



ORIENTATION GUIDELINE

Philosophy of the Board -- "continues to be one of integration of children with special needs into their neighbourhood schools in order that they may play, pray and learn with their friends".



SEAC ORIENTATION GUIDELINE
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OUR VISION

INSPIRED BY OUR RICH HERITAGE AND CHALLENGED BY THE STRUGGLES OF OUR PAST, WE ARE AN INCLUSIVE CATHOLIC EDUCATIONAL COMMUNITY CALLED TO EXPRESS OUR MISSION AS CHURCH TO PASS ON THE GOOD NEWS OF JESUS CHRIST, TO MAKE IT RELEVANT IN THE WORLD TODAY, AND TO BE THE HOPE FOR THE FUTURE.

IN A SPIRIT OF FREEDOM, AFFIRMATION AND CELEBRATION TODAY, WE STRIVE TO...

- Facilitate an active faith journey rooted in prayer and the sacraments.
- Enhance relationships among members of the home, school, parish and extended community.
- Foster a world view shaped by the Catholic conversation about life's meaning and purpose.
- Nurture the giftedness, self-worth and potential of each individual.
- Reverence the dignity of the whole person.
- Integrate the Catholic faith tradition in a critical analysis of the arts, media and technology.
- Sustain safe school environments characterized by warmth, hospitality, good humour and joy.

OPEN TO MYSTERY AND ENDLESS DISCOVERY IN THE LORD, WE ARE CALLED TO...

- Develop and implement a distinctive Catholic curriculum based on the Ontario Catholic School Graduate Expectations.
- Make a difference as faith-filled community builders.
- Challenge the consumer culture with lives dedicated to the principles of social justice in the spirit of gospel values.
- Model a servant leadership style following the example of Jesus.
- Claim our role as global stewards cherishing the environment and all life in it.
- Engage in the pursuit of life-long learning.
- Love unconditionally.

*This is what Yahweh asks of you: only this,
to act justly, to love tenderly, and to walk humbly with your God.
Micah 6:8*



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

OUR SPECIAL EDUCATION VISION

*Inspired by our rich heritage and challenged
by the struggles of our past,
we as an inclusive Catholic educational community,
are called to express our mission as church,
to pass on the Good News of Jesus Christ,
to make it relevant in the world today,
and to be the hope for the future.*

The Renfrew County Catholic District School Board offers the following placements:

- **A regular class with indirect support**
- **A regular class with resource assistance**
- **A regular class with withdrawal assistance**
- **A special education class with partial integration**

The Board has two Section 23 classrooms. These classrooms offer therapeutic support through a day treatment program.



S.E.A.C. MANDATE

What is SEAC?

SEACs are Special Education Advisory Committees established since 1980 as part of the revision of Bill 82. Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services, which meet his or her needs. SEAC's play a vital role in ensuring that all exceptional pupils receive appropriate educational services.

The Special Education Advisory Committee of a Board may make recommendations to the Board in respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.

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 is SEAC's role in Quality Assurance?

SEACs focus on three areas to assure quality in special education:

- School Board Special Education Plans
- Individual Education Plans
- Public Relations



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

ROLES AND RESPONSIBILITIES

BOARD

The Board will make available to its SEAC the personnel and facilities that the Board considers necessary for the proper functioning of the committee:

- a. An agenda and minutes within a reasonable time so the SEAC may consider and prepare to discuss the minutes at the subsequent meeting;
- b. The Board will supply information and orientation respecting:
 - i. The role of the committee and the Board in relation to special education
 - ii. Ministry and Board policies relating to special education
 - iii. The agenda and minutes of Board meetings to the SEAC chair
 - iv. A schedule of meetings of the Board.

SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory Committee members represent a variety of parent associations and community agencies within Renfrew County. The SEAC:

- Makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of Special Education Programs and services for exceptional pupils of the Board;
- Participates in the Board's annual review of its Special Education Plan;
- Participates in the Board's annual budget process as it relates to special education;

- Reviews the financial statements of the Board as they relate to special education;
- Provides information to parents, as requested.

Successful practices:

The Special Education Committee is responsible for making recommendations to the Board relative to the provision of special programs and services in such areas as:

- philosophy and goals
- organizational structure
- policies and procedures
- program delivery systems
- services and facilities
- professional development
- in-service for SEAC members
- interaction with and/or participation on other Board committees
- annual review of the Special Education Report
- The Board's annual budget for special education
- the financial statement of the Board relative to special education

SEAC members facilitate effective communication between their association members and the Board. By acquiring and maintaining a working knowledge of special education programs and services provided by the Board, members inform their associations of the activities of the SEAC and the Board.



