

Special Education Advisory Committee (SEAC) Handbook



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SEAC

Section 1

A. MANDATE

Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services, which meet his or her needs. In York Region, the Special Education Advisory Committee (SEAC) [Sec. 57(1)] plays a vital role in ensuring that exceptional pupils receive appropriate educational services.

Powers of the Committee

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.

The SEAC's responsibilities are:

- to 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;
- to participate in the board's annual review of its special education plan;
- to participate in the board's annual budget process as it relates to special education; and
- to review the financial statements of the board as they relate to special education.

Opportunity to be Heard

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.

REFERENCES

Education Act
Section 8. (3)
Section 57. (1)

Regulation 464/97
Section 11. (1)

Regulation 464/97
Section 11. (2)

B. MEMBERSHIP**1. Composition**

Every district school board shall establish a Special Educational Advisory Committee that shall consist of,

- (a) one representative from each of the local associations, not to exceed twelve, that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board, who must be:
 - a Canadian citizen;
 - of the full age of eighteen years;
 - a resident within the area of jurisdiction of the board;
 - a public school elector; and
 - not employed by the board in which the member resides;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
- (c) in addition to the members referred to in (a), the board may appoint one or more additional members who are not representative of a local association and are not members of the board or of a committee of the board; and
- (d) three trustee representatives and alternate(s) appointed by the board. The number of trustees to be appointed by the board shall be the lesser of: three or 25 percent of the total number of members of the board, rounded down to the nearest whole number. Where the number of members appointed is less than three, one alternate, as appointed by the board from among its own members, may be appointed.

Regulation 464/97

Section 2. (1)(2)(3)(4)(5)

*"local association" – an association or organization of parents that operates locally within the area of jurisdiction of a board 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.*

Regulation 464/97

Section 4

Section 2. (d)

2. Appointment

A local association may write to the director and/or the secretary of the board to request representation on the SEAC. A letter should include the nomination and qualifications of the nominee. The board may appoint to membership of the SEAC only those persons who qualify. Each association is entitled to one member.

For the purpose of clause (5) where there are more than twelve associations in the area of jurisdiction of the board, the board shall select the twelve local associations that shall be represented.

Note: The York Region District School Board, in addition, includes on its SEAC representatives from the elementary and secondary school principals, special education coordinators and facilitators and two Superintendents of Schools on a rotating basis.

3. Term of Office and Qualifications

Each of the persons appointed under Section (2) who are not members of the board shall have the qualifications required for members of the board that appointed them and shall hold office during the term of the members of the board and until the new board is organized.

4. Disqualifications

A member of the SEAC loses his or her seat if he or she:

- is convicted of an indictable offence;
- is absent from three consecutive regular meetings with authorization by resolution entered in the Minutes; and
- ceases to hold the qualifications to be appointed to the committee.

5. Vacancies

If a position on the SEAC becomes vacant, the board shall appoint a qualified person under Regulation 464/97 Sections 2, 3 and 4, to fill the vacancy for the remainder of the term of the person whose position became vacant.

Regulation 464/97
Section 2. (5)

Regulation 464/97
Section 2

Regulation 464/97
Section 7

Regulation 464/97
Section 8

C. FUNCTIONS OF THE COMMITTEE**1. Election of Chair and Vice-Chair**

The members at the first meeting elect one of their members as chair who shall preside at all meeting and, if at any meeting the chair is not present, the vice-chair shall act for the chair.

The vice-chair shall also be elected at the first meeting.

The vice-chair assists the chair and acts for the chair at meetings in his or her absence.

If at any meeting the chair or vice-chair is not present, the members present may elect a chair for that meeting.

Successful Practice

YRDSB's SEAC chair is a trustee and the vice-chair is an association or community representative.

2. Voting

Each appointed member of the SEAC is entitled to one vote. Alternate members may not vote if the appointed member is present at the meeting.

On every motion, the chair may vote with the other members of the committee, and any motion on which there is an equality of votes is lost.

3. Meetings

- 1) The SEAC shall meet at least 10 times in each school year.
- 2) The SEAC meetings are conducted under the same procedures as the board, which appoints them. All members should have access to and become familiar with the board's by-laws and rule of procedure for board committees.
- 3) The meetings of a board, and subject to subsection (2), meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct.

Regulation 464/97

Section 9.(3)(4)(5)(6)

Regulation 464/97

Section 9.(7)

Regulation 464/97

Section 9.(8)

Subsection 207

Section 134, Subsection 9

- 4) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject matter under consideration involves,
 - a) the security of the property of the board;
 - b) the disclosure of intimate, personal or financial information in respect to a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent guardian.
 - c) the acquisition or disposal of a school site;
 - d) decisions in respect of negotiations with employees of the board; or
 - e) litigation affecting the board.
- 5) The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.

Successful Practices

SEAC members usually meet the first Thursday of every month as approved by the committee and by the Board. It is common practice to schedule ten regular meetings per year from September to June.

Dates and times of SEAC meetings should be publicized by the Board.

Teachers, federation representatives, and parents or guardians should be encouraged to attend and observe these meetings.

SEAC alternate representatives should be encouraged to attend all meetings in order that they will be well informed should they need to act as voting members.

4. Quorum

A majority of the members of the SEAC is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.

Every member present at the meeting, or his or her alternate, when attending in the member's place, is entitled to one vote.

Regulation 464/97
Section 9.(1)(2)

5. Role of Board Personnel**Personnel and Facilities**

The board will make available to its SEAC the personnel and facilities that the board considers necessary for the proper functioning of the committee:

- a) an agenda and minutes within a reasonable time so that they may consider and prepare to discuss the minutes at the subsequent meeting.

The board shall provide to new members and alternate members, within a reasonable time after appointment, information and orientation respecting:

- b) the role of the committee and the board in relation to special education;
- c) Ministry and board policies relating to special education;
- d) the agenda and minutes of board meetings to the SEAC chair and vice-chair; and
- e) a schedule of meetings of the standing committees of the board.

Successful Practices

- invite teacher candidates for the Special Education Additional Qualification Ministry courses and special education staff to attend meetings on a rotating basis;
- regular presentations to SEAC about each special education program or service;
- distribution of Student Services Directory; and
- distribution of Board and Student Services organization structural charts.

6. Communications Sub-Committee(s)**Mandate**

The Communications Sub-Committee mandate is to review current practices, identify needs and to recommend strategies to facilitate effective communication among Board, staff, parents and the community regarding special education programs, plans and services; and continue to enhance internal and external communication within SEAC and between SEAC and Board.

Regulation 964/97

Section 10

Regulation 464/97

Section 10(d) Clause 2(a)(b)

**SEAC Communications
Sub-Committee formed
May 1990**

Successful Practices

- a) A Communications Sub-Committee meets regularly prior to the SEAC meeting. The Communications Sub-Committee provides a report as part of the regular SEAC agenda; sets goals and objectives; and annually reviews and evaluates progress;
- b) SEAC may strike a task force or Communications Sub-Committee when needs arise as identified by the Board or the SEAC;
- c) Board Communications highlight special education;
- d) SEAC submits the Annual Report to the Board every September;
- e) In April (Volunteer Recognition Month) acknowledge the contribution of SEAC members through the Special Edition newsletter and at the April SEAC meeting;
- f) Recognize SEAC contributions and years of service at the member's last SEAC meeting;
- g) Hold an annual event such as a festive dinner to recognize and thank SEAC members;
- h) The chair, vice-chair and senior staff assist in the selection of the Jim Albery Award in honour of the late James "Jim" Albery, teacher of the PrIDE program for gifted students (Program for Individual Development & Enrichment). The purpose of this award is to recognize schools in York Region, not individual teachers, which have demonstrated innovative practices promoting excellence in special education. The vice-chair presents the award at the Board's annual awards ceremony in May; and
- i) The SEAC nominates a member of the SEAC to sit on the Parent Engagement Advisory Committee (PEAC) and Equity and Inclusivity Advisory Committee (EIAC).

D. THE ROLE OF SPECIAL EDUCATION ADVISORY COMMITTEE

The members of a SEAC represent all students with exceptionalities, and it is important that members respond to the needs of all exceptional students within the Board. Thus, individual members need to increase their awareness and understanding of the various exceptionalities. On an annual basis, SEAC members participate in reviewing their personal goals for sitting on the committee as well as reviewing the goals of the SEAC committee.

Successful Practices

The Special Education Advisory Committee will be responsible for reviewing and making recommendations to the Board through the Board's annual review of its special education plan relative to the provision of special programs and services in such areas as:

- a. philosophy and goals;
- b. organizational structure;
- c. policies and procedures;
- d. program delivery systems;
- e. services and facilities;
- f. professional development;
- g. in-service for SEAC members;
- h. interaction with and/or participation on other Board committees;
- i. annual reviews of the Special Education Report;
- j. the Board's annual budget for special education; and
- k. the financial statement of the Board relative to special education.

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

Members of the SEAC participate in the development of many special education Board resources. They participate in a variety of ways:

- as members of writing teams;
- by reviewing materials and providing feedback;
- by making recommendations on matters regarding the establishment, development and delivery of special education programs and service; and
- by reviewing and making recommendations to the Board's annual review of its Special Education Report and Board Improvement Plan for Student Achievement and Well-Being (BIPSA).

Twice annually, the SEAC is presented with a budget presentation from the Associate Director of Business, at which time members of the SEAC engage in dialogue regarding financial issues and the annual planning process. In addition, the vice-chair or designate from the SEAC is identified to attend the budget planning meetings during the annual budget process.

The spirit or intent of the SEAC is one of sharing, positive attitude, trust and respect. It is vital that SEAC members work together to assist the Board to provide programs for all exceptionalities.

Each member is expected to:

1. Respond to the needs of all exceptional pupils within the Board.
2. Respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases.
3. Acquire and maintain a working knowledge of the special education programs and services provided by the Board.
4. Represent and inform the committee about the exceptionality he or she represents.

5. To this end, members should:
 - a) ensure that they are expressing the concerns of the association and not their own concerns;
 - b) keep informed and identify needs by speaking with individuals within the local association who take the counselling calls or parent calls about issues of concern to parents or guardians and by seeking out information and input in relation to issues or concerns pertaining to special education;
 - c) encourage their association members to attend SEAC meetings;
 - d) report to the members of the local association or chapter at general meetings and/or disseminate relevant information, such as voting and discussing activities at SEAC meetings, and positive outcomes that result;
 - e) provide the association with a formal report on relevant SEAC proceedings to be included in the local association's annual report and to be shared with the SEAC; and
 - f) demonstrate skills in:
 - communication
 - listening
 - presentation
 - assertiveness
 - team building
 - decision making
 - problem solving
 - negotiation
 - time management
 - research
 - note taking
 - organization
6. Be prepared for all SEAC meetings, suggest items to be placed on SEAC agenda, participate in discussions, suggest education topics, and present motions.
7. Set individual annual goals and objectives as well as those for the local association and for the SEAC. The role of an association representative on a SEAC extends beyond committee membership and attendance and may include the following:
 - being available to assist parents or guardians with IPRCs; and
 - acting as resource for parents or guardians of an exceptional student.

SAMPLE - SPECIAL EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

SEAC's Mandate

In York Region the Special Education Advisory Committee (SEAC) plays a vital role in ensuring that exceptional pupils receive appropriate educational services and 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.

Date	SEAC Motions	Action Items	Board Response
September 8, 2016	<ul style="list-style-type: none"> That the 2015-2016 Special Education Advisory Committee Annual Report be approved and forwarded to the York Region District School Board for information. 	<ul style="list-style-type: none"> SEAC representative F. MacDonald presented the Moment of Reflection entitled "The Animal School: Fable" by George Reavis. A copy will be provided to Committee members for information. S. Caldwell will deliver the Moment of Reflection at the October 6, 2016 SEAC meeting. Associate Director of Education, Leadership and Learning K. Friedman provided a brief preview of the Board Improvement Plan for Student Achievement and Well-Being (BIPSA) and noted, on the Committee's request, an in-depth presentation will be provided at the October 6, 2016 SEAC meeting. At that time she will highlight more specific insight into the BIPSA. She mentioned the Director addressed the BIPSA in August and it is in the process of being made accessible to everyone. Principal of Student Services K. Diakiw noted the Special Education Plan has been submitted to the Ministry of Education. The Plan check list accompanied it and the latest version is available on the Board website. 	<ul style="list-style-type: none"> A copy was emailed with the October 6, 2016 agenda on September 29, 2016 Director J. Parappally, Associate Director K. Friedman and Superintendent H. Sears presented an overview of the BIPSA at the Oct. 6 SEAC Meeting The BIPSA is available on the Board website The Special Education Plan is available on the Board website

Date	SEAC Motions	Action Items	Board Response
September 8, 2016		<ul style="list-style-type: none"> • Superintendent Sears will provide the SEAC with a more fulsome Math Strategy presentation at a future meeting. • There were no policies and procedures for Committee members to provide input and comment at this time. • SEAC Vice-Chair L. Ziraldo explained the upcoming student voice agenda presentations are being developed and celebrating students with exceptionalities will be highlighted at future meetings. If any organization has insight into recognizing specific students with exceptionalities to contact her. • The Board financial audit statement will be provided to the Committee after Board approval. 	<ul style="list-style-type: none"> • Superintendent H. Sears presented information on the Math Strategy at the January 12, 2017 SEAC Meeting • Members were emailed a link to the Board's Annual Financial Statements, August 31, 2016 on December 23, 2016

