SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, March 3, 2021

6:00 pm Teams Meeting

WCDSB Mission Statement

*As disciples of Christ,
we educate and nurture hope
in all learners
to realize their full potential
to transform God's world.*

CHAIR: Irene Holdbrook

MEMBERS

WCDSB Trustee – **Jeanne Gravelle**
WCDSB Trustee – **Tracey Weiler**
Waterloo Regional Down Syndrome Society – **Kim Murphy**
Waterloo Regional Police - **John Gilbert**
Autism Ontario – Waterloo Chapter
CNIB – **Irene Holdbrook, Chair**
Family and Children's Services of Waterloo Region
Waterloo Region Family Network **– Sue Simpson**
Members at Large **– Sarah Van Dyke**

**Waterloo Catholic
District School Board**
Quality, Inclusive, Faith Based Education

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519-578-3660
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Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Agenda

SEAC Committee Meeting Agenda

Date& Time:	March 3, 2021 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	April 7, 2021

Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke

Administrative Officials: Gerald Foran, Erin Lemak

1. Opening Prayer **Welcome**	G. Foran
2. Approval of Agenda Motion by: Seconded:	
3. Declared Pecuniary Interest	
4. Approval of the February 3rd Minutes Motion by: Seconded	
5. School System Operational Business 5.1. Maximizing the Impact of Support Staff and the Implementation of Behavioural Skills Training (BST)	T. Battistella L. McDonald
6. Ministry Updates **(10 min)** 6.1. Durham District School Board Letter to the Minister of Education 6.2. PAAC on SEAC 2020 Survey of SEAC Members	G. Foran
7. **SEAC Committee Functions** N/A	
8. Policy Advice to the Board	
9. Updates **(20 minutes)** **9.1. Association Updates** **9.2. Trustee Updates**	

10. Pending Items	
11. Adjournment Motion by: Seconded:	
12. Action Items Place Holder	

SEAC Committee Meeting Minutes

Date& Time:	February 3, 2021 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	March 3, 2021

Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke
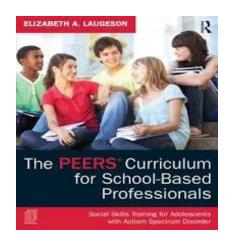
Administrative Officials: Laura Shoemaker, Gerald Foran

1. **Opening Prayer** **Welcome**	L. Shoemaker
2. **Approval of Agenda** Motion by: Kim Murphy Seconded: Tracey Weiler	
3. **Declared Pecuniary Interest** **N/A**	
4. **Approval of the January 6th Minutes** Motion by: Karen Kovats Seconded: Kim Murphy	
5. **School System Operational Business** 5.1. **PEERS** Agenda: 1) The PEERS Curriculum 2) PEERS Training at WCDSB 3) PEERS Groups at WCDSB 4) Next Steps for PEERS at WCDSB	T. Battistella

PEERS Groups 2020

- In February of 2020, PEERS groups began at all 5 secondary schools.

- Groups included both students with ASD and those without.

- Goals were identified and reported to the ministry as part of the after-school program grant.

- Collaboration with Special Education Teachers to embed PEERS goals into IEPs.

Inclusion

- Accessibility of PEERS at WCDSB
- Modification to curriculum to support learning for students with more complex needs

Next Steps

- A presentation for Special Education Teachers on the PEERS program

- Beginning the online PEERS group in Quad 3

- Continuation of support from a BCBA for schools in running groups

- Acquisition of the Preschool PEERS Curriculum for ages 4 -6

Current Programming

- PEERS is running in person at 3 secondary schools.

- A virtual PEERS group is scheduled to begin in quad 3 at another secondary school.

- CYCW staff continue to participate in workshops on the application of PEERS in our schools.

L. Shoemaker

Q&A

5.2. Definition of High Needs

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

HNV-Independence Rubric

SEAC
February 2021

Purpose

- Internal process, clear, transparent and equitable across the system

- Process and evidence/data are key components of process
  - Objective vs. subjective

- Building independence
  - WCDSB promotes a mindset and belief amongst staff, students, and parents that our moral imperative is to build independence, to the maximum degree possible, for all students with special needs in order to best prepare them for transition to high school and to their post-secondary destinations
  - Goal is to increase independence and decrease support as we move our students through the system JK-21.
  - Together, we are helping our students to achieve their highest level of independence and in so doing, we are influencing the trajectory of their futures.

