

## REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

April 19, 2021  
6:30 p.m. - 9:31 p.m.

### MEMBERS

#### Representatives

C. Thammavongsa, Association for Bright Children  
S. Moore, Autism Ontario London  
B. Furac, Community Living London  
A. Morse, Easter Seals Ontario  
B. Harvey, Epilepsy Support Centre  
P. Cook, Learning Disabilities Association of Ontario  
C. Fortnum, Vanier Children's Services  
N. Davison, VOICE for the Hearing Impaired  
J. Wright, Community Services Coordination Network (CSCN)  
T. Grant, Fetal Alcohol Spectrum Disorder Network  
S. Young, London Autism Developmental Disabilities  
J. Gritzan, Thames Valley Children's Centre  
S. Thomson, Thames Valley Council Home and School  
Associations  
J. Bennett, Trustee  
L. Pizzolato, Trustee

#### Alternates

B. Mai, Association for Bright Children  
D. Shore-Reid, Learning Disabilities Association London  
S. Grabstas, Vanier Children's Services  
M. Barbeau, Voice for Hearing Impaired Children(+7:52)

**Regrets:** M. Cvetkovich, B. Yeoman

### ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education  
A. Leatham, System Principal  
R. Ferrara, System Principal  
H. Mahabir, Elementary Principal (-9:00)  
T. Birtch, Secondary Principal (-9:00)  
M. Chevalier, Elementary Principal  
M. Phillips, Secondary Principal  
S. Smith, Corporate Services  
J. Capaldi, Communication Specialist (+7:09)  
S. McNaughton, Assistant to Superintendent  
A. Marlowe, Diversity and Equity Coordinator (-7:20)

#### 1. Call to Order

Vice-Chair T. Grant called the meeting to order at 6:30 p.m. through a virtual Teams meeting.

#### 2. Welcome

T. Grant welcomed everyone and reviewed the virtual meeting norms.

#### 3. Confirmation of Agenda

The agenda was approved on motion.

#### 4. Conflicts of Interest

None declared.

#### 5. Report of the Previous Meeting

The report of the 2021 March 8 Special Education Advisory Committee meeting was provided for information.

## **6. Business Arising from the Minutes**

### **Sub-committee Reports- item #10.**

Members expressed concerns the sub-committee reports presented at the last SEAC meeting were not included in the minutes. A. Canham noted each Trustee was provided a copy of the sub-committee reports.

Through discussion, A. Canham advised the Giftedness (SEAC-1), SEAC Priorities (SEAC-2) and Handbook (SEAC-3) sub-committee reports presented at the 2021 March 8 SEAC meeting will be included in the 2021 April 19 SEAC minutes, as requested.

Discussion considered the intent of the recommendations in the reports and the reporting out of those recommendations in the minutes as a means of ensuring Trustees of the Board were aware of the recommendations.

The responsibilities as they relate to the governance role of a Trustee in the organization relative to the operational role of Administration was described.

The following motion was moved and CARRIED:

That the reports and recommendations presented at March's SEAC meeting from the Giftedness Subcommittee, the SEAC Priorities Subcommittee, and the SEAC Handbook Subcommittee be attached to April's SEAC meeting minutes and that the recommendations to the Trustees in the reports be included in the Recommendations section of April's minutes.

A poll vote was conducted:

YEAS: B. Furac, A. Morse, B. Harvey, C. Fortnum, N. Davison, J. Wright, T. Grant, L. Pizzolato, B. Mai

NAYS: P. Cook, S. Young, J. Gritzan, S. Thomson, J. Bennett

Abstain: S. Moore

The following recommendations, from the Giftedness Sub-committee Report, were presented at the 2021 March 8 meeting:

The Subcommittee recommends that SEAC advise the Board of Trustees on the following recommendations:

Recognize the importance of ensuring opportunities for like-minded peers to work together when providing programming.

Support the provision of professional learning opportunities to understand the intellectual and social emotional needs of students with a giftedness exceptionality and on differentiation for enriched programming.

Recognize the need for enrichment in many subject areas, as well as cross-curricular opportunities, for student learning (such as, but not limited to, open ended activities, voice and choice, enriched work, higher level work, self-paced learning, leadership role).

Identify and remove barriers to effective programming and supports.

Support the Board of Trustee's and Director of Educations' commitment to a Giftedness Program Review and provide all reports and documentation (as listed above) to the Giftedness Program Review for consideration.

**7. TVDSB Accessibility Plan Update**

A. Canham provided an update regarding TVDSB's Accessibility Plan. A. Marlowe outlined the details of an activity SEAC members completed in breakout sessions. The data collected from the activity will be collated and presented at the next SEAC meeting.

**8. District/Department Updates**

**a. Return to Learn - April**

A. Canham provided an update regarding the return to in-person learning for Special Education students. Surveys were sent to the families of all Special Education students in Special Education classes to determine urgent needs in the system. It was noted Special Education students will start to return to in-person learning tomorrow.