Date	SEAC Motions	Action Items	Board Response
October 6, 2016		<ul style="list-style-type: none"> • SEAC representative S. Caldwell presented the Moment of Reflection entitled "In honour of the fact that October is Augmentative and Alternative Communication Awareness Month" by Kate Adhern. A copy will be provided to Committee members for information. L. Ziraldo will deliver the Moment of Reflection at the November 3, 2016 SEAC meeting 	<ul style="list-style-type: none"> • A copy was emailed with the November 3, 2016 agenda on October 27, 2016

Date	SEAC Motions	Action Items	Board Response
October 6, 2016		<ul style="list-style-type: none"> • SEAC Vice-Chair L. Ziraldo stated the 2015 student suspension and expulsion results will be addressed by Coordinating Superintendent, Equity and Community Services C. Roach and Superintendent of School Operations A. Hoyle will provide information on the Board's resiliency project. • Director of Education J. Parappally mentioned Associate Director of Education, Learning and Leadership K. Friedman and Superintendent, Student Services S. Logue will provide additional BIPSA information to a future meeting. • The SEAC Communications SubCommittee requested to have future presentations on the individual strategies within the BIPSA. SEAC members will have the opportunity to ask questions and provide input on the three strategies. • Sir William Mulock Secondary School Secondary Principal C. Spiteri-Johnson will have students presenting at the November 3, 2016 meeting as the Student Voice component of the meeting. • Superintendent Logue mentioned if any of the SEAC organizations have concerns or questions regarding the EQAO pilot project to contact her or SEAC Vice-Chair L. Ziraldo. • SEAC Vice-Chair L. Ziraldo asked the Committee to forward any questions or input regarding the BIPSA to her in order to forward to staff. 	<ul style="list-style-type: none"> • Student suspension and expulsion results were shared by Coordinating Superintendent, Equity and Community Services C. Roach at the January 12, 2017 SEAC Meeting • Presentation of the Math Strategy was made by Superintendent H. Sears at the January 12, 2017 SEAC Meeting • The BIPSA Mental Health was presented at the February 2, 2017 SEAC meeting • A video of a student was shared at the November 3, 2016 meeting, introduced by a teacher from Sir William Mulock Secondary School • No questions or concerns came forward from SEAC members regarding the EQAO pilot • No questions or concerns came forward from SEAC members regarding the BIPSA

Date	SEAC Motions	Action Items	Board Response
October 6, 2016		<ul style="list-style-type: none"> SEAC Vice-Chair L. Ziraldo noted the importance of reviewing the policies and procedures and reminded members where to locate working document policies that are currently out for comment. Members were reminded to provide registration material to Administrative Assistant A. Ballard for the November 2016 Quest Conference. Committee members who would like to submit material for the December Special Edition Newsletter should forward it to Principal, Student Services W. Swaine as soon as possible. 	<ul style="list-style-type: none"> No comments came forward from SEAC members regarding any policies currently under review SEAC members C. Viney and alternate member N. Colatos attended the 2016 Quest Conference No submissions came forward from SEAC members regarding the Special Edition
Date	SEAC Motions	Action Items	Board Response
November 3, 2016		<ul style="list-style-type: none"> SEAC representative L. Ziraldo presented the Moment of Reflection entitled "Learning Differently" by Bella Della Penna and Daniel Vlassov. A copy will be provided to Committee members for information. M. Taylor will deliver the Moment of Reflection at the December 1, 2016 SEAC meeting. SEAC Vice-Chair L. Ziraldo mentioned the update of suspension and expulsion information will be presented to the SEAC in the near future. 	<ul style="list-style-type: none"> A copy was emailed with the December 1, 2016 agenda on November 24, 2016 Student suspension and expulsion results were shared by Coordinating Superintendent, Equity and Community Services C. Roach at the January 12, 2017 SEAC Meeting

Date	SEAC Motions	Action Items	Board Response
November 3, 2016		<ul style="list-style-type: none"> • The Board Improvement Plan for Student Achievement (BIPSA) Math Strategy is scheduled at the January 12, 2017 SEAC meeting and the BIPSA Modern Learning Strategy will be presented at a later date. • Coordinating Superintendent Muirhead - Toporek mentioned that the Financial Statements for the fiscal year ended August 31, 2016 are not finalized; however, following Board approval in December, the information will be posted on the public website and available to SEAC members. • The 2015 -2016 EQAO results will be shared at the December 1, 2016 SEAC meeting. • SEAC members were asked to provide input and comments on the policies and procedures: • <i>Staff Members Who Are Candidates for, or Elected to, Public Office</i> • <i>Appointment of Community Members to Board Committees,</i> • <i>Environmental Responsibility and Reusable Beverage Containers, and</i> • <i>Kilometre Allowance, Staff, Trustees and Non-Trustee Committee Members</i> • L. Ziraldo noted staff have been requested to inquire into the Appointment of Community Members to Board Committees and whether or not it will have an impact on the SEAC. As well, Provision of Health Support Services in School Settings will be presented to the Board and then to the SEAC. 	<ul style="list-style-type: none"> • Presentation of the Math Strategy was made by Superintendent H. Sears at the January 12, 2017 SEAC Meeting • Members were emailed a link to the Board's Annual Financial Statements, August 31, 2016 on December 23, 2016 and the financial statements are posted on the Board website • No input came forward from SEAC members regarding any policies currently under review

Date	SEAC Motions	Action Items	Board Response
November 3, 2016		<ul style="list-style-type: none"> Members were asked to confirm their attendance at the Annual Holiday Dinner December 1, 2016. Issues related to student transitions is a discussion item for the Communications Sub-Committee. SEAC Vice-Chair L. Ziraldo stated the next SEAC meeting is January 12, 2017 and the election of the SEAC Chair and Vice-Chair will occur at this meeting. 	<ul style="list-style-type: none"> The topic of Transitions has become an ongoing agenda item for the Communications Sub-Committee Trustee L. Aversa was elected SEAC Chair for the 2017 year. Learning Disabilities Association – York Region representative L. Ziraldo was elected SEAC Vice-Chair for the 2017 year
Date	SEAC Motions	Action Items	Board Response
December 1, 2016		<ul style="list-style-type: none"> On behalf of SEAC representative M. Taylor, SEAC Chair L. Aversa presented the Moment of Reflection entitled “Advice from a Tree” by Ilan Shamir. A copy will be provided to Committee members for information. Robert MacAlpine will deliver the Moment of Reflection at the January 12, 2017 SEAC meeting. SEAC Chair L. Aversa reminded members to review Board policies and procedures currently out for comment. She mentioned there are policies and procedures which members may wish to review prior to the deadline. These include; <ul style="list-style-type: none"> <i>Staff Members Who Are Candidates for, or Elected to, Public Office,</i> <i>Appointment of Community Members to Board Committees,</i> 	<ul style="list-style-type: none"> A copy was emailed with the January 12, 2017 agenda on December 23, 2016 No input came forward from SEAC members regarding any policies currently under review

Date	SEAC Motions	Action Items	Board Response
December 1, 2016		<ul style="list-style-type: none"> • <i>Environmental Responsibility and Reusable Beverage Containers,</i> • <i>Kilometre Allowance, Staff, Trustees and Non-Trustee Committee Members,</i> • <i>Student/School Fees,</i> • <i>Community Involvement Hours,</i> • <i>Field Trips, One Day Trips, Short-Term Overnight Field Trips and Extended Field Trips, and</i> • <i>Respectful Workplace and Learning Environment</i> 	
Date	SEAC Motions	Action Items	Board Response
January 12, 2017	<ul style="list-style-type: none"> • Trusee Linda Aversa was elected Chair of SEAC for 2017. • Lynn Ziraldo was elected Vice-Chair of SEAC for 2017. 	<ul style="list-style-type: none"> • SEAC representative R. MacAlpine presented the Moment of Reflection entitled "Unity" by Author Unknown. A copy will be provided to Committee members for information. M. Graham will deliver the Moment of Reflection at the February 2, 2017 SEAC meeting. • A link to the video regarding a 10-yearold special needs Syrian student will be sent to members. • There were no successful practices and challenges presented. • SEAC members were asked to provide input and comments on the following policies and procedures: <ul style="list-style-type: none"> • <i>Student/School Fees, and</i> • <i>Community Involvement Hours.</i> • Associate Director of Education, Program S. Yake is to receive a SEAC orientation package. 	<ul style="list-style-type: none"> • A copy was emailed with the February 2, 2017 agenda on January 27, 2016 • The video link was emailed to SEAC members January 26, 2017 • No input came forward from SEAC members regarding the policies • An orientation package was provided to S. Yake on January 13, 2017

Date	SEAC Motions	Action Items	Board Response
January 12, 2017		<ul style="list-style-type: none"> • A replacement is being sought for Community Living Newmarket/Aurora District representative J. DeMartino who resigned from the Committee in January 2017. • Members are to forward comments or input regarding parent engagement to the SEAC representative C. Viney who is the Parent, Family and Community Engagement Advisory Committee representative. • The Equity and Inclusivity Advisory Committee (EIAC) is seeking a SEAC representative. Members are to notify SEAC Vice-Chair L. Ziraldo if they are interested. • A link to the video entitled By Any Measure will be forwarded to SEAC members. • The nomination deadline for the Jim Albery Award is February 24, 2017. • Material for inclusion in the January/February 2017 Special Edition Newsletter is due to Principal, Student Services W. Swaine by January 27, 2017. 	<ul style="list-style-type: none"> • Community Living Newmarket/Aurora District representative J. Macmillan was approved by the Board effective February 7, 2017 • A link was emailed to members on January 18, 2017 • Information submitted was included in the January/February edition and distributed to members at the February 2017 SEAC meeting

Date	SEAC Motions	Action Items	Board Response
February 2, 2017		<ul style="list-style-type: none"> • SEAC Vice -Chair L. Ziraldo requested any website information on the Board Improvement Plan for Student Achievement and Well -Being (BIPSA) Mental Health Strategy and the New Ministry Anxiety Module be shared with SEAC members. • Information regarding James Robinson Public School, the winner Leadership Award from the Ontario Association of Children's Rehabilitation Services, will be forwarded to Committee members. • Successful practices were shared regarding the book, The Children Cannot Wait and the nomination process and school partnerships regarding the Leadership Award to James Robinson Public School. Challenges were raised regarding transportation services for students receiving care from different support services, parent engagement and community challenges for families with students in community classes. • There were no policies and procedures for Committee members to provide input or comment at this time. • The EIAC is seeking a SEAC representative. Member s are to notify SEAC Vice -Chair L. Ziraldo if they are interested. • Members were requested to use the SEAC Presentation Request Form to provide future presentation items. 	<ul style="list-style-type: none"> • Information was emailed to SEAC members February 23, 2017 • Specific concerns were addressed by Superintendent K. Diakiw with individual families and SEAC members • No interest in participating in EIAC was expressed • Requests for future presentations were discussed at the sub - committee meeting in March

Date	SEAC Motions	Action Items	Board Response
March 2, 2017		<ul style="list-style-type: none"> • Secondary Principal C. Spiteri-Johnson presented the Moment of Reflection regarding the role of educators in supporting students. A copy will be provided in Committee members for information. M. Graham will deliver the Moment of Reflection at April 6, 2017 meeting. • Members are to contact the SEAC Chair to have information provided on the outcomes received from the 2017 Student, Staff and Parent School Climate Surveys. • Manager, Research Services C. Turner to share timelines for data collection and consolidation. • Committee members are to send additional budget input to Principal, Student Services W. Swaine by March 8, 2017. • A successful practice was shared regarding the attendance at Board Advisory Committee meetings by Superintendents of Education and Student Services staff. • There were no policies and procedures for Committee members to provide input or comment at this time. • Further details on the nominations for the Jim Albery Award will be shared with Committee. • The EIAC is seeking a SEAC representation. Member are to notify SEAC Vice-Chair L. Ziraldo if they are interested. 	<ul style="list-style-type: none"> • A copy was emailed with the February 2, 2017 agenda on February 24, 2017 • Superintendent Diakiw shared dates of the various surveys at the April 6, 2017 SEAC meeting. Administrative Assistant A. Ballard shared links via email on April 7, 2017 to survey information on Board website • No additional budget information was submitted. SEAC Vice - Chair L. Ziraldo presented SEAC information to the Budget Advisory Committee on April 23, 2017 • Buttonville Public School Complex Needs Team is the winner of the 2016-2017 Jim Albery Award

Date	SEAC Motions	Action Items	Board Response
April 6, 2017		<ul style="list-style-type: none"> • SEAC representative M. Graham presented the Moment of Reflection regarding positivity. A copy will be provided to Committee members for information. C. Viney will deliver the Moment of Reflection at May 4, 2017 meeting. • Superintendent of Education, Student Services K. Diakiw stated online information regarding the parent survey would be forwarded to SEAC members in order to encourage parents to complete the survey. • Principal, Student Services J. Sepkowski asked members to contact her regarding any questions or input for the 2017 Special Education Plan. • Successful stories were shared regarding students with special needs. • SEAC Chair L. Aversa noted the Committee will be kept informed about the Georgina By-Election date. • SEAC members were asked to provide input and comments on the following policies and procedures: <ul style="list-style-type: none"> ○ <i>Field Trips, One Day Trips, Short-Term Overnight Field Trips and Extended Field Trips, and</i> ○ <i>Respectful Workplace and Learning Environment.</i> 	<ul style="list-style-type: none"> • A copy was emailed with the May 4, 2017 agenda on March 30, 2017 • Administrative Assistant A. Ballard shared links via email on April 7, 2017 to survey information on Board website • Individual requests for information were addressed by J. Sepkowski • Election dates and information was shared through the Board Report at the May 4, 2017 SEAC meeting • No input came forward from SEAC members regarding policies out for review