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

S.E.A.C. MEMBERSHIP AND APPOINTMENT

Membership

SEAC membership is composed of representatives from:

- Up to 12 local parent associations, affiliated with provincially incorporated associations which further the interests of exceptional pupils or adults, and which do not represent professional educators who must be:
 - A Canadian citizen
 - Over the age of eighteen years
 - A resident within the area of jurisdiction of the Board
 - A Catholic school elector;
 - Not employed by the Board in which the member resides.
- One, two or three Board members, depending on the size of the Board;
- One or two representatives for Aboriginal pupils where appropriate; and
- May include one or more members at large.

Appointment

A local association may write to the director and/or the secretary of the Board to request representation on the SEAC. A letter should include the nomination and qualifications of the nominee.

The Board may appoint to membership of the SEAC only those persons who qualify under Regulation 464/97, Sections 2, 3 and 4.



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

CURRENT SEAC MEMBERS

<i>Name</i>	<i>Association - Contact</i>	<i>Personal Contact</i>
Pat O'Grady	Trustee - Chair	pogrady@rccdsb.edu.on.ca 572 Whispering Pines Crescent Pembroke, ON K8A 6W4
Daniella Santos	Member at Large	daniellasantos2003@hotmail.com 613-687-8514 24 Runge Drive Pembroke, ON, K8A 8P2
Jennifer Debenham	Community Living	jdebenham@cluov.ca
Jodi Cotnam	Learning Disabilities Association of Ontario	pathfinder1@sympatico.ca 613-859-3203 10 Gardner Street Arnprior, ON, K7S 3S1
Joan Daley	Member at Large (FASD interest)	joandaley47@hotmail.com 613-432-2441 27 Bonnechere St. S. Renfrew, ON, K7V 1Z2
Mike Ellis	Member at Large	mfwellis@gmail.com
Clint Young	Resource	cyoung@rccdsb.edu.on.ca 613-735-1031

Linda Arsenault – Administrative Assistant to the Superintendents – 613-735-1031 X207



S.E.A.C. FUNCTIONS

Voting

Each appointed member of the SEAC is entitled to one vote. Alternate members, if any, may not vote if the appointed member is present at the meeting.

On every motion, the chair may vote with the other members of the committee, and any motion on which there is an equality of votes is lost.

Meetings

- The SEAC shall meet at least ten times in each school year.
- The SEAC meetings are conducted under the Board's by-laws and rule of procedure for Board committees.
- The meetings shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct.

SEAC's are routinely involved in:

- The Board's budget process
- Regular review of financial statements
- Policy review
- New policy development
- Program review
- Professional development for teachers, trustees, the community
- All activities directly and indirectly related to special education.

Successful Practices

SEAC meetings usually take place the second Wednesday of every month as approved by the committee and by the Board. It is common practice to schedule ten regular meetings per year from September to June.

Dates and times of SEAC meetings should be publicized by the Board.

Quorum

A majority of members (or alternates) of the SEAC is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

**S.E.A.C. MEETING DATES
2020-2021**

The Special Education Advisory Committee Meetings are held at various locations within the Renfrew County Catholic District School Board. Scheduled dates are as follows:

2020-2021 Meeting Schedule

September 16, 2020

October 7, 2020

November 18, 2020

January 6, 2021

February 10, 2021

April 14, 2021

May 12, 2021

June 9, 2021



ANNUAL CALENDAR

School Board Education Plans

With the assistance of SEAC, school Boards must review the plan once a year and send any amendments to the Minister of Education. Every two years, Boards must prepare and approve a report of the special education programs and services. The standards stipulate that in developing and modifying their special education plan, Boards must take into consideration issues and feedback from members of the community including parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

Individual Education Plans

A school Board's Special Education Plan is reviewed yearly by the Ministry of Education. The SEAC has the opportunity to provide comment and advice to the Board when the results of the Ministry's review are received and when the Board develops its response for inclusion in the Board's Special Education Plan. As the Ministry moves, over time, to having school Boards develop and implement procedures for quality assurance for the implementation of IEPs, the SEACs will have an important role to play in providing further advice to Boards.