Questions of clarification were addressed regarding in-person learning supports, students in locally developed classes, receiving input from parents, supports for full remote learners and the Special Education Plan.

**b. Early Identification and Intervention Independent Procedure**

A. Canham detailed revisions to the Early Identification and Intervention Independent Procedure (#9018) noting public input is being requested on this independent procedure. Committee members were invited to submit feedback.

**c. Professional Assessments Update**

A. Canham provided an update of the waitlist data for professional assessments noting a decrease in overall wait times.

**d. July 2020 Board Motion - Giftedness Program Review Update**

A. Canham provided an update on the Giftedness Program Review resulting from the 2020 July 21 Board motion.

A. Canham outlined the progress to date and detailed next steps noting the delays resulting from COVID-19.

**9. TOSSA Referrals Review**

A. Canham provided an update on TOSA referrals relevant to the tiered intervention process and the number of TOSA referrals compared to the previous academic year.

Questions of clarifications were addressed regarding tier 1 interventions, the process for obtaining TOSA support, feedback from students and reporting/sorting student data by exceptionality/exceptionalities.

A motion to sit to 9:30 p.m. was moved and CARRIED.

**10. IEP Audit**

R. Ferrara provided an update on Individual Education Plan (IEPs) audits noting a sub-committee will be formed. The details for the sub-committee were provided noting 2 SEAC members will be included.

Interested SEAC members were directed to email S. Smith or S. McNaughton.

**11. TVDSB Operational Plan/Special Education Departmental Plan**

A. Canham presented for information the 2020-2021 TVDSB Operational Plan.

A. Canham requested follow-up questions be directed to him by email.

A. Canham advised each department will have their own departmental plan, noting SEAC will have an opportunity to provide input on the Special Education Departmental Plan.

**12. Special Education Budget and Staffing**

This item was deferred to the 2021 May 4 meeting.

**13. Future Agenda Items**

- Special Education Budget/Staffing
- Exceptionality Data
- PAAC on SEAC Survey Results
- B. Davison Secondary School

**14. Special Education Plan (Standing Item)**

A copy of the revisions to Standards 1, 3, 6, 8, 11 and 16 of the Special Education Plan were provided to the committee prior to the meeting.

Committee members were asked to send any feedback, questions, or reflection to S. McNaughton.

**15. Students on a Modified Day (Standing Item)**

An update will be provided at the next meeting.

**16. Correspondence (Standing Item)**

**a. Hastings and Prince Edward District School Board Letter 2021 February 19**

Vice-Chair Grant presented for information a copy of a letter from the Hastings and Prince Edward District School Board in support of providing students who are of appropriate age and their staff access to vaccinations. A copy was provided to the committee prior to the meeting.

**b. Durham District School Board Letter of 2021 March 25**

Vice-Chair Grant presented for information a copy of a letter from the Durham District School Board in support of providing door-to-door school bus service to Special Education students requiring pick up on Highway #2. A copy was provided to the committee prior to the meeting.

**17. SEAC Priorities (Standing Item)**

A. Morse provided an update on the current progress to date. Next steps were outlined noting an activity will be planned for the next SEAC meeting.

**18. Forum: Association Updates (Round Table)**

Community event flyers will be emailed out to the committee members as they are received by Corporate Services.

A. Canham advised vaccine access codes were provided for educational assistants, teachers, learning support teachers, Principals and custodial staff who regularly come in contact with student in specific Special Education classes.

**19. 2021 Meeting Dates**

The 2021 meeting dates were provided in the agenda package. The next meeting is scheduled for 2021 May 4, 12:15 p.m.

**20. Adjournment**

The meeting adjourned at 9:31 p.m. by motion.

**Tracy Grant**  
Vice-Chairperson

## SEAC Giftedness Subcommittee

### Report to Special Education Advisory Committee (SEAC)

#### Subcommittee Membership:

Paul Cook, LDAO; Debbie Shore-Reid, LDAO; Tracy Grant, FASD – ELMO; Christine Thammavongsa, ABC - London; Beth Mai, ABC - London; Lori-Ann Pizzolato, Trustee; Andrea Leatham, System Principal; Roseanne Ferrara, System Principal; Andrew Canham, Superintendent of Special Education

The SEAC Giftedness Subcommittee (the “Subcommittee”) offers the following five (5) recommendations for consideration by the Thames Valley DSB (TVDSB)’s Special Education Advisory Committee (SEAC). These recommendations are as result of a fulsome review of the following TVDSB documents that were provided to and reviewed by the abovementioned members of the Subcommittee:

- *The Summary of Feedback from the Special Education Advisory Committee*
- *The Elementary Gifted Family Survey Results*
- *The Executive Summary of Elementary Gifted Family Survey*
- *The Gifted Service Model Literature Review & Feedback Form*

#### **Recommendations:**

The Subcommittee recommends that SEAC advise the Board of Trustees on the following recommendations:

1. Recognize the importance of ensuring opportunities for like-minded peers to work together when providing programming.
2. Support the provision of professional learning opportunities to understand the intellectual and social emotional needs of students with a giftedness exceptionality and on differentiation for enriched programming.
3. Recognize the need for enrichment in many subject areas, as well as cross-curricular opportunities, for student learning (such as, but not limited to, open ended activities, voice and choice, enriched work, higher level work, self-paced learning, leadership role).
4. Identify and remove barriers to effective programming and supports.
5. Support the Board of Trustee’s and Director of Educations’ commitment to a Giftedness Program Review and provide all reports and documentation (as listed above) to the Giftedness Program Review for consideration.

