

Durham District School Board

# SPECIAL EDUCATION ADVISORY COMMITTEE HANDBOOK



## SEAC

*(from the perspective of a member)*

*SEAC is an advisory committee comprised of representatives of province wide community groups supporting clients with special needs. SEAC's members have the privilege of advising the school boards across the province about allocating funds, equipment and human resources to help students with various needs. Because the representatives work and/or live with special needs requirements everyday, their collaborative knowledge is a much needed input for the different school boards to be able to understand all that is required of its very diversified students with special needs.*

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## **PART A – MANDATE**

## **PART B - REGULATION**

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## SPECIAL EDUCATION ADVISORY COMMITTEE

### **PART A. Mandate**

The Special Education Advisory Committee is a committee mandated by legislation (Subsection 57.1 (10)). Thus, the Special Education Advisory Committee is a Standing Committee to the Board and shall have an opportunity to be heard before the Board and before any committee of the board in regards to any recommendation made by SEAC.

### **PART B. Regulation 464/97**

#### ***What is the Composition of SEAC? (Section 1)***

- Representatives of up to 12 local Associations
- One Alternate to each representative
- Trustees from school board : three or 25% of total Board members
- Board personnel as resource - do not vote
- One or more 'members at large' as appointed by Board
- Community Agencies as a resource - do not vote
- If more than 12 local associations nominated a person, the Board shall select the associations that will be represented.

#### ***How are members appointed? (Sections 2, 3, 4)***

- Local associations nominates member and the DDSB Board appoints the member

#### ***What are the qualifications to become a member? (Section 5)***

You must be qualified to vote for members of the DDSB Board i.e.:

- Be a Canadian Citizen
- Be eighteen years of age or older
- Be resident of its area of jurisdiction
- Not be employed by the board
- Meet representing association requirements

#### ***What is the term of office? (Section 6)***

Each of the persons appointed to the special education advisory committee of a board, shall hold office during the term of office of the members of the board and until a new board is organized.

#### ***Why would a seat be vacated? (Section 7)***

A member shall vacate his/her seat if he/she:

- Is convicted of an indictable offence
- Absents him/herself without being authorized by resolution entered in the minutes

- from three consecutive meetings of the committee
- Ceases to hold the qualifications to be appointed to the committee

### ***How are vacant seats filled? (Section 8)***

- If a seat or position on a Special Education Advisory Committee becomes vacant, the board – that appointed the person whose seat has become vacant – shall appoint a qualified person to fill the vacancy for the remainder of the term.
- The nomination requirements of section 2, 3 & 4 apply with respect to appointments under this section.
- Where a seat of a member of the committee is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member’s place for all purposes of this regulation.

### ***What are the rules by which the committee functions? (Section 9)***

- A majority of the members of the special education advisory committee is a quorum
- A vote of a majority of the members present is necessary to bind the committee
- Every member and his/her alternate have one vote
- Members of the committee, at their first meeting, elect one of their members as chair and one of their members as vice-chair
- If chair and vice-chair are absent at a meeting, the committee may elect a chair for that meeting.
- The chair may vote with other members of the committee and any motion on which there is an equality of votes is lost
- The committee shall at least meet 10 times per school year.
- If a member of the committee cannot attend a meeting of the committee, the member shall so notify the alternate
- Where an alternate receives a notice under the previous section, he/she shall attend the meeting and act at the meeting in the member’s place.

### ***What is the Board role at SEAC? (Section 10)***

- The Board shall make available to its members the personnel and facilities necessary for the proper function of the committee, including the use of electronics
- The Board shall provide the members of the committee and their alternates with information and orientation respecting:
  - The role of the committee and of the board in relation to special education; and
  - Ministry and Board policies relating to special education.

### ***What access does SEAC have? (Section 11)***

- SEAC 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

- 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.

***What must SEAC do during each school year? (Section 12)***

- Participate in the Boards Annual Review of its Special Education Plan under Regulation 306/1990,
- Participate in the Boards annual budget process under section 231 of the Act, as the process relates to special education
- Review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education.



## **PART C – ROLES & RESPONSIBILITIES**

## Part C. Roles and Responsibilities

### *Successful practices from PAAC on SEAC Handbook*

#### SEAC Members

- To act as advocates to improve the education system
- To respond to the needs of all exceptional students
- To respect the privacy of individual exceptional students by avoiding to discuss individual cases
- To represent effectively the organization by which you were nominated to the SEAC and the exceptional students represented by the association
- To ensure that the beliefs and policies of their associations are upheld and not personal beliefs and to report back to their associations
- To set individual goals and objectives & be prepared for all SEAC meetings
- To ensure that the Board fulfills its legal obligations relating to the delivery of special education services
- To review the Board's October report to the ministry, listing number of identified students, placements and special education staff
- To review the results of the Board's exceptional students on standardized test required by the EQAO
- To seek input and information in relation to issues or concerns pertaining to special education
- To review all pertinent Board policies that may impact special education: e.g. policies on transportation, student accommodation, school safety, attendance, suspensions etc.
- To familiarize yourself with the funding model used by the province
- To familiarize yourself with the all relevant legislation, definition of terms, range of placements, etc. brought forward by the ministry of education
- To be a resource for parents, schools and the community in partnership with a local agency chapter.
- To advise your alternate if you are unable to attend a meeting.
- To advise the Chair of SEAC that you are unable to attend.

