



Durham Catholic District School Board

**MINUTES** of the **SPECIAL EDUCATION ADVISORY COMMITTEE** meeting of the Durham Catholic District School Board which was held in the North Board Room of the Catholic Education Centre, 650 Rossland Road West, in Oshawa on **Tuesday, June 7, 2016.**

**Present**

L. Smart  
V. Adamo  
L. Cook  
M. Lepage  
J. McCafferty  
T. McGarry  
L. McInnes  
A. Shiels  
E. Van de Klippe  
J. Vermulst

**Staff**

J. Bowyer  
C. Baetz  
M. Meraw  
D. Mullane

**With Regrets**

V. Derby  
P. Pulla  
M. Feeheley  
K. LeFort

**S.E.A.C. Representatives**

B. Larson, APSSP  
L. Wardle, Principal/Vice Principal Association  
C. Colligan, OECTA Elementary

**CALL TO ORDER**

**Item a.1 Memorials and Prayer**

Chair Smart called the meeting to order at 7:35 p.m. and offered the opening prayer.

**Item a.2 Roll Call and Apologies**

**APPROVAL OF AGENDA**

**Item b.1 Changes to Printed Agenda**

**Item b.2 Approval of Agenda**

Motion No. SS-2016-06-07-01 Approval of Agenda

Moved by L. Cook, seconded by V. Adamo

“THAT the Special Education Advisory Committee approve the agenda of the Tuesday, June 7, 2016 meeting as amended”

Carried

**ANNOUNCEMENTS**

None

**CONSIDERATIONS OF MOTIONS**

None

**DECLARATIONS OF INTEREST**

**Item g.1**      **Declaration of Conflict of Interest**

None

**ACTIONS TO BE TAKEN**

**Item h.1**      **Approval of minutes of the Special Education  
Advisory Committee Meeting of May 3, 2016**

Motion No. SS-2016-06-07-02      Approval of Minutes

Moved by M. LePage , seconded by L. Cook

“THAT the Special Education Advisory Committee approve the Minutes of the May 3, 2016 meeting as submitted.”

Carried

**Item h.2**      **Business Arising from the Minutes of the Special Education  
Advisory Committee May 3, 2016**

None

**PRESENTATIONS**

**Item g.1**      **Special Education Plan**

**M. Meraw**

Michelle Meraw, Consultant for Special Education, provided a final overview of the changes to the 2016 Special Education Plan. The revisions were made in May and the final version of the plan is posted on the Board website:

<http://www.dcdsb.ca/en/parents/resources/Documents/Special-Education-Plan-2016.pdf>

The Plan will be submitted to the Ministry of Education in July.

**DELEGATIONS**

None

**NOTICES OF MOTIONS**

None

**UNFINISHED BUSINESS FROM PREVIOUS MEETINGS**

**Item k.1 SEAC Terms of Reference**

Superintendent Bowyer asked for approval by SEAC of the final copy of the SEAC Terms of Reference before the June 13 meeting of the Board of Trustees.

Motion No. SS-2016-06-07-03    Approval of SEAC Terms of Reference

Moved by L. Cook , seconded by L. McInnes

“THAT the Special Education Advisory Committee approve the SEAC Terms of Reference as submitted.”

Carried

**Item h.1 Approval of the Special Education Plan**

Motion No. SS-2016-06-07-04    Approval of 2016 Special Education Plan

Moved by L. Cook , seconded by L. McInnes

“THAT the Special Education Advisory Committee approve the Special Education Plan 2016 as submitted.”

Carried

**STAFF REPORTS**

**Item I.1 Coordinator’s Report – M. Meraw**

- On May 25<sup>th</sup>, Durham Catholic District School Board and Parents as Partners offered the Learning with a Difference Conference. Keynote Speaker, Lesley Andrew, shared her journey of navigating the academic world with a learning disability. She also shared practical organizational tips that have helped her in both her academic and personal life. Guests at the conference then had an opportunity to participate in various breakout sessions which included topics such as self-advocacy, Assistive Technology, transition planning, and resiliency in mathematics and music.

**Item I.1 Coordinator's Report-continued**

- The end of May brought EQAO testing to our students in Grade 3 and Grade 6. The Student Services department presented a 'Sharing of Excellence' workshop on supporting our students with Learning Disabilities and Assistive Technology while writing the standardized test.
- July 11<sup>th</sup> – 14<sup>th</sup>, the Assistive Technology team will run the annual Assistive Technology Camp for students with Learning Disabilities. The week offers students an opportunity to brush up on Assistive Technology skills, explore new technologies, and make new friends.
- Special Olympics School Championships were held on June 1 –2 in Durham Region. Students from Father Leo J. Austin CSS and Msgr. John Pereyma CHS participated in Track and Field, Basketball and Bocci.
- Fitness Friends Year End Celebration took place today at Iroquois Park. Several school teams including St. Jude CS, Mother Teresa CS, St. John Bosco CS, St. Paul CS, St. John the Evangelist CS participated in this annual event.
- Geneva Centre for Autism will be hosting the Annual Summer Training Institute August 25<sup>th</sup> and 26<sup>th</sup>. This live training event will begin with a choice of two day long concurrent training sessions, *Practical Applications of Applied Behaviour Analysis in the Classroom* and *Transitioning to Meaningful Post-Secondary Life*. On Day 2 educators will be brought together for a keynote event with internationally recognized speaker Dr. Paula Kluth.
- On May 26 & 27, a group of 20 staff from Student Services and Teaching and Learning departments participated in a training called Reaching In, Reaching Out: Promoting Resilience in Young Children. The feedback from the training was positive, and we'll be looking at ways to bring these skills into kindergarten classrooms.
- We're currently looking at the Head Start program for August (for students who are transitioning from grade 8 to grade 9) and hoping to create some general mental health awareness lessons on topics such as coping with stress and seeking-help that teachers can teach throughout the week.
- We're currently working on updating the Mental Health Action Plan for the final year of our Mental Health Strategy. Our goals and strategic actions will be shared with SEAC in the new school year.