Date	SEAC Motions	Action Items	Board Response
April 6, 2017		<ul style="list-style-type: none"> Information will be forwarded to SEAC members regarding online material and processes related to Board policies and procedures <i>Professional Misconduct and Progressive Discipline</i> and <i>Supporting Community Concerns</i> to provide organizations up-to-date messaging for their membership. SEAC Vice-Chair L. Ziraldo asked members to forward suggestions for the May 4, 2017 Student Voice Presentation to Principals, Student Services W. Swaine and/or J. Sepkowski. The winner of the Jim Albery Award, Buttonville Public School Complex Needs Team, will be recognized at the May 10, 2017 Awards Evening. The annual Stop, Start and Continue form will be emailed to the Committee and members are to complete and return the forms to SEAC Vice-Chair L. Ziraldo or Administrative Assistant A. Ballard by the May 4, 2017 deadline. Committee members interested in providing material for the May/June 2017 Special Edition Newsletter should forward to Principal, Student Services W. Swaine by mid-May. 	<ul style="list-style-type: none"> Administrative Assistant A. Ballard emailed the policies and procedure information on April 7, 2017 Student voice presentation in May was the result of a suggestion from SEAC Vice-Chair L. Ziraldo Buttonville Public School Complex Needs Team was recognized at the May 10, 2017 Awards Night A. Ballard emailed the Stop, Start and Continue form to members on April 7, 2017 No input was received for the Special Edition

Date	SEAC Motions	Action Items	Board Response
May 4, 2017		<ul style="list-style-type: none"> • SEAC member C. Viney presented the Moment of Reflection, via audio conference, about children's learning styles. A copy will be provided to Committee members for information. S. Facchini will deliver the Moment of Reflection at June 1, 2017 meeting. • Principal, Student Services J. Sepkowski noted the 2017 Special Education Plan will be approved at the June 1, 2017 SEAC meeting. • An overview of the 22 directions from the Ministry of Education will be presented at the June 1, 2017 SEAC meeting. • SEAC members will have the opportunity for feedback and engagement on Ministry Direction 13 at the June 1, 2017 SEAC meeting. • SEAC Vice-Chair L. Ziraldo asked the Board to provide any specific questions prior to the June 1, 2017 meeting so members can communicate with their organizations and provide input to the Board. • Additional information on the School Mental Health Assist will be available to principal associations in June 2017 to enable principles to have easy access to information for mental health and well-being supports in the schools. 	<ul style="list-style-type: none"> • A copy was provided to SEAC members at the June 1, 2017 meeting • The Special Education Plan was approved at the June 1, 2017 meeting and the motion to approve was attached to the checklist for submission to the Ministry • Associate Director S. Yake presented the Minister's Directions at the June 1, 2017 SEAC meeting • Information in preparation for the June 1, 2017 meeting regarding the Minister's Directions was email to members May 23, 2017

Date	SEAC Motions	Action Items	Board Response
May 4, 2017		<ul style="list-style-type: none"> SEAC members were asked to provide input and comments on the <i>Homework</i> policy and procedures. Successful practices were shared regarding Board staff engaged and helpful in solving an issue and contributing to a positive experience for a family and a student's Best Buddy Prom "promposal" story. Members were asked to return the Stop, Start and Continue forms directly to SEAC Vice-Chair L. Ziraldo or Administrative Assistant A. Ballard. SEAC members asked to be kept informed on the reasons for Accessibility for Ontarians with Disabilities Act (AODA) Committee and the Well-Being Community Advisory Committee. 	<ul style="list-style-type: none"> Input was reviewed and discussed at the SEAC sub-committee meeting on June 1, 2017 Information was compiled and discussed at the sub-committee meeting on June 1, 2017 Email from Associate Director S. Yake was sent to SEAC Vice-Chair L. Ziraldo and included in the Communications folder of the June 1, 2017 meeting
Date	SEAC Motions	Action Items	Board Response
June 1, 2017	<p>That the Special Education Advisory Committee approve the following recommendations.</p> <p>1) That the 2016-2017 Special Education Plan be approved, as amended.</p>	<ul style="list-style-type: none"> SEAC representative S. Facchini presented the Moment of Reflection entitled Excellence. A copy will be provided to Committee members for information. L. Ziraldo will deliver the Moment of Reflection at the September 7, 2017 meeting. 	

Date	SEAC Motions	Action Items	Board Response
June 1, 2017	<p>2) That the York Region District School Board 2016-2017 Special Education Plan be submitted, as amended, to the Ministry of Education for approval.</p> <ul style="list-style-type: none"> • Motion passed at the June 20, 2017 Board Meeting. 	<ul style="list-style-type: none"> • Associate Director Yake requested the SEAC provide two representatives to participate on a focus group to help provide input into the development of a policy and practice that supports the development of inclusive and respectful relationships between the Board and advisory committees and to facilitate meaningful input into Board matters in accordance with Ministry Direction 13. • The 2016-2017 Special Education Plan will be submitted, as amended, to the Ministry of Education for approval. • Special Education Consultant K. Mahoney asked for Committee input into promoting future participation in the Community Partners Fair to enable families with children with special needs easier access to participation. • Challenges were raised regarding the early student transition to school programs and the need for additional curriculum for students in Community Classrooms. Successful practices were shared regarding SEAC supports for the early student transition program, Asian Heritage Month celebrations and feedback related to the Student Climate Survey. • SEAC members were asked to provide input and comments on the <i>Homework</i> policy and procedure. 	<ul style="list-style-type: none"> • SEAC Vice-Chair L. Ziraldo recommended Sub-Committee Members M. Graham, F. MacDonald and L. Ziraldo participate in the focus group. S. Yake to inquire about the participation of three SEAC members • The revised plan is available on the Board website • The Special Education Plan was approved at the June 20, 2017 Board Meeting and the checklist was sent to the Ministry on July 5, 2017 • Members were asked to provide input to Superintendent of Education, Student Services K. Diakiw

Date	SEAC Motions	Action Items	Board Response
June 1, 2017		<ul style="list-style-type: none"> • SEAC Vice-Chair L. Ziraldo recommended that because <i>Policy and Procedure #662.0, Provision of Health Services in School Settings</i> is complex in regards to the medical impact on staff and students it will be sent to SEAC Members to review and provide input. • SEAC Vice-Chair L. Ziraldo will share a draft of the Director Recruitment and Appraisal Policy with SEAC Members for review and input. • Committee members interested in attending the two available spots for the November 15-17, 2017 Quest Conference are to notify L. Ziraldo or A. Ballard. • SEAC Members were asked to review <i>An Education and Accessibility and Standards</i> guide from the Ministry's Education Standards Development Committee. • The Stop, Start and Continue feedback will be incorporated into the Action Plan for 2018. Input should be directed to L. Ziraldo. • Members were encouraged to complete the self-reflection questionnaire in the SEAC orientation package. 	<ul style="list-style-type: none"> • Administrative Assistant A. Ballard emailed the draft policy to SEAC members on June 7, 2017. Director of Education Selection Director of Education Performance Review • Administrative Assistant A. Ballard Administrative Assistant A. Ballard emailed the link to the survey input to SEAC members on June 8, 2017 and feedback was returned to SEAC Vice-Chair L. Ziraldo to forward to C. Viney (representative from AODA)

SAMPLE PRESENTATIONS MADE TO THE SEAC

- **September 7, 2017:** Assistive Technology Special Equipment Amount (SEA) Claims Low Incidence Technology Claims - S. Hewitt, Coordinator of Student Services; A. Townsend, Regional Technology Resource Teacher
- **September 7, 2017:** Introduction of Coordinators and Consultants – K. Diakiw, Superintendent of Education, Student Services; W. Swaine, Principal, Student Services; J. Sepkowski, Principal, Student Services
- **October 19, 2017:** Revised Anti-Bullying Mandate - J. Shep, Caring and Safe Schools Consultant
- **November 2, 2017:** 2017-2018 Education Funding Update – W. Muirhead-Toporek, Chief Financial Officer; T. Ellis, Senior Manager Finance
- **November 2, 2017:** Review of Student Discipline 2016-2017 – S. Logue, Superintendent of Education, Well-Being & Engagement; D. Laliberte, Secondary Principal, Caring and Safe Schools
- **December 7, 2017:** Annual Holiday Presentation – Student Performers Dr. G. W. Williams Secondary School
- **December 7, 2017:** Ministry Transformation Committee: Ministry Consultation and Input Regarding Assessment and Report Cards – S. Yake, Associate Director of Education, Program
- **January 11, 2018:** School Climate Survey Student Data Report – J. McPhee, Manager of Research Services; C. Backlund, Project Manager of Research Services
- **February 1, 2018:** Education Quality and Accountability Office (EQAO) Results – H. Sears, Superintendent of Education, Curriculum & Instructional Services; L. Hollingshead, Manager, Curriculum & Instructional Services; R. MacPherson, Consultant, Curriculum & Instructional Services; I. Damji, Consultant, Curriculum & Instructional Services; S. Hewitt, Coordinator of Student Services; J. Sepkowski, Principal, Student Services
- **February 1, 2018:** SEAC Budget Process Input Discussion - K. Diakiw, Superintendent of Education, Student Services; W. Swaine, Principal, Student Services; J. Sepkowski, Principal, Student Services
- **March 1, 2018:** Resources to Support Students with Learning Disabilities – H. Sears, Superintendent of Education, Curriculum & Instructional Services; H. Greavette, Consultant, Curriculum & Instructional Services; K. Mahoney, Special Education Consultant; S. Hewitt, Coordinator of Student Services; S. Ball, Chief Psychological Services

- **April 5, 2018:** Input on the Draft 2018-2022 Multi-Year Plan Priorities
- **May 3, 2018:** York Region District School Board Human Rights Office – A. Anirud, Human Rights Commissioner
- **May 31, 2018:** Board Improvement Plan for Student Achievement and Well-Being (BIPSA) Update – I. Damji, Coordinator, Mathematics, Curriculum & Instructional Services; R. Rosemin, Principal, Curriculum & Instructional Services; M. Cassidy, Mental Health Lead; H. Sears, Superintendent of Education, Curriculum & Instructional Services; S. Yake, Associate Director of Education

Special Education Plan Updates - Sample

The Communications Sub-Committee reviewed sections of the Plan and shared with the SEAC at each meeting.

- Section A, Introduction, updated to include how SEAC members provide input into the Special Education Plan and Summary of Feedback Chart added to the appendices.
- Updated sections to include Ministry document, *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017*, and removed the three policy and resource documents that it supersedes.
- Section B, Ministry and Board Directives, added the *Caring and Safe Schools in Ontario* to the list of Ministry documents.
- In Section C, Service Delivery Models by Exceptionality, in the Category of Communication – Autism, the definition was updated based on the Autism Ontario definition and changes to the funding model.
- The Student Services Organizational Chart was updated in Section D to include Complex Needs Team as part of the professional learning support and removed Mental Health Lead, York Support Services Network and COMPASS as part of the Interdisciplinary Team.
- In Section D, updates to the following support staff and services: Autism Services, Complex Needs Services, Special Education Consultants, Psychological Services, and School Social Worker; as well as updates to the Special Education Staffing.
- New information about time frames for assessments has been included in the Special Education Plan in Section E.
- The SSNET IEP Checklist for Administrators was reviewed and updated in Section E, and SSNET templates were updated for Sections E and F.
- In Section F, Transitions, the following information was updated: Entry to School Procedures; Kinark Connections For Students templates; York Region Central Intake for Day Treatment Services; and the Work Experience Transition Document.
- Demonstration Schools Chart in Section K was updated in the Special Education Plan.
- The final updated Special Education Plan will be submitted to the Ministry of Education.