Independence Rubric

Independence Rubrics are created for students who have an IEP and have significant needs in two or more of seven distinct areas of functioning
These are: Health/Medical, Safety, Adaptive Functioning, Communication, Social/Emotional, Academics, and Community/Leisure/Work.

Students who do not have significant need (as defined above):
School teams will be encouraged to follow the lead of the Classroom Teacher, in the review of the effective application of evidence-based practices including: Universal Supports, Universal Design for Learning, Differential Instruction etc.

Independence Rubric 2021

Q&A

- Laura to bring forward to Ministry SEAC concerns regarding definition of high needs.

6. ***Ministry Updates*** **(10 min)** All students in the region returning to in person learning on February 8th.	
7. **SEAC Committee Functions** **Final clarifications regarding the invitation letter.**	
8. Policy Advice to the Board N/A	
9. Updates (20 minutes)	

9.1. Association Updates
 	
WWDSS:
    1. Join WWDSS and The Idea Exchange for a free Zoom screening of the movie Normie, a movie about a young lady who has Down syndrome and is seeking independence. https://ideaexchange.org/programs/event/normie-film-screening-waterloo-region-down-syndrome-society
    2. WWDSS Evening Speaker Series – registration info will be posted on our web site each month
        February 23rd - Amy Domitrovic, Behavioural Analyst: ABA and successful strategies
        March 23rd - Natalie Bianco, Student Links Coordinator
        April 20th - Hina Mahmood & Arianna Coles, Senior Registered OT's to discuss Executive Functioning
    3. We are planning an online World Down Syndrome Day event on March 21/21
    4. Our annual photo calendars are sold out
    5. Many virtual activates are being offered to our membership including reading circle, cooking class, social skills groups and more!
    6. CDSS launched The Employment Planning Hub which was designed to be used by people with Down syndrome along with their supporters who can help them develop their personal career portfolios and achieve their employment goals. https://cdss.ca/employment/
 	
WRFN:
    • Virtual Summer Camp Fair 2021
        ➢ February 8th – overnight camps
        ➢ February 22nd – day camps for children
        ➢ February 24th – day camps for teens and adults
 	
9.2. Trustee Updates
 	
WCDSB Board Meeting Bulletin — January 2021	

10. Pending Items **N/A**	

11. Adjournment
 	
    Motion by: Kim Murphy
    Seconded: Tracey Weiler	

12. Action Items Place Holder **N/A**	

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: March 3, 2021

To: SEAC

From: Director of Education, Superintendent of Learning: Special Education

Subject: Maximizing the Impact of Support Staff and the Implementation of Behavioural Skills Training (BST)

Type of Report:
- ☐ Decision-Making
- ☐ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:
- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

To communicate Waterloo Catholic District School Board's (WCDSB) plan to maximize the impact of our Educational Assistants (EA) and Child and Youth Care Workers (CYCW) and to provide an overview of Behavioural Skills Training (BST) and its implementation within WCDSB.

Alignment to the MYSP:

Nurturing Our Catholic Community:
Faith is lived and witnessed in community: To strengthen and cultivate school, parish and home relationships.
Students and Staff are healthy in mind body and spirit: To strengthen system commitment to school, student and staff spiritual health.
Everyone is included, respected and welcomed: To increase improved awareness respect of differences within our school communities.

Special Education Plan:

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Background/Comments:

The Role of the Educational Assistant and the Child and Youth Care Worker

Within the Waterloo Catholic District School Board, Support Staff are allocated across the system based on student need. WCDSB is an inclusive board, whose mission and values centre around success for each and a place for all learners to realize their full potential to transform God's world. Both elementary and secondary schools are staffed with Educational Assistants and Child and Youth Care Workers. EAs and CYCWs have roles and responsibilities that support the direct skill building (as outlined in the IEP) of a variety of students within their schools. They work under the direction of the Administrator, Classroom Teacher, Special Education Teacher as a key member of the in-school team. Support staff add value and provide assistance according to the teachers plan. In order to maximize the