## SEAC Identified Priorities

### Priority Area of Focus

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
<b>Early Identification and Intervention:</b>	<b>Measurement of the Effectiveness of our Special Education Programs and Services:</b>	<b>SEAC Support of Professional Development:</b>	<b>Ongoing Dialogue with Local Associations:</b>	<b>SEAC Meeting Format and Agenda Timing</b>
<ul style="list-style-type: none"> <li>• Research shows that Early Identification and Intervention is critical for special education students.</li> <li>• Better supports for students and families will lead to increased student achievement.</li> <li>• Screening and assessment are important tools.</li> <li>• Important to reduce wait times between early identification and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive set of indicators is needed to measure the effectiveness of special education programs and services, including student outcomes.</li> <li>• Look at data such as attendance, credit accumulation and graduation rates of students with special needs. This will tell us if we are getting the job done.</li> </ul>	<ul style="list-style-type: none"> <li>• Support ongoing professional development for Learning Support Teachers, Learning Coordinators, Administration, and Classroom Teachers.</li> <li>• SEAC to share information and resources that will support staff professional development.</li> <li>• Ensure that those working directly with special education students have the supports/resources they need in order to meet the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• SEAC member associations have information and resources about the special education students they represent, particularly from the parent perspective.</li> <li>• SEAC members can provide advice about what their students need and emerging issues in schools. Builds effective relationships based on student need(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Need for SEAC Member training, particularly regarding:               <ul style="list-style-type: none"> <li>– The role of SEAC, and</li> <li>– The role of members and alternates.</li> </ul> </li> </ul>
<b>Action Plan – Next Steps</b>				
<ul style="list-style-type: none"> <li>• Staff to make a presentation to SEAC on Early ID and the functionality of the new tool.</li> <li>• Develop a brochure, either paper copy or online version, to</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to develop a presentation or overview on what data the board collects currently for students with Special Education needs as well as an overview of the Operational Plan as it</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation to SEAC on what initiatives and/or training is occurring in collaboration with community partners.</li> <li>• SEAC currently supports PD through some of the seminars/presentations etc., that the various organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Look to host a virtual seminar/presentation/online event where various member organizations could talk about their own association.</li> <li>• Develop a Q&amp;A session, posted either for the public</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Create more breakout</del> sessions within SEAC meetings to allow further engagement in discussion on agenda items, so more members able to contribute.</li> </ul>

serve as communication piece on how to support families through the Early ID process.	relates to Special Education. <ul style="list-style-type: none"><li>• Staff to make a presentation on the broader measures being used, such as graduation rates, etc., to drive programming.</li></ul>	run. Look to explore other PD opportunities for collaboration with and contribution from SEAC member organizations by having access to an outline of proposed PD for the year to enable SEAC and it's member organizations to be a partner at the table when developing specific PD.	to view or just for SEAC members.	<ul style="list-style-type: none"><li>• Provide regular SEAC training for members, i.e. roles, responsibilities etc.</li><li>• Establish a mentor program for new members.</li><li>• Look at resources available to SEAC members, i.e., SEAC handbook which is currently being reviewed, PAAC on SEAC resources, etc.</li></ul>
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## **SEAC Handbook Subcommittee Report**

**2021 March 8**

### **Now:**

- Reviewed current Handbook and made minor edits (attached).
- Asked SEAC members to review (and correct as needed) the list of representatives
- Reviewed and proposed edits to new Minority Report section and template in the Appendix

### **Next:**

- Ask for staff commitment to undertake a more comprehensive enhancement of the Handbook for 2021/22
  - Durham DSB has an exemplary model to follow
- Issues identified to address in fulsome review include:
  - Clarifying Members-at-large / Organizations vs. Parent Association members
  - Filling vacancies during term
  - Clarifying voting eligibility
  - Process for presenting to the Board
  - Input of Corporate Services (and possibly Governance Committee) may be needed where policy is unclear