SPECIAL EDUCATION ADVISORY COMMITTEE

(SEAC) ORGANIZATIONS

2014-2018

Organization	Contact Information
Association for Bright Children – York Region North 135 Brant Street Oakville, ON L6K 2Z8	1-844-443-8332 www.abcontario.ca
Association for Bright Children – York Region South 135 Brant Street Oakville, ON L6K 2Z8	1-844-443-8332 www.abcontario.ca
Autism Ontario – York Region Chapter 11181 Yonge Street, Unit 215 Richmond Hill, ON L4S 1L2	(905) 780-1590 www.autismontario.com/york
The Canadian National Institute for the Blind 1091 Gorham Street, Suite 202 Newmarket, ON L3Y 8X7	(905) 898-6413 1-800-563-0887 www.cnib.ca
Children’s Treatment Network of Simcoe York (CTN) 13175 Yonge Street Richmond Hill, ON L4E 0G6	(905) 954-4011 (905) 773-7090 – Fax 1-877-719-4795 www.ctnsy.ca
Community Living Georgina P.O. Box 68 Sutton West, ON L0E 1R0	(905) 722-8947 (905) 722-9591 – Fax www.communitylivinggeorgina.com
Community Living Central York 195 Harry Walker Pkwy Newmarket, ON L3Y 7B3	(905) 898-3000 (905) 773-6346 (Toronto) (905) 898-6441 – Fax www.clnad.com
Community Living York South 101 Edward Avenue Richmond Hill, ON L4C 5E5	(905) 884-9110 (905) 737-3284 – Fax www.communitylivingyorksouth.ca
Down Syndrome Association of York Region P.O. Box 2063, Station B Richmond Hill, ON L4E 1A3	(416) 410-DOWN 1-800-649-3639 www.dsayr.ca

Organization	Contact Information
Early Intervention Services of York Region The Regional Municipality of York Gates of York Plaza 17310 Yonge St., Unit 9 Newmarket, Ontario L3Y 7R9	(905) 830-4444 (905) 762-0107 – Fax www.york.ca
Easter Seals of Ontario One Concorde Gate, Suite 700 Toronto, ON M3C 3N6	(416) 421-8377 1-800-668-6252 (416) 696-1035 – Fax www.easterseals.org
Learning Disabilities Association – York Region 9040 Leslie St., Suite 208 Richmond Hill, ON L4B 3M4	(905) 884-7933 (905) 770-9377 – Fax http://ldayr.org/
Learning Disabilities Association – York Region North 11181 Yonge Street, Unit 221 Richmond Hill, ON L4S 1L2	(905) 884-7933 (905) 770-9377 – Fax http://ldayr.org/
VOICE for Deaf and Hard of Hearing Children 478 Dundas St. West, P.O. Box 30045 Oakville, ON L6H 6Y3	(416) 487-7719 1-866-779-5144 (416) 487-7423 – Fax www.voicefordeafkids.com
York Support Services Network 240 Edward Street, Unit 3 Aurora, ON L4G 3S9	1-866-257-9776 (905) 898-6455 (905) 898-1171 – Fax www.yssn.ca

SUB-COMMITTEE ACTION PLAN 2018-2019

Action	Responsibility	Timeline
1. Transition Information for SEAC PPM 156 – implementation – update SEAC Communications Sub Committee Agenda - monthly update	Superintendent and Principals of Student Services	Ongoing
2. Developing Awareness of SEAC <ul style="list-style-type: none"> Consult with the Learning Design & Development Team regarding Student Services online presence 	Superintendent and Principals of Student Services	Ongoing
<ul style="list-style-type: none"> Provide information re SEAC in the Special Edition 	Student Services staff and SEAC members	Ongoing
<ul style="list-style-type: none"> SEAC members to present at each meeting regarding their organization 	Monthly agenda item	Ongoing
<ul style="list-style-type: none"> Encouragement to administrators to use information from the Special Edition in their newsletters to highlight SEAC: <ul style="list-style-type: none"> associations and disability awareness months presentation for meeting with time and title 	Superintendent and Principals of Student Services to message to Student Services Coordinators	September and ongoing
<ul style="list-style-type: none"> Include SEAC meeting dates and times in Special Edition newsletter and/or internal weekly communication to school SERTs and administrators 	Principals of Student Services	Ongoing
<ul style="list-style-type: none"> Invitation of SEAC representatives to SERT networks and other professional development opportunities 	Superintendent and Principals of Student Services to message	Ongoing
<ul style="list-style-type: none"> Invitation for SEAC to attend Quest 	Done	Follow up at SEAC Meeting
<ul style="list-style-type: none"> Share C&IS and Leadership Development communications pertinent to SEAC 	Superintendents	Ongoing
<ul style="list-style-type: none"> Share revised SEAC powerpoint presentation 	Done	Ongoing

3. Orientation of SEAC Members and Ongoing PD <ul style="list-style-type: none"> • new members/alternates receive SEAC Handbook and presentation with additional training as required • set up coach/mentor for new members • utilize Ministry SEAC website • Update SEAC Handbook as required • Facilitate Team Building activity (ies) as part of SEAC meeting(s). Continue using opportunities for round table discussions • provide information and invite SEAC reps to CEC School Council Forums 	<p>Lori and Lynn</p> <p>Lynn Members of SEAC Principals of Student Services, Lynn and Lori Sub-Committee and presenters Sub-Committee and Superintendents</p>	<p>Ongoing</p> <p>Ongoing Ongoing Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
4. Renewal of Support Materials <ul style="list-style-type: none"> • review Special Education Plan monthly • review Brochures annually • provide Mental Health/Wellbeing updates/resources 	<p>Sub-Committee/SEAC</p>	<p>Ongoing</p>
5. Special Education Programs & Services <ul style="list-style-type: none"> • provide opportunities for discussion of Special Ed Programs and Services (as per Special Ed Plan) at meeting 	<p>Superintendent, Principals of Student Services, SEAC/Sub-Committee</p>	<p>Ongoing</p>
6. SEAC Representation on Work Groups <ul style="list-style-type: none"> • continue representation of SEAC on <ul style="list-style-type: none"> ▪ Parent, Family, Community Engagement Advisory Committee ▪ AODA Advisory Committee ▪ Student Success ▪ Equity and Inclusivity Committee ▪ Well-being Working Group ▪ LD Steering Committee <p>and ensure communication among Board committees and sub-committee members</p>	<p>Sub-Committee Carolyn Viney</p> <p>Carolyn Viney Flora MacDonald Rahila Chughtai Lynn Ziraldo Lynn Ziraldo</p>	<p>Ongoing</p>
7. Ongoing Communications <ul style="list-style-type: none"> • Consider future topics for SEAC presentations • Continue developing Annual Report • Evaluate our role as SEAC through Stop/Start/Continue template • Red Communication Folder to be shared at each SEAC meeting 	<p>Sub-Committee Sub-Committee</p> <p>Sub-Committee</p> <p>Sub-Committee</p>	<p>Ongoing Monthly</p> <p>Annually</p> <p>Monthly</p>

<ul style="list-style-type: none"> Minutes of committee representation in #6 above shared at sub-committee Sharing of information among SEAC members of upcoming events Ongoing review of successful practices and challenges from SEAC meeting 	Sub-Committee Lori and Lynn Sub-Committee	Monthly Ongoing Monthly
8.YRDSB and Ministry Initiatives – <ul style="list-style-type: none"> Continue our focus of receiving updates on the implementation of initiatives Provide updates of all initiatives at SEAC meetings as appropriate 	Sub-Committee Superintendents/Lynn	Ongoing Ongoing
9.YRDSB Plans: Board Improvement Plan for Student Achievement and Well-being, School Improvement Plan, Multi Year Plan, Director's Annual Plan, and committee plans <ul style="list-style-type: none"> Review and provide input Focus on various exceptionalities as required 	Sub-Committee Sub-Committee	Ongoing Ongoing
10. Annual Celebration <ul style="list-style-type: none"> Plan December festive dinner celebration with performances by students with exceptionalities 	School Board Rep to review	Annually

Annual Calendar of SEAC Business

Month	Annual Activities
September	<ul style="list-style-type: none"> • Review Special Education Report submitted to Regional Office September 1 • Review special education component of draft Board Improvement Plan for Student Achievement • Review school board Accessibility Plans • Develop or review SEAC annual goals/agenda • Share information on process for nomination of new SEAC members • Determine the date of last meeting for SEAC term
October	<ul style="list-style-type: none"> • Develop process for review of Special Education Report • Request update on last EQAO results: including deferrals, exemptions, participation rates and accommodations provided for special education students and achievement levels • Develop orientation process for new SEAC reps
November	<ul style="list-style-type: none"> • October Report data: request numbers of exceptional students, placement data, suspensions/expulsions data • IEP update: request confirmation that all first term IEP reviews are completed
December	<ul style="list-style-type: none"> • If meeting held, finalize goals for SEAC • Start discussions on special education program and services changes being considered for following year • Confirm details of training sessions for new SEAC members and review SEAC Handbook contents
January	<ul style="list-style-type: none"> • Financial update: Re: Special Education grants, expenditures and reserve fund amount and budget process • SEAC participation on ODA Accessibility Planning Committee
February	<ul style="list-style-type: none"> • Review proposed changes to preliminary special education programs and services • Provide an IEP update
March	<ul style="list-style-type: none"> • Continue discussion of special education programs and services
April	<ul style="list-style-type: none"> • Request preliminary budget forecast for special education
May	<ul style="list-style-type: none"> • Information update and discussion re: Special Education Report and budget
June	<ul style="list-style-type: none"> • SEAC recommendations regarding Special Education Report and budget • Request special education statistics (including IEP and IPRC) for September meeting • Develop draft SEAC annual agenda and goals

OVERVIEW

Section 2

SEAC REGULATION

464/97

Systemic Advocacy

To examine existing policies and practices in order that changes can be made to those that are detrimental to vulnerable people or which put barriers in the way of their autonomy and independence.

Code of Conduct

All SEAC members will follow the York Region District School Board's (YRDSB) Code of Conduct.

The primary responsibilities of a SEAC member are to:

- be well informed about the work of SEAC, the expectations set out for SEAC by legislation and the school board's Special Education Plan;
- act as a systematic advocate;
- ensure that all exceptional students within the board are served appropriately;
- ensure that the school board fulfills its legal obligations relating to the delivery of special education programs and services and to reporting to the Ministry;
- represent effectively the organization by whom he/she was nominated to the SEAC and the exceptional children served by that association; and
- participate in other school board activities including the delivery of professional development training and systemic advocacy activities.

A SEAC member is not there to:

- focus on the personal situation of his/her exceptional child;
- focus on any one individual child or situation;
- blame the school board for everything; or
- defend the school board against legitimate concerns raised about service delivery.

A SEAC member needs to know:

- All relevant parts of the legislation, including regulations and key policies, relating to the delivery and funding of special education programmes and services to all exceptional students;

- The definition of relevant terms, such as exceptional pupil, special education programme, special education service, IEP, the categories and definitions of all exceptionalities, (not just the one that he or she is representing) and range of placement options available to exceptional students, (not just those available to his or her school Board);
- All relevant information relating to his or her school board's Special Education Report;
- An overview of the school board budget and the details of the board's special education budget;
- All relevant processes for fulfilling the SEAC's advocacy mandate;
- All desirable skills for achieving the SEAC's mandate; and
- Rules of Parliamentary process.

TEAM
TOGETHER
EVERYONE
ACHIEVES
MORE

Productive Team Characteristics

- The team has clear and agreed upon goals
- Team members depend on, and support one another
- The whole team meets together frequently
- Each person on the team has some influence
- Each person on the team has specific areas of responsibilities
- Each person on the team finds the association personally rewarding
- The team has frequent decision making opportunities

Guidelines for Participants

1. Speak up. Don't save comments for the walk out the door.
2. Don't monopolize the time; give everyone a chance to speak.
3. Respect other people's ideas. When disagreeing be positive and constructive.
4. If something is unclear, ask, it may be unclear to others as well.
5. Don't carry on side conversations. Maintain an active interest in the meeting.
6. Ask yourself – "How can I be better prepared for the next meeting?"

Communication Tips

1. Ask yourself if your attitudes are getting in the way of communicating effectively.
2. Use concrete, specific words rather than abstractions in describing situations or in making requests.
3. Ask if you are unclear about what has been said.
4. Don't use extremes such as always and never.
5. Study the context, meaning is also conveyed in gestures, expression, and tone of voice.
6. Try and deal with facts, not assumptions to avoid jumping to conclusions.
7. Be aware of any distractions within yourself (feelings, problems) that may interfere with your ability to listen.
8. Plan what you are going to say in order that it will be received, understood and remembered.
9. Before beginning to read any materials for the SEAC meeting, identify what information you are trying to obtain, or what question you are trying to answer.

PROBLEM – SOLVING WORKSHEET

The problem: What happened that should not have happened or what did not happen that should have?

The questions:

Who is involved? _____

What went wrong? _____

Where is it happening? _____

When did things start to go wrong? _____

List possible causes.

1. _____
2. _____
3. _____

Which of these causes best explains what went wrong?

List possible solutions.

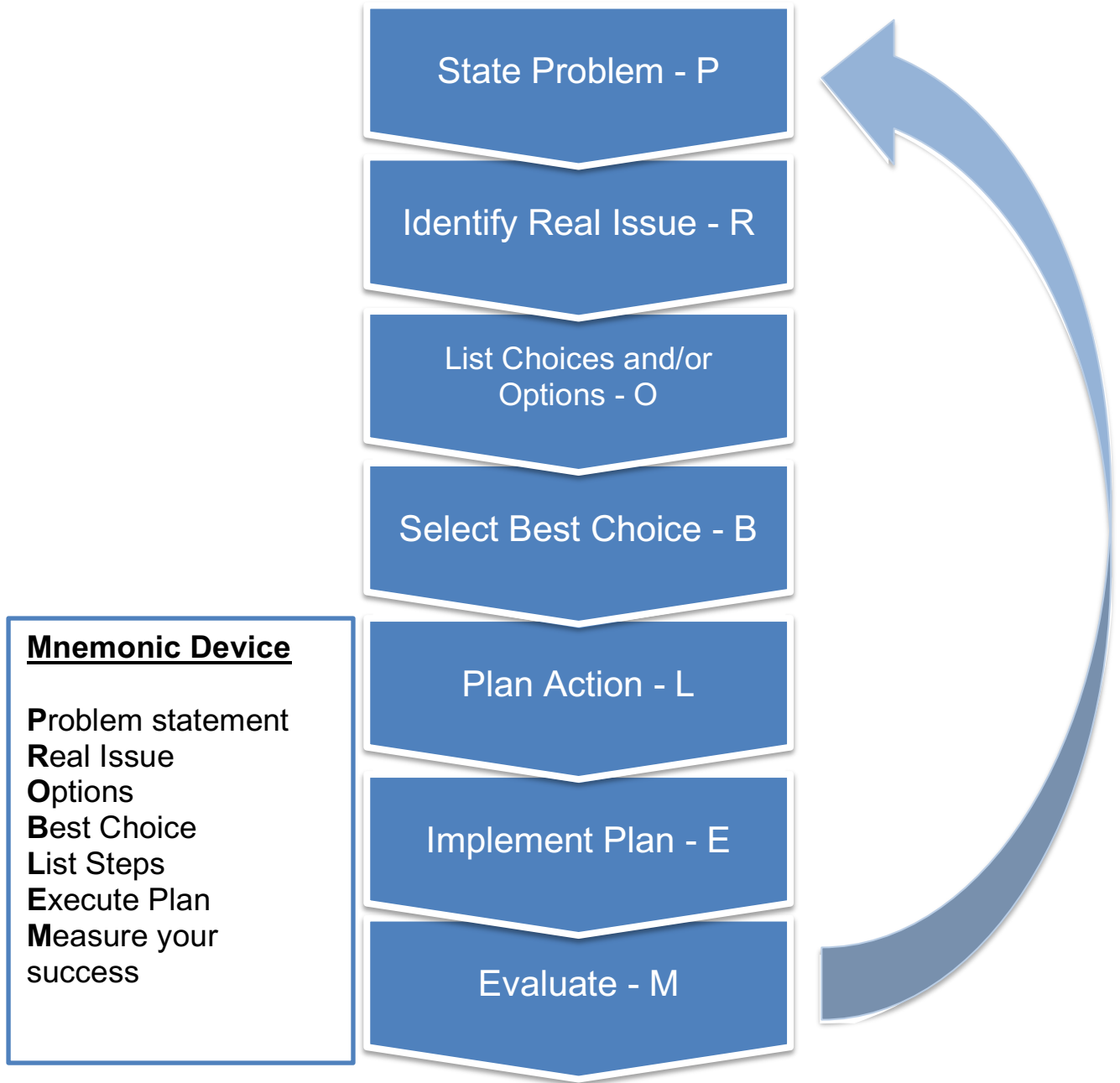
1. _____
2. _____
3. _____

Decide on a solution. _____

Can the solution be applied with available resources?