Following the Coordinator's report, a discussion took place about the commitment of Durham Catholic District School Board to student mental health, with Mitch LePage expressing his appreciation for the work by the Superintendent and Student Services staff in this area.

**Item I.2 Superintendent's Report- J. Bowyer**

Thank you to the members of SEAC for their support over the past year. It was another great year for SEAC and the Superintendent expressed her appreciation of the accomplishments of the committee and is looking forward to continue to grow the presence of our SEAC in the coming year.

Thank you also to the staff members from Student Services who have supported the work of SEAC – for being here every month to act as a Resource when needed and to the members of the Student Services executive who organized and ran events that were sponsored by SEAC.

Thank you also to our Union and Association representatives – Lyn Wardle and Mark Lacy for the Durham Catholic Principals Association, Brooke Larson and Katie Plaunt for APSSP, and Carrie Colligan from OECTA elementary.

We have two tentative dates for our large conferences next year. November 8, 2016 for our Pathways to the Future event – our transition evening. November 8 is a SEAC meeting night. March 2, 2017 will be our large Parents as Partners event – Diane Mullane is currently working on hiring a key note speaker to provide ideas to support parents in the mental health resiliency of their children. We are also looking at the possibility of hosting one or two other sessions – that might just be an hour in length in various areas across the Board. Dates will be shared with parents at the beginning of the school year in order to give them ample opportunity to participate.

This year we are excited to renew our Summer Institute – a series of workshops for teachers, ECEs and EAs. It will be held on August 30 and 31. We will have a number of professional learning opportunities from members of Student Services.

Tomorrow we are hosting our year end Program Support Teacher meeting. Our keynote speaker is Sheila Rhodes, a professor at UOIT. She will be speaking to us on the importance of keeping students connected with nature and the outdoors.

Josh, a student in grade 9 who attends Msgr. Paul Dwyer C.S.S., recently competed at OFSAA in Windsor, Ontario. Josh has a visual impairment and not only placed 3<sup>rd</sup> and 2<sup>nd</sup> in the 100 and 800 meter events, respectively, but was also recruited by the Eastern Canada Para-Athletic Association and will attend a training camp this summer.

Dr. Carla Baetz shared information about a Sharing of Excellence workshop on the topic of Selective Mutism. During the workshop which took place on June 7, three teams presented their multi-tiered approach in supporting students who are unable to speak

**Item I.2 Superintendent's Report- continued**

due to anxiety. The success of these strategies with students has been extremely encouraging and the hope is to continue to share them in support of reluctant speakers.

At the September meeting, we will do an activity to help determine what professional learning opportunities everyone is interested in. The Superintendent asked committee members to reflect over the summer about ideas for professional learning as well as the possibility of a big project that we might like to take on for next year.

The Superintendent concluded her report by offering thanks to Lynne Smart in her role as Chair, as well as the representatives of OECTA, Principal/Vice Principal Association, APSSP, and the staff of Student Services for their continued commitment to the SEAC.

Motion SS-2016-06-07-05

Approval of the June 7, 2016 Verbal  
Coordinator and Superintendent Reports

Moved by V. Adamo seconded by L. Cook

“THAT the Special Education Advisory Committee accept the verbal  
Coordinator and Superintendent Reports at the June 7, 2016  
Meeting.”

Carried

**ASSOCIATION REPORTS**

VOICE for the Hearing Impaired – V. Adamo

- VOICE has been experiencing tight fiscal restraints but is very happy to be able to hold summer camp the week of August 17, 18 and 19, 2016.
- A family weekend will take place at Great Wolf Lodge on June 11-12.

Autism Ontario – Durham Region – E. Van de Klippe

- Emily attended the Learning with a Difference Conference on May 25 and offered her congratulations on a very informative event with an excellent keynote speaker in Lesley Andrew.
- **Webinar:** Anxiety, Play and ABA with Leslie Cohen – online – Friday, June 24 – 12:00 p.m. – 1:00 p.m. (flyer attached to the minutes).
- Emily shared an item from the website – a Notice of Motion from the City of Pickering entitled “Unfair Treatment of Children with Autism Spectrum Disorder and Their Families – available on the Autism Ontario website (below) and also attached to the minutes.

Website: [www.autismontario.com/durham](http://www.autismontario.com/durham)

ASSOCIATION REPORTS-continued

Durham Down Syndrome Association – A. Shiels

- **Annual Picnic** – June 12, 2016 – Nova’s Ark. The picnic is a wonderful family event and a great time to come out to become familiar with DDSA and consider membership. All are welcome to attend.

Community Representative -- L. Cook

- The **Durham Region Walk for ALS** will take place at the Port Perry Fairgrounds on June 18, 2016.
- Special Olympics will hold their first summer track meet at St. Mary CSS in Pickering. Muhammad Ali was a patron and supporter of the Special Olympics and upcoming events will honour his memory.