impact of this support, the Senior Manager of Special Education is developing training and resources specific to helping all staff have deep knowledge and understanding of the role of the EA and the CYCW. Staff will also be provided with resources directly related to understanding their role when in the classroom in relation to the role of the Classroom Teacher and Special Education Teacher. A comprehensive training plan to support the implementation of these resources is currently being planned and will include next steps such as: logic model creation, developing working groups to review resources and assist in a deeper understanding of the role of support staff, targeted professional development sessions for Special Education Teachers, Classroom Teachers, Administrators and Support Staff, direct support and follow up from Collaborative Team members and a robust onboarding session delivered to new hires. Further to this training support staff have also received a variety of professional development sessions to further develop the skills required in their role on topics such as: Universal Supports in the Classroom, Universal Supports Through the Lens of an Educational Assistant, The Application of Universal Supports, The Application of Universal Supporting During Challenging Behaviour and Supporting Student Transitions, Behavioural Skills Training (BST) and PEERS. Evidence based practices are used to deliver targeted professional development with the goal of increasing staff skill set, building capacity and ensuring consistency in practice and equity across the system. The development of these resources and training will ensure all students have access to necessary accommodations e.g., visual supports, reinforcement, assistive technology etc. as outlined in the IEP.

Behavioural Skills Training

Board Certified Behaviour Analysts (BCBA) and Applied Behaviour Analysis (ABA) Facilitators have developed and delivered a series of professional development sessions and supplementary resources to build capacity in the area of Behavioural Skills Training (BST). BST is an evidence based four step procedure that can be applied to teach any new skill. It includes: Instruction, Modelling, Role Play and Feedback. This school year, the BCBA/ABA Facilitators have been teaching EAs, CYCWs, and Special Education Teachers about the understanding and effective application of BST to teach and learn new skills. Further to this, each training session is delivered using the BST framework. This involves giving the staff instruction on a particular topic or skill, modeling the skill and having the staff role play in order to practice the concept in break out groups during the session. Staff are then provided positive and corrective feedback to help maximize their learning. BST is a versatile model because it can be used to teach not only to build news skills with students, but when teaching new skills and concepts with staff as well. Staff and students both learn more effectively when they are practicing the skill with guidance, rather than just hearing about this information or concept through instruction alone.

BCBAs/ABA Facilitators also use a BST approach when coaching and modeling recommendations (student specific and class wide) in the school setting. This may involve first providing an overview of recommendations (instruction) followed by in-person modeling or video modeling, allowing staff to see the strategy in action. Staff are then guided to try the strategy, while being provided constructive feedback.

BCBAs/ABA Facilitators have also developed and delivered a four-part series of BST training geared specifically to CYCWs. CYCWs work with Classroom Teachers, Special Education Teachers and BCBA/ABA Facilitators to identify social skill deficits and create individualized or small group programming to build skill. With the many COVID-19 restrictions this year, the BCBA/ABA team has developed a number of video models that show the team demonstrating different techniques such as: how to use a first-then board, how to provide students with opportunities for choice, how to prompt students, and how to teach calming strategies etc. CYCWs are encouraged to use and share these videos with others to help demonstrate these techniques. In-school staff also have access to the Skill Building Resource Tool (SBRT), which is a bank of programs that outline and guide skill building, written using the BST framework for a variety of skills-such as mask wearing, asking for help, turn taking, using calming strategies, lining up, etc. Skills are broken down early learner, beginner, intermediate and advanced.

In addition to the resources available to staff, parent handouts have also been developed and include the four components of the BST model.

Recommendation:

Presented for your information.

Prepared/Reviewed By: Loretta Notten
                              Director of Education
                              Laura Shoemaker
                              Superintendent of Learning: Special Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

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February 9, 2021

The Honorable Stephen Lecce
Minister of Education
315 Front Street West, 14th Floor
Toronto ON M7A 0B8

Dear Minister Lecce:

Re: On-Line Learning Supports/ Universal Design for Learning

As staff and students in Durham District School Board and the rest of the province pivot again to remote learning, members of SEAC would like to encourage the Ministry of Education to strengthen its commitment to Universal Design for Learning (UDL) by ensuring provincial online learning resources, and platforms used to access said resources, are accessible to all students. Further, we wish to impress upon the Ministry the urgent need to update and continue to ensure that previously-created content remains or becomes accessible.

We welcome the Ministry's November 2020 commitment to additional elementary online learning supports in their partnerships with TVO and TFO to "provide high quality remote learning resources."   As these new resources are created and maintained, a commitment and focus to create accessible resources is critical for the ongoing learning of students with special needs. For instance, when videos have instructors delivering lessons with interactive whiteboards, use of developmentally-appropriate wait time should be incorporated to allow for processing. Further, Descriptive Video (DV) should be available on all videos, textual documents must be made available in an accessible PDF, and text format such as Word or HTML to ensure access and compatibility to all readers for students with vision loss or impaired vision. In the case of Closed Captioning (CC), the timing and accuracy should be improved to ensure that communication for students who are Deaf or Hard of Hearing is not impeded.