How will the solution make things happen the way you want them to happen?

Problem Solving Model



Guiding Principles for Building Credibility

- Showing respect for people
- Demonstrating honest and ethical behaviour
- Recognizing that I do not know it all, others have much to offer
- Setting a good example
- Showing a warm and caring attitude
- Collaborating with others
- Being loyal to people
- Celebrating the successes

Tips on Preparing for Meetings: Preparation for SEAC Meetings

The “W” Questions

- What is the purpose of the meeting?
- Why am I going?
- What do I want to accomplish at this meeting?
- Where is the meeting?
- When is the meeting?
- What information should I take with me?
- What issues do I want to see discussed?
- What am I going to report about my association?
- What information do I want to leave with after the meeting?
- What will I do with the information I have gained?

The “How” Questions

- How do I contribute to the SEAC?
- How do I disseminate/share information?
- How do I acquire information?
- How do I use the information?
- How do I encourage others to contribute?
- How do I communicate/listen effectively?
- How do I encourage the board and other SEAC reps to investigate all options?
- How do I acquire feedback?
- How do we initiate a process, which will encourage feedback and follow through?

ASSOCIATION REPORT

NAME OF ASSOCIATION: _____

REPRESENTATIVE: _____

DATE OF MEETING: _____

UPCOMING MEETINGS OR CONFERENCES:

NEW INITIATIVES: _____

OTHER INFORMATION:

PROCEDURES FOR APPOINTING ALTERNATE SEAC REPRESENTATIVES

1. The association must submit the name of an alternate for approval, including information on his or her qualifications for serving as a member of the SEAC.
2. An alternate representative must receive orientation with regard to the SEAC roles and responsibilities and operating norms in conjunction with the voting representatives and must also review the orientation manual.
3. When the association representative attends a SEAC meeting, the alternate representative may also attend as an observer in the public gallery; however, only the SEAC representative at the table may speak on behalf of the association.
4. An alternate representative replacing a SEAC member must so advise the chair in order to have voting privileges.
5. It is the responsibility of the SEAC member and his or her alternate to communicate all discussions, resource materials and decisions taken at SEAC meetings.
6. The alternate representative cannot replace the SEAC members at more than three meetings per year.

SEAC Rep Action Plan

- At the next SEAC meeting, I shall...
 - introduce a motion about; ask a question about, report on...
- At a future SEAC meeting, I shall...
- To improve my performance as a SEAC rep, I shall...
 - participate in more training, go to a conference, network with other SEAC reps, read and follow up on the SEAC Circular more carefully...

ANNUAL EVALUATION

An annual evaluation is submitted to all voting and non-voting SEAC members. Results are analyzed, summarized and considered for next steps for the following year.

STOP – START – CONTINUE

STOP

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

START

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

CONTINUE

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

Example of SEAC Meeting Evaluation Form

**XYZ District School Board
Special Education Advisory Committee
Meeting Evaluation Form**

The purpose of this form is to obtain feedback from members on the SEAC meeting. This information will assist in seeing how meetings can be improved. Completed forms will be sent to the Research Department for analysis. Do not include your name.

For each of the statements below, please select one response that reflects your view. Use the *not applicable* where necessary.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The Agenda was structured appropriately					
The Agenda items were timed appropriately					
Meeting time was used effectively					
Sufficient background information on issues was provided					
I had an opportunity to voice my opinions					
Decisions, recommendations and next steps were clear					
Members were respectful of each other					
Members worked together in a constructive way					

What suggestions do you have, if any, for improving future meetings?

EXAMPLES OF MEETING EXPECTATIONS OR NORMS

Establish Expectations for Members

1. Arrive on time.
2. Review agenda before meeting and bring any relevant information.
3. Turn off all laptops, cell phones and pagers, or set to vibrate, for the duration of the meeting.
4. Raise your hand to indicate your request to speak.
5. Listen to others.
6. Be courteous.
7. Do not interrupt other speakers or dominate discussion.

Establish Procedures for the Meeting

1. Determine break times, or agree that members can leave room or get refreshments, as needed.
2. Agree whether members can walk around during meeting.
3. Discourage side meetings or conversations.
4. Identify time-keeper for agenda items.
5. Identify critical items or tasks for the meeting.
6. Agree on the use of a facilitator or rotating facilitator for discussions.
7. Establish time frame and process for discussions (may include allowing a facilitator to have discretion on extending time limits to allow every member an opportunity to speak).
8. Obtain agreement on items that may require voting by members.

During Presentations or Discussions

1. Use a facilitator or ask members to facilitate parts of discussion.
2. Agree to reserve judgment on ideas generated during brainstorm.
3. Stay focused and on time.
4. Discourage rehashing or repetition of positions or statements.
5. Allow for breakout into teams for discussion of components or alternatives.
6. Identify relevant issues, and state all concerns related to issue at the meeting.
7. Table or record in "Parking Lot" issues or items for future discussion.

At End of Meeting

1. End on time or ask for a motion to extend meeting.
2. Review meeting action items, include dates and times.
3. Determine what will be included in meeting minutes.

SELF-ASSESSMENT

Section 3

The Effective SEAC Member

- Has a sense of purpose
- Believes in harmony
- Believes in positive association with others
- Has objectivity
- Has performance expectations
- Is an educational promoter
- Believes in a team approach
- Feels a need to be aware
- Focuses on total system climate
- Believes in personal growth

SEAC Idea Card

This Idea Card is designed to promote the sharing of good ideas.

My idea relates to the issue of:

Here are my insights, suggestions or recommendations:

--

A SEAC CHECKLIST

Topic	Membership
Membership	<p>Do all members of the SEAC have an alternate?</p> <p>Does the current membership represent all of the exceptionalities?</p> <p>Does the current membership include parents of exceptional students?</p> <p>Is it necessary to recruit additional members?</p>
Special Education Programs and Services	<p>How do the SEAC members get information to improve their understanding of the Board's special education programs and services?</p> <p>How have the SEAC members been consulted as part of the annual review of special education programs and services?</p>
Special Education Report	<p>How was the SEAC involved in the development of the Special Education Report?</p> <p>Is the Special Education Report available in an easy to understand language and accessible to parents/guardians?</p>
Special Education Budget	<p>How did the SEAC members get the information they needed to make informed decisions?</p> <p>Do all the members of SEAC have a good understanding of school board budgets and budget process?</p> <p>Do the SEAC members need more help to understand and evaluate financial information?</p>
Board Improvement Plan for Student Achievement & Well-Being	<p>Do the SEAC members have a good understanding of Board Improvement Plans for Student Achievement & Well-Being?</p> <p>How is the SEAC involved in the board improvement planning process?</p>
Meetings	<p>Who sets the agenda?</p> <p>Who is the chair?</p> <p>Who is the vice-chair?</p> <p>Who reports on what?</p> <p>Do the minutes accurately report all key items, discussions and decisions?</p> <p>Who participates in discussions?</p> <p>Does the SEAC discuss issues related to individual students?</p> <p>How does the agenda support the SEAC member's information needs and decision-making?</p> <p>Do the SEAC members have adequate time at meetings for discussion on each topic?</p> <p>Are the SEAC meetings well attended and do all members contribute?</p>
Motions	<p>Who participates in decision making and voting?</p> <p>How is the advice of the SEAC documented?</p> <p>What is the process for Motions to the Trustees?</p> <p>Who reports to the Board on behalf of the SEAC?</p> <p>Who reports back from the trustees to the SEAC?</p> <p>How does the SEAC share information and recommendations with the trustees?</p>

Member Orientation Training and Recognition	How are the new SEAC members supported? How are training and the orientation provided? How are members' contributions recognized? Do the SEAC members require additional training? Are there additional items that could be included in the SEA Orientation Manual/Handbook?
Collaboration and Decision Making	Who reports to the Board on behalf of SEAC? How frequently does your SEAC pass motions, recommending a specific course of action to the Board? Does the SEAC function strictly in accordance with the SEAC Regulations? How do the SEAC members collaborate and work on common goals? What else can we do to build trust and enhance collaboration? How are differences resolved?
Public Consultation and Parent Engagement	How is information about the SEAC, its members and meetings made accessible and easy to understand by parents/guardians? Is there anything more that can be done to improve awareness of the SEAC?

Is your SEAC routinely involved in?

The school board's budget process
Regular review of financial statements
Policy review
New policy development
Program review
Preparation and review of the October report
Professional development for teachers, trustees, the community
All activities directly and indirectly related to special education

As a SEAC Representative:

Do you know how to deal with controversial items?
Do you know how to formulate an adequate motion?
Do you know how SEAC can table a minority report?
Do you ensure that you always represent the interests of all exceptional students?
Do you consider why you are participating on SEAC and whether you are doing a good job?
Do you ensure that you represent the opinions and policies of your organization, rather than your own?
Do you report to your chapter on SEAC activities?
Do you consider that you are an effective SEAC rep?
Do you consider what you would need to help you to do a better job?

OPERATIONAL PROCEDURES

Section 4

YORK REGION DISTRICT SCHOOL BOARD**SPECIAL EDUCATION ADVISORY COMMITTEE**

**Thursday, Month, Year
7:00 p.m., Board Room**

**EDUCATION CENTRE
AURORA, ON**

Sample Agenda

- 1. Approval of Agenda**
- 2. Moment of Reflection – Name**
- 3. Approval of Minutes, Date**
- 4. Business Arising**
- 5. Special Announcements**
- 6. Presentation**
 - Name of Presentation
 - Name of Presenter
- 7. Special Education Report**
- 8. Successful Practices and Challenges**
- 9. Report from the Board**
- 10. Student Services Report**
- 11. Communications Sub-Committee Update**
- 12. Future Presentations**
 - SEAC Budget – Pending
 - EQAO Presentation - Pending
 - Fetal Alcohol Spectrum Disorder - Pending
- 13. Adjournment**

Special Education Advisory Committee Agenda - Page 2

Date

List of Association Representatives

- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

Trustee Representatives

Name
Name
Name
Student Trustee Name
Student Trustee Name

NEXT SCHEDULED MEETING

Date

Staff Support

Name
Name
Name
Name
Name

YORK REGION DISTRICT SCHOOL BOARD - SEAC

PROPOSED TEMPLATE FOR

SEAC PRESENTATION REQUEST FORM

PROPOSED PRESENTATION DATE: _____

PRESENTER NAME: _____

TITLE: _____

TOPIC REQUESTED: _____

GLOBAL QUESTIONS TO BE ADDRESSED: _____

SPECIFIC QUESTIONS TO BE ADDRESSED: _____

Requested By: _____

Date Requested: _____

Person Contacting Speaker: _____

Person Thanking Speaker: _____

PLEASE FEEL FREE TO CONTACT LYNN ZIRALDO IF REQUIRED:

Phone: (905) 884-7933

Fax: (905) 770-9377

Sample Template for SEAC Motion

Sample Template for SEAC Motion	
Be it resolved that the SEAC recommends to the Board of Trustees that...	
Moved by:	SEAC Member's Name:
Seconded by:	SEAC Member's Name:
Date:	

As an accountability mechanism, the SEAC members need to know what happens to their motions and what the response was from the trustees and Board administration. This is especially true for the motions related to the Special Education Report and the special education budget which SEAC is required, by regulation to provide input. These motions are often made in June at the end of the school year, and as the SEAC does not meet again until September, the SEAC members need to be informed about how they were received by the trustees.

Successful Practices

- a) Put an item related to past or forthcoming motions on the SEAC agenda, identifying who will report on the motion, either verbally or in writing.
- b) Create an action plan attached to each agenda to track past motions and prepare for new motions.
- c) Provide the SEAC members with a written response to Motions from the Trustees and/or Board administration staff.