#### Annually

- To be part of the development of the Special Education Plan
- To be part of steering committees and writing teams of the Board's Annual Special Education Plan or Review
- To be an active partner in designing the plan
- To submit briefs to the Board of Trustee or Committees
- To make yourself familiar with the document outlining which areas should be covered by the plan
- To participate in the budget process

- To set up a process for monitoring the allocation of the funds that should be used for special education purposes
- To ensure SEAC is informed of the total amount of money available to the school board
- To review the financial statements
- To ensure – if necessary through a motion – the financial report is provided to SEAC on the expenditure of funds on a regular basis

### ***Alternates***

- To attend all SEAC meetings as an observer
- To attend as a member if the appointed member is unable to attend
- To advise chair if sitting as a member in order to have voting privileges
- To communicate with your SEAC member before and after the meeting
- To volunteer to sit in Committee or Subcommittees if the appointed member cannot attend
- To know the legislation, regulations, policies and procedures of the ministry and your board in order to
  - Sit in for your appointed member
  - Share the responsibility of your appointed member to advocate for students with special needs
- Know that you cannot replace the appointed member at more than two consecutive meetings

### ***Trustees***

- To ensure that board complies with ministry legislation, regulations and policies pertinent to special education
- To ensure that moneys provided by the province for special education are spent within that envelope
- To champion SEAC's submissions to the board
- To inform SEAC of issues coming before the board that may have impact on special education
- To participate in the annual review

### ***Administrative Staff***

#### ***A resource to SEAC***

- To make available a secretary to record the minutes of a SEAC meeting
- To schedule a minimum of 10 meetings
- To provide ongoing professional development to members of SEAC
- To provide SEAC with a schedule of professional development in the board
- To provide SEAC with Board Meeting Agendas and Minutes upon request
- To make personnel available as a resource to provide information on:
  - Programs and services
  - Special Education staffing

- Policies and procedures impacting on special education
- Annual budget and financial statements
- New initiatives in special education
- Best practices
- Special Education Funding
- Suspensions
- Transportation
- Accessibility
- To assist in compiling statistics and preparing the annual special education plan
- To provide a proper orientation to new SEAC members that should include
  - Copy of SEAC Handbook from PAAC on SEAC
  - List of relevant legislation, regulations and Policy Program Memoranda and give direction to how they can be accessed
  - Board policies and procedures pertaining to special education
  - Organizational chart of the board
  - October report and other relevant statistics
  - List of schools and the programs they offer
  - Staff Directory
  - Parliamentary rules under which SEAC meetings are conducted

#### **A SEAC Handbook can be created for the purpose of orientation**

#### ***Associations***

- To develop policies and procedures reflecting the association's philosophies and perspectives on special education
- To share these policies with other relevant groups, school boards, ministries
- To monitor implementation of current legislation and funding
- To produce and distribute resource materials
- To develop briefs on legislation and other changes
- To act as advocates on behalf of exceptional pupils

#### ***SEAC Members as Advocates***

- SEAC members should be visible and vocal advocates for students with special needs around the table and within the community
- SEAC brochure should contain member's names, their association and how they can be reached thus giving parents the opportunity to use them as a resource
- SEAC members and their alternates should be a resource to schools and the community
- SEAC members should ensure that schools and the community are aware of SEAC and its role
- SEAC members can liaise with School Community Councils on special education.

## **PART D- EFFECTIVE SEAC**

## Part D. Effective SEAC

### *What SEAC is all about?*

- **Belief in personal growth:** expanding your knowledge, using your skills and talents, improving your effectiveness
- **Sense of purpose:** advocating for all students with special needs
- **Belief in team-work:** Together Everybody Achieves More
- **Belief in positive association with others:** respecting member's positions, albeit different than yours
- **Eagerness to learn:** educating yourself about the needs and challenges of all exceptionalities; staying up to date with your associations positions and advocacy endeavors
- **Objectivity:** stepping back and considering the whole picture
- **Healthy skepticism:** challenging present practices and/or the rationale behind them; insisting on statistics, data and detailed explanations; preparing strong, effective questions on issues
- **Goals and expectations:** setting your own goals and performance expectations; setting goals and performance expectations for SEAC
- **Interaction:** meeting with SEAC members of other boards; initiating SEAC conferences

### *Skills to improve your Effectiveness*

- **Listening:** you cannot listen when you talk: listen attentively; listen to understand not to reply; acknowledge the other persons feelings/rationale; ask for clarification; reflect; express your point of view
- **Communication:** be clear in you statements, ask for clarifications on fuzzy statements; promote dialogue; ask questions
- **Assertiveness:** address issue with self confidence; express yourself clearly; stick up for what you believe in; know your legislation; document what you bring forward with all facts pertaining to the issue; be persistent even if you run into barriers; believe in what you are fighting for
- **Team Building:** help to build a team by using good communication and listening skills; depend and support each other and make decisions as a team following clear agreed upon goals
- **Education:** learn as much as you can about educating students with special needs; make use of the board's professional library; attend conferences and workshops, including DDSB In-Services to gain new ideas.
- **Problem-solving:** research the problem; focus on the problem; try to put yourself into the other person's shoes; look at problems form various angles; generate various solutions;

### ***Preparation for Meetings***

- Read minutes, write down questions you have and business that may arise from the minutes; taking notes at SEAC meetings will help you with this task
- Read through all materials sent to you with the minutes
- Make notes to follow up on topics as necessary
- Read the agenda of the next meeting
- Check if you need to prepare for a topic on the agenda – if yes: you must
  - Gather information relevant to the topic; this might come from your association or from parents; from legislation etc.
  - Check relevant legislation and other resources regarding this topic
  - Make notes as to where your association (and thus you) stand on the issue
  - If necessary prepare motion and get another member to second your motion
  - Call other members to discuss issues
  - Call Chair of SEAC if you wish to have specific information regarding this topic brought to the table by staff
- Make note of a topic you would like to go onto the agenda and provide rationale why it should be discussed
- Research the topic
- Prepare Association Report and choose materials you might want to share with other SEAC members
- Take clear notes at the meeting – you may have to refer back to them