Public Relations

Parents or members of the public may contact a member of their school Board Special Education Advisory Committee to discuss their point of view about the Board's system-wide planning and development of special education programs and services. Members of the public may attend a SEAC meeting to make their views known to the Committee on special education issues, and through it, to the district school Board



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

ANNUAL CALENDAR - TASKS

UNDER REVISION

SAMPLE SEAC ANNUAL CALENDAR

ON-GOING ACTIVITIES:

- Request notification of all Ministry of Education announcements related to special education and ensure SEAC Chair is registered on the SEAC E-Learning site.
- Provide orientation to new members and on-going professional development for all SEAC members
- Provide opportunities for SEAC members to provide presentations and updates about their association/organization
- Consider ways to enhance parent engagement and collaboration in special education in every program/initiative
- Evaluate SEAC effectiveness and identify ways to improve meetings

MONTH	ANNUAL ACTIVITY	ACTIVITIES	
SEPTEMBER	<ul style="list-style-type: none"> ➤ Confirm Special Education Report Checklist submitted to Regional Office Sept. 1st ➤ Review ODA Accessibility Plans (due Sept 30th) ➤ Develop or review SEAC annual agenda/goals ➤ Review new Ministry of Education SEAC webpages and submit examples of effective practices 	<p>Request Information on:</p> <ul style="list-style-type: none"> ▪ Ministry of Education Special Education Funding Fall Consultation and boards participation ▪ BIPSA special education goals and performance indicators for current year public awareness plan ▪ Assess processes/tools for special education students in alternative programs and not participating in EQAO <ul style="list-style-type: none"> ○ New Ministry initiatives 	
OCTOBER	<ul style="list-style-type: none"> ➤ Develop process for review current Special Education Report ➤ Request update on last EQAO results: including deferrals, exemptions, participation rates, accommodations provided for Spec. Ed. Students and achievement levels 		
NOVEMBER	<ul style="list-style-type: none"> ➤ October Report Data: Request numbers of exceptional students, placement data, suspensions expulsions data ➤ IEP Update: request confirmation that all first term IEP reviews are completed 		
DECEMBER	<ul style="list-style-type: none"> ➤ Special Education Program and Services receive information on any changes being considered for next school year ➤ Confirm details of training sessions for new SEAC members and review SEAC Orientation Manual contents 		
JANUARY	<ul style="list-style-type: none"> ➤ Financial update: Re past year Spec. Ed. Grants, expenditures and reserve fund amount and next year budget process 		<ul style="list-style-type: none"> ▪ Check the CODE website to see all of the IEP samples
FEBRUARY	<ul style="list-style-type: none"> ➤ Review proposed changes to Special Education programs and services ➤ Provide an IEP update 		<ul style="list-style-type: none"> ▪ Review parent resources to ensure they are user friendly and easy to understand
MARCH	<ul style="list-style-type: none"> ➤ Continue discussion of Special Education programs and services 		<ul style="list-style-type: none"> ▪ Monitor and participate in public consultations on Special Education Report
APRIL	<ul style="list-style-type: none"> ➤ Request preliminary budget forecast for special education 		
MAY	<ul style="list-style-type: none"> ➤ Information update and discussion re Special Education Report and Budget 		
JUNE	<ul style="list-style-type: none"> ➤ SEAC recommendations regarding Special Education Report and Budget ➤ Request Special Education statistics (including IEP and IPRC) for the September meeting ➤ Develop draft SEAC annual agenda and goals for next year 		



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

MEETING EXPECTATIONS

The spirit or intent of the SEAC is one of sharing, positive attitude, trust and respect. It is vital that SEAC members work together to assist the Board to provide programs for all exceptionalities.

Each member is expected to:

- a. Respond to the needs of all exceptional pupils within the Board;
- b. Respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases;
- c. Acquire and maintain a working knowledge of the special education programs and services provided by the Board;
- d. Represent and inform the committee about the exceptionality he or she represents.



