

SEAC Committee and Departmental Priorities*

- Identified students at transition times (high school or post high school) assessments require updating; who is responsible for updating?
- Supports for students transitioning; transition planning; consistency between schools particularly from secondary school to post-secondary options
 - what steps need to be taken
 - what do the teachers need to ensure a smooth transition
 - assessments completed on time
 - family need to know process and next steps
 - identify skills needed to graduate and skills students will need in the future
 - resources to know what to do; a document
- Early identification, early understanding of needs, early plan development, reflection on plan = better services and support for students and families
- Potentially look at transition plans and how they are developed on the IEP; look for best/most effective practices teachers/school staff still need to better understand the special education population = build capacity; particularly as it applies to complex needs
- Consistency between schools - school level to teacher level; experts to share their knowledge on what to look for; training; professional development
- Organizations on SEAC to be asked, what are the most important issues for your group and the needs of our students? eg transitions, transitions for un-diagnosed
- Measuring specific outcomes
- Awareness of elementary to secondary SLIPS (beyond IEP transition planning) and other supports that are being put into place by the system to ensure consistency
- Look at service delivery model of SLPs
- More emphasis on in class instruction
- Children with externalizing behaviours — adaptive and executive function - day treatment program - intensive program w access to many different professionals. need a separate environment to learn
- IEP process streamlined and made easier for parents - streamlined example from Sick Kids - put online
- Asset tagging for SEA equipment - tracking and coding - bar codes that can be scanned and reallocated.
- Town halls and additional opportunities for parental input