### ***Good Practices at Meetings***

- Advise chair if your alternate is taking your place at the next meeting
- Come prepared for each meeting: minutes read, prepare questions; prepared follow up on topics of previous meeting
- Read materials relevant to presentation i.e. if presentation is about Accessibility, read the 1st Accessibility report the Board provided
- Give new agenda items to Chair ahead of time
- Stay on topic in discussions
- Realize the Chair sees your raised hand and establishes a speaker's list; you will be called upon when it is your turn
- Have your association reports prepared in writing, including materials you would like to share with other members

### ***Retaining your Effectiveness***

- Have updated fact sheets from each member, educating you about the exceptionality they represent, including preferred placements and challenges they face in the system
- Keep current knowledge of legislation, regulations, policy memoranda at provincial and federal level
- Know about changes in policies and procedures of the board, affecting students with special needs;
- Request to meet ministry officials

- Be vigilant to changes in service and program delivery in your board
- Request to visit programs/placements for exceptional pupils
- Be aware of the initiatives of your associations, their comments to changes in legislation; their position on issues. Remember you represent the membership of your organization



## **PART E – MOTIONS & PROCEDURES**

## **Part E. Parliamentary Procedures, Motions and Reports**

The DDSB operates within the Robert's Rules of Order, (<http://www.robertsrules.org/>). However, we do not word our motions with "Whereas" for the rationale and "Be it resolved" for the actual resolution. A sample motion with these terms can be found in the SEAC Handbook from PAAC on SEAC.

### ***Preparing a Motion***

1. Prepare motion in writing in advance and arrange for another person to second the motion
2. The motion sheet should provide "Moved by....' Seconded by..."
3. Once the motion is made and seconded, it can be discussed.
4. When the motion is under discussion all members should state where they stand on the motion: "I support the motion for the following reasons..." or "I speak against the motion for the following reasons..."
5. You may state that you are unable to support the motion because it requires clarification
6. To change the motion, state that "I wish to amend the motion by adding the following word(s), or be removing the word(s), or changing the motion to read..."
7. Before calling the vote, the Chair person should clarify if the vote is on a motion or an amendment to a motion

### ***Association Report***

Associations should submit a written report whenever possible. It should contain:

- Name of Association
- Representative
- Date of Meeting
- Upcoming Events and Conferences of association
- New Initiatives of Association
- Summary of the information that you would like to be included in the SEAC minutes
- Other Information that might be copied and sent to members with the minutes of the meeting

## Parliamentary Procedures at a Glance

Type of Motion	Must It Be Seconded?	Is It Debateable?	Can It Be Amended?	Can It Be Tabled?	Simple Majority or Two-thirds	Can It Be Reconsidered?	Is It Subject to Closure
Adjourn	Yes	No	No	No	Simple majority	No	No
Amendment	Yes	Yes	Yes	(1)	Simple majority	(1)	(1)
Amendment to amendment	Yes	Yes	Yes	(1)	Simple majority	(1)	(1)
Appeal from the Chair	Yes	No	No	No	Simple majority	No	No
Commit (Refer)	Yes	No	No	No	Simple majority	No	No
Information, Point of	No	No	No	No	Does not apply	Does not apply	No
Lay on the Table	Yes	No	No	–	Simple majority	Yes	No
Motion	Yes	Yes	Yes	Yes	Simple majority	Yes	Yes
Order, Point	No	No	No	No	Does not apply	(2)	No
Postpone to Specified Time	Yes	Yes	Yes	No	Simple majority (3)	Yes	No
Privilege, Point of	No	No	No	No	Does not apply	Does not apply	No
Question, the Previous	Yes	No	No	No	Simple majority	No	No
Reconsider	Yes	Yes	No	Yes	Two-thirds	–	Yes
Suspend Rules	Yes	No	No	No	Unanimous consent	No	No

- 1) An amendment or an amendment to an amendment is subject to the closure motions only by being attached to the main motion. In other words, if a motion has been moved and then an amendment, someone may move that the matter be tabled and, if carried, both the motion and the amendment would be tabled.
- 2) A point of order can be reconsidered to the extent that the Chair's ruling may be appealed.
- 3) In order to reopen the question before the specified time, a two-thirds majority is required.

## Sample Agenda

**Durham District School Board  
Special Education Advisory Committee**

***Thursday, February 21, 2013  
6:30 p.m., Room 2007***

1. Welcome and Introductions
2. Approval of Agenda
3. Approval of Minutes
4. Business Arising from the Minutes
5. Presentations
  - a. 7:30 p.m. Guest speaker: Mr. Jones from ... to speak on ....
  - b. 7:45 p.m. Guest speaker: Ms. Smith, teacher to speak on ....
6. Reports
  - a. Administration
  - b. Board
7. Association Reports
8. Correspondence received by Chair
9. Comments and Successes
10. Date, time and place of next meeting
11. Adjournment

## **PART F – MINISTRY DOCUMENTS**

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## **PART F. Ministry of Education Supporting Documents**

