



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Guidelines and Code of Conduct for Members

December 2021

SEAC OPENING AND CLOSING PRAYERS

Opening Prayer

We come together in hope, from different community groups,
answering the same call to service - pieces of the same puzzle.

We come together in gratitude for the trust placed in us, for the opportunity to serve - pieces of the same puzzle.

We come together in respect, aware of our diversity, willing to work for the good - pieces of the same puzzle.

We come together in awe, of the wonder and beauty of each of God's children - pieces of the same puzzle.

We come together in God's name,
and as we work together toward the same goal,
each piece of the puzzle begins to fit neatly into place
creating a breathtaking picture
of love, compassion, courage and grace.

Closing Prayer

Blessed are you, O God of all creation.

Each day you spread before us the rich and wonderful diversity
of the human family created in the divine splendor of your love.

Fashioned in your image, you call us to love one another
with the same tender care with which you brought us to creation.

Each one of us is but one small part of the glory that is you.

As we serve the students and families of the Halton Catholic District

School Board on the Special Education Advisory Committee,

fill us with your grace, guide us with your wisdom,

and give us the strength and courage to do your work,

so that it may always be said of our every act,

"God saw that it was good." Amen.

Halton Catholic District School Board
SEAC GUIDELINES AND CODE CONDUCT

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INTRODUCTION OF MEMBERS

This handbook has been prepared to assist you in understanding and performing your role as a Special Education Advisory Committee (SEAC) representative. It is our hope that this handbook increases your awareness and understanding of SEAC and that you find your role as a SEAC representative to be a rewarding, positive experience.

Special Education Advisory Committees are legally mandated advisory bodies established to provide advice to school boards on all matters related to Special Education. Responsibilities of SEAC members include:

- Responding to the needs of ill! exceptional children within the Board
- Acquiring and maintaining a knowledge of Special Education
- Bringing concerns of your association (but not individual cases)
- Informing your association and members about SEAC activities and information; and
- Providing input to the SEAC Chair for SEAC agendas

Included in this handbook is a general overview of the SEAC, the Provincial Parent Association Advisory Committee (PAAC) on SEAC and the Minister's Advisory Council on Special Education (MACSE). You will also find specific information related to the [Halton Catholic District School Board \(HCDSB\) SEAC](#) such as links to our current member list, meeting information, working committees, Board information and Board contacts.

In your role as a SEAC representative you will be working primarily with the following resources:

- [Halton Catholic District School Board Special Education Page](#)
- [Halton Catholic District School Board Special Education Plan](#)
- [Ontario Regulation 464/97: Special Education Advisory Committees](#)
- [Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide \(2017\)](#)
- [The Ministry of Education's Introduction - Special Education Advisory Committee](#)
- Additional resources can found in Appendix A

PURPOSE OF SEAC

A 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 ([Section 11\(1\) Reg. 464/97](#)).

Recommendations from SEAC may be presented to the Board of Trustees through a resolution, either in person or as a written submission that should include an explanation of the purpose of the recommendation (this would occur in the event that the recommendation is sufficiently straight forward that no personal presentation is required).

SEAC also plays a significant role in the review of the annual Special Education Plan and in that part of the annual budget process that relates to Special Education.

SPECIAL EDUCATION PLAN

School Boards are specifically directed to provide SEAC with the opportunity to "participate in the Board's annual review" ([Section 12 \(1\) Reg. 464/97](#)). This does not mean that SEAC may direct that the Board make amendments to its plan. SEAC may, however, recommend changes to the plan during the review process. Boards must include any majority or minority reports from SEAC when it submits its plan ([Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide \(2017\) B3](#)).

As well, any resolutions or recommendation from SEAC that are related to the plan must also accompany it when submitted to the Ministry.

BUDGET PROCESS

School boards must also ensure that SEACs have the opportunity to "participate in the Board's annual budget process" of preparing estimates of revenues and expenditures, as that process relates to Special Education ([Section 12\(2\) Reg. 464/97](#)). This means that the school Board must provide, at the very least, an opportunity for SEAC to be heard on any recommendations which it makes on budget issues which touch on Special Education programs and services before any final decisions are made on Special Education expenditures. Indeed, the entitlement to "participate" in budget decisions suggests that SEAC should be involved actively in the Special Education budget process, which might be achieved through meaningful consultation in the budget planning process.

As well, SEAC also needs to have the opportunity to review the financial statements it prepares annually for submission to the Ministry of Education, as those financial statements relate to Special Education ([Section 12 \(3\) Reg. 464/97](#)). This will allow SEAC's participation in the budget process to be more meaningful.

