

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?