### ***References to Special Education Issues in the Education Act***

- Section 1** Defines:  
Exceptional pupil, special education programs, special education services
- Section 8 (3)** Outlines Duties of the Minister;
- Makes provision of Special Education Program & services mandatory
  - Provides ability to appeal placement and/or identification
  - Requires Boards to implement procedures for early and ongoing identification
  - Provides for establishment of categories and definitions of exceptionalities
  - Requires school boards to employ such categories
- Section 11** Gives authority to make Regulations governing Special Education programs, services and IPRC's
- Section 13** Provides for Provincial Demonstration Schools
- Section 33** Defines resident pupil
- Section 49.2** Services to adults who are identified as exceptional by an IPRC
- Section 57** Provides for the establishment of special tribunals  
Provides for the right to appeal identification and/or placement to 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 SEACs
- 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
  - Deal with issue of class size
- Section 190** Transportation, including transportation to the Provincial residential schools
- Section 266** Establishes the right of parents and pupils to access pupils' records
- Section 266.1** Makes provisions for the assignment of Ontario Education #s to all students

***Regulations under the Education Act relevant to Special Education***

- Reg 118** Covers maximum average class size for all except special education classes
- Reg 181** Provides details on establishment & function of IPRC's and Appeal Boards and the duties of the school boards in this process (Reg. 137/01 amends Reg. 181/98)
- Reg 296** Covers the operation of Ontario Schools for the Blind and the Deaf
- Reg 298** Sets out maximum enrolment in various types of special education classes  
Covers the duties of principals, vice-principals & teachers  
Covers the qualifications of teachers
- Reg 306** Covers the provision of special education programs and services  
Provides the process for the creation of the school board's special education plan and the reporting of its amendments to the Ministry of Education & Training.
- Reg 374** Supervised alternative learning for excused pupils
- Reg 309** Qualifications and duties of supervisory officers
- Reg. 341** Grants for Student Needs — Legislative Grants for the 2006-2007 School Board Fiscal Year
- Reg 463** Electronic meetings (including SEAC)
- Reg 464** Special Education Advisory Committee

***Annual Grants for Students Needs (GSN)***

Sets out formulae for the funding of education, including special education and other special grants. One section deals with the funding of services to students in car of treatment: Section 19.

***Key Policy/Program Memoranda***

- PPM 1** Advises that the Provincial Schools for the blind and deaf are mandated to provide resource services to school boards.
- PPM 8** Outlines the definition, programming and services for students with learning disabilities
- PPM 11** Concerns early identification of student’s learning needs and early intervention and remediation
- PPM 58** Concerns the elementary school core French programs and exemption from it
- PPM 59** Concerns psychological testing and assessment of students
- PPM 76C** Concerns alternative education programs and services for deaf, blind and deaf-blind exceptional students
- PPM 81** Concerns the provision of health support services in school settings. This memorandum has been supplemented by two other documents:
- Inter-ministerial Guidelines for Provision of Speech and Language Services
  - A Model for the Provision of Speech and Language Services
- PPM 85** Concerns education programs for pupils in government-approved care and/or treatment facilities
- PPM 89** Outlines the programs and services available through the provincially operated Demonstration Schools for students with Learning Disabilities
- PPM 117** Outlines “Open Access” which allows secondary students to attend a Secondary school of their choice either in Public or the Catholic School Board. Specifies the requirement for the board to provide complete and timely information on the other Board’s programs and services at the secondary level
- PPM 127** Outlines accommodates for the Grade Ten Literacy Test. It defines accommodation and gives specific examples of accommodation
- PPM 128** Provides the School Boards Codes of Conduct: Setting of Standards of Behaviour in Schools
- PPM 130** Outlines requirements of school boards to provide programs for students who have received a full expulsion



- PPM 134** Provides detail for school boards regarding the number of locally developed compulsory credit courses that boards may develop and that students may take to meet the requirements for the Ontario Secondary School Diploma (OSSD) and the Ontario Secondary School Certificate (OSSC).

### ***Categories and Definitions of Exceptionalities***

**Taken from “Special Education: A Guide for Educators”, Ministry of Education, 2001**

The following five categories of exceptionalities have been identified in the Education Act definition of exceptional pupil

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

These broad categories include the following definitions, as clarified in the memo to school boards of January 15, 1999.

#### **Behaviour**

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties
- c) a tendency to compulsive reaction
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

#### **Communication**

##### **Autism**

A severe learning disorder that is characterized by:

- a) disturbances in:
  - rate of educational development;
  - ability to relate to the environment;
  - mobility;
  - perception, speech, and language;
- b) lack of the representational symbolic behaviour that precedes language.

**Deaf and Hard-of-Hearing**

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

**Language Impairment**

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
  - language delay;
  - dysfluency
  - voice and articulation development, which may or may not be organically or functionally based.

**Speech Impairment**

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

**Learning Disability**

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) is not primarily the result of:
  - impairment of vision;
  - impairment of hearing;
  - physical disability;
  - developmental disability;
  - primary emotional disturbance;
  - cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - receptive language (listening, reading);
  - language processing (thinking, conceptualizing, integrating);
  - expressive language (talking, spelling, writing);
  - mathematical computations;
- c) may be associated with one or more conditions diagnosed as:

- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia

## **Intellectual Gifted**

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

## **Mild Intellectual Disability**

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- b) an inability to profit educationally within a regular class because of slow intellectual development
- c) a potential for academic learning, independent social adjustment, and economic self-support.

## **Developmental Disability**

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c) a limited potential for academic learning, independent social adjustment, and economic self-support.