Cystic Fibrosis Canada – Durham Chapter – Mitch LePage

- Outrun Cystic Fibrosis – April 10 – Ajax Waterfront
- National Walk Day – *Run to Make Cystic Fibrosis History* took place on May 29 – Metro Toronto Zoo and raised over 3.5 million dollars.
- Durham Chapter Strokes for Life Golf Tournament – June 9 – Oshawa Golf Club
- Social Media Campaign: **Living With CF** – a series of 3 minute documentaries about people living with CF and the impact on their family members. Lauren and Katie LePage contributed a documentary about their brother Marc’s battle against CF:  
<https://www.facebook.com/CysticFibrosisCanada/videos/vb.130494230321442/1035344493169740/?type=2&theater>

IEWS for the Visually Impaired- J. McCaffery

Trustee McCafferty shared the news that the Durham Catholic District School Board’s Conference Centre will be re-named the Pope Francis Centre. This was suggested by the Student Trustees and the official blessing will take place on June 13.

Learning Disabilities Association-Durham- L. Smart

- The next Chapter Meeting will take place in September. The date will be shared in early September.

**CORRESPONDENCE**

m.1 District School Board of Niagara

Motion SS-2016-06-07-06                      Receive and File Correspondence

Moved by E. Van de Klippe    seconded by L. McInnes

“THAT the Special Education Advisory Committee receive and file the correspondence at the June 7, 2016 Meeting.”

Carried

Motion SS-2016-06-07-07                      Letter to the Ministry of Education

Moved by E. Van de Klippe    seconded by L. McInnes

“THAT the Special Education Advisory Committee write their own letter to the Ministry of Education in support of grandfathering the children who are over the age of 5 that are currently on the waitlist for IBI to be sent by the end of June 2016.”

Carried

**INQUIRIES AND MISCELLANEOUS**

**PENDING ITEMS**

none

**ADJOURNMENT**

The meeting adjourned at 8:18 p.m.

Motion No. SS-2016-06-07-08    Adjournment

Moved by    seconded by

“THAT the Special Education Advisory Committee meeting of June 7, 2016 adjourn.”

Carried

**CLOSING PRAYER**

The closing prayer was offered by Jim McCafferty.



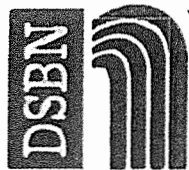
Lynne Smart  
Chair, Special Education Advisory  
Committee



Janine Bowyer  
Superintendent of Education

Recording Secretary: Cynthia Mackey



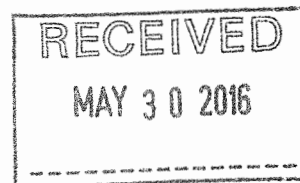


# District School Board of Niagara

Achieving Success Together

191 Carlton Street, St. Catharines, Ontario L2R 7P4 (905) 641-1550 Fax: (905) 685-8511

May 12, 2016



The Honorable Tracy MacCharles  
Minister of Children and Youth Services  
Mowat Block, Queen's Park  
Toronto, ON M7A 1L2

Dear Minister MacCharles:

On behalf of the Special Education Advisory Committee of the District School Board of Niagara, we would like to commend the Ministry of Children and Youth Services for investing in programs and services for children and families on the Autism Spectrum. We also support the goal to reduce wait times for families to access these services and recognize the importance of early intervention for children on the Autism Spectrum. Schools are important partners with families and we look forward to what the future holds in this area.

There are many positive aspects to this announcement; however, one issue remains a serious concern. Despite families being on the wait list, sometimes for years, many are at risk of being denied the very services that will support children reach their very best potential because of the age they will be at when these services are to be offered. While early intervention is important, it is our opinion that those families who have already been deemed eligible to be on the wait list should not be excluded. Many of these families are devastated and do not have the financial resources to be able to provide the appropriate services privately.

*We ask that the Ministry of Children and Youth Services grandparent the families who are already on the wait list for Intensive Behavioural Intervention services when moving forward with the plan to reduce wait times.*

Respectfully,

A handwritten signature in cursive script that reads 'Linda Morrice'.

Linda Morrice,  
Chair  
Special Education Advisory Committee  
District School Board of Niagara

c: Ontario School Board SEAC Chairs



**Durham Catholic District School Board**

**Special Education  
Advisory Committee  
(SEAC)**

**Terms of Reference**

# Durham Catholic District School Board

## MISSION STATEMENT

We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

**We believe** that all students can learn and achieve given the proper time and supports, and that all teachers can teach to high standards given the right conditions and assistance.

**We believe** that setting high expectations for achievement, holding students to rigorous performance standards and early intervention are essential to student success

**We believe** that teachers need to be able to articulate what they do and why they teach the way they do, reflective of Gospel values and the Catholic Graduate Expectations

**We believe** that every child is made in the image and likeness of God and that his or her dignity and worth must be respected and valued.

**We believe** that every child can learn and that as Catholic educators, we are called to a vocation which values each child's successes, based on his or her level of understanding.

**We believe** that every child is a unique gift from God and has his or her own way of learning. As Catholic educators, we must plan for diversity and give students tasks that respect their abilities.

**We believe** that our Catholic learning communities are places of conversation and support, where educators can reach out to others in the community for ideas and assistance in order to create a learning environment that best supports all students, including students with special needs

**We believe** that all our students have the right to be educated in the manner that best suits them. We therefore understand the importance of universal design and differentiated instruction in order to ensure that our classrooms and other learning environments are as usable as possible to students, regardless of their age, ability or situation.

**We believe** that we are all lifelong learners and that as Catholic educators we are called to continue to develop our pedagogy so that our instruction and professional judgment are supported by good research.

