are not part of the curriculum. Social skills, anger management or organizational skills could come under alternative expectations if someone is specifically teaching them to the student.

Teaching strategies support the student in achieving his or her learning expectations and are different from those used with the other students.

A provincial law or Act or Statute such as ***The Education Act,*** is passed by the Provincial Legislature after a lengthy process of examination, debate and revision. It can be changed only by another act of the Legislature.

Regulations are issued by the provincial cabinet under the authority of a statute (law). They do not have to be approved by the whole legislature, and can be changed without consulting the legislature. Regulations spell out the specific rules for implementing the statute and are to be obeyed along with the statutes under

whose authority they are issued. A regulation cannot contravene or over-ride the statute. Regulations are numbered in the order they are issued, and carry the year as an additional designation.

(http://www.edu.gov.on.ca/eng/general/elemsec/speced/regs.html)

Guidelines, Policies, and Policy/Program Memoranda (PPMs) are issued by the Ministry. These are policy statements prepared in conformity with the Education Act and its regulations, explaining the ways the Ministry prefers the Act and regulations to be carried out. (http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html)

Memos to Directors of Education (and others) are updates sent out from the Ministry **,** announcing, explaining and/or providing implementation recommendations for new programs or policies.

B Memos are memoranda sent out to Directors of Education that give direction on funding issues

http://bmemos.edu.gov.on.ca/B_Memos_2008.html
http://bmemos.edu.gov.on.ca/B_Memos_2009.html

Robert's Rules of Order is a set of rules and procedures for conducting orderly meetings: www.robertsrules.org/indexprint.html

Appendix D – Commonly Used Acronyms

Commonly Used Acronyms

ABA	Applied Behaviour Analysis
ADFO	Association des directions et directions adjointes des écoles franco-ontariennes
ADP	Assistive Devices Program (MOHLTC)
AEFO	Association des enseignantes et des enseignants franco- ontariens
AODA	Accessibility for Ontarians with Disabilities Act
ARCH	Advocacy Resource Centre for the Handicapped (Disability Law Centre)
BEA	Behavioural Expertise Amount
BIPSA	Board Improvement Plan for Student Achievement
BSWD	Bursary for Students with Disabilities (MTCU)
CCED	Comité consultatif pour l'enfance en difficulté (SEAC)
CIPR	Comité d'identification, de placement et de révision (IPRC)
CODE	Council for Directors of Education
CODELF	Conseil ontarien des directrices et des directeurs de l'éducation de langue française
CPCO	Catholic Principals' Council of Ontario
EDU	Ministry of Education
ETFO	Elementary Teachers' Federation of Ontario
HRSD	Human Resources & Social Development
IEP	Individual Educational Plan
IPRC	Identification, Placement and Review Committee
LDAO/LDAC	Learning Disabilities Association of Ontario/Canada
MACSE	Minister's Advisory Council on Special Education
MCYS	Ministry of Children & Youth Services
MCSS	Ministry of Community and Social Services
MOHLTC	Ministry of Health & Long-Term Care
MTCU	Ministry of Training, Colleges &Universities
NEEDS	National Education Association of Disabled Students
OAPSW	Ontario Association of Professional Social Workers
OCSOA	Ontario Catholic Supervisory Officers' Association
ODA	Ontarians with Disabilities Act
ODSP	Ontario Disability Support Program
OECTA	Ont. English Speaking Catholic Teachers' Association
OFIFC	Ontario Federation of Native Friendship Centres
OMA	Ontario Medical Association
OPA	Ontario Psychological Association
OPC	Ontario Principals' Council
OPSOA	Ontario Public Supervisory Officials' Association
OPSTF	Ontario Public School Teachers' Federation
OSAP	Ontario Student Assistance Plan

OSCA	Ontario School Counsellors' Association
OSLA	Ont. Assn of Speech-language Pathologists and Audiologists
OSR	Ontario School Record
OSS	Ontario Secondary Schools Grades 9 to 12 Program and Diploma Requirements
OSSTF	Ontario Secondary School Teachers' Federation
OTF	Ontario Teachers' Federation
PAAC	Provincial Parent Associations' Advisory Committee
PEI	Plan d'enseignement individualisé (IEP)
PPE	Parents partenaires en éducation
SEA	Special Education Amount
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SERT	Special Education Resource Teacher
SIP	Special Incidence Portion
SIPSA	School Improvement Plan for Student Achievement
WBTT	Web Based Teaching Tool
YCJA	Youth Criminal Justice Act