## **Physical**

### **Physical Disability**

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

### **Blind and Low Vision**

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

## **Multiple**

### **Multiple Exceptionalities**

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers

holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

### ***Who's responsible for your child's education?***

**(Taken from the Ministry of Education's Website)**

#### **The Ontario Government and the Education Act**

Education is a provincial government responsibility in Canada. In Ontario, education is governed principally by the *Education Act* and its regulations. The *Education Act* and its regulations set out duties and responsibilities of the Minister of Education and the duties and responsibilities of school boards, school board supervisory officers, principals, teachers, parents and students.

#### **The Minister of Education**

The Minister of Education represents the interests of the ministry at the provincial cabinet and assists in the development of education policy. With the assistance of the Ministry of Education, the Minister also administers the provincial statutes and regulations that concern education including those that set the length of the school year and allocate funds to school boards in a fair manner using the education funding model.

#### **The Minister is also responsible for:**

- developing curriculum;
- setting policies and guidelines for school trustees, directors of education, principals and other school board officials;
- setting requirements for student diplomas and certificates; and
- preparing lists of approved textbooks and other learning materials.

#### **School Boards**

Ontario's school boards operate the province's publicly-funded schools. The boards administer the funding they receive from the province for their schools.

Ontario's 72 District School Boards are made up of 31 English-language public boards, 29 English-language Catholic boards, 4 French-language public boards, and 8 French-language Catholic boards. As well, a small number of Ontario schools are operated by School Authorities. The School Authorities manage special types of schools, such as schools in hospitals and treatment facilities, and schools in remote and sparsely-populated regions.

#### **School boards are responsible for:**

- determining the number, size and location of schools;
- building, equipping and furnishing schools;
- providing education programs that meet the needs of the school community, including needs for special education;

- prudent management of the funds allocated by the province to support all board activities, including education programs for elementary and secondary school students, and the building and maintaining of schools;

**School boards are responsible for:** (continued)

- preparing an annual budget;
- supervising the operation of schools and their teaching programs;
- developing policy for safe arrival programs for elementary schools;
- establishing a school council at each school;
- hiring teachers and other staff;
- helping teachers improve their teaching practices;
- teacher performance;
- approving schools' textbook and learning materials choices, based on the list of approved materials provided by the Ministry of Education;
- enforcing the student attendance provisions of the *Education Act*; and
- ensuring schools abide by the *Education Act* and its regulations.

## **Principals**

Principals are responsible for the organization and management of individual schools, including any budget assigned to the school by the school board. They are also responsible for the quality of instruction at their school and for student discipline. One or more Vice Principals may also be assigned to the school to help the principal with his or her work.

**Each principal is responsible for:**

- determining the organization of the school and ensuring ongoing maintenance of the school buildings;
- administering the school's budget;
- student admission and placement;
- maintaining student records;
- ensuring report cards are sent to parents;
- developing a school safe arrival program with the help of the school council, parents, and the community (elementary schools);
- ensuring student supervision and school discipline;
- assigning teachers to classes and assisting and supervising them;
- making recommendations to the school board on the appointment, promotion, demotion and dismissal of teachers; and
- selecting textbooks and other learning materials from the approved Ministry of Education list, with the help of teachers.

## Teachers

### Teachers are responsible for:

- preparing lesson plans and teaching classes;
- encouraging students in their studies and evaluating student work and progress;
- supervising students behaviour and maintaining classroom discipline;
- demonstrating good citizenship and respect for all groups of people; and
- acting as teacher-advisers for students in Grades 7-11, e.g. helping students complete their annual education plans and monitoring their school performance and progress toward their career goals.

## Students

### Students are responsible for:

- attending classes and taking examinations; and
- exercising self-discipline and behaving courteously toward both their teachers and their fellow students.

## Parents

### Parents are responsible for:

- ensuring their children attend school. Generally speaking, attendance is compulsory between the ages of 6 and 16.

## School Councils

School Councils advise principals and, where appropriate, school boards on issues affecting the education programs and the operation of individual schools. Their membership reflects both the school and the community, and must include parents and guardians of students, the principal, a teacher, a student representative (secondary school councils), a non-teaching school staff member, as well as members from the community at large. Parents and guardians must make up the majority of council members

### School Councils may advise the principal or the school board on:

- school year calendars;
- codes of student behaviour;
- curriculum priorities;
- programs and strategies to improve school performance on provincial and school boards tests;
- safe arrival programs (elementary schools);
- communications to parents and communications to the community;
- community use of the school, and community programs and services provided at the school through school-community partnerships;
- school board policies that will affect the school; and
- selection of principals.

## **Ontario College of Teachers**

The Ontario College of Teachers regulates the teaching profession and governs its members. The college was established by the provincial government in September 1996.

### **The College of Teachers is responsible for:**

- setting requirements for teaching certificates and maintaining a provincial register of teachers;
- setting standards for teacher training programs at Ontario universities, and monitoring the training programs to ensure they meet the standards;
- developing codes of conduct for teachers; and
- investigating complaints against teachers and making decisions about teacher discipline and fitness to practice.

## **Education Quality and Accountability Office**

The Education Quality and Accountability Office (EQAO) was established by the Ontario government in 1996 to evaluate the quality and effectiveness of elementary and secondary school education.

### **The EQAO is responsible for:**

- developing and administering tests to evaluate the achievement of Ontario elementary and secondary school students;
- reporting test results to the Minister and to the public; and
- providing recommendations to improve test results.