THE EFFECTIVE SEAC MEMBER

Members are expected to:

- a. Act as a resource for parents or guardians of an exceptional student
- b. Be available to assist parents or guardians with IPRCs
- c. Ensure that they are expressing the concerns of the association and not their own concerns;
- d. Keep informed and identify needs by speaking with individuals within the local association who take the counselling calls or parent calls about issues of concern to parents or guardians and by seeking out information and input in relation to issues or concerns pertaining to special education;
- e. Encourage their association members to attend SEAC meetings;
- f. Report to the members of the local association at general meetings, and/or disseminate relevant information, such as voting and discussing activities at SEAC meetings, and positive outcomes that result;
- g. Demonstrate skills in:

communication	problem solving
listening	negotiation
presentation	time management
assertiveness	research
team building	organization
- h. Be prepared for all SEAC meetings, suggest items to be placed on the SEAC agenda, participate in discussions, suggest educational topics, and present motions.
- i. Set individual and annual objectives as well as those for the local association and for the SEAC.



SAMPLE AGENDA

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

MEETING DATE AND TIME
MEETING LOCATION (*may vary*)

AGENDA

1. Prayer (*Appendix attached*)
2. Approval of Agenda
3. Declaration of Conflict of Interest
4. Approval of Minutes from previous meeting (*Appendix attached*)
5. Presentation:
 - a. Guest Presenter
 - b. SEAC Member – outline of agency responsibilities
6. SEAC annual calendar review
7. Special Education Plan Review
8. Board Reports
9. Association Reports
10. New Business
11. Adjournment



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

SAMPLE MOTION TEMPLATE

1. Title

Motion Date- #1

Moved by: Committee Member

Seconded by: Committee Member

The Special Education Advisory Committee recommends that

Carried/.



THE SPECIAL EDUCATION PLAN INDEX

The Special Education Plan is discussed and reviewed throughout the year. At the May meeting, the Plan is presented in detail. The current 2014-2015 Special Education table of contents is as follows:

SECTION A SPECIAL EDUCATION PROGRAMS AND SERVICES

Special Education Vision

- 1. Model for Special Education**
- 2. Identification, Placement and Review (IPRC) Process**
- 3. Special Education Placements Provided by the Board**
- 4. Individual Education Plans (IEP)**
- 5. Special Education Staff**
- 6. Specialized Equipment**
- 7. Transportation for Students with Special Needs**
- 8. Transition Planning**

SECTION B PROVINCIAL INFORMATION

- 1. Roles and Responsibilities**
- 2. Categories and Definitions of Exceptionalities**
- 3. Provincial and Demonstration Schools in Ontario**

SECTION C OTHER RELATED INFORMATION REQUIRED FOR THE COMMUNITY

- 1. The Board's Consultation Process.**
- 2. The Special Education Advisory Committee (SEAC)**
- 3. Early Identification Procedures and Intervention Strategies.**
- 4. Educational and Other Assessments.**
- 5. Coordination of Services with Other Ministries or Agencies
(Phoenix Centre, CHEO, CCAC)**
- 6. Specialized Health Support Services in School Settings**
- 7. Staff Development**
- 8. Accessibility (AODA)**
- 9. Parent Guide to Special Education**

SECTION D SUBMISSION OF BOARD PLAN



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

CATEGORIES OF EXCEPTIONALITIES

<u>BEHAVIOUR</u>	Behaviour
<u>INTELLECTUAL</u>	Giftedness Mild Intellectual Disability Developmental Disability
<u>COMMUNICATION</u>	Autism Deaf and Hard of Hearing Language Impairment Speech Impairment Learning Disability
<u>PHYSICAL</u>	Physical Disability Blind and Low Vision
<u>MULTIPLE EXCEPTIONALITIES</u>	Multiple Exceptionalities