**We believe** that as educators, we have the advantage of knowing the child and the ability to provide valuable feedback in order to support his or her programming and assessment.

## DCDSB Special Education Advisory Committee Mandate

Regulation 464/97 made under the *Education Act* R.S.O. 1990 c E. 2 sets out the requirements that govern Special Education Advisory Committees of school authorities and district boards of education in the province of Ontario.

Reg. 464/97 provides that Special Education Advisory Committees **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;

and that the Special Education Advisory Committee **shall** be given the opportunity to:

- participate in the Board's annual review of the Special Education Plan;
- participate in the Board's annual budget process as it relates to special education; and
- review the financial statements of the Board as they relate to special education.

Regulation 464/97 is reproduced at Appendix 1, and can be viewed at:

<https://www.ontario.ca/laws/regulation/970464>

# Table of Contents

Article 1	MEMBERSHIP .....	1
1.1	Membership Composition.....	1
1.2	Local Association Representatives – Voting and Alternate .....	1
1.3	Trustees .....	2
1.4	Community Representative .....	3
1.5	Board Personnel .....	3
Article 2	NOMINATION AND APPOINTMENT .....	3
2.1	Term .....	3
2.2	Request for Nominations .....	3
2.3	Appointment .....	4
2.4	Vacancies.....	4
Article 3	MEETINGS.....	4
3.1	Election of the Chair and Vice-Chair .....	4
3.2	Open Meetings .....	5
3.3	Meeting Times.....	5
3.4	SEAC Agendas.....	5
3.5	Cancellation.....	5
3.6	Quorum .....	5
3.7	Attendance at Meetings.....	6
3.8	Accessibility .....	6
3.9	Meeting Procedures.....	6
3.10	Maximum Length of Meeting.....	6
3.11	Voting .....	7
3.12	Meeting Norms.....	7
Article 4	RESPONSIBILITY OF MEMBERS.....	7
4.1	Code of Conduct.....	7
4.2	Local Association Communication .....	8
4.3	Recommendations to the Board .....	9
4.4	Review of Special Education Plan.....	9
4.5	Budget and Financial Statement Review .....	9

## Appendix

Appendix 1 Ontario Regulation 464/97 Special Education Advisory Committees

Appendix 2 SEAC Association Report Form

Appendix 3 SEAC Annual Calendar

## DCDSB Special Education Advisory Committee Terms of Reference

### ARTICLE 1 MEMBERSHIP

#### 1.1 Membership Composition

Membership in the Durham Catholic District School Board (the “**Board**”) Special Education Advisory Committee (“**SEAC**”) shall be comprised of up to twelve (12) Local Association Voting Representatives, twelve (12) Local Association Alternate Representatives, two (2) Voting Trustee Representatives, one (1) Alternate Trustee Representative, and one (1) Voting Community Representative, as further described below.

Nominees are proposed to the Board of Trustees for appointment to SEAC pursuant to the nomination and appointment process defined in Article 2 herein.

An individual is eligible to be appointed by the Board of Trustees as a SEAC member if he or she:

- a) is qualified to vote for members of the Durham Catholic District School Board in a municipal election;
- b) is a resident within the jurisdiction of the Board;
- c) is not an employee of the Board; and
- d) has not been convicted of an indictable offence.

#### 1.2 Local Association Representatives – Voting and Alternate

A “**Local Association**” is defined by Regulation 464/97 and in this Procedure as an organization which:

- a) operates locally within the school board jurisdiction;
- b) is affiliated with an incorporated organization what works on behalf of one or exceptional students throughout Ontario; and
- c) is not an Association or organization of professional educators, either locally or provincially.

Reg. 464/97 allows up to twelve (12) Local Associations to nominate SEAC representatives for Board appointment.

The Durham Catholic District School Board recognizes the right of each of the following Local Associations to nominate one Voting Representative and one Alternate Representative for appointment as a member of SEAC:

1. Autism Ontario - Durham Region;
2. Community Living - Durham North;
3. Cystic Fibrosis Canada - Durham Chapter;
4. Durham Down Syndrome Association;
5. Grandview Children's Centre;

6. Kinark Child & Family Services;
7. Learning Disabilities Association - Durham;
8. Resources for Exceptional Children and Youth - Durham Region;
9. Views for the Visually Impaired; and
10. VOICE for the Hearing Impaired.

The Board shall invite Local Associations to nominate Representatives who will bring to SEAC:

- a commitment to assist the Board in meeting the needs of all students with exceptionalities;
- the perspective and concerns of parents of children with exceptionalities;
- the perspective and expertise of their Local Association and the provincial organization with which their Local Association is affiliated.

The Local Association Voting Representative is responsible for maintaining regular communication and providing information to the Alternate Representative.

Voting Representatives are encouraged to attend meetings as often as possible. When unable to attend, it is the Voting Representative's responsibility to notify the Alternate Representative of his or her anticipated absence.

The role of Alternate Representative is to attend SEAC meetings as a voting member in the event that the Voting Representative is unable to attend. An Alternate Representative can also assist the Voting Representative in preparing for meetings and connecting with the Local and provincial Associations. Alternate Representatives are encouraged to attend every SEAC meeting.

All communications and meeting resources will be provided electronically to both the Voting and the Alternate Representative members.

### 1.3 Trustees

Trustee Representatives are in a unique position to act as a liaison between the Board of Trustees, SEAC, and other committees of the Board. Trustees can assist SEAC in its work by contributing information about Board processes and priorities, and can share SEAC concerns with other Trustees. SEAC can in turn help Trustees to stay well-informed and aware of the current issues facing the Board's special education community.