## **PART G – DDSB DOCUMENTS**



## **PART G. DDSB Supporting Documents**

- Organizational structure
- Model of Delivery
- Range of Placements
- List of location of small class placements
- Program Descriptions
- EQAO test results, including data re: identified students
- October report
- Parent Guide to Special Education
- List of Policies and Procedures pertaining to special education
- Board Calendar

## **PART H – REFERENCE MATERIALS**

**PART H. Important Reference Materials** (not included in this Handbook)***Ministry of Education Documents***

All available on the government web site: <http://www.edu.gov.on.ca>

**A) Guide to Special Education for Educators covers the following:**

- **Legislation and Polices**
  - List regulations pertaining to special education
  - Explains roles and responsibilities from Minister of Education to student and parent
  - Lists requirements of the Board under the Act and the regulations
  - Categories and Definitions of Exceptionalities
  - Lists documents pertaining program and diploma requirements for elementary and secondary schools, including literacy test and locally developed courses
  - Annual Education Plan (Reg. 306)
  - Advisory Committees on Special Education: Ministry's advisory Council on Special Education, Provincial Parent Association Advisory Committee on SEAC (PAAC on SEAC)
  - Explains related legislation: Ontario College of Teacher's Act, Freedom of Information Act, the regulated Health Professionals Act, the Psychology Act, the Audiology and Speech and Language Pathology Act
  
- **Funding for Special Education**
  
- **Program Planning**
  - Preschool identification
  - Early and ongoing identification
  - In school team and in school process from screening through intervention to IPRC process
  - School Board supports
  - Assessments
  - Program planning
  - Reporting achievements (report card)
  - Transition
  
- **IPRC Process**
  - Discusses all aspects of the IPRC process from requesting an IPRC to appeals, mediation and tribunals
  
- **The Individual Education Plan (IEP)**
  - Discusses the IEP process from gathering information to implementation and review

- **Programs and Services**
  - Health Support Services
  - Facilities for Care, Treatment, Custodial or Correctional purposes (Section 19)
  - Provincial Schools and Demonstration Schools
  - Teacher Education
  
- **Related Ministries: Roles and Resources**
  - Ministry of Health and Long Term Care
  - Ministry of Community and Social Services
  - Ministry of Tourism (recreation)
  
- **Appendices**
  - Ministers Council on Special Education Representatives
  - Organizations involved with Special Education
  - Sample Agenda for in-school Team Meetings
  - Examples of Consent forms for School Boards to use

## **B) Special Education Companion: Curriculum Unit Planner**

- **This resource for teachers gives**
  - A short overview of legislation, guidelines
  - Gives characteristics of each exceptionality
  - Gives accommodations for each exceptionality in areas of environment, social situations, organization, skills like reading, writing, note taking etc. assessments
  - Gives resources for each exceptionality which you may contact to acquire additional information, including books and web sites

## **C) Special Education Policy Documents**

- **Standards for School Board's Special Education Plans, 2000** describes the new province-wide standards that the school boards must meet when developing their special education plans
- **The Individual Education Plan (IEP), A Resource Guide (2004):** This guide is intended to help teachers and others working with students with special needs to develop, implement, and monitor high-quality IEPs. Suggestions and examples are provided.
- **Transition Plan: A Resource Guide**
- **Planning for Independence**, a support document for Teachers of Students with Intellectual Disabilities, 1990
- **Ontario Secondary Schools, Grades 9 – 12**, is the principal policy document for secondary school education in Ontario. Throughout this document, guidance is provided on special education at the secondary school level.
- **Program Planning and Assessment, Grades 9 and 12, 2000** includes guidance for secondary school teachers on implementing the new secondary school curriculum for exceptional students.

- **Choices into Action** is the new guidance and career education policy for Ontario. The provision of guidance and career education to exceptional pupils is addressed at appropriate locations throughout the document.
- **Guide to Provincial Report Cards, Grade 1-8**, includes instructions for reporting the achievement of exceptional pupils whose Individual Education Plan document accommodations or modifications to the student's learning.
- **Demonstration School and Provincial School Information**

#### **D) Funding Policy Documents**

- **Intensive Support Amount (ISA) Level 1 and Special Incidence ISA, 2004-05**, this guide outlines funding for equipment to support students with special needs to access the curriculum or a board determined program
- **Special Education Foundation Grant** (published annually)

#### ***DDSB Documents***

All available from staff

#### **A) School Team Manual: revised 2009**

- Roles and Responsibilities of the staff of the special Education Department: i.e. Superintendent, Special Education Officer, Psychologists, Psychometrists, Speech & Language Pathologists, Facilitators
- In-School Team
- How to Access Support
- In School Assessment
- School Support Team Placements
- Preparing for Case Conference and IPRC
- Forms
- Alternative Programs
- Appendix

#### **B) Manuals for Gifted Teachers**

- **GEMS: Gifted & Enrichment Modifications & Strategies for Students Educational Plans** (1996) by Bernard Beales & Mariln Kennedy

#### **C) Manuals for Inclusion Practices**

- **STEP: Strategies, Techniques, Education Plans and Programming in the Mainstream. A Support Document for Regular Grade Teachers of Students with Intellectual Disabilities: Elementary and Secondary** (1994) By Lisa Miller & Debra Felske

- **Modifying Curriculum in Inclusive Classrooms:** A Durham District School Board Document for Teachers of Students with Learning Disabilities (1999). Project coordinator Lisa Miller
- **Building Inclusive Schools – Creating Inclusive Classrooms (1997).** The focus of this document is the roll of school administrators in a leadership position promoting the “Building of Inclusive Schools in order to create Inclusive Classrooms”. By Lisa Miller.
- **C.A.U.S.E.:** Curriculum Application Using Special Education: This document is a teacher resource designed to help teachers design and deliver curriculum that is appropriate for the entire range of students in our classrooms today. To be used for all exceptionalities (1997). By Lisa Miller and Bill Houtalas

#### **D) Other Manuals**

- **Assessment and Evaluation of Special Needs Students at the Secondary Level.** The guide is designed to provide secondary school staff with valuable tools to more accurately evaluate and assess the special needs population. Written by a team from Exeter and Dunbarton High Schools (2000). Also available on CDROM.
- **Bullies & Bullying Strategies for Students and Teachers (1999).** The intent is to provide students and staff with a resource, which can be used in further workshops that address bullying in the school and community. This document was created by Constable Phil Ross of the Durham Regional Police and the students of the STAR program (Students Together Against Racism) in 1999.