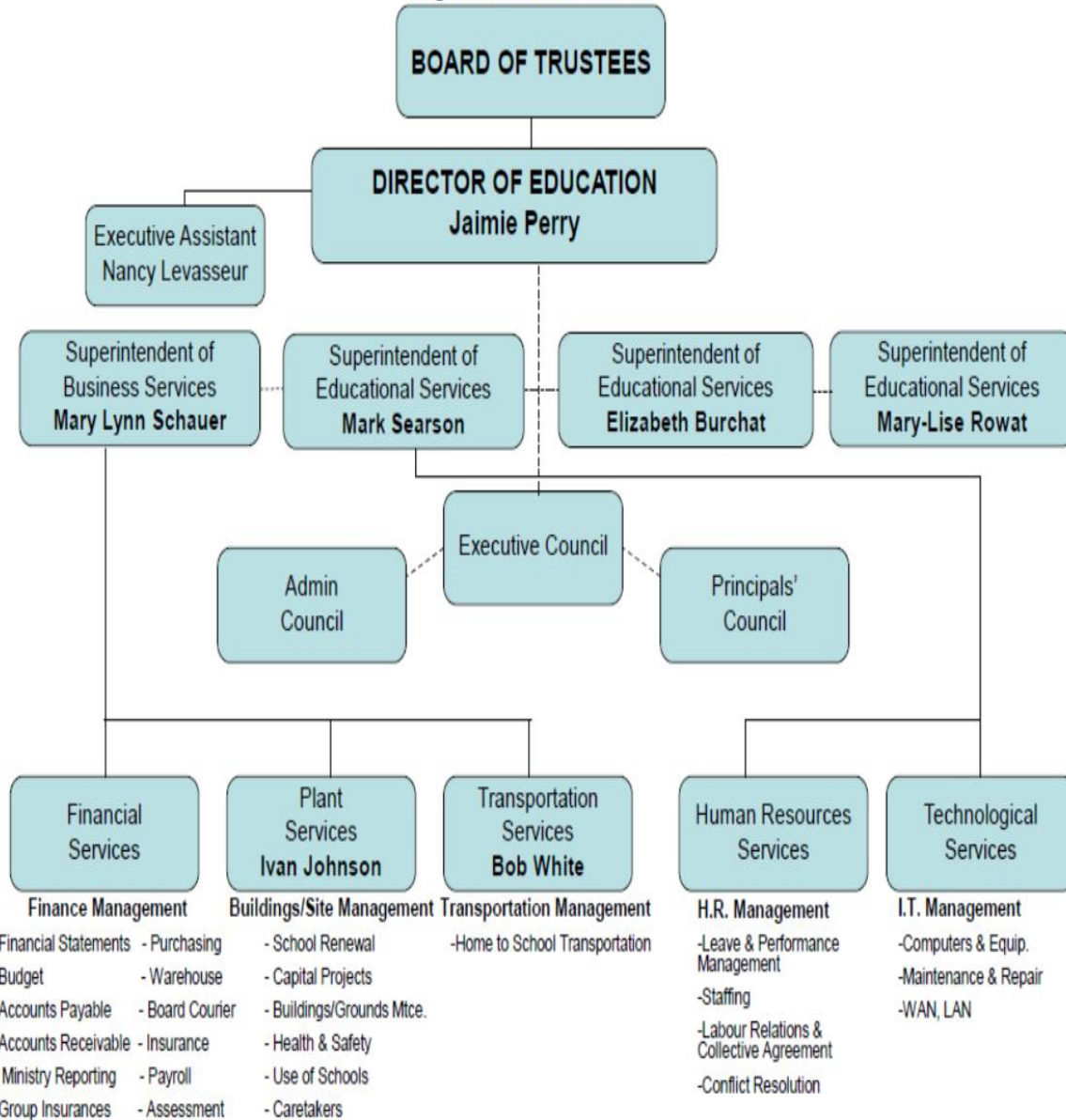


RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

BOARD ORGANIZATION

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

Organization Chart





RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD
MASTER INDEX – POLICY AND PROCEDURES

Administration

Statements on general Board wide operational matters not covered in another category.

Facilities

Statements on Board facilities and operations including custodial/maintenance operations; energy management; safety and security; construction, renovation and maintenance.

Finance

Statements on the Board’s business and financial operations.

Governance

Statements on the elected Board of Trustees and on Senior Administration.

Human Resources

Statements on human resource matters dealing with Board staff and employees and statements on school/staff allocation.

Schools & Students

Statements on the management of the Board’s schools.

MASTER INDEX: Administration Policies & Procedures

ADMINISTRATION POLICIES AND PROCEDURES

Appropriate Use of Technology Guidelines [NEW]
Appendix A - Intended Use [NEW]
Appendix B - Security & Safety of Board Data [NEW]
Appendix C - Responsible Resource Use [NEW]
Appendix D - Legal Compliance [NEW]
Appendix E - Privacy Expectations [NEW]
Commercial Electronic Message Requirements [Under Development]
Procedure A: Parent & Student Communications [Under Development]
Procedure B: Board Business Communications [Under Development]
Appendix A: CASL New Email Requirements [Under Development]
Appendix B: CASL Board Business Emails [Under Development]
Ontarians with Disabilities Accessibility Commitment
Ontarians with Disabilities Accessibility Standards for Customer Service –
Assistive Devices
Appendix: Assistive Devices & TTY Information
Ontarians with Disabilities Accessibility Standards for Customer Service –
Disruption of Service Notice
Appendix: Sample Disruption of Service Notice
Ontarians with Disabilities Accessibility Standards for Customer Service -
Feedback
Ontarians with Disabilities Accessibility Standards for Customer Service –
Service Animals
Ontarians with Disabilities Accessibility Standards for Customer Service –
Support Person
Appendix: Support Person Consent Form