If both Trustee Voting Representatives are unable to attend, they will ensure that the Alternate Trustee is aware of their anticipated absence.

All Board Trustees are invited to attend SEAC meetings when important presentations or discussions are scheduled to take place, and to attend SEAC sponsored events.

SEAC minutes are provided to all Trustees each month in the Board agenda, in order that Trustees can be kept apprised of SEAC proceedings.

#### 1.4 Community Representative

The Community Representative shall be an individual who is involved in a community agency or organization that supports exceptional children, but which is not otherwise entitled to nominate a Representative.

The Board will appoint one (1) Community Representative SEAC member who is not otherwise:

- a Local Association Representative;
- a Trustee; or
- a member of another committee of the Board.

#### 1.5 Board Personnel

SEAC is supported by a number of Board personnel:

**Supervisory Officer:** SEAC meetings are attended by the Superintendent of Education responsible for Student Services.

**Senior Administrative Assistant:** The Senior Administrative Assistant to the Superintendent of Education, Student Services, provides administrative support including recording and distributing minutes of the meetings, providing notification of meetings, and other communications, and ensuring meeting rooms and refreshments are available.

**Student Services Staff:** Student Services staff include the Chief Psychologist and Manager of Speech and Language Pathologists, Manager of Clinical Services, Mental Health Leader, and a Family of Schools Coordinator or Special Education Consultant. Student Services Staff attend meetings to act as a resource to the Superintendent of Education, and may at the Superintendent's request provide regular presentations to SEAC about special education programs and services.

### **ARTICLE 2 NOMINATION AND APPOINTMENT**

#### 2.1 Term

The term of SEAC members begins with their appointment by the Board, and continues for the length of the Trustees' term of office, until such time as a new Board is organized and meets to appoint SEAC members for the coming term.

#### 2.2 Request for Nominations

The Board will invite Local Association nominations for appointment to SEAC in the Fall of each election year, by:

- Sending letters regarding the nomination process to all Local Associations;
- Providing community groups and organizations that support children who have special education needs with information about SEAC eligibility and the nomination process for a Community Representative;



- Posting information about SEAC and the nomination process for Local Association and Community Representatives on the Board’s website;
- Advertising for SEAC nominations in local newspapers, and notifying school councils;
- Making the SEAC brochure available at school events, and to parents of students with an Individual Education Plan.

### 2.3 Appointment

Each Local Association will forward its list of nominees to the Chair of the Board prior to the Board’s last meeting in December following a municipal election.

Candidates for nomination as a Community Representative may apply to the Superintendent of Education – Student Services and the Chair of SEAC. The SEAC Chair and the Superintendent of Student Services shall interview applicants, and shall select one candidate as nominee for appointment by the Board of Trustees, taking into consideration the criteria identified by the Board in consultation with SEAC.

Nominees for SEAC membership are considered for appointed by the newly elected Trustees at the last December meeting following a municipal election.

### 2.4 Vacancies

SEAC members, including both Voting and Alternate, will be deemed to have vacated their seat upon either:

- a) conviction of an indictable offence;
- b) absence from three consecutive regular meetings of the committee without authorization by resolution entered in the minutes; or
- c) ceasing to be eligible for appointment, as outlined in Article 1 of this Procedure.

If a seat on SEAC becomes vacant, the Board will invite nominations according to the same process employed at the beginning of the term.

A vacant seat will be filled at the earliest practical time, but not later than the second meeting after the vacancy occurs.

## **ARTICLE 3 MEETINGS**

### 3.1 Election of the Chair and Vice-Chair

At the first meeting of SEAC’s term, the committee will hold an election for the position of Chair and Vice-Chair.

The Chair, or in the absence of the Chair, the Vice-Chair, will preside at SEAC meetings. If at any meeting neither the Chair nor Vice-Chair are present, the voting members present may elect a Chair for that meeting from amongst themselves.

### 3.2 Open Meetings

SEAC meetings shall be open to the public.

Attendees who have not been appointed by the Board as a SEAC member may observe SEAC proceedings, but may not participate in committee discussion or debate unless explicitly invited to do so by the Chair.

### 3.3 Meeting Times

SEAC shall meet at least ten (10) times in each school year. Unless otherwise indicated on the agenda, meetings are held from September to June, on the first Tuesday of the first full week of the month, starting at 7:30pm, in the Board room of the Catholic Education Centre.

### 3.4 SEAC Agendas

The SEAC agenda is developed collaboratively by the Chair, Vice-Chair and Superintendent of Education, who shall periodically review the SEAC Annual Calendar (at Appendix 3) to ensure that appropriate information items are included on the agenda in a timely and proactive manner.

Additional agenda items may be identified by members, provided that a request to add an agenda item is received by the Chair at least five (5) days prior to the meeting for which it is intended.

The Board will provide members with the agenda at least three (3) business days in advance of the meetings, along with a request to confirm attendance.

### 3.5 Cancellation

The Chair may cancel a meeting, for reasons such as inclement weather or an undue number of confirmed absences.

In the event of a cancellation, the Chair shall ensure that all SEAC members and affected staff are notified by email, and shall use the Board website and social media to advise members of the public of the cancellation and a rescheduled date if applicable.

### 3.6 Quorum

A quorum for SEAC requires the physical or electronic presence of a majority of the voting members.

In accordance with Reg. 464/97, SEAC must have a quorum before any decision which binds the committee can be made.