Parent Associations Representing Students with Special Needs

ABC	Association for Bright Children
ADRN	Attention Deficit Resource Network
AO	Autism Ontario
CADDAC	Centre for ADHD/ADD Advocacy, Canada
CEC	Council for Exceptional Children
CHS	Canadian Hearing Society
CNIB	Canadian National Institute for the Blind
CPF	Canadian Parents for French
DSAK	Down Syndrome Association, Kingston
EA	Educational Assistant
FASD/ONE	Fetal Alcohol Spectrum Disorder Ontario Network of Expertise
IAG	Integration Action Group
LDAO	Learning Disabilities Association of Ontario
NEADS	National Education Association of Disabled Students
OAAIS	Ont. Assoc. of Alternative and Independent Schools
OACL	Ont. Assoc. for Community Living
OACMHC	Ontario Association of Children's Mental Health Centres
OACRS	Ont. Assoc. of Children's Rehabilitation Centres
OAFCCD	Ont. Assoc. for Families of Children with Communication Disorders
OASAR	Ont. Assoc. for Students at Risk
OBIA	Ontario Brain Injury Association
OFCP	Ontario Federation for Cerebral Palsy
OSAC	Ontario Society for Autistic Citizens
PAAC on SEAC	Parent Association Advisory Committee on Special Education Advisory Committee

SBHAO	Spina Bifida and Hydrocephalus Society
TESS	The Easter Seal Society
TSF	Tourette Syndrome Foundation
VIEWS	VIEWS for the Visually Impaired
VOICE	VOICE for the Hearing Impaired

Appendix E – Provincial Parent Associations that Represent Students with Special Education Needs

Provincial Parent Associations that Represent Students with Special Education Needs

- Association for Bright Children (ABC)
  www.abcontario.ca
- Aspergers Society of Ontario
  www.aspergers.ca
- Autism Ontario
  www.autismontario.com
- Down Syndrome Association of Ontario
  www.dsao.ca
- Fetal Alcohol Spectrum Disorder Ontario Network of Expertise
  www.fasdontario.ca
- FASlink Fetal Alcohol Disorders Society
  www.faslink.org
- Integration Action for Inclusion in Education and Community
  www.integration-inclusion.com
- Learning Disabilities Association of Ontario
  www.LDAO.ca
- Ontario Association for Families of Children with Communication Disorders (OAFCCD)
  www.oafccd.com
- Parents for Children's Mental Health
  www.pcmh.ca
- Parents partenaires en education (representatives from school councils of the 12 French boards)
  http://reseauppe.ca
- Société franco ontarienne de l'autisme
  www.autismefranco.ca
- Spina Bifida and Hydrocephalus Association of Ontario
  www.sbhao.on.ca
- Tourette Syndrome Association of Ontario

www.tourettesyndromeontario.ca

- Tourette Syndrome Foundation of Canada
  www.tourette.ca

- VIEWS for Children who are Blind or have Low Vision
  www.viewson.ca
- VOICE for Hearing Impaired Children
  www.voicefordeafkids.com

Agencies Serving Groups Who Have Disabilities

- Canadian Hearing Society
  www.chs.ca

- Canadian National Institute for the Blind (CNIB)
  www.cnib.ca

- Community Living Ontario
  www.communitylivingontario.ca

- Easter Seals Ontario
  www.easterseals.org

- Epilepsy Ontario
  www.epilepsyontario.org

- Fetal Alcohol Spectrum Disorder Ontario Network of Expertise
  www.fasdontario.ca

- Muscular Dystrophy Canada
  www.muscle.ca/ontario-nunavut/home.html

- Ontario Brain Injury Association
  www.obia.on.ca

- Ontario Federation for Cerebral Palsy
  www.ofcp.on.ca

Other Relevant Organizations:

- Canadian Attention Deficit Hyperactivity Disorder Resource Alliance
  www.caddra.ca/cms

- Council for Exceptional Children (CEC)
  www.cecontario.ca

- Ontario Association of Children's Rehabilitation Services
  www.oacrs.com

- Ontario Association for Students At Risk
  www.oasar.org

- Ontario Association for Developmental Education
  www.oade.ca

- People for Education
  www.peopleforeducation.com

- Society for Quality Education
  www.societyforqualityeducation.org

- The International Dyslexia Association Ontario Branch
  www.idaontario.com

Frequently Asked Questions (FAQs)

Q. How should a SEAC member – especially one who represents an association – deal with the different roles that s/he has to play? Part of the difficulty arises from the fact that SEAC members nominated by their association are wearing their distinct hats. A SEAC member representing the community as a whole wears two:

- **As an Association representative on SEAC, representing association views**
- **As an Association member, advocating on behalf of individual parents and their children**
- **As a parent ensuring the best interests of his/her child**

A. It often is a balancing act but here are some guidelines that SEAC members adhere to when wearing their SEAC hat:

- A SEAC member is there to represent the concerns of the association and the exceptionality being represented
- A SEAC member should be communicating and consulting about issues regarding special education. This can mean speaking with parents, guardians, other SEAC members and Board staff and Trustees, while respecting confidentiality of individuals.
- A SEAC member can provide information to the family of an student with exceptionalities in their capacity as a SEAC member, but not at the SEAC table.
- A SEAC member is not there to advocate for his/her own child or on behalf of a specific parent/child in their capacity as SEAC rep. Such advocacy would be undertake in one of their other capacities – e.g. as an association member.