MASTER INDEX: Facilities Policies & Procedures

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Emergency Measures
Emergency Measures Appendix A (Reference Guide)
Emergency Measures Appendix B (Crash Bag Contents)
Procedure: Bomb Threats
Procedure: Earthquake
Procedure: Lockdown
Appendix A (Parent Information Letter)
Appendix B (FAQ)
Appendix C (Elementary School Script)

Procedure: Tornado
Emergency Plans
Procedure: School Fire Safety Plan
Facility Partnerships
Indoor Air Quality
Pupil Accommodation Review
Procedure: Accommodation Review Committee (ARC) Process
Appendix A: Factors for School Information Profile
Ministry of Education: 2009 Review Guideline
Ministry of Education: 2009 Review of Accommodation Review Process

MASTER INDEX: Finance Policies & Procedures

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Procurement Directive - Code of Ethics
Procurement Directive
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Procedure B: Procurement Directive – Purchasing Tendering (Construction)

MASTER INDEX: Governance Policies & Procedures

GOVERNANCE POLICIES AND PROCEDURES

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Board Information
Code of Conduct – Trustee
Appendix: Code of Conduct Enforcement
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Duties / Powers – Board Chair & Vice-Chair
Duties / Powers – Board of Trustees
Duties Powers - Trustee
Rules of Procedure – Board of Trustees
Travel, Hospitality & Equipment Expense – Trustee
Appendix A: Meal Expenditure Limits
Appendix B: Automobile Rental [NEW]

MASTER INDEX: Human Resources Policies & Procedures

HUMAN RESOURCES POLICIES AND PROCEDURES

Administrative Allowance
AIDS & HIV
Conferences & Conventions - Attendance
Criminal Background Check – Employees & Trustees
Criminal Background Check – Other Adults [Under Development]
Criminal Background Check – Service Providers
Appendix A: OESC ID (Students) [Under Development]
Appendix B: OESC ID (Service Providers) [Under Development]
Employment Terms – Supervisory Officer
Equity – Affirmative Action
Equity – Racial and Ethnocultural
Gifts (Employees, Trustees & Non Employees)
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Procedure: Asbestos
Appendix: Asbestos Management Plan
Procedure: Confined Spaces
Procedure: Designated Substances
Procedure: Employee Accident & Injury
Form: Employee Accident & Injury
Procedure: Eyewash Stations
Procedure: First Aid
Procedure: Hazardous Waste Disposal
Procedure: Hot Work Permits
Form: Hot Work Permit
Procedure: Lockout & Tagging
Procedure: Ministry of Labour Inspection
Procedure: Refusal to Work
Procedure: Safe Drinking Water
Procedure: Spill Control
Procedure: WHMIS
Hiring & Continued Employment
Holidays – Statutory & Board
Hours of Work – Flex & Banked Time
Hours of Work - Overtime
Hours of Work - Regular
Hours of Work - Summer
Information Technology
Insurance Plans
Leave - Compassionate
Leave – Cumulative Sick Leave
Leave – Deferred Salary
Leave – Election to Public Office

Leave – Federation Activities
Leave – Jury, Witness or Compulsory Quarantine
Leave – Long Term Personal without Pay
Leave – Pregnancy & Parental
Leave – Short Term Personal without Pay
Leave - Special
Pension Plans
Performance Appraisal – Principal & Vice-Principal
Appendix A: Catholic Framework
Performance Appraisal
Retirement Gratuity
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Salary - Redundancy
Salary - Starting
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Smoke Free Facilities
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Staffing – Principal Assignments
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Appendix A: Meal Expenditure Limits
Appendix B: Auto Rental [NEW]
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Workplace Harassment
Procedure: Report, Investigate & Respond
Workplace Violence
Procedure A: Summon Assistance & Report
Procedure B: Investigate & Respond

