

December 04, 2024

SEAC Key Issues:

Based on Feedback at October SEAC activity on SEAC priorities, two key issues emerged:

- **Enhancing Early Intervention**
- **Improved IEP Development and Implementation**

Vice-Chair Morse reminded members that the purpose of the priority setting was to identify actions that relate to the SEAC role. This may include advocacy, assisting with the development of parent resources, or increasing awareness of parents/caregivers about available resources.

Exploring SEAC's Role in Enhancing Early Intervention

1. What specific strengths or resources does SEAC bring to this priority?

- Students with Physical disability, already identified prior to school, so needs and supports identified. Due to Covid, many other students with special education needs may have been missed. For example: speech and language is often the first sign of concerns and are all parents aware of Tyke Talk
- Parents at Children's Hospital: Have special needs, medical neuro, developmental and transition to school (coming in to school First year Kindergarten) not as robust or as prepared as we would want it to be. Support is not in place on day one.
- Being a voice for those constituents, being on SEAC to connect to resources
- Organization knowledge about special needs is often quite deep because of our ongoing study in the area. For example, FASD-One network has been asked to provide PD for staff on classroom strategies and and supports for students. CSCN has responsibility for helping children and youth with service coordination, and they frequently provide families with information on FASD strategies and resources.
- Transition to school is difficult for children with hearing loss, as transition planning has not been available. We bring a provincial overview and newer trends in supporting students with different needs.
- Provincial overview and newer trends brought by entire SEAC group
- Element of Lived experience. For example, at Vanier, supporting students with mental health and supporting them as they are being identified and emotions that parents and families go through
- Provide a source of focus where existing support might not be meeting the needs of community. For example, Gifted students. ABC position is early identification is not

happening for that exceptionality. We can evaluate what board services are and sufficiency of those.

2. How can SEAC serve as a bridge between families, schools, and the broader community to support early intervention and IEP implementation?

- Make it easier for families to understand all the resources, and how to follow the process, or when it's not working at school "What do I do?", how do we simplify or utilize AI. We have some good videos and information but there is so much. If parents could understand the path better or make it easier
- SEAC serves as a conduit and recommendations help shine a light on where we could do better, in terms of broader community (community events to support resources)
- Difficulty of accessing SEAC on board website, should be easy to find the members of SEAC and access the groups. When families face challenges there are often lots of people involved. Not a lot of information to direct them. How we work as members of SEAC we take information, share with board and make recommendations.
- The teacher and LST and Principal at a PDT we would love information to share with families about what resources are available. We would love a pamphlet to provide to parents in meetings that includes information on community organizations and resources.
- SEAC website has only limited information about community organizations, and this could be expanded.

3. Are there opportunities for SEAC to advocate for funding or resources to expand access to developmental screening tools?

- Ages and Stages questionnaire in Pop up development clinics. Use professional services staff and training ECE's that are connected to Early On centers.
- Kathryn could collaborate with Early On centers and Early Years to learn more about developmental screeners and benefits of what is available?
- Interested in sharing the importance of identifying student needs as early as possible.
- Using current resources like tyke talk and early hearing program, children up to age 6 can be referred for screening. Tyke talk can screen for communication disorders.
- Post-Covid parents have not connected at same level and awareness of these resources.

Potential SEAC Actions:

- a. **Developing pamphlet to provide to parents that includes information on community organizations and resources.**
- b. **Providing information on SEAC member organizations to enhance the information on SEAC Website.**
- c. **SEAC members, individually and collectively, could enhance awareness of the importance of early identification and intervention and share information on community resources/programs to share concerns about a child's development.**

Exploring SEAC role in supporting parents in the development and implementation of IEPs (Discussion to be continued in January)

1. What information or feedback should SEAC provide to ensure the IEP audit process is inclusive and reflective of diverse student needs?
2. What tools or resources might SEAC develop or share to help families better understand the IEP process and their child's educational journey?
 - Questions about IEP, IPRC and what they are? SEAC could host a family night to discuss and IEP, IPRC, etc... and do early in the year. Consider planning now for September
 - ABC's of IEPs and ways to talk to teacher (Resources for Parents) that are shared at hospital and would love to share at a night with family
 - IEP Checklists for parents with questions to consider when reviewing an IEP
3. What channels can SEAC use to share information about developmental screenings, the IEP process, and available community support with families and schools?