Sample Minority Report

RE: Motion from the Special Education Advisory Committee of the District School Board dated _____ that said: “Be it Resolved that the Special Education Advisory Committee recommends that.....”							
The following members of SEAC disagree with this motion and have filed a Minority Report to provide a record of their disagreement with the motion: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Name of Representative</td> <td style="width: 50%;">Name of Provincial Organization</td> </tr> <tr> <td>Name of Representative</td> <td>Name of Provincial Organization</td> </tr> <tr> <td>Name of Representative</td> <td>Name of Provincial Organization</td> </tr> </table>		Name of Representative	Name of Provincial Organization	Name of Representative	Name of Provincial Organization	Name of Representative	Name of Provincial Organization
Name of Representative	Name of Provincial Organization						
Name of Representative	Name of Provincial Organization						
Name of Representative	Name of Provincial Organization						
The above disagree with the motion for the following reasons: (these are just examples) <ol style="list-style-type: none"> 1. Range of placements not adequate for exceptional students identified as..... 2. Number of professional staff inadequate to meet needs. Specifically, 3. Unqualified staff being used inappropriately to develop and implement programming which should only be developed by a Professional based on an assessment of needs. For example, 4. Special education budget inadequate to provide adequate numbers of special education teachers or staff for..... <p>In conclusion, we ask the Board of Trustees to consider these issues carefully and to:</p> <p style="padding-left: 40px;">- do the following..... (not approve the plan, reconsider the budget, etc)</p>							
Signed by: <table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">Name</td> <td style="width: 60%;">Signature: _____</td> </tr> <tr> <td>Name</td> <td>Signature: _____</td> </tr> <tr> <td>Name</td> <td>Signature: _____</td> </tr> </table>		Name	Signature: _____	Name	Signature: _____	Name	Signature: _____
Name	Signature: _____						
Name	Signature: _____						
Name	Signature: _____						
Date: _____	Day Month Year						
Provide Copies to: <ul style="list-style-type: none"> Chair of SEAC SEAC Members President or Executive Director of Local and/or Provincial Parent Association 							

Parliamentary Procedures at a Glance – Chart

To do this...	You say this...	May you interrupt the speaker?	Must you be seconded?	Is the motion debatable?	What vote is required?
Adjourn meeting*	I move that we adjourn	No	Yes	No	Majority
Recess meeting	I move that we recess until...	No	Yes	No	Majority
Complain about noise, room temp., etc.*	Point of privilege	Yes	No	No	No vote
Suspend further consideration of something	I move we table it	No	Yes	No	Majority
End debate	I move the previous question	No	Yes	No	2/3 vote
Postpone consideration of something	I move we postpone this matter until...	No	Yes	Yes	Majority
Have something studied further	I move we refer this matter to committee	No	Yes	Yes	Majority
Amend a motion	I move this motion be amended by...	No	Yes	Yes	Majority
Introduce business (a primary motion)	I move that...	No	Yes	Yes	Majority
Object to procedure or personal affront*	Point of order	Yes	No	No	No vote, chair decides
Request information	Point of information	Yes	No	No	No vote
Ask for actual count to verify voice vote	I call for a division of the house	No	No	No	No vote
Take up a matter previously tabled*	I move to take from the table...	No	Yes	No	Majority
Reconsider something already disposed of*	I move we reconsider our action relative to...	Yes	Yes	Yes	Majority
Vote on a ruling by the Chair	I appeal the Chair's decision	Yes	Yes	Yes	Majority

*Not amendable

Adapted from Roberts Rules of Order, 10th Edition

Source: *Leading Effective Meetings: Making Basic Parliamentary Procedure Work*, Attachment 2, On-line pdf file, Northeast College, Houston Community College, Student Services Department

Special Education Plan

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SPECIAL EDUCATION PLAN

INFORMATION FOR 2019 REVISION

Submitted by: _____

Association/Agency: _____

Section of the Plan: _____

Pages: _____

Description of the Issue:

Recommendations:

Rationale:

2018-19 Special Education Plan Checklist
Please submit to your regional office by July 31, 2018

District School Board/School Authority:		
York Region District School Board		
Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i>	Report on the provision of Special Education Programs and Services 2017-18	Amendments to the 2018-19 Special Education Plan
Special Education Programs and Services		
Model for Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Special Education Staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transportation for Students with Special Education Needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transition Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provincial Information		
Roles and Responsibilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Categories and Definitions of Exceptionalities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Related Information Required for Community		
The Board's Consultation Process	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Early Identification Procedures and Intervention Strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational and Other Assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Accessibility (AODA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Parent Guide to Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>Where programs and services have not been provided as outlined in the 2017-18 Special Education Plan, please provide a description of the variance:</i></p>		

-2-

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	■
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	■

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file <input type="checkbox"/> Paper copy	http://www.yrdsb.ca/Programs/SpecEd/Documents/SpecEdPlan/SD-specialeducationplan.pdf
Parent Guide to Special Education	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	http://www.yrdsb.ca/Programs/SpecEd/Pages/Referral%20Process%20-%20Guide%20for%20Parents%20and%20Students.aspx
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	http://www.yrdsb.ca/boarddocs/Documents/PP-partnershipexternalagencies-663.pdf

Name of the Director of Education

Louise Sirisko

Signature of the Director of Education



Date

June 5/18

Summary of Feedback – Special Education Plan 2018

The Communications Sub-Committee reviewed section of the Plan and shared with the SEAC at each meeting.

- Section A, Introduction, updated to include how SEAC members provide input into the Special Education Plan and Summary of Feedback Chart added to the appendices.
- Updated sections to include Ministry document, Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017, and removed the three policy and resource documents that it supersedes.
- Section B, Ministry and Board Directives, added the Caring and Safe Schools in Ontario to the list of Ministry documents.
- In Section C, Service Delivery Models by Exceptionality, in the Category of Communication – Autism, the definition was updated based on the Autism Ontario definition and changes to the funding model.
- The Student Services Organizational Chart was updated in Section D to include Complex Needs Team as part of the professional learning support and removed Mental Health Lead, York Support Services Network and COMPASS as part of the Interdisciplinary Team.
- In Section D, updates to the following support staff and services: Autism Services, Complex Needs Services, Special Education Consultants, Psychological Services, and School Social Worker; as well as updates to the Special Education Staffing.
- New information about time frames for assessments has been included in the Special Education Plan in Section E.
- The SSNET IEP Checklist for Administrators was reviewed and updated in Section E, and SSNET templates were updated for Sections E and F.
- In Section F, Transitions, the following information was updated: Entry to School Procedures; Kinark Connections For Students templates; York Region Central Intake for Day Treatment Services; and the Work Experience Transition Document.
- Demonstration Schools Chart in Section K was updated in the Special Education Plan.
- The final updated Special Education Plan will be submitted to the Ministry of Education.

SEAC

<i>What's working well in special education?</i>	<i>What continuing challenges are being experienced?</i>

REGULATIONS

Section 6

LEGISLATIVE PROCESS

- History
- Education Act
- Regulations
- Policy/Program Memoranda

Special Education: Legislation, Policy and Program Implementation

Legislative and Policy Framework for Special Education

- At one time school boards had a choice about whether or not to enroll students with special needs and the array of special programs and services they made available to such students.
- Bill 82 (1980) amended the Education Act, making it mandatory for school boards to provide special education programs and services for their exceptional pupils so that no child could be denied an education.
- The Ministry enacts legislation, regulations, Policy/Program Memoranda (PPMs) and guidelines from time to time to clarify how boards are expected to provide programs and services.
- The Minister's Advisory Council on Special Education (MACSE) meets three times per year to advise the minister on special education policy and implementation. A succession of ministers has valued their advice.
- Broad Consultation has generally been helpful in determining recommended policy direction, given the sensitive and highly emotional nature of special education.
- In addition, the Policy and Program Branch contributes to the policy and program work of other branches (curriculum policy, teacher support documents and assessment and evaluation support documents, Ontario Student Record, etc.) by ensuring that considerations for students with special needs are addressed as appropriate.

Education Act – Key Sections

- Subsection 8(3) of the *Education Act* requires the minister to: “ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and special education services without payment of fees...”
- Subsection 170 of the Education Act requires school boards to provide special education programs and services for students identified as “exceptional pupils” by and Identification, Placement and Review Committee (IPRC).

Key Regulations

- Regulation 306 sets out the requirements for school boards to report their special education plans to the ministry. Boards report to the ministry every other year in response to the ministry specifications for the report, and in alternate years, boards submit amendments to their special education plans.
- Regulation 464/97 governs the establishment, roles and responsibilities of Special Education Advisory Committees (SEACs). Every board must establish a SEAC and support it to meet at least 10 times per year. The members of SEAC include representatives of local associations (defined in the regulation), members of the school boards, Native representatives, and may include additional members who do not belong to any of these groups.
- Regulation 181/98 recently revised, governs the identification and placement of exceptional pupils, as carried out by identification, placement and review committees (IPRCs) of the board. The IPRC is composed of at least three persons, one of whom must be a principal or a supervisory officer of the board. Every board must have one or more IPRCs. The Education Act requires the Minister to define categories of exceptionalities: behaviour, communication, intellectual, physical, and multiple. Regulation 181/98 requires the IPRC to include the category of exceptionality and definition in its statement of decision, and students identified as such are entitled to the special education programs and services which will meet their needs. These are set out in an individual Education Plan (IEP).
- Regulation 181/98 clarifies ministry policy concerning integration (placement in a regular class). IPRCs must consider integration as the placement of first choice which it meets the pupil's needs and is consistent with parental preferences. If the pupil's needs cannot be met in the regular classroom, with appropriate support, the child may be placed in a special education class.
- Regulation 181/98 also sets out rules for developing IEPs including Transition Plans, as well as for appeals of identification, and placement and their reviews.
- Bill 212 - The Education Amendment Act: Progressive Discipline and School Safety - 2007

A. Policy Program Memoranda (PPMs)

PPMs address aspects of program delivery for students with special needs:

- | | |
|---------|---|
| PPM #1 | - Ontario School for the Deaf and Ontario School for the Blind as Resource Centres (revised 1982) |
| PPM #8 | - Learning Disabilities (revised 1982) |
| PPM #11 | - Early Identification of Children's Learning Needs (revised 1982) |

PPM #59	- Psychological Testing and Assessment of Pupils (1982)
PPM #79C	- Alternative program funding for Deaf, Blind and Deaf-Blind Pupils, 1984
PPM #81	- Provision of Health Support Services in School Settings, 1984
PPM #85	- Educational Programs for Pupils in Government – Approved Care and/or Treatment Facilities, 1986
PPM #89	- Residential Demonstration Schools for the Learning Disabled: General Information and Details of the Referral Process, 1990
PPM#120	- Violence Prevention in Schools, 1994
PPM#127	- Ontario Secondary School Literacy Course, 2004
PPM#128	- The Provincial Code of Conduct and School Board Code of Conduct, 2007
PPM#130	- Programs for Students Who Have Received a Full Expulsion, 2007
PPM#140	- Applied Behaviour Analysis, 2007
PPM#141	- Programs for Students on Long-Term Suspension, 2007
PPM#142	- Programs for Expelled Students, 2007
PPM#144	- Bullying Prevention and Intervention, 2007
PPM#145	- Progressive Discipline and Promoting Positive Student Behaviour, 2007
PPM#156	- Supporting Transition for Students with Special Education Needs, 2013

B. Special Education Funding:

- The Special Education Grant includes two parts: one part is a block grant (SEPPA: **Special Education Per Pupil Amount**), based on a school board's enrollment (counting all students, not just students who have been identified as needing a special education program); and one part is provided in response to the demonstrated, high needs of individual students.

C. Special Education Report

- Regulation 306 requires that every school board maintain a Special Education Report and make it available to the public upon request.
- The Ministry directed school boards to submit a comprehensive Special Education Report for approval by September 1, 2010.
- The Board's Special Education Advisory Committee (SEAC) was required to submit their comments with the Report. Each board's Report outlines, among other things, the specified procedures for identifying exceptional pupils and determining their

placements, the range of special education programs and services made available by the board, eligibility criteria for them, how resources are allocated and determined and links to interministerial programs such as the Preschool Speech and Language Program.

D. Review of School Health Support Services

- The Ministry is in the process of trying to clarify roles and responsibilities in the provision of school health support services especially for high needs children served in local school boards rather than in special facilities.
- More children with complex mental health needs are attending neighborhood schools rather than institutional settings and school boards are reporting difficulty responding to their psychosocial needs.
- Responsibility for assessment, staffing and service delivery are prescribed in Policy / Program Memorandum 81 (PMM #81) as they relate to MOH, MCSS and MET.
- Support may include services such as toileting, mobility assistance, suctioning, catheterization, administration of medications, speech/language services, psychiatric services, behaviour management and occupational and or physiotherapy.
- PPM #81 was first written in 1984 and was supplemented by two further documents in 1988 and 1989 clarifying the respective responsibilities of each ministry in providing speech/language services and health services (related to suctioning and catheterization).
- The issues noted above have led the three ministries to conclude a further review is required at this time, and a working group has been struck which includes representation from inside and outside government.

E. Minister's Advisory Council on Special Education (MASCE)

- MASCE's mandate was established by the Order-in-Council.
- Provides advice to the Minister on special education policy and implementation.
- Meeting three times a year and consists of 21 members most representing an area of exceptionality or a profession which provides educational programs or services to exceptional students.

Ontario Special Education Tribunal

- Is the third level for parents who are unsatisfied with the identification and/or placement decision of a school board Identification, Placement and Review Committee (IPRC);

Note: level one is a second meeting with the IPRC committee and level two is an appeal board convened at the parents' request by the school board.