Q. If I am a SEAC Alternate, what should I expect my role to be?

A. Being an alternate is a really important role. You can be asked to become the voting representative of your association at any time, if the SEAC member is unable to attend a meeting or unable to continue with the responsibilities. That means you need to keep informed on issues, discuss them with the SEAC member and, whenever possible, attend the SEAC meeting.

Q. What is the difference between a community representative to SEAC and an association representative in terms of how they are appointed to SEAC?

A. An association representative is nominated by members of a specific association to represent them on SEAC. The ALCDSB then appoints the nominees to SEAC. Community members apply directly to the Board to represent the community as a whole. The ALCDSB decided to have a minimum of two community members to represent the community.

Q. How does SEAC make its decision?

A. Now we did get into a bit of process. It's important process because it helps SEAC members to shape its decision-making. Here are the key elements:

- The SEAC Chair and Vice-Chair are elected each December from among the voting associations and community representatives
- At the same time, a SEAC member and alternate are chosen for SEAC sub-committees and ALCDSB Standing Committees
- If you have a majority (50% plus one) of voting SEAC members, you have quorum. You need quorum for SEAC meetings to take place and continue.
- SEAC follows the by-laws of ALCDSB. You can find them on the ALCDSB website at www.alcdsb.on.ca.

Q. How does SEAC tell the ALCDSB what it thinks or recommend what action it wants the Trustees to take?

A. If a SEAC member believes that there is an issue that SEAC as a whole should move ahead, that's the time to table a motion. When voting on the motion, if the vote is tied, the motion fails.

Q. If I am a SEAC member (or alternate), what information should I be concentrating on?

A. That's a really good question because there is so much information to concentrate on:

- The expectations set out for SEAC by legislation
- The ALCDSB's Special Education Plan
- The ongoing work of SEAC. Rely on your SEAC colleagues and your association predecessor for help with this
- The regulations and important policies that will help you understand the funding and delivery of services to all pupils with exceptionalities. (Check the regulations and policies section of this handbook for some help).
- Definition of terms used by this Board in the special education sphere (Hint: acronyms are used a lot but you will get to know those in time. There is a separate document that details the acronyms used at ALCDSB's SEAC).
- An overview of the Board's budget, especially the details dealing with special education (Hint: some SEAC members are great at this and you can ask them questions).

Q. What happens if I miss a meeting?

A. A missed meeting can happen. That's why you have an alternate who can take your place at the table and vote. But if you miss three (3) consecutive SEAC meetings without prior authorization and your alternate is not there to replace you either, you will lose your seat at the SEAC table.

Further, if your association is without representation for six months, the association will lose its membership on SEAC and would need to re-apply at a later date for renewed membership.

Upon request, the ALCDSB can authorize an extended absence if you need to miss two or more meetings.

Q. How do I get more detailed information?

A. There are a number of online resources to learn about the issues described in this document. Start with the Ontario Ministry of Education website. You'll find links to regulations, special education resources and the SEAC Information Program, which includes a SEAC Learning section. The *Provincial Parent Association Advisory Committee on Special Education Advisory Committee* (PAAC on SEAC) has produced a *PAAC on SEAC Effective Practices Handbook* (2010). Finally, don't forget to check out the SEAC section on the ALCDSB website.

Q. Can the board refuse membership to a local association?

A. Boards may limit membership if there are already twelve local associations represented on the SEAC.

Q. Must the association nominate an alternate?

A. A local association can, but is not required to, nominate an alternate.

Q. Can the board require more than one nomination for each position?

A. The board may request, but cannot require, more than one nomination.

Q. Where there are already twelve local associations represented on a SEAC, can any of these same local associations nominate members at large?

A. No, but a board may appoint members at large to the SEAC who are not representatives of a local association, members of the Board, or members of another committee of the Board.

Q. What is the rationale for having alternates?

A. Alternates are nominated to ensure that the local association is always represented and to assist in achieving a quorum at meetings. Having experienced alternates available is also helpful for the committee's future because association membership changes and the interests of committee members change.

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