In grades 9 to 12, we recognize that E-Learning is being promoted as "it gives students more choices to customize their education based on their strengths, needs and interests." Our concern is that courses are not maintained and contain links that are broken and resources that fail to meet today's basic accessibility standards. Some examples of this relate to the concern that captioning, transcripts and described video are often unavailable which means E-Learning is, in fact, less accessible and does not meet the strengths or needs of many of our exceptional students. This consistent review and revision could ensure that Ontario's resources reflect the diverse students of the province and meet their respective needs.

All of the Ministry's resources should champion UDL, and the suggestions we make are meant to be the minimum standard expected. To be a leader, the Province should make a commitment to procuring provincial access to technology which integrates accessibility and allows UDL to be more easily integrated, as well as to ensure the Province is following its own principles contained in the *Accessibility for Ontarians with Disabilities Act* (AODA). We also encourage the Province to make a broader commitment to platforms that champion accessibility and to partner with Ontarians with disabilities who have lived experience, so that those it serves play an integral part in the work being done and ensures that the Province can reach the goal of universally-accessible learning for all.

In conclusion, we stress to the Ministry that, while the resources provide students with greater options for their education, the Ministry must also ensure that these resource options are available to all students by keeping accessibility at the forefront of all planning.

Yours truly,

SEAC Chair
Durham District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

43429364.1

PAAC on SEAC 2020 Survey of SEAC Members

Executive Summary and Action Items

The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) is the only group in Ontario that brings together provincial parent associations to communicate and co-operate on matters pertaining to Special Education Advisory Committees (SEACs) and special education. In order to promote effective practices in SEACs across Ontario, PAAC on SEAC has conducted three surveys distributed to SEAC members. In 2009 and 2014 surveys were sent to all English and French language school boards in Ontario, with the help of funding from a Parents Reaching Out (PRO) Grant. Without this funding, PAAC on SEAC was still able to distribute a new version of the survey, with comparable questions, to all English language school boards in the Fall/Winter of 2019/2020, to find out what has changed and whether there are new issues or challenges.

PAAC on SEAC extends thanks to all the survey participants and in particular, we are grateful for the many comments which have permitted us to discern trends in terms of where our SEACs function well and where there is need for improvement. There were 178 participants, the same number as in 2014. At least 30 school boards and 18 different local associations or community agencies were represented, although the numbers may not be complete since all of these questions were optional.

SEAC members continue to be engaged in their SEAC and for the most part feel their contributions are valued. Over 90% said that their SEAC encourages input and discussion from members on all presentations and that members of SEAC talk to each other and discuss different points of view respectfully (always or most of the time). However, there were other areas where concerns raised in the past surveys continue, and some areas where results have shown a decline when compared to previous surveys.

Based on the 2020 survey results and comments from participants, we have identified some common themes and areas of opportunity for improvement.   At the end of this summary, you will find our action items for SEACs, Ministry of Education, and PAAC on SEAC.

SEAC Meaningful Participation

An area of interest in the 2020 results involves SEACs participation in annual board procedures especially in the areas of key responsibilities, such as the Special Education Plan and Budget. Effective practices of SEACs to promote authentic engagement and suggestions for meeting structure and content include the use of an annual calendar and the sharing of information for discussion. Many of the results and comments reflect these practices; however there is a marked decline in several areas from the results of the 2014 survey.

Several questions cover information that is annually shared with SEACs and responses to these questions identify some areas for improvement. Some relevant comments include:

> *"We keep a running list of future topics for discussion or presentation that arise from current topics. We try to work with staff about proactively ensuring they are actually scheduled at a follow-up meeting."*

> *"I was not aware of an annual plan for topics to be covered"*

> *"Information is brought to SEAC by Special Education Dept. regularly; additional details are provided when committee members want further info."*

> *"We have budget specific presentations at 1-3 SEAC meetings between May and June. We always schedule 2 May meetings to allow ample opportunity for this, We usually get a budget update at one other meeting, at least, mid-year."*

> *"Again we are asked to approve what has already been submitted or approved by the Board."*

In considering these results, PAAC on SEAC continues to share many effective practices for promoting authentic engagement, including sharing information in advance for meetings and establishing an annual calendar which allows the committee to discuss trends and accomplishments as well as identifying areas for improvement.