Notwithstanding the foregoing, the Chair may convene a meeting of SEAC without a quorum, for the purposes of receiving information and engaging in discussion.

Trustee and Local Association Alternate Representatives are only considered to be voting members when the voting member is absent, and are otherwise not counted for purposes of determining quorum.

### 3.7 Attendance at Meetings

Members can attend meetings either physically or remotely by telephonic or electronic means.

SEAC members are encouraged to attend as many meetings as possible, and in particular to attend at least three (3) meetings per school year in person, in order to foster a broad and balanced perspective during committee discussions.

If either a voting or alternate SEAC member has missed two or more consecutive meetings, for example, due to illness, family emergency, or employment, and anticipates a third consecutive absence but does not wish to vacate their appointment, the member may notify the Chair of SEAC in writing in advance to request that SEAC approval of the absence be noted in the minutes.

Where an attendance concern becomes apparent, for example where both the Voting and Alternate Representatives for a Local Association are consistently absent, the Chair may contact the SEAC Representatives and/or the Local Association to inquire about the intent and capacity of either the Representatives and/or the Local Association to continue their involvement with SEAC.

In the event that a position is vacated, the Chair shall send written confirmation of same to the vacating Representative, and shall further notify the Local Association to request that the Association nominate another Representative for appointment by the Board.

### 3.8 Accessibility

The Board will provide such accommodations as are necessary for all SEAC members to be able to participate in meetings, including but not limited to ensuring that meetings are held in accessible locations, and that specialized resources, including large print, electronic or Braille versions of documents, closed captioning or sign language interpreters, are available as required for members and attendees.

### 3.9 Meeting Procedures

SEAC meetings are conducted according to the rules of procedures as outlined in the Board's By-Law, available on the Board website, subject to the provisions of Reg. 464/97 and these Terms of Reference.

### 3.10 Maximum Length of Meeting

No meeting shall continue in session for more than three hours.

### 3.11 Voting

All Voting members of SEAC may vote on a motion before the committee, including the Chair.

A motion fails if it does not receive the approval of a majority of members present in person or electronically, and eligible to vote.

### 3.12 Meeting Norms

All members are expected to adhere to the following meeting norms:

- Arrive on time;
- Review the agenda before the meeting;
- Turn off all cell phones and pagers, or set to vibrate, for the duration of the meeting;
- Raise a hand to indicate an intention to speak;
- Speak only when recognized by the Chair;
- Listen to others;
- Be courteous; and
- Do not interrupt other speakers or dominate discussion.

Meeting Protocol:

- Meetings shall begin and end on time;
- The Chair shall open and close the meeting with a prayer;
- The Chair uses parliamentary procedure to proceed through the agenda;
- The Chair shall determine whether there is majority approval for agenda items requiring a vote;
- Presentations shall be limited to 10 – 20 minutes;
- During presentations and discussions, members shall:
  - Reserve judgment on ideas generated during brainstorming;
  - Discourage rehashing or repetition of previously stated positions or statements;
  - Where appropriate, breakout into teams for discussion of components or alternatives;
  - Identify relevant issues, and state all concerns related to the issue before the members;
  - Table or record “Parking Lot” issues or items for future discussion.

## **ARTICLE 4      RESPONSIBILITY OF MEMBERS**

### 4.1 Code of Conduct

The spirit and intent of SEAC is one of sharing, a positive attitude, trust and respect. It is vital that SEAC members work together to assist the Board to provide programs for all students with special education needs.

Each member is expected to:

- Represent the needs of all of the Board's pupils who have special education needs;
- Acquire and maintain a working knowledge of all of the special education programs and services provided by the Board;
- Express the concerns of students and Association's representing the needs of students, rather than the personal concerns of the member;
- Be prepared for all SEAC meetings, including reviewing all agenda materials, in order to be able to participate in discussions in an informed manner;
- keep apprised of Ministry and Board policies and guidelines relating to special education;
- advance recommendations relating to special education programs and services;
- be familiar with the Board's Student Well-Being and Achievement Plan and Board Improvement Plan, to the extent that these Plans affect the delivery of special education programs and services; and
- Respect the right to privacy of individual pupils by avoiding discussion of individual cases.

In the event that a conflict arises which cannot be resolved through committee discussion led by the Chair, the Superintendent of Student Services may at his or her discretion elect to involve an external facilitator, subject to Board approval of the expense, if required.

#### 4.2 Local Association Communication

Local Association members of SEAC shall endeavor to facilitate effective communications between their Local Association members and the Board.

To this end, SEAC members are encouraged to:

- share local Association updates and information at SEAC meetings;
- provide regular updates from their Local Association using the SEAC Association Report Form (see Appendix 2);
- keep informed of Local Association member needs, by speaking with individuals who take parent calls about issues of concern, and by seeking out information and input in relation to special education issues;
- report back to the members of the local Association or chapter with relevant information from SEAC, such as past and future matters for discussion and/or approval at SEAC meetings;
- encourage Local Association members to attend SEAC meetings and other Board functions;
- upon request, provide the Local Association with a formal report on relevant SEAC proceedings to be included in the local Association's annual report;
- share Local Association annual reports with the SEAC; and
- suggest items of interest to the Local Association for inclusion on the SEAC agenda, including educational topics and motions.

#### 4.3 Recommendations to the Board

SEAC may upon receiving majority approval make recommendations to the Board in respect of matters affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board, including:

- philosophy and goals;
- organizational structure;
- policies and procedures;
- program delivery systems;
- services and facilities;
- professional development;
- in-service opportunities for SEAC members.