- Is appointed by Order – In – Council; and
- Has heard 1 – 3 cases annually.

LEGISLATIVE REFERENCES TO SPECIAL EDUCATION – ISSUES IN THE EDUCATION ACT AND THE REGULATIONS

The Education Act, R.S.O 1990, as amended by Bill 160

- Section 1 Defines: Exceptional pupil, special education program and special education services.
- Section 8(3) Outlines the duties of the Minister.
 Makes the provision of special education programs and services mandatory;
 Provides for the ability to appeal identification of exceptionality and/or proposed special education placement;
 Requires school boards to implement procedures for early and ongoing identification of learning strengths and needs;
 Provides for the establishment of categories and definitions of exceptionality; requires school boards to employ such definitions.
- Section 11 Gives authority for the enactment of Regulations governing special education programs and services and Identification, Placement and Review Committees (IPRCs).
- Section 13 Provides for the establishment and/or continuation of the Provincial School for students who are deaf, blind, deaf-blind and for Provincial Demonstration Schools for students who have severe learning disabilities.
- Section 23 Describes the process for suspending and expelling a student and for appealing suspensions and expulsions.
- Section 33 Defines resident pupil.
- Section 49.2 Services to adults who are identified as exceptional by and IPRC.
- Section 57 Provides for the establishment of special education tribunals.
 Provides for the right to appeal identification and/or placement from an appeal board to a special education tribunal.
- Section 57.1 Mandates the establishment of Special Education Advisory Committees.
 Gives authority for the enactment of regulations relating to the establishment, duties and mandates of SEAC's.

- Section 170 Defines the duties of school boards to: (among other things) provide instruction and accommodation for all resident pupils, provide or purchase special education programs and services for all identified exceptional students.
- Section 190 Sets out school board duties with regard to transportation, including transportation to the Provincial residential program for students who are blind, deaf, deaf-blind or have severe learning disabilities.
- Section 206 Formerly the section relating to Special Education Advisory Committees, repealed by Bill 160.
- Section 266 Provides for the right of parents and pupils to access pupil records.
- Section 266.1 Makes provision for the assignment of Ontario Education Numbers to all students.

RELEVANT REGULATIONS UNDER THE EDUCATION ACT

Regulation 11	Covers maximum average class size for all except special education classes.
Regulation 181	Provides detail information on the establishment and functioning of IPRCs, appeal boards and the duties of school boards with regards to these.
Regulation 296	Covers the operations of the Ontario schools for the blind and the deaf.
Regulation 298	Sets out the maximum enrollment in various types of special education classes. Covers the duties of principals, vice-principals and teachers. Covers the qualifications of teachers.
Regulation 306	Covers the provision of special education programs and services; provides the process for the amendment of each school board's Special Education Report and the reporting of these amendments to the Ministry of Education and Training.
Regulation 308	Supervised alternative learning for excused pupils.
Regulation 309	Qualifications and duties of supervisory officers.
Regulation 464	Special Education Advisory Committees
Bill 157	Keeping Our Kids Safe at School
Bill 168	Violence and Harassment in the Workplace
Bill 212	Progressive Discipline and School Safety

Annual General Legislative Grant Regulation (GLG)

Sets out the formulae for the funding of education, including special education and other special grants. The number of the Regulation changes from year to year.

YRDSB Special Education Policy and Procedures In Numerical Order

Number	Policy/Procedure Name
158	Freedom of Information and Protection of Individual Privacy
194	Appropriate Use of Technology
240	Respectful Workplace and Learning Environment Policy
305	Assessment and Evaluation
355	Psychological Assessment
358	Gifted Screening
360	Special Education: IPRC
407	Accessibility Standards
425	Provision of Barrier Free Facilities
534	Educational Assistants
NP656	Ontario Student Record Management
662	Provision of Health Support Services in School Settings
663	Special Education: Partnerships with External Agencies
668	Safe, Caring and Supportive Schools
680	Busing
S33	Special Education: Behaviour Management in Safe and Supportive Ways

YRDSB Special Education Policy and Procedures In Alphabetical Order

Accessibility Standards	407
Appropriate Use of Technology	194
Assessment and Evaluation	305
Busing	680
Educational Assistants	534
Freedom of Information and Protection of Individual Privacy	158
Gifted Screening	358
Ontario Student Record Management	NP656
Provision of Barrier Free Facilities	425
Provision of Health Support Services in School Settings	662
Psychological Assessment	355
Respectful Workplace and Learning Environment Policy	240
Safe, Caring and Supportive Schools	668
Special Education: Behaviour Management in Safe and Supportive Ways	S33
Special Education: IPRC	360
Special Education: Partnerships with External Agencies	663

DICTIONARY OF ACRONYMS

ABA	Applied Behavioural Analysis
ABC	Association for Bright Children
ABC	Antecedents, Behaviours, Consequences
ACCESS	Alternative Classroom and Counseling for Expelled and Suspended Students
ACE	Alternative Choice in Education Program
ACS	Academic Credential Service
ADHD	Attention Deficit Hyperactivity Disorder
AED	Automated External Defibrillators
AEP	Annual Education Plan
AHSS	Assistant Head Secretary Secondary
ALEP	Alternative Learning for Excused Pupils
ALP	Annual Learning Plan
AODA	Accessibility for Ontarians with Disabilities Act
APA	Alternate Professional Assignment (On Calls/Supervision)
ARC	Accommodation Review Committee
AQ	Additional Qualification
ASD	Autism Spectrum Disorder
AT	Assistive Technology
ATLAS	Markham Stouffville Adolescent Day Hospital Program
A/V	Audio Visual
BAS	Budgetary Administrative Suite
BAS 2000	Budgetary Administrative Suite
BBT	Broad-Based Technology
BIPSA	Board Improvement Plan for Student Achievement and Well-being
BPCI	Board Plan for Continuous Improvement (see SPCI as well)
BPM	Business Process Modernization Committee
BSC	Board Standing Committee
BWW	Board Wide Web
C3	Council of Curriculum Coordinators
CAMH	Centre for Addiction and Mental Health
CaGBC	Canadian Green Building Council

CAP	Community Access Program
CAYRE	Community Alliance for York Region Education
CBC	Conference Board of Canada
CBC	Canadian Broadcasting Company
CCAC	Community Care Access Centre
CCS	Coordinating Council of Superintendents
CDA	Communication Disorder Assistant
CEA	Canadian Education Association
CEC	Community Education Centre
CEC	Council for Exceptional Children
CEO	Chief Executive Officer
CFS	Connections for Students
CIS	Curriculum and Instructional Services
CIECYR	Community Inclusivity Equity Council of York Region
CMS	Content Management Systems
CODE	Council of Directors of Education
COMPASS	Community Partners with Schools
COSTI	Immigrant Services
CPI	Crisis Prevention Institute
CPIC	Canadian Police Information Centre
CRDI	Curriculum Review Development Implementation
CSA	Canadian Standards Association
CTN	Children's Treatment Network
CTS	Central Transcript Services
CUPE	Canadian Union of Public Employees
CYW	Child and Youth Worker
DAP	Director's Annual Plan
DART	Diagnostic and Resource Teacher
DC	Director's Council
DCC	Data Coordination Committee
DD	Developmental Disability
DECA	Distributive Education Clubs of America
DECE	Designated Early Childhood Educator
DI	Differentiated Instruction
DIP	Document Integration Portal
DIS	Document Integration Site

DPA	Daily Physical Activity
DQM	Data Quality Management
DVPA	Daily Vigorous Physical Activity
E&E	Energy and Environmental Services
EA	Educational Assistant
EAP	Employee Assistance Program
EASP	Employee Attendance Support Program
ECNO	Educational Computing Network of Ontario
ECS	Education and Community Services
EDU	Ministry of Education
EFIS	Education Finance Information System
EI	Emotional Intelligence
EIAC	Equity and Inclusivity Advisory Committee
EIC	Education Improvement Commission
EIS	Early Intervention Services
ELD	English Literacy Development
ELL	English Language Learners
EOP	Exploring Opportunities Program
EOT	Elementary Occasional Teachers
EPS	Enterprise Portal Strategy
EQAO	Education, Quality & Accountability Office
ESL	English as a Second Language
ESS	Elementary Student System
ETFO	Elementary Teachers' Federation of Ontario
EY	Early Years
EYE	Early Years Evaluation
FAQ	Frequently Asked Questions
FBA	Functional Behavioural Analysis
FCI	Facility Condition Index
FDK	Full Day (Every Day) Kindergarten
FI	French Immersion
FSL	French as a Second Language
FTE	Full-Time Equivalent
GPTL	Good Places to Learn

GSN	Grants for Student Needs
HRDC	Human Resources Development Canada (now HRDSC-Human Resources and Social Development Canada)
HRIS	Human Resource Information System
HSPC	Human Services Planning Coalition
IAP	Information Access and Privacy
IAS	Information Asset Services
IBI	Intensive Behavioural Intervention
ICE	International Co-op Education
IEAC	Equity and Inclusivity Advisory Committee
IEP	Individual Education Plan
II	Instructional Intelligence
IPP	Individual Pathway Plan
IPPS	Integrated Personnel and Payroll System
IPRC	Identification, Placement and Review Committee
IRS(P)	Intensive Resource Support (Program)
ISCS	Inclusive School and Community Services
ISE	International Student Exchange
JK	Junior Kindergarten
LD	Learning Disability
LDAC	Learning Disabilities Association of Canada
LDAO	Learning Disabilities Association of Ontario
LDD	Learning Design and Development
LEED	Leadership in Energy and Environmental Design
LMS	Learning Management Systems
LRS	Learning Resource Services
MACSE	Ministers' Advisory Council of Special Education
MC	Managers' Council
MCYS	Ministry of Child and Youth Services
MEN	Ministry Education Number
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act
MID	Mild Intellectual Disability

MISA	Managing Information for Student Achievement
MOE	Ministry of Environment (not to be confused with EDU-Ministry of Education)
MOHLTC	Ministry of Health and Long-Term Care
MOL	Ministry of Labour
MSDS	Material Safety Data Sheet
MTCU	Ministry of Training, Colleges and Universities
NAC	Negotiations Advisory Committee
NIRO	Neurologic Rehabilitation Institute of Ontario
NTIP	New Teacher Induction Program
NOEL	Northern Ontario Educational Leaders
OAC	Ontario Academic Credit
OARBS	Online Asset Resource Booking System
OASBO	Ontario Association of School Business Officials
OCA	Ontario Co-Op Education Association
OCD	Oppositional Defiant Disorder
OCEA	Ontario Co-Op Education Association
OCT	Ontario College of Teachers
ODA	Ontarians with Disabilities Act
ODD	Oppositional Defiant Disorder
OELC	Ontario Educational Leadership Centre
OFA	Ontario Financing Authority
OFSAA	Ontario Federation of School Athletic Associations
OISE	Ontario Institute of Studies in Education
OKLN	Ontario Knowledge of Learning Network
O & M	Orientation and Mobility
OMERS	Ontario Municipal Employees Retirement System
OnSIS	Ontario Student Information System
OPA	Ontario Psychological Association
OPC	Ontario Principals' Council
OPHEA	Ontario Physical and Health Education Association
OPSBA	Ontario Public School Boards' Association
OPSOA	Ontario Public Supervisory Officials' Association
OSBIE	Ontario School Board Insurance Exchange
OSCA	Ontario Student Co-op Education Association

OSR	Ontario Student Record
OSRMS	Ontario Student Records Management Services
OSSD	Ontario Secondary School Diploma
OSSLT	Ontario Secondary School Literacy Test
OSSTF	Ontario Secondary School Teachers' Federation
OSTA	Ontario Student Trustees' Association
OT	Occasional Teacher
OTF	Occasional Teachers' Federation
OT/PT	Occupational Therapist/Physical Therapist
OWA	Outlook Web Access
OWA	Ontario Writing Assessments
OYAP	Ontario Youth Apprenticeship Program
PCS(R)	Primary Class Size (Reduction)
PDF	Portable Document Format
PEAC	Parent Engagement Advisory Committee
PECS	Picture Exchange Communication System
PISA	Program for International Student Assessment
PFM	Program Facilities Management Committee
PHIPA	Personal Health Information Protection Act
PPAG	Policy and Priorities Action Group (part of HSPC)
PPM	Policy and Program Memorandum (from the Ministry of Education)
PrIDE	Program for Individual Development and Enrichment
PSTT	Promoted Skilled Trades and Technologies
PTR	Pupil-Teacher Radio
PSW	Personal Service Worker (nurse)
PV	PhotoVoltaic
Q & A	Question and Answer
R&R	Repair and Replacement
RIMS	Recorded Information Management System
RLA	Reading Level Achievement
RW	Resource Withdrawal
RWLE	Respectful Workplace and Learning Environment
SALEP	Supervised Alternative Learning for Excused Pupils

SAS	Student Administrative System
SEA	Special Education Amount (previously ISA-Intensive Support Amount)
SEAC	Special Education Advisory Committee
SEAL	Social Emotional Academic Learning
SEEDS	Sustaining Equity Education and Diversity System-Wide
SEF	School Effectiveness Framework
SEPPA	Special Education Per Pupil Amount
SEPYR	Settlement & Education Partnership York Region
SERT	Special Education Resource Teacher
SES	Social Economic Status
SIP	Special Incidence Portion
SIPSA	School Improvement Plan for Student Achievement and Well-being
SK	Senior Kindergarten
SLP	Speech Language Pathologist
SO	Supervisory Officer
SOAA	School Office Administrative Assistant
SOAR	Supporting our Adolescents at Risk
SOFS	Supervisors of Facilities Services
SOS	School Office Supervisor
SPCI	School Plan for Continuous Improvement
SSC	Student Support Centre
SSP	School Support Program
STO	Short-Term Occasional Teacher
STS	Student Transportation Services
TCC	Technology Coordination Committee
TIMSS	Trends in International Mathematics and Science Study
TPA	Teacher Performance Appraisal
TRIPLE P	Positive Parenting Practices
TROLL	Teacher Rating of Oral Language and Literacy
TST	Technology Support Technicians
TWW	Teacher Wide Web
UWTR	United Way of York Region
VLAP	Voluntary Leave of Absence Program
WCB	Workers' Compensation Board

WSIB Workplace Safety and Insurance Board
WWW World Wide Web

YCDSB York Catholic District School Board
YRAA York Region Athletics Association
YRAC York Region Administrator's Council
YRDSB York Region District School Board
YRPC York Region Presidents' Council
YR-OPC York Region Ontario Principals' Council
YSSN York Support Services Network

SPECIAL EDUCATION FUNDING

Section 7

THE MINISTRY OF EDUCATION'S SPECIAL EDUCATION GRANT

The development of their annual budget and review of financial statements is an ongoing process and the SEAC should be kept informed about the process and have an opportunity to participate and provide advice to the trustees. Special education funding is complex and the SEAC members need to understand how school boards are funded for all students, as well as the components of the Special Education Grant, intended to cover the incremental costs of special education programs and services.