# **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

## **HANDBOOK**

## Thames Valley District School Board SEAC HANDBOOK

### Contents

INTRODUCTION OF MEMBERS.....	3
PURPOSE OF SEAC.....	3
SPECIAL EDUCATION PLAN.....	3
MINORITY REPORTS .....	4
BUDGET PROCESS .....	4
ROLES AND RESPONSIBILITIES .....	5
MEETING TIMES/LOCATION.....	5
PROCESS FOR SELECTING MEMBERS AND FILLING VACANCIES .....	5
MEMBERSHIP .....	5
ELIGIBILITY.....	5
APPOINTMENTS AND TERMS OF OFFICE .....	6
FILLING VACANCIES.....	6
ELECTION OF COMMITTEE CHAIR/VICE – CHAIR .....	7
SEAC SUB – COMMITTEES.....	7
SEAC MEMBERS/CONTACT INFORMATION .....	7
MASCE.....	10
PAAC on SEAC .....	10
SEAC MEMBERSHIP ORIENTATION AND TRAINING .....	11
ADDITIONAL REFERENCES FOR SEAC MEMBERS .....	12
MEETING PROTOCOLS/AGENDAS.....	13
REFERENCES.....	14

## INTRODUCTION OF MEMBERS

This handbook has been prepared to assist you in understanding and performing your role as a Special Education Advisory Committee (SEAC) representative and to help you confidentially respond to the needs of all exceptional children.

Special Education Advisory Committees are legally mandated advisory bodies established to provide advice to school boards on all matters related to Special Education. Responsibilities of SEAC members include:

- Responding to the needs of all exceptional children within the Board;
- Acquiring and maintaining a knowledge of Special Education;
- Bringing concerns of your association (not individual cases);
- Informing your association and members about SEAC activities and information; and
- Providing input to the SEAC Chair for SEAC agendas.

Included in this handbook is a general overview of the SEAC, the Provincial Parent Association Advisory Committee (PAAC) on SEAC and the Minister's Advisory Council on Special Education (MACSE). You will also find specific information related to the Thames Valley District School Board (TVDSB) SEAC such as our current member list, working committees, Board information and Board contacts.

In your role as a SEAC representative you will be working primarily with Special Education: A Guide for Educators, The Thames Valley District School Board Special Education Plan and this handbook.

It is our hope that this handbook increases your awareness and understanding of SEAC and that you find your role as a SEAC representative to be a rewarding, positive experience.

## PURPOSE OF SEAC

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. (Section 11(1) Reg. 464/97)

Recommendations from SEAC may be presented to the Board of Trustees, either in person or as a written submission that should include an explanation of the purpose of the recommendation (this would occur in the event that the recommendation is sufficiently straightforward that no personal presentation is required).

SEAC also plays a significant role in the review of the annual Special Education Plan and in that part of the annual budget process that relates to Special Education.

## SPECIAL EDUCATION PLAN

School boards are specifically directed to provide SEAC with the opportunity to "participate in the Board's annual review" (Section 12 (1) Reg. 464/97). This does not mean that SEAC may direct that the Board make amendments to its plan. SEAC may, however, recommend changes to the plan during the

review process. Boards must include any majority or minority reports from SEAC when it submits its plan (Standards for School Boards' Special Education Plans (2000) p.4). As well, any motions of recommendations from SEAC that are related to the Board's approval of the plan must also accompany it when submitted to the Ministry [Standards p. 17].

## **SPECIAL EDUCATION MAJORITY AND MINORITY REPORTS**

The endorsement of the Special Education Plan or the Special Education Budget through committee motion and approval by the majority of members present at the meeting is considered to be the "majority report".

Per Robert's Rules, a committee report only contains that which has been agreed to by a majority vote.

A minority may submit a separate report. The template for the Minority Report may be found in Appendix A.

Where a minority of committee members do not agree with the majority, they may submit a minority report to the Board of Trustees through Corporate Services and copied to the Chair of the Committee and to the Superintendent of Achievement for Special Education.

That report must be submitted within the timeline established for receiving Board reports and to ensure the Minority Report is presented to Trustees the same evening they are receiving the Special Education Plan or Special Education Budget for their approval.

It is the responsibility of the member (s) wishing to submit a Minority Report to contact Corporate Services and/or the Superintendent of Achievement for Special Education to understand the timeline for submission.

The Special Education Plan or Special Education Budget, inclusive of the majority report and any minority reports, will be shared with SEAC members in advance of the presentation to the Board of Trustees.

The decision of the Board regarding the Special Education Plan or Special Education Budget, is to be considered the Board response and will be communicated to SEAC members at the next meeting by the Superintendent of Student Achievement for Special Education.

Special Education Plans for the previous five years, inclusive of the majority and minority reports, will be made available to SEAC members as a means of documenting past minority reports for consideration when reviewing future amendments to the Special Education Plan.

## **BUDGET PROCESS**

School boards must also ensure that SEAC's have the opportunity to "participate in the Board's annual budget process" of preparing estimates of revenues and expenditures, as that process relates to Special Education [Section 12(2) Reg. 464/97]. This means that the School Board must provide, at the very least,

an opportunity for SEAC to be heard on any recommendations which it makes on budget issues which touch on Special Education expenditures. Indeed, the entitlement to “participate” in budget decision suggests that SEAC should be involved actively in the Special Education budget process, which might be achieved through meaningful consultation in the budget planning process.

As well, SEAC also needs to have the opportunity to review the financial statements it prepares annually for submission to the Ministry of Education, as those financial statements relate to Special Education [Section 12 (3) Reg. 464/97]. This will allow SEAC’s participation in the budget process to be more meaningful.