#### 4.4 Review of Special Education Plan

The Board shall ensure that Special Education Advisory Committee is provided with an opportunity to participate in the Board's annual review of the Special Education Plan.

#### 4.5 Budget and Financial Statement Review

SEAC shall have the opportunity to participate in the Board's annual budget process, as that process relates to special education.

SEAC shall also have the opportunity to review the financial statements of the Board, as they relate to special education.

**APPENDIX 1**  
**ONTARIO REGULATION 464/97**  
**SPECIAL EDUCATION ADVISORY COMMITTEES**

1. In this Regulation,

“local Association” means 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.

2. (1) Every district school board shall establish a special education advisory committee that shall consist of,

- (a) subject to subsections (2) and (3), one representative from each of the local Associations that operates locally within the area of jurisdiction of the board, as nominated by the local Association and appointed by the board;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local Association and appointed by the board;
- (c) such number of members from among the board’s own members as is determined under subsection (4), as appointed by the board;
- (d) where the number of members appointed under clause (c) is less than three, one alternate, as appointed by the board from among its own members, for each member appointed under clause (c);
- (e) one or two persons to represent the interests of Indian pupils, as provided by section 4; and
- (f) one or more additional members appointed under subsection (5).

(2) The board shall not appoint more than 12 representatives under clause (1) (a).

(3) Where there are more than 12 local Associations within the area of jurisdiction of the board, the board shall select the 12 local Associations that shall be represented.

(4) The number to be appointed by the board under clause (1) (c) shall be the lesser of,

- (a) three; and
- (b) 25 per cent of the total number of members of the board, rounded down to the nearest whole number.

(5) For the purposes of clause (1) (f), the board may appoint one or more additional members who are neither representatives of a local Association nor members of the board or another committee of the board.

3. (1) Every school authority, other than a board established under section 68 of the Act, shall establish a special education advisory committee that shall consist of,

- (a) two representatives from the local Associations that operate locally within the area of jurisdiction of the board, as nominated by the local Associations and appointed by the board;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local Associations and appointed by the board;

- (c) one member from among the board's own members, as appointed by the board;
- (d) one alternate, as appointed by the board from among its own members, for the member appointed under clause (c); and
- (e) one or two persons to represent the interests of Indian pupils, as provided by section 4.

(2) Where no local Association or Associations have been established, instead of the members and alternates required by clauses (1) (a) and (b), the board shall appoint two members and two alternates who are not members of the board.

4. (1) Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include one person appointed to represent the interests of Indian pupils.

(2) Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.

(3) One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).

(4) The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.

(5) The board shall appoint the persons nominated under subsection (4).

5. (1) A person is not qualified to be nominated or appointed under section 2 or 3 to a special education advisory committee of a board unless the person is qualified to vote for members of that board and is resident in its area of jurisdiction.

(2) Subsection (1) does not apply in respect of persons appointed under section 4.

(3) A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the board.

6. Subject to section 7, each of the persons appointed to a 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.

7. (1) A member of a special education advisory committee vacates his or her seat if he or she,

- (a) is convicted of an indictable offence;
- (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or
- (c) ceases to hold the qualifications to be appointed to the committee.

(2) An alternate for a member of a special education advisory committee vacates his or her position if he or she,

(a) is convicted of an indictable offence;



- (b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee in respect of which the alternate received a notice under subsection 9 (9); or
- (c) ceases to hold the qualifications to be appointed as an alternate.

(3) Where a seat or position becomes vacant under this section, section 8 applies with respect to filling the vacancy.

(4) Despite subsection (3), where a member of the committee or an alternate for a member of a committee is convicted of an indictable offence, the vacancy or position shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat or position shall be deemed not to have been vacated.

8. (1) If a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.

(2) The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section.

(3) 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.

9. (1) A majority of the members of a special education advisory committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.

(2) Every member present at a meeting, or his or her alternate when attending the meeting in his or her place, is entitled to one vote.

(3) The members of the committee shall, at their first meeting, elect one of their members as chair and one of their members as vice-chair.

(4) The vice-chair shall assist the chair and shall act for the chair at meetings in his or her absence.

(5) The chair or, in the absence of the chair, the vice-chair, shall preside at meetings.

(6) If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting.

(7) The chair may vote with the other members of the committee and any motion on which there is an equality of votes is lost.

(8) The committee shall meet at least 10 times in each school year.

(9) Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.

(10) Where an alternate receives a notice under subsection (9), he or she shall attend the meeting and act at the meeting in the member's place.

10. (1) The board shall make available to its special education advisory committee the personnel and facilities that the board considers necessary for the proper functioning of the committee, including the personnel and facilities that the board considers necessary to permit the use of electronic means for the holding of meetings of the committee in accordance with the regulations made under section 208.1 of the Act.

(2) Within a reasonable time after a special education advisory committee is appointed, the board shall provide the members of the committee and their alternates with information and orientation respecting,

- (a) the role of the committee and of the board in relation to special education; and
- (b) Ministry and board policies relating to special education.

11. (1) 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.

(2) 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.

12. (1) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

(2) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under section 231 of the Act, as that process relates to special education.

(3) The board shall ensure that its special education advisory committee is provided with the opportunity to review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education.

13. OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS REGULATION).



**APPENDIX 2  
SEAC ASSOCIATION REPORT FORM**



Name of Association:

SEAC Member:

Date of Meeting:

**Association Activities**

Upcoming Meetings or Conferences:

New Programs or Services:

Other Information:

Website:

**APPENDIX 3  
SEAC ANNUAL CALENDAR**

The following are the topics, information items, presentation and activities that typically occur at monthly SEAC meetings.