MASTER INDEX: Schools & Students Policies & Procedures

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Anaphylaxis & Severe Allergy Reactions
Attendance Zones
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Catholic School Councils' Coalition Network
Concussions [NEW]
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Appendix A (Catholic Education Guidelines)
Appendix B (Ethical Guidelines Survey)
Appendix C (Partnership Agreement Form)
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Appendix B (Agreement)
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Environmental Education & Stewardship
Procedure A: Teaching & Learning
Procedure B: Student Engagement & Community Connections
Procedure C: Environmental Leadership
Equity and Inclusive Education
Procedure: Implementation
Appendix (Religious Accommodation Guideline)
Fees for Learning Materials & Activities
French Immersion Program
Fund Raising Activities in Schools
Healthy Schools Nutritional Environments
Procedure: Implementation
Appendix (Related Information)
Injury at School
Appendix (Accident Report)
Insurance for Students
Living Things in School
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Appendix A (Consent Form)
Appendix B (Pupil Medication Record)
Opening or Closing Exercises
Safe Arrivals
Safe Schools Appendix A – Occurrences requiring Police Response
Safe Schools Appendix B – Reporting Violent Incidents to the MOE
Safe Schools Appendix C – Incident Reporting Form
Safe Schools Appendix D – Suicide Protocol [NEW]
Safe Schools – Access to School Premises
Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
Safe Schools – Code of Conduct
Appendix (Board Code of Conduct)
Safe Schools – Delegation of Authority
Safe Schools – Progressive Discipline
Appendix (Board Guideline)
Safe Schools – Pupil Expulsion
Appendix (Expelled Pupil Program)
Safe Schools – Pupil Expulsion Hearing



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD
MINISTRY OF EDUCATION SPECIAL EDUCATION GRANT

The development of their annual budget and review of financial statements is an ongoing process and the SEAC should be kept informed about the process and have an opportunity to participate and provide advice to the Trustees.

HIGH NEEDS AMOUNT (HNA) ALLOCATION

In March 2014 the Ministry of Education announced a four year transition to a new High Needs Amount funding model which will reflect the variation among Boards with respect to students with special education needs and Boards' abilities to meet those needs.

The HNA allocation will create redistributive impacts on school Boards, and these will be mitigated by phasing in the transition over four year, to be completed by the 2017-2018 year. High Needs Allocation will be made up of:

- Historical HNA Per Pupil Amount Allocation;
- Special Education Statistical Prediction Model (SESPM) – A Board specific prediction value based on the percent of students receiving special education programs and services;
- Measures of Variability (MOV) – Distributed among school Board based on data analyzed by the Ministry of Education.



APPENDICES

**ONTARIO REGULATION 464/97
DICTIONARY OF ACRONYMS
RCCDSB SEAC BROCHURE**

Education Act

ONTARIO REGULATION 464/97 SPECIAL EDUCATION ADVISORY COMMITTEES

Consolidation Period: From January 1, 1998 to the [e-Laws currency date](#).

No amendments.

This is the English version of a bilingual regulation.

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. O. Reg. 464/97, s. 1.

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. O. Reg. 464/97, s. 2.

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. O. Reg. 464/97, s. 3.

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). O. Reg. 464/97, s. 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. O. Reg. 464/97, s. 5.

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. O. Reg. 464/97, s. 6.

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. O. Reg. 464/97, s. 7.

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. O. Reg. 464/97, s. 8.

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. O. Reg. 464/97, s. 9.

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. O. Reg. 464/97, s. 10.

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. O. Reg. 464/97, s. 11.

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. O. Reg. 464/97, s. 12.

13. OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS REGULATION). O. Reg. 464/97, s. 13.



DICTIONARY OF ACRONYMS

ACRONYM	DESCRIPTION
ABA	Applied Behavioural Analysis
ABI	Acquired Brain Injury
ADHD	Attention Deficit Hyperactivity Disorder
AED	Automated External Defibrillator
AODA	Accessibility for Ontarians with Disabilities Act
ARC	Accommodation Review Committee
ASD	Autism Spectrum Disorder
ASL	American Sign Language
BIP	Board Improvement Plan
BLDS	Board Leadership Strategy
BSCS	Business and Corporate Services Committee
CCAC	Community Care Access Centre
CODE	Council of Directors of Education
CPCO	Catholic Principals Council of Ontario
CPI	Crisis Prevention and Intervention
DD	Developmental Disability
DI	Differentiated Instruction
DPA	Daily Physical Activity
EA	Educational Assistant
EAP	Employee Assistance Program
EDU	Ministry of Education (or MOE)
EFIS	Education Finance Information System
EI	Equity and Inclusion
ELKP	Early Learning Kindergarten Program
EQAO	Education Quality and Accountability Office
ESC	Educational Services Committee
ESL	English as a Second Language
FDK	Full Day Kindergarten
FSL	French as a Second Language
FTE	Full time Equivalent