## **ROLES AND RESPONSIBILITIES**

The Thames Valley District School Board SEAC roles and responsibilities are outlined in Standard 17 (Special Education Advisory Committee) in the Special Education Plan.

*(Note - Link (or embed) to Standard 17)*

## **MEETING TIMES/LOCATION**

The SEAC meets from September to June of each school year. Meeting dates, times, locations, agendas and reports are posted on the Thames Valley District School Board website at <http://www.tvdsb.ca> or available by calling the Thames Valley District School Board Education Centre at (519) 452-2000. Ministry of Education Regulation 181 requires SEAC to meet at least ten (10) times each year.

The SEAC occasionally will change the location and/or the time of the meeting for special purposes. The Committee meets at least ten (10) times in each school year; however additional meetings are also scheduled as needed. Meetings are open to the public.

## **PROCESS FOR SELECTING MEMBERS AND FILLING VACANCIES**

The process for selecting members and filling vacancies is guided by the Education Act (O. Reg. 464/97).

## **MEMBERSHIP**

Membership to SEAC is by appointment of the Board of Trustees and consists of:

- A maximum of twelve (12) representatives who have been nominated by their local association. Each association also nominates one (1) alternate.
- One (1) representative and one (1) alternate who have been nominated by the councils of bands with which the Board has entered into agreements with under s.188 of the Education Act.
- Three (3) members from the Board of Trustees.

The Board of Trustees also may appoint one or more individuals who are neither representatives of a local association nor members of the Board. Additional members generally are representatives of community agencies that have an interest in the well-being of one or more groups of exceptional children.

## **ELIGIBILITY**

A member cannot be an employee of the Board, must be qualified to vote for trustees, and be a resident

of Elgin County, Oxford County, Middlesex County or City of London.

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

Eligible associations and interested community agencies may nominate a representative to SEAC at the start of each SEAC term (which coincides with the election of School Board Trustees, every four [4] years).

A call for nominations is carried out by TVDSB, Corporate Services.

Where nominations are received from more than 12 local associations within Elgin County, Oxford County, Middlesex County or City of London, the Board of Trustees selects the 12 local associations that shall be represented.

## **APPOINTMENTS AND TERMS OF OFFICE**

Representatives and alternates, once nominated, are appointed to SEAC by the Board of Trustees for the term of office of the members of the Board. This is a four year term. Where an individual is appointed to fill a vacancy, the individual serves for the remainder of the four year term.

An appointed alternate serves on the committee in the absence of the appointed representative.

## **FILLING VACANCIES**

A member vacates their seat if they 1) are absent from three consecutive meetings of the Committee and the alternate has not attended in their absence, or 2) cease to hold the qualifications to be appointed to the Committee, or 3) are convicted of an indictable offence.

A member may be reinstated to the Committee by special resolution as per the Board policy.

Where a seat of a member of the Committee is vacant, the alternate for the member acts in the member's place until such time as the position is filled.

To fill a vacancy, the association submits the name of their replacement nominee(s). Nominations must be submitted on letterhead to Corporate Services and include the following:

- the name of the individual nominated by the association and noting if the nomination is for the position of representative or alternate;
- information regarding how that individual represents the interests and well-being of exceptional children and/or adults; and
- confirmation they are Canadian citizens of 18 years of age, and residents of Thames Valley.

Upon receipt and confirmation of eligibility, the Board of Trustees will appoint the member.

## ELECTION OF COMMITTEE CHAIR/VICE – CHAIR

- The Vice – Chair shall assist the Chair and shall act for the Chair at meetings in their absence.
- The Chair or, in the absence of the Chair, the Vice – Chair, shall preside at meetings.
- If at any meeting the Chair and the Vice – Chair are not present, the members present may elect a Chair for that meeting.
- The Chair may vote with the other members of the Committee. Any motion on which there is an equality of votes is lost.
- The Committee shall elect its Chair and Vice – Chair at the first meeting following the Inauguration of the new Board and at the January meeting each of the next three (3) years. The process for election of these positions shall be the same manner as followed for the election of the Chair and Vice – Chair of the Board (attached) with the Superintendent of Student Achievement assuming the role of the Secretary of the Board until the SEAC Chair is elected.
- The position of Chair shall alternate annually between a Trustee member and local association member. The Vice – Chair of the Committee shall be elected annually on the same basis, except that the Vice – Chair shall be elected from the group not represented by the Chair.
- For meetings, the Chair of the SEAC shall carry out the duties of a Chair as outlined in Robert’s Rules of Order.
- The Chair and the Vice – Chair shall determine who shall act as spokesperson and report recommendations to the Board.
- The Chair, in consultation with the Vice – Chair, shall jointly be responsible for setting each meeting’s agenda, in consultation with the appropriate staff members and the Superintendent of Student Achievement.

## SEAC SUB – COMMITTEES

SEAC may appoint sub – committees as needed to further the business of the Committee. It is encouraged that SEAC members consider the opportunity to participate in SEAC working groups/sub – committees, as established.