## **PART I – APPENDICES**

**PART I. Appendices*****Terms of Reference***

ABC	Association for Bright Children
ACLs	Associations of Community Living
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADP	Assistive Devices Program
ART	Academic Resource Teacher
ART	Autism Resource Team
ASD	Autism Spectrum Disorder
ASO	Autism Society of Ontario
BAC	Behaviour Assessment Class
BIC	Behaviour Intervention Class
BMS	Behaviour Management System
CAP	Central Auditory Processing
CDSS	Canadian Down Syndrome Society
CEC	Council for Exceptional Children
CLO	Community Living Ontario
Co-morbidity	Two or more syndromes or disorders displayed in the same person
CP	Cerebral Palsy
CUPE	Canadian Union of Public Employees
DASS	Durham Alternative Secondary School



DATC	Durham Access to Care
DDSA	Durham Down Syndrome Association
DSAO	Down Syndrome Association of Ontario
E.A.	Educational Assistant
EATO	Elementary Teacher’s Association of Ontario
EFTO	Elementary Teachers Federation of Ontario
EQAO	Education Quality and Accountability Office
ESL	English as a Second Language
FASD	Fetal Alcohol Spectrum Disorder
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
ISA	Intensive Support Amount for equipment
LD	Learning Disabilities
LDAC	Learning Disabilities Association of Canada
LDAO	Learning Disabilities Association of Ontario
LS	Learning Strategies – small class placement for students with LD
MACSE	Minister’s Advisory Council for Special Education
MCSS	Ministry of Community and Social Services
ME	Multiple Exceptionalities
MID	Mild Intellectual Disability
MOE	Ministry of Education
MCYS	Ministry of Children and Youth Services

NEADS	National Education Association of Disabled Students
OCD	Obsessive-Compulsive Disorder
ODA	Ontarians with Disability Act
ODD	Oppositional Defiant Disorder
ODSP	Ontario Disability Support Program
OPA	Ontario Psychological Association
OSLA	Ontario Association for Speech and Language Pathologists and Audiologists
OSR	Ontario Student Record
OSSTF	Ontario Secondary School Teachers' Federation
OST	Ontario Student Transcript
PAAC	Provincial Parent Associations' Advisory Committee on SEACs
PDC	Primary Diagnostic Classes
PDD	Pervasive Developmental Disorders
PPM	Policy/Program Memorandum
SAL	Supervised Alternative Learning
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEPPA	Special Education per Pupil Amount
SERT	Special Education Resource Teacher
START	Short Term Assistance Response Team
WBTT	Web Based Teaching Tool – For early screening and intervention
WIAT	Weschler Individual Achievement Test

WISC	Weschler Intelligence Scale for Children
WPPSI	Weschler Pre-school & Primary Scale of Intelligence

## ***SEAC Member Selection Criteria and Process***

Ontario Regulation 464/97 (O. Reg 464/97) provides direction to district school boards regarding the establishment and membership of Special Education Advisory Committees; these committees provide advice to the Trustees of a district school board with respect to Special Education programs and services. District School Boards are further required to provide information regarding the procedure for selection of members.

The criteria and process outlined below are consistent with O. Reg. 464/97.

### **General Membership Criteria**

Members of SEAC must:

- Be qualified to vote for members of this Board
- Be 18 years of age or older
- Be a resident of Durham
- Not be employed by the Durham District School Board

### **Types of Membership**

- **Association Membership**  
“association” is as defined in O.Reg 464/97

### ***Guidelines for Association Membership***

- A maximum of twelve seats may be held by members of provincially affiliated association
- Must not be a member of any organizations which has a seat at SEAC
- Preference will be given to applicants from exceptionalities not represented on SEAC
  
- **Note:** If twelve associations all hold seats on SEAC, and an unrepresented association expresses an interest in holding membership, then at the time of constitution of a new SEAC (i.e., when a new Board is elected), the Board shall give consideration to the broadest possible range of associations to hold seats on SEAC.
  
- **Member at Large Membership**
- A maximum of two seats may be held by Members at Large
- Members at Large must have:

- A demonstrated interest in all students with special needs; not representing a single group or exceptionality
- A unique perspective to bring to the SEAC table
- Member at Large seats shall be vacated at the time of constitution of a new SEAC (i.e., when a new Board is elected) if interest from community members exceeds the number of seats available for Members at Large.

### **Advertising**

Vacant position(s) on SEAC will be advertised on the Board website and in school newsletters.

### **Member Selection Process**

In event of a vacancy of a Member at Large on SEAC, the following will outline the process for member selection. A selection panel will be formed. A selection panel will consist of the following:

- Chair of SEAC
- Vice Chair of SEAC
- Superintendent of Education/Special Education
- Special Education Officer
- A Trustee who sits as a member of SEAC, if a Trustee is not already on the selection panel as Vice Chair of SEAC

Note: If a Trustee is already on the selection panel as Vice Chair, then a fifth member shall be appointed to the panel by SEAC.