The *[PAAC on SEAC Effective Practices Handbook for SEAC Members](#)* (PAAC on SEAC Effective Practices Handbook) identifies many effective practices including that SEAC members have input to the agendas and that agendas are circulated at least 5 days in advance of the meeting so that members are prepared for discussions.

Finally it is apparent that two-way communication with the Board (of Trustees) and SEACs is important; and feedback from the Board on minutes and responses to motions and minority reports is necessary to the ongoing work of SEAC.

SEAC Engagement with Community

Respondents point to inconsistencies in information available for the public about SEAC meetings, membership and roles. 74% of respondents say information is always available on board websites which is consistent to 2014 results, however only 40% indicate that their board has a SEAC brochure, which is a significant decrease from 2014.

Respondents indicate that SEACs are able to recruit & retain membership with 75% indicating always/usually, however there is a discrepancy in respondents between large boards where there is competition for vacancies, and smaller boards who have issues on recruitment.

While retention of SEAC members ranks about middle on effectiveness scale, providing information about SEAC available to parents was one of the least effective aspects of SEAC according to respondents.

Several questions cover what information is available to the public about SEAC and how SEACs engage with the community for their membership. Some relevant comments include:

> *"The brochure is available on the website, but special education items need to be searched. If you don't know what you're looking for, it's challenging."*

> *"There are some changes from time to time but this SEAC has maintained a core group of association members/agencies who work closely with the system."*

> *"It has been difficult to recruit new members."*

> *"Not a lot of local associations, way too many community partners (paid employees - not parents)"*

> *"It would be nice to see meeting minutes online and I am not exactly sure where they post to meeting schedule (assume the main board events feed)."*

PAAC on SEAC continues to recommend SEACs use the *PAAC on SEAC Effective Practices Handbook* for information on public access and consultation, membership nomination and recruitment ideas and other areas on raising SEAC awareness in the school communities. Effective practices include making sure Board websites contain all pertinent current information on SEAC including meeting dates and times, meeting minutes, and information for the public about becoming a SEAC member. This information could then be regularly shared with school communities, and the broader public through board communication avenues including websites, social media feeds, and targeted messaging. Member recruitment should happen at regular intervals with direct messaging to local associations asking for nominations of qualified individuals.

SEAC Recruitment, Orientation and Training

From the 2020 survey results almost 90% of respondents reported being very familiar (32.96%) or somewhat familiar (59.66%) with [Education Act Ontario Regulation 464/97 Special Education Advisory Committees](#) (Regulation 464/97). This is the key regulation that defines the membership, roles and responsibilities of SEAC and the result is encouraging.

The main place for finding information about SEAC, their roles and responsibilities is school board websites, although several respondents reported that SEAC information was hard to find on the board website.

> *"Board website is difficult to navigate. Information is hard to find."*

Almost 78% of respondents responded that their SEAC was able to recruit new members "usually or always", several respondents noted it is a challenge to recruit local association members.

> *"(SEAC) numbers are still low considering the vast geography that the school board covers. Not familiar with a robust recruitment campaign."*

PAAC on SEAC members have also heard of many SEACs that do not have the full complement of 12 local association members, especially in rural and remote communities.

The responses to the questions about PAAC on SEAC resources including the PAAC on SEAC website, the *PAAC on SEAC Effective Practices Handbook*, and the PAAC on SEAC annual planning calendar indicate many of the respondents were unaware of these resources. All of these resources were developed to help SEAC members understand their roles and responsibilities. The *PAAC on SEAC Effective Practices Handbook for SEAC* Members is especially useful for SEAC orientation and training.
Sample comments include:

> *"I remember we had a PAAC on SEAC presentation and it was an eye opener."*

> *"It is circulated electronically so all members are aware of it. If new members have questions they are encouraged to ask individually or as part of the regular meetings."*

SEAC members reported that orientation and ongoing training would assist in understanding and participating confidently in meetings, initiating discussions about emerging or ongoing issues and voting on motions. They seek direction in putting forward recommendations to their Boards.
Sample comments include:

> *"Better onboarding"*

> *"Confidence built in SEAC reps to have real conversations"*

> *"Training is required so that all members understand their role"*

The survey results suggest that while most respondents are aware of their role and responsibilities, more training would be helpful. Increased awareness of PAAC on SEAC resources and their use by SEACs for training would also help members.