## SEAC MEMBERS/CONTACT INFORMATION

ASSOCIATION	REPRESENTATIVE	ALTERNATE
<b>SCHOOL BOARD TRUSTEES</b>		
TVDSB – Trustee	Barb Yeoman	N/A
TVDSB – Trustee	Joyce Bennett	N/A
TVDSB – Trustee	Lori-Ann Pizzolato	N/A
<b>REGULATION 464/97 SECTION 2 LOCATION ASSOCIATION – MAX 12</b>		
Association for Bright Children	Christine Thammavongsa	Beth Mai

ASSOCIATION	REPRESENTATIVE	ALTERNATE
<a href="http://www.abcontario.ca">www.abcontario.ca</a>	<a href="mailto:thammavo@oxford.net">thammavo@oxford.net</a>	<a href="mailto:president.abclondon@gmail.com">president.abclondon@gmail.com</a>
Autism Ontario 1340 Dundas Street East London, ON N5W 3B6 (519) 433-3390 <a href="mailto:london@autismontario.com">london@autismontario.com</a> <a href="mailto:autismontariolondon@bellnet.ca">autismontariolondon@bellnet.ca</a>	Sherri Moore <a href="mailto:moore.sherri@gmail.com">moore.sherri@gmail.com</a> 519-200-0553	Kelly Wilson <a href="mailto:Langley38jane@hotmail.com">Langley38jane@hotmail.com</a> 519-494-7017
Community Living London 190 Adelaide Street South London, ON N5Z 3L1 (519) 686-3000 <a href="http://www.cll.on.ca">www.cll.on.ca</a>	Barbara Furac <a href="mailto:barb.furac@ccl.on.ca">barb.furac@ccl.on.ca</a>	
Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, ON M3C 3N6 Toll Free: 1-800-668-6252 <a href="http://easterseals.org">easterseals.org</a>  London Office 2265 Oxford St., W., Unit 1 London, ON N6K 4P1 Phone: 519-432-9669 Toll Free: 1-888-278-7797	Alison Morse <a href="mailto:amorse@easterseals.org">amorse@easterseals.org</a>	
Epilepsy Support Centre 690 Hale Street London, ON N5W 1H4 (519) 433-4073 Executive Director: Michelle Franklin <a href="http://www.epilepsysupport.ca">www.epilepsysupport.ca</a>	Bob Harvey <a href="mailto:bsharvey@execulink.com">bsharvey@execulink.com</a>	Jayme Arts <a href="mailto:jayme@epilepsyswo.ca">jayme@epilepsyswo.ca</a>
LDAO London 303 Richmond Street Unit 205 London, ON N6B 2H8 (519) 438-6213 <a href="http://www.ldalondon.ca">www.ldalondon.ca</a>	Paul Cook <a href="mailto:ed@ldalondon.ca">ed@ldalondon.ca</a>	Deborah Shore Reid <a href="mailto:supportgroup@ldalondon.ca">supportgroup@ldalondon.ca</a>
Ontario Parents Advocating for Children with Cancer Sarai Poraretta 705-828-7965; <a href="mailto:info@opacc.org">info@opacc.org</a> <a href="http://www.opacc.org">www.opacc.org</a>	Kim Vander Schelde <a href="mailto:oliviakickincancer@gmail.com">oliviakickincancer@gmail.com</a>	
Vanier Children's Services	Laura Dunlop-Dibbs	Sheri Grabstas