GSN	Grants for Student Needs
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
JK/SK	Junior Kindergarten/Senior Kindergarten
LD	Learning Disability
MID	Mild Intellectual Disability
MOV	Measures of Variability
MISA	Managing Information for Student Achievement
NTIP	New Teacher Induction Program
OAC	Ontario Academic Credit
OCSOA	Ontario Catholic Supervisory Officers Association
ODA	Ontarians with Disability Act
OECTA	Ontario English Catholic Teachers Association
OFIP	Ontario Focused Intervention Program
OnSIS	Ontario Student Information System
OPHEA	Ontario Physical and Health Education Association
OSBIE	Ontario School Board Insurance Exchange
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma
OSSLT	Ontario Secondary School Literacy Test
OTG	On the Ground Capacity
PEAC	Parent Engagement Advisory Committee
PPM	Policy and Program Memorandum (Min. of Education)
PIC	Parent Involvement Committee
RCCDSB	Renfrew County Catholic District School Board
RCJTC	Renfrew County Joint Transportation Consortium
SEA	Special Education Amount
SEAC	Special Education Advisory Committee
SERT	Special Education Resource Teacher
SLP	Speech Language Pathologist
SESPM	Special Education Statistical Prediction Model
SO	Supervisory Officer
SWST	Student Work Study

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

SPECIAL EDUCATION (SEAC) A Question and Answer Guide



Special Education Advisory Committees (SEACs) play a vital role in the success of special education programs and services in Ontario's publicly funded schools.

Link to Ontario Ministry of Education:
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/seac/>

What is SEAC?

SEACs are Special Education Advisory Committees established since 1980 as part of the revision of Bill 82. SEACs are referenced in Regulation 464/467. Section 57.1 of the Education Act requires each Board to establish a SEAC. Each SEAC must convene at least 10 times per year.

What does SEAC oversee?

The Special Education Advisory Committee:

- **Makes recommendations to the school Board with regard to special education;**
- **Participates in the Board’s annual review of its Special Education Plan;**
- **Participates in the Board’s annual budget process as it relates to special education;**
- **Reviews the financial statements of the Board as they relate to special education.**

What is SEAC’s role in Quality Assurance?

SEACs focus on three areas to assure quality in special education:

- **School Board Special Education Plans**
- **Individual Education Plans**
- **Public Relations**

How is SEAC involved in School Board Education Plans?

With the assistance of SEAC, school Boards must review the plan once a year and send any amendments to the Minister of Education. Every two years, Boards must prepare and approve a report of the special education programs and services. The standards stipulate that in developing and modifying their special education plan, Boards must take into consideration issues and feedback from members of the community including parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.



Link to Special Education Department:

<http://rccdsb.edu.on.ca/blog/2011/10/25/special-education-department/>

How is SEAC involved in Individual Education Plans?

A school Board's Special Education Plan is reviewed yearly by the Ministry of Education. The SEAC has the opportunity to provide comment and advice to the Board when the results of the Ministry's review are received and when the Board develops its response for inclusion in the Board's Special Education Plan. As the Ministry moves, over time, to having school Boards develop and implement procedures for quality assurance for the implementation of IEPs, the SEACs will have an important role to play in providing further advice to Boards.

How is SEAC involved in public relations?

Parents or members of the public may contact a member of their school Board Special Education Advisory Committee to discuss their point of view about the Board's system-wide planning and development of special education programs and services. Members of the public may attend a SEAC meeting to make their views known to the Committee on special education issues, and through it, to the district school Board.

Who is a Member of SEAC?

SEAC membership is composed of representatives from:

- **Up to 12 local parent associations, affiliated with provincially incorporated associations which further the interests of exceptional pupils or adults, and which do not represent professional educators;**
- **One, two or three Board members, depending on the size of the Board;**
- **One or two representatives for Aboriginal pupils where appropriate; and**
- **May include one or more members at large.**