<b>Month</b>	<b>Annual Activities</b>
<b>September</b>	<ul style="list-style-type: none"><li>❖ Review Ministry Goals</li><li>❖ Set SEAC goals for the year</li></ul>
<b>October</b>	<ul style="list-style-type: none"><li>❖ Review Accessibility Plan</li></ul>
<b>November</b>	<ul style="list-style-type: none"><li>❖ Review of Special Ed component of Draft Board Improvement Plan</li><li>❖ Review of EQAO Data with record of students with IEPs</li></ul>
<b>December</b>	<ul style="list-style-type: none"><li>❖ Review of Special Education Data including IEPs</li></ul>
<b>January</b>	<ul style="list-style-type: none"><li>❖ Election of Chair and Vice Chair</li></ul>
<b>February</b>	<ul style="list-style-type: none"><li>❖ Review of Director's Annual Report</li></ul>
<b>March</b>	
<b>April</b>	<ul style="list-style-type: none"><li>❖ Review of Special Education Budget</li></ul>
<b>May</b>	<ul style="list-style-type: none"><li>❖ Review of Special Education Plan</li></ul>
<b>June</b>	<ul style="list-style-type: none"><li>❖ Approval of Special Education Plan</li><li>❖ Review of year</li><li>❖ Application for Pro Grant</li></ul>



**POTENTIAL  
PROGRAMME**

## Webinar: Anxiety, Play, and ABA (Applied Behaviour Analysis) with Leslie Cohen

**ONLINE - Friday, June 24th, 2016 from 12:00pm – 1:00pm**

### **Webinar Description:**

Although anxiety can be a lifelong challenge for many people with autism, there are a number of effective behavioural supports that can really help. These supports can help children and adults learn to manage their anxiety more successfully as they engage with peers, family, school, and community.

This webinar is designed for parents, school staff, therapists, SLPs and OTs who want to learn more about behavioural techniques, both for reducing and managing anxiety experienced by people with ASD of all ages and for supporting successful, satisfying play for children.

### **Presenter Biography:**



Leslie Cohen has been working with children and adults diagnosed with ASD for the past 16 years in the United States and Canada. She specializes in helping caregivers effectively support people with ASD through creative, positive, science-based interventions. She is a licensed psychologist in the state of New York and a Board Certified Behavior Analyst at the PhD level. Dr. Cohen is currently the clinical director of L & A Educational Services, and a school psychologist with the Amherst Public Schools in Massachusetts, where she designs data collection systems and training programs for staff, and consults to multidisciplinary ASD teams.

**PLEASE REGISTER ONLINE**  
<http://bit.ly/anxietyplayaba>

**Contact:** Christa Sawyer, Community Event Coordinator  
416 526-0575 or [christa@autismontario.com](mailto:christa@autismontario.com)

**NOTE:** By registering and participating in this event, you are acknowledging that you may be contacted by Autism Ontario or one of its agents inviting you to participate in short surveys as part of the evaluation process for the Potential Program. However, participation in these surveys is not mandatory.

**Autism**ONTARIO



## Notice of Motion

### Unfair Treatment of Children with Autism Spectrum Disorder and Their Families

Date: May 16, 2016

Moved by: Councillor Bill McLean

Seconded by: Councillor Maurice Brenner

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Whereas the Provincial Government and Ministry of Child and Youth Services announced \$333 million over five years for Autism Spectrum Disorder (ASD).

Whereas eliminating a wait list for Early Intensive Behaviour Intervention (EIBI) for the youngest children means families will have access to important treatment sooner. However families who have been on the waiting list for Intensive Behavioural Intervention (IBI) services for many years are being doubly penalized by not having had access to the best early intervention for their children and by learning they will now not receive this service by being discharged from the waiting list.

Whereas IBI therapy costs roughly \$50,000 per year, per child. For the many children who are now being taken off the wait lists or phased out of programs, the service will be replaced by a one-time funding of \$8,000 per child, equivalent to roughly two months of IBI therapy, to obtain services while transitioning to school and public supports – services that are not related or compare to IBI.

Whereas concerns from Autism experts, service providers and other advocates, condemn the government's new strategy.

Whereas as with these proposed changes in funding, the Province has acted in a manner contrary to the values of Ontarians "the value that Ontarians place on caring, supporting and investing in the most vulnerable members of our community" and is acting contrary to the United Nations Charter of Rights of Persons with Disabilities, "persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability" and also states that people have a right to the services specifically required for the management of their

disability. These clauses are inclusive of all people, not just the ones the government sees fit.

Whereas other advocates expressed profound disappointment that the new "autism strategy" announcement contained no details whatsoever for either school or adult programs.

Now therefore be it resolved that the Council for the City of Pickering:

1. Stress to the Government of Ontario and the Ministry of Child and Youth Services the immediate need to reinstate adequate funding for children in need of IBI Therapy regardless of age.
2. Provide copies of this motion to The Honourable Kathleen Wynne, Premier of Ontario, The Honourable Tracy MacCharles, Minister of Child and Youth Services, MPP, Patrick Brown, Leader of the Conservative Party of Ontario and MPP, Andrea Horwath, Leader of the Provincial New Democratic Party.
3. And copies to be forwarded to Durham Regional Council, York Regional Council, Peel Regional Council and the City of Toronto requesting endorsement of this motion.