ASSOCIATION	REPRESENTATIVE	ALTERNATE
871 Trafalgar Street London, ON N5Z 1E6 (519) 433-3101 www.vanier.com	<a href="mailto:ldunlop@vanier.com">ldunlop@vanier.com</a>	<a href="mailto:accounting@vupointsystems.ca">accounting@vupointsystems.ca</a>
VOICE for the Deaf and Hard of Hearing <a href="mailto:admin@voicefordeafkids.com">admin@voicefordeafkids.com</a> www.voicefordeafkids.com	Michele Barbeau <a href="mailto:michelebarbeau65@gmail.com">michelebarbeau65@gmail.com</a> mbarbeau@uwo.ca	Natalie Davison <a href="mailto:n5davison@sympatico.ca">n5davison@sympatico.ca</a>
<b>SECTION 2 (5) ORGANIZATIONS – MEMBER AT LARGE</b>		
CAS of London & Middlesex P.O. Box 7010, 1680 Oxford St. London, ON N5Y 5R8 (519) 455-9000 www.caslondon.on.ca	Mike Cvetkovich Mike.cvetkovich@caslondon.on.ca	
Community Services Coordination Network (CSCN) www.cscn.on.ca	Judy Wright <a href="mailto:judywright@cscn.on.ca">judywright@cscn.on.ca</a>	Cassie Krygsman <a href="mailto:cassiekrygsman@cscn.on.ca">cassiekrygsman@cscn.on.ca</a>
Fetal Alcohol Spectrum Disorder Network <a href="mailto:fasdelmo@gmail.com">fasdelmo@gmail.com</a> www.fasdelmo.wordpress.com	Tracy Grant ss12grants@gmail.com	Wendy Conforzi con4zi@rogers.com
London Autism Developmental Disabilities Support Group	Suzanne Young <a href="mailto:suzanne_young1@hotmail.com">suzanne_young1@hotmail.com</a>	Christina Devlin <a href="mailto:Christina.m.devlin@gmail.com">Christina.m.devlin@gmail.com</a>
Thames Valley Children's Centre 779 Baseline Road, East London, ON N6C 5Y6 (519) 685-8700 www.tvcc.on.ca	Janet Gritzan janet.gritzan@tvcc.on.ca	Colleen Willoughby <a href="mailto:Colleen.willoughby@tvcc.on.ca">Colleen.willoughby@tvcc.on.ca</a>
Thames Valley Council of Home & School Associations www.tvchsa.com	Sarah Thompson <a href="mailto:sarahoecke@hotmail.com">sarahoecke@hotmail.com</a> 519-471-0688	Teresa Lopez Teresa.lopez@rogers.com
<b>FIRST NATIONS REPRESENTATIVE</b>		
Chippewas of the Thames First Nations www.cottfn.com	<a href="mailto:Vickler Slay">Vickler Slay</a> <a href="mailto:vsley@cottares.ca">vsley@cottares.ca</a>	
Munsee-Delaware Nation <a href="http://www.munsee.ca">www.munsee.ca</a>	Karen Snake <a href="mailto:karenbsnake@gmail.com">karenbsnake@gmail.com</a>	

## MASCE

### Minister's Advisory Council on Special Education

The Minister's Advisory Council on Special Education advises the Minister of Education on any matter related to the establishment and provision of special education programs and services for students with special needs, including the identification and provision of early intervention programs.

In particular, the Council:

- responds to proposals or positions of the Ministry of Education or other ministries, as submitted to the Council from time to time;
- identifies concerns in the delivery of special education programs and services for students with special needs and provides information, advice, and recommendations for ministry consideration;
- submits an annual report that includes the following:
  - a) the Council's priorities and a plan for achieving them;
  - b) an analysis of the achievement of the previous year's priorities;
  - c) recommendations to the Minister;
- meets up to three times a year for a maximum of 4 ½ days per year allowing for three meetings of 1 ½ days each.

The current membership consists of 20 voting and 4 non-voting members. Members represent either exceptionality (e.g., developmental disabilities or giftedness) or a profession (e.g., teachers or social workers). Two members are cross-appointed to represent the Catholic Community and two others the French Language Community. There is also a representative for students/youth, and a member to represent the Native Community. The four non-voting members represent the Ministry of Health and Long Term Care, the Ministry of Community and Social Services, the Ministry of Training, Colleges and Universities, and the Ministry of Children and Youth Services. All Council members are appointed by the Minister of Education.

For more information on MACSE membership and copies of the MACSE Annual Reports, check the Ministry of Education website, under special Education. Link at:

[http://www.edu.gov.on.ca/eng/general/abcs/acse/acse\\_eng.html](http://www.edu.gov.on.ca/eng/general/abcs/acse/acse_eng.html)

## PAAC on SEAC

### Provincial Parent Association Advisory Committee on Special Education Advisory Committees

The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) was established in 1983 to bring together provincial parent associations to communicate and cooperate on issues pertaining to SEACs.

PAAC, and its member organizations, encourage valuable partnerships among trustees, educators, voluntary associations and parents. PAAC on SEAC works to improve SEAC effectiveness and communication, and assist Ontario's students with special education needs through shared advocacy. Their representatives are valuable resources not only to each other and to SEACs but also to the

Ministry of Education, school board officials, service providers, parents and the community at large.

PAAC on SEAC meets about 8 times per year and receives updates from the Ministry of Education concerning changes in government policies and programs, and we provide feedback about implications relating to SEAC members.

PAAC members have conducted provincial surveys of SEAC membership, practices and training needs, and have created and distributed:

- PAAC on SEAC Effective Practices Handbook for SEAC Members (Revised 2016)
- PAAC on SEAC Annual Calendar for SEAC
- PAAC on SEAC Videos on Purpose of SEAC, Roles and Responsibilities and Meeting Processes
- PAAC on SEAC Annual Report 2017 - 2018

PAAC on SEAC currently has 16 member provincial parent associations and invites other provincial parent associations that support SEAC members to join.

To find out more and access links to these documents, check the website at: <http://www.paac-seac.ca/>.