### **Application Process**

- **Association membership**
  - The association shall write a letter to the Chair of SEAC to indicate the interest of the Association. The letter will provide the names of the recommended member and the alternate member.
  - The letter of interest will be presented to SEAC at the first available meeting. If the association meets the criteria of an “association” and seats are available at the table, then SEAC can consider the letter.

- **Member at Large**

- The interested party is asked to submit a letter of interest to the Chair of SEAC, and outlining how they meet the criteria as noted above.
- The letter of interest will be presented to SEAC at the first available SEAC meeting. No decision regarding the letter will be made at this SEAC meeting. The letter will be referred to the Selection panel for consideration.
- If any SEAC member wishes to raise questions or concerns about a potential candidate, he/she must do so directly to the Chair of the Selection panel prior to the Selection panel meeting.
- The selection panel will meet prior to the next SEAC meeting to consider the letter.

**Recommendation**

The selection panel shall make a recommendation to SEAC which shall consider the recommendation of the panel. SEAC shall provide a motion to the Board regarding the appointment to SEAC of the applicant. The Trustees of the Durham DSB shall consider the SEAC recommendation.

**Termination of Membership**

Any SEAC member who is absent from three consecutive meetings without advising the Chair of SEAC, shall be considered to have resigned.

## ***Useful Web Sites***

Ability on line - is an electronic mail system connecting young people with disabilities to disabled or non-disabled peers	<a href="http://www.ablelink.org/public">http://www.ablelink.org/public</a>
Adaptive Technology Resource Centre	<a href="http://www.utoronto.ca/atrc/">http://www.utoronto.ca/atrc/</a>
Association of Bright Children (ABC)	<a href="http://www.abcontario.ca/">http://www.abcontario.ca/</a>
Autism Ontario Durham Region	<a href="http://www.autismontario.com/durham">http://www.autismontario.com/durham</a>
Canadian Council for Exceptional Children	<a href="http://www.cec.sped.org">http://www.cec.sped.org</a>
Canadian Down Syndrome Society	<a href="http://www.cdss.ca">http://www.cdss.ca</a>
Canadian interactive online autism news magazine	<a href="http://www.autismtoday.com">http://www.autismtoday.com</a>
CHADD – Children and Adults with Attention Deficit Disorders	<a href="http://www.chadd.org">http://www.chadd.org</a>
Community Living – Ajax, Pickering & Whitby	<a href="http://www.cl-apw.org">http://www.cl-apw.org</a>
Community Living Durham North	<a href="http://www.communitylivingdurhamnorth.ca">http://www.communitylivingdurhamnorth.ca</a>
Durham District School Board SEAC	<a href="http://www.ddsb.durham.edu.on.ca">http://www.ddsb.durham.edu.on.ca</a>
Durham Down Syndrome Association	<a href="http://www.ddsa.ca">http://www.ddsa.ca</a>
Easter Seals Ontario	<a href="http://www.easterseals.org">http://www.easterseals.org</a>
Education Quality and Accountability Office	<a href="http://www.eqao.com">http://www.eqao.com</a>
Epilepsy Durham	<a href="http://www.epilepsydurham.com">http://www.epilepsydurham.com</a>
Exceptional Resources – Autism-related books, videos and other materials	<a href="http://www.exceptionalresources.com">http://www.exceptionalresources.com</a>
Geneva Centre for Autism	<a href="http://www.autism.net">http://www.autism.net</a>
Integra Foundation: information on social and emotional impact of learning disabilities on children	<a href="http://www.integra.on.ca">http://www.integra.on.ca</a>

International Dyslexia Association	<a href="http://www.interdys.org">http://www.interdys.org</a>
Kinark Child and Family Services	<a href="http://www.kinark.on.ca">http://www.kinark.on.ca</a>
LD online: information about LD	<a href="http://www.ldonline.org">http://www.ldonline.org</a>
Learning Disabilities Association of Canada	<a href="http://www.ldac-acta.ca">http://www.ldac-acta.ca</a>
Learning Disabilities Association of Durham	<a href="http://www.ldadr.on.ca">www.ldadr.on.ca</a>
Learning Disabilities Association of Ontario	<a href="http://www.ldao.ca">http://www.ldao.ca</a>
MAAP Services for Autism and Asperger Syndrome	<a href="http://www.asperger.org">http://www.asperger.org</a>
Minister's Advisory Council on Special Education	<a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a>
Ministry of Education:	<a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a>
National Education Association for Disabled Students	<a href="http://www.neads.ca">http://www.neads.ca</a>
Ontario Association for Students at Risk	<a href="http://www.oasar.org">http://www.oasar.org</a>
Organization for Quality Education	<a href="http://www.oqe.org">http://www.oqe.org</a>
Precious Minds - provides support to families with children who have barriers to learning	<a href="http://www.preciousminds.com">http://www.preciousminds.com</a>
Resources for Exceptional Children and Youth – Durham	<a href="http://www.rfecydurham.com">http://www.rfecydurham.com</a>
Resources for Nonverbal Learning Disabilities	<a href="http://www.nldontheweb.org">http://www.nldontheweb.org</a>
SEAC Learning Ontario Ministry of Education	<a href="http://www.seac-learning.ca/">http://www.seac-learning.ca/</a>
Special Needs Opportunity Window has excellent information for teachers, parents and other professionals	<a href="http://snow.utoronto.ca">http://snow.utoronto.ca</a>
Teaching LD, CEC Division of Learning Disabilities	<a href="http://www.dldcec.org">http://www.dldcec.org</a>
Tourette Syndrome Foundation of Canada	<a href="http://www.tourette.ca">http://www.tourette.ca</a>