Each year the Ministry of Education releases information on school board funding, including special education grants and related guidelines. This information can be found on the Ministry website at: <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

There are six components to the Special Education Grant and the SEAC members need to be familiar with them. The components are:

- Special Education Per Pupil Amount (SEPPA)
- Differentiated Special Education Needs Amount (DSENA) - *formerly the High Needs Amount (HNA)*
- Special Equipment Amount (SEA)
- Special Incidence Portion (SIP)
- Facilities Amount (FA)
- Behaviour Expertise Amount (BEA)

In 2016-17, the Ministry of Education changed the High Needs Amount to Differentiated Special Education Needs Amount to better align with its purpose. The funding approach model includes 3 main components: Special Education Statistical Prediction Model, Measures of Variability and Base Amount for Collaboration and Integration.

Special Education Funding

The Ministry of Education's *Special Education Grant* has two components:

- the Special Education Per Pupil amount (SEPPA), which is a standard per pupil amount; and
- Differentiated Special Education Needs Amount (DSENA), formerly the High Needs Amount (HNA), which is a variable amount based on the proportion of each board's population of students with special education needs.

The goal of the Differentiated Special Education Needs Amount is to provide boards with special education funding that responds to the proportion of their students who have very high needs that must be met with costly programs and supports. Boards are responsible for providing each student with special education needs with the program and support levels outlined in the student's Individual Education Plan. Boards use these allocations (and other allocations such as the Foundation Grant) to provide special education programs and services for all their students with special needs.

The Special Education Per Pupil Amount (SEPPA)

The SEPPA is the first layer provided, in addition to the Foundation Grant, to support students with special needs. It is generated on the basis of total student enrollment – that is, it is determined on the basis of how many students are enrolled in the Board.

Successful Practices include:

- a) Sharing of Ministry of Education resource materials regarding special education funding, including PowerPoint's and Webinars, with the SEAC members;
- b) Providing the SEAC members with written materials about special education funding, including definitions of key terms, in the SEAC Handbook;
- c) Regular presentations on the school board budget and financial statements at the SEAC meetings;
- d) Providing the SEAC members with orientation and training regarding financial statements, the Special Education Grant, revenues and expenditures;
- e) Providing timely information on the Special Education Grant each year when the Ministry of Education releases the grant regulations;
- f) Inviting the SEAC members to participate in the budget committee or working groups;
- g) Providing regular updates on financial statements and the budget process at the SEAC meetings;
- h) Relating special education budget information to statistical information about students provided in the October Reports of Numbers of Elementary and Secondary Students, and to numbers of staff assigned annually to special education roles; and
- i) Planning a SEAC presentation to trustees as part of public consultation on the annual school board budget.

Under regulation 464/97, the SEAC members are to have the opportunity to participate in the special education budget planning process. Each school board has a different process for

the development of budgets, often including the establishment of a budget committee or ad hoc group.

Layered Funding

Special Incidence Portion

Refer to the current Resource Manual: Special Education Funding Guidelines Special Incidence Portion (SIP)

Differentiated Special Education Needs Amount

Based on very high needs of individual students currently a percentage based allocation and is under review.

SEA

SEPPA

Foundation Grant

For costs over \$800.00 for pupil's assistive devices and/or technology required for classroom instruction. Refer to the current Resource Manual: [*Special Education Funding Guidelines Special Equipment Amount \(SEA\)*](#).

- Pupil's portion of all other applicable grants that is:
- The Geographic and School Authorities Grant
- The Learning Opportunities Grant
- The Language Grant
- The Transportation Grant
- The School Board Administration and Governance Grant
- The Teacher Compensation Grant
- The Pupil Accommodation Grant
- The Early Learning Grant
- The Adult and Continuing Education Grant

- For costs of curriculum modification not funded through SIP
- For costs of educational assistants and other staff not funded through SIP;
- For up to \$800.00 for assistive devices (after ADP and insurance contributions);
- For assessment costs (educational assessments as well as psychological and other professional assessments);
- For professional and paraprofessional supports such as psychologists, therapists, speech-language pathologists, and social workers;
- For the cost of producing audio/audiovisual instructional materials and alternative formats; and
- For smaller class sizes for some pupils (e.g., to achieve the pupil/teacher ration stated in Regulation 298).

The role of SEAC in the budget process is to:

- Ensure that SEAC is informed of the total amount of money available to the school board, including the Provincial grant;
- Ensure that SEAC is aware of how much of that money relates to special education, i.e. the total enrolment times the SEPPA amount, plus the dollar amounts per identified exceptional students;
- Know the amount of money that is required to provide services to meet the needs of the identified exceptional students, as described in the Board's Special Education Report;
- Develop a plan for the funding of the special education supports for all identified exceptional students;
- Make a presentation to the Board's budget committee setting out the expectations for funding as well as the value of supporting this dollar allocation for both exceptional and non – exceptional students;
- Be a delegation to the full school board, if the budget committee did not prove to be particularly receptive;
- Look at recommending an amendment to the Board's Special Education Report, if proposed budget allocation is significantly different from what the SEAC recommends;
- Establish a process for monitoring the allocation of the funds that should be used for special education purposes. For example, in considering the recommendation for implementing early intervention programmes, the SEPPA funds must not be used for Junior Kindergarten to replace the funding cancelled by the Ministry or for implementing the required early identification programs for all students. It is imperative that special education dollars be used to meet special needs; and
- Ensure, through passing a motion that a financial report is provided to it on the expenditure of funds on a regular basis.

RESOURCES AND SUPPORTING DOCUMENTS

The following sampling of special education support documents is available in each school. For a more extensive list contact the Document Distribution Services at the Learning Resources Centre at the Education Centre, Newmarket 416-969-7170 ext 3538.

Documents

Print Resources - YRDSB

A Curriculum Support Document for Exceptional Pupils is a practical support document, which clarifies the characteristics and needs of each exceptionality. It identifies strategies and resources, which teachers might use to respond to individual student needs.

<https://bww.yrdsb.ca/boarddocs/Documents/FOR-curriculumdocumentsandmaterialsorder-S108.pdf>

A Guide For Parents: The Individual Education Plan is a brochure outlining the requirements and timelines for the completion and implementation of a student's Individual Education Plan.

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/SD-IEPguideforparents.pdf>

A Parent's Guide to the IPRC is a brochure outlining the requirements of the Identification, Placement and Review Committee process and associated timelines. A list of the Board's Special Education Advisory Committee agency members is also included.

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/SD-IPRCparentguide.pdf>

A Parent Guide to Special Education Funding for Assistive Technology and Equipment for Students with Special Education Needs

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/Parent%20Guide%20to%20SEA%20Process.pdf>

Gifted Program Strategies is a resource supporting teachers of elementary gifted classes as they plan programs to meet students' needs.

<https://bww.yrdsb.ca/services/student/exceptionalities/Pages/Gifted/GiftedInstructionalAndAssessmentStrategies.aspx>

Provision of Health Support Services in School Settings P662 can be accessed through the Community Care Access Centre (CCAC) as referenced in: York Region District School Board policies and procedures.

<https://bww.yrdsb.ca/boarddocs/Pages/ProvisionofHealthSupportServices.aspx>

Red Flags: Early Identification in York Region (York Region Health Connection) is a resource guide to assist with early identification.

http://www.york.ca/wps/wcm/connect/yorkpublic/054ca0a9-0027-46a3-b817-452890b3038b/red+flags+guide_web.pdf?MOD=AJPERES

School Social Workers: A Guide for Parents and Guardians Social work services are provided by social workers who are registered with the Ontario College of Social Workers and Social Service Workers.

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/SD-YRDSBSchoolSocialWorkers.pdf>

Special Education: A Communication Guide for Parents and Students is a brochure outlining strategies for effective communication and guidelines for the appropriate process to contact Board personnel.

<http://www.yrdsb.ca/Programs/SpecEd/Documents/Referral%20Process/SD-speded-communicationguideforparents.pdf>

The Safe, Caring and Supportive Schools Policy P668 outlines support and preventative programs, such as:

- Progressive Discipline
 - Positive behaviour supports
 - Peer mediation, counseling
 - Withdrawal of privileges and/or withdrawal from class
 - Detention
 - Restitution and or restorative practices (along a continuum that might include restorative conversations, restorative circles, etc.
- Mitigating circumstances shall be taken into consideration in all cases of suspension and expulsion.

<http://www.yrdsb.ca/boarddocs/Documents/PP-review-safecaringandsupportiveschools-668.pdf>

The Talking Opportunities: A Pathways to Opportunity Resource Kit is available to assist in the promotion of pathways for all students.

<https://bwww.yrdsb.ca/boarddocs/Pages/ProvisionofHealthSupportServices.aspx>

Understanding Learning Disabilities Processing Waterfall Chart

<https://bwww.yrdsb.ca/services/student/Documents/YRDSB%20Documents/SD-LearningDisabilitiesWaterfallChart.pdf>

Understanding Learning Disabilities Processing Waterfall Chart – Mathematics

<https://bwww.yrdsb.ca/services/cis/mathliteracy/Documents/2017-Math-LD-Waterfall-AODA v004a.pdf>

Work Experience Program: Procedures and Resources, 2010 provides consistent and standardized guidelines and expectations across the region regarding the Work Experience Program. Included in this manual are sections relating to programming in the areas of Transit and Travel Training, Self-Advocacy, Continuum of Programs and Transitional Planning and Family Life Education.

<https://bwww.yrdsb.ca/boarddocs/Documents/FOR-curriculumdocumentsandmaterialsorder-S108.pdf>

Print Resources - General

Cooperative Learning & Strategies for Inclusion: Celebrating Diversity in the Classroom. Putnam, JoAnne. (1998) ISBN 1-55766-3467

Creating an Inclusive School, 2nd Edition. Villa, Richard and Thousand, Jacqueline (Eds.). (2005) ISBN 1-4166-0049-3

The Differentiated Classroom: Responding to the Needs of All Learners. Tomlinson, Carol Ann. (1996) ISBN – 0-87120-342-1

Inclusion: A Guide for Educators. Stainback, S., and Stainback W. (Eds). (1996) ISBN 1-55766-231- 2

When Something's Wrong: Ideas for Teachers/Parents with Troubled Students. Canadian Psychiatric Research Foundation. www.cprf.ca

Online Resources

- www.yrdsb.ca
- www.edu.gov.on.ca
- www.ldayr.org
- www.edugains.ca
- www.ldatschool.ca

Modules

Understanding Learning Disabilities

<https://bwww.yrdsb.ca/connect2learn/course.asp?courseID=2973>

Phonological Awareness <https://www.youtube.com/watch?v=BVqywZ85zxA>

Knowing Your Learner <https://bwww.yrdsb.ca/connect2learn/course.asp?courseID=1336>

Individual Education Plan

<https://bwww.yrdsb.ca/connect2learn/course.asp?courseID=1465>

Ministry Publications

The Ontario Curriculum documents for all grade levels are available in each school. Ministry publications are also available at:

Mail: Ministry of Education
Public Inquiries Unit
2nd Floor, 880 Bay Street
Toronto, Ontario M7A 1N3

Phone: 416-325-2929 or 1-800-387-5514

Telecommunications Device for the Deaf
(TDD/TTY) -1-800-263-2892
Fax: 416-325-6348
Website: <http://www.edu.gov.on.ca>
E-mail: info@edu.gov.on.ca

Print Resources - Ministry

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12

http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf

Creating Pathways to Student Success, 2013

<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

Effective Educational Practices for Students with Autism Spectrum Disorders, 2007

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Learning for All – A Guide to Effective Assessment and Instruction for All Students, K-12, 2013

<http://edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Planning Entry to School – A Resource Guide, 2005

<http://www.edu.gov.on.ca/eng/parents/planningentry.html>

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

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html>

Special Education in Ontario: Kindergarten to Grade 12, 2017

http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders, 2013

<http://www.edu.gov.on.ca/eng/policyfunding/SupportResGuide.pdf>