## **SEAC MEMBERSHIP ORIENTATION AND TRAINING**

The Thames Valley District School Board training and orientation sessions include the following:

- Providing orientation sessions for new SEAC members.
- Holding annual training sessions for all SEAC members.
- Holding joint SEAC orientation or training sessions with other school boards, for example the co – terminus school boards.
- Developing a SEAC orientation manual and providing all SEAC members with a copy.
- Matching new SEAC members with a mentor who is a more experienced SEAC member.
- Presenting information or training items within each SEAC meeting agenda or within the annual schedule of SEAC meetings.
- Providing informal opportunities for SEAC members to meet and network during a meal break or special activity.
- Holding joint professional development sessions for School Board staff and SEAC members.
- Inviting SEAC to send a representative, or attend as a group, professional development opportunities provided to the School Board by Ministry of Education or other Ministries or community organizations.

## ADDITIONAL REFERENCES FOR SEAC MEMBERS

### Ministry of Education

- **Standards for School Boards' Special Education Plans**

On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of Special Education programs and services in Ontario and for ensuring greater accountability in the area of Special Education. The document describes the new province – wide standards that school boards must meet when developing their Special Education plans.

- Ministry of Education Standards for the Planning, Development and Implementation of Individual Education Plans (IEP's) (2000)
- Ministry of Education Transition Plan Resource Guide (2000).
- Minister's Advisory Council on Special Education (MACSE)
- Ministry of Education Special Education Overview
- Provincial Parent Association Advisory Committee (PAAC) on SEAC Handbook
- SEAC Training
- Regulation 464/97
- Growing Success
- Learning for All

### Thames Valley District School Board

- Thames Valley District School Board website
- Thames Valley District School Board Special Education Plan
- Individual Education Plan Resource Guide (IEP)
- Identification Placement and Review Committee Resource Guide (IPRC)
- Parent Engagement: Communication Guide and Information for Parents and Students

* These documents are available on the Thames Valley District School Board website.
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## MEETING PROTOCOLS/AGENDAS

Here is a sample agenda from our TVDSB/SEAC meetings.

### THAMES VALLEY DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA

MONDAY, MARCH 6  
6:30 P.M. - 9:00 P.M.  
LONDON ROOM

**\*PLEASE REFRAIN FROM WEARING SCENTS FOR THE WELL-BEING OF ALL COMMITTEE MEMBERS\***

TIME	ITEM	ATTACHMENT	DISCUSSION	INFORMATION	RESPONSIBILITY
	1. Call to Order			X	Chair
	2. Confirmation of Agenda		X	X	Chair
	3. Conflicts of Interest		X	X	Chair
	4. Minutes of the Meeting Past	X	X	X	Chair
	5. Business Arising from the Minutes of 2017 February 7 Agendas		X	X	Chair
	6. SAL – Supervised Alternative Learning 6:45-7:00 pm		X	X	Superintendent
	7. Special Education Classroom Placements		X	X	Superintendent
	8. Pro Grant Discussion	X	X	X	Superintendent
	9. In-Camera		X	X	Superintendent
	10. Special Education Advisory Committee Priorities (Standing Item)		X	X	Superintendent
	11. Special Needs Strategy Update (Standing Item)		X	X	Committee Members
	12. Special Education Plan (Standing Item)		X	X	Superintendent
	13. Modified Day Guidelines (Standing Item)		X	X	Superintendent
	14. Correspondence (Standing Item)		X	X	Chair
	a. Letter from Peter L. Roach Catholic Education Centre	X	X	X	
	15. Other Business		X	X	Chair
	16. Forum: Association Updates		X	X	

17.	<b>2015-2017 Meeting Dates- London Room</b> Tuesday, April 4                      12:15 p.m. Monday, May 1                        6:30 p.m. Tuesday, May 30                      12:15 p.m. (Dundas Room) Monday, June 5                        6:30 p.m.			X	Superintendent
18.	Future Agenda Items: 1. IPRC Waivers (TDB) 2. Exceptionality Data & Trends (December & May) 3. Informal Suspension (ongoing) 4. Creating a Survey for Gifted Program 5. ONSIS Presentation (April)				
19.	Adjournment				Chair

Note: All meetings follow legislation, Thames Valley District School Board By – laws, and Roberts Rules of Order.

There is helpful information about parliamentary procedures in the PAAC on SEAC Effective Practices Handbook for SEAC Members.

## REFERENCES

Regulation 464/97, Education Act 1998. A copy is available in the Ministry of Education Special Education: A Guide for Educations (2001), Appendix 10.

*An Educator's Guide to Special Education Law*, Bowlby, Brenda J., Peters, Catherine, and MacKinnon, Martha (2001). Aurora Professional Press, Aurora, Ontario.

**APPENDIX A**  
**SPECIAL EDUCATION ADVISORY COMMITTEE: MINORITY REPORT TEMPLATE**

In respect of the approved motion of the Special Education Advisory Committee (SEAC) at their <<date>> meeting:

<<insert motion>>

The following member(s) of SEAC disagree with this motion:

Names of Representatives and Organization/Association:

The above disagree with the motion for the following reason(s):

In conclusion, we ask the Board of Trustees to consider these issues and the following recommendations:

Signed by:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Submit this form to: [corporateservices@tvdsb.ca](mailto:corporateservices@tvdsb.ca)

Copy the following:

SEAC Chair

Superintendent of Student Achievement for Special Education