PAAC on SEAC Awareness

In 2020, 56% of respondents reported they were offered the *PAAC on SEAC Effective Practices Handbook* always or most of the time, an increase from 46% in 2014. But in 2020, 39% had never seen or were not sure they had seen the Handbook, which is more than the 34% who indicated they had not seen the handbook in 2014.

In 2020, 63% of respondents had used the PAAC on SEAC website at least sometimes, which was unchanged from 2014. However, 40.7% had never heard of the website or were not sure in 2020, an increase from 37% in 2014.

Use of the PAAC on SEAC Annual Calendar for annual planning, at least sometimes, dropped slightly from 44% in 2014 to 37% in 2020, while about 55% continued to say they never used the calendar or were not sure.

Some sample comments include:

> *"I learned about PAAC from my association not from SEAC."*

> *"I was unaware there was a handbook"*

> *"I have just now looked at this and it is an invaluable resource. I certainly wish I had known about this sooner!"*

> *"I did not know about PAAC until now"*

> *"We use it as a guide that we are addressing the topics noted."*

> *"We don't always follow the timeline of the calendar but we do make sure the items on the calendar are included in our annual planning"*

The results of the survey questions about PAAC on SEAC indicate that there is still work to be done in increasing awareness of PAAC on SEAC and the resources such as the *PAAC on SEAC Effective Practices Handbook,* PAAC on SEAC website and Annual Calendar. Making sure our website is highlighted in all correspondence to SEACs, and sending regular notices about PAAC on SEAC resources is recommended.

PAAC on SEAC 2020 SURVEY ACTION ITEMS

Action Items for SEACs

1. SEAC chairs to share the Results of the PAAC on SEAC 2020 Survey of SEAC Members report and Executive Summary with SEAC members

2. SEAC chairs to provide a copy, or the link, to the *PAAC on SEAC Effective Practices Handbook for SEAC Members*, particularly during orientation and training

3. Enhance training for all SEAC members and include awareness around key Ministry documents by providing access to key documents, such as [Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide](#) (Draft 2017); [Regulation 306 Special Education Programs and Services](#); and [Regulation 464/97Special Education Advisory Committees](#)

4. Using the *PAAC on SEAC Effective Practices Handbook* as a resource for orientation and annual training by:
   - Reviewing Handbook sections at SEAC meetings
   - Sharing the PAAC on SEAC PowerPoint regarding the Handbook

5. Establishing an annual calendar that allows SEAC to ensure all activities are planned in advance to provide for effective discussion and advice

6. Ensuring that the School Board website contain all pertinent current information on SEAC including meeting dates and times, meeting minutes, and information for the public about becoming a SEAC member.

7. Develop strategies for the sharing of information about SEAC with families and the general community to increase awareness of the role of SEAC and encourage public participation in annual consultations about the Special Education Plan

8. Circulating the SEAC Agenda and attachments at least 5 days in advance of the meeting

9. Promoting two way communication between SEAC and the Board of Trustees regarding issues related to the Special Education Plan and Budget, as well as special education programs and services

Action Items for Ministry of Education

The following action items are intended to promote a more consistent understanding of SEAC Roles & Responsibilities.

1. Ministry to facilitate SEAC conferences, training sessions or webinars to provide information on SEAC Roles and Responsibilities

2. Ministry to include SEAC in the process for annual feedback on the Special Education Plan – Ministry to direct boards to share with SEAC t any communication about special education plans

3. Ministry to copy SEAC chairs on any memos that impact students with special education needs sent to boards

4. Ministry needs to maintain an active directory of all SEAC chair contact information that is updated annually

Action Items for PAAC on SEAC

1. PAAC on SEAC to share the Survey Report with the Ministry of Education, the Minister's Advisory Council on Special Education (MACSE) and with school boards to share with their SEACs.

2. Members of PAAC on SEAC to share with their SEAC representatives and communities, for example using social media, to promote awareness of PAAC on SEAC and the survey results.

3. Include a link to the PAAC on SEAC website (http://www.paac-seac.ca/) in every correspondence with SEACs and SEAC members.

4. Review the contents of the *PAAC on SEAC Effective Practices Handbook* and enhance existing effective practices related to:
   - Meeting Effectiveness
   - Meaningful Engagement
   - Orientation/Training
   - Recruitment
   - Special Education Plan Roles & Responsibilities