ROLES AND RESPONSIBILITIES

Members of the Halton Catholic District School Board SEAC have the following roles and responsibilities:

1. To regularly attend meetings and fulfill the expectations of a SEAC member. SEAC activities which support this role include:
 - Coming to SEAC meetings prepared, on time, and ready to participate;
 - Showing respect for all parties at all times, including when there are disagreements;
 - Effectively representing the member's association and the exceptional students represented by their association;
 - Responding to the needs of all exceptional students and those requiring special education supports and services; and
 - Following HCDSB By-Laws. While SEAC meetings are generally less formal than Board meetings, SEAC will default to Robert's Rules of Order for procedural matters.
2. To make recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services.

SEAC activities which support this role include:

- Participating in program reviews;
 - Receiving and responding to reports about Special Education programs and services;
 - Discussing program recommendations that are presented by staff and/or sub-committees;
 - Bringing forward issues for discussion and action by administration and/or the Board;
 - Sharing information about association activities and issues.
3. To participate in the annual review of the Special Education Plan. SEAC activities which support this role include:
 - Participating in ad hoc committees involved in reviewing sections or parts of the Special Education Plan; and
 - Reviewing changes to the plan and providing feedback to the staff and Board.
 4. To participate in the annual budget process for Special Education. SEAC activities which support this role include:
 - Receiving one (1) or more presentations from administration about the budget process and key issues;
 - Having the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process; and
 - Having the opportunity to review the financial statements of the Board as they relate to special education.

5. To communicate with parents and members of the public about Special Education programs and services and the activities of SEAC.

SEAC activities which support this role include:

- Holding open meetings which members of the public can attend;
- Developing and distributing information about Special Education and SEAC;
- Distributing information and consulting with members of the associations represented by SEAC members;
- Participating in consultation between individual SEAC members and their respective provincial associations;
- Providing input into the Board website and publications which provide information about Special Education;
- Increasing awareness of Ministry of Education Special Education resources, including the Ministry of Education and SEAC websites.

6. To interact with other Ministries, community partners and agencies. SEAC activities which support this role include:

- Responding to Ministry of Education consultations on Special Education policy and procedures;
- Responding to government consultations on programs and policies which may impact on students who require Special Education programs and services; and
- Consulting and collaborating with other Ministries, community partners and agencies regarding the development or changes in services and programs which may affect students who require Special Education.

MEETING TIMES / LOCATION

The SEAC meets from September to June of each school year. Meeting dates, times, locations, agendas and reports are posted on the [Halton Catholic District School Board website](#). Ministry of Education Regulation 181 requires SEAC to meet at least ten (10) times each year.

SEAC meetings are typically held on the last Monday of the month, beginning at 7pm EST at the Catholic Education Centre. SEAC occasionally will change the location and/or the time of the meeting for special purposes. The Committee meets at least ten (10) times in each school year; however additional meetings are also scheduled as needed. Meetings are open to the public.

Agendas are included in the information package that is sent out to members prior to each meeting. SEAC meetings are usually held in the Board Room at the HCDSB Board office and due to COVID-19, they are currently held on Microsoft TEAMS and live streamed on our Board website. A link to the meeting is sent out monthly.

An email is sent to new members that includes SEAC orientation information, links and documents. New members are informed that their names are published on the SEAC member list on the HCDSB website and are asked for permission to do so. If the preference is not to have their names published on the website, their association contact information will be provided instead. New members have the option of requesting a mentor to assist with their orientation.

PROCEDURES FOR THE SELECTION OF MEMBERS AND FILLING VACANCIES

The Education Act defines a local organization as "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 (1) or more groups of exceptional children or adults" ([O. Reg. 464/97, s.1](#)).

The SEAC consists of no more than twelve (12) representatives who have been nominated by their local association (as defined above) and appointed by the Halton Catholic District School Board to serve on this Committee. A representative cannot be an employee of the Board and must be qualified to vote for members of the Board and be a resident in its area of jurisdiction. One (1) alternate for each position is nominated and appointed to the Committee to serve if the representative is absent. Each person appointed to the Committee holds office during the term of office of the members of the Board ([Reg. 464/97](#)).

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 First Nations students.

Eligible associations and interested community agencies may nominate a representative to SEAC at the start of each SEAC term (which coincides with the election of school Board Trustees, every four [4] years) and when there is a vacant seat on SEAC. Letters of nomination must be sent to the Superintendent, Special Education Services, and appointments are made by the Trustees.

Typically, SEAC members are appointed by the Halton Catholic District School Board Trustees for four (4) year terms to coincide with the term of Trustees. This may from time to time be a period of fewer than 4 years if the member started on SEAC after the beginning of the trustee term. The nominees must meet the following requirements:

- A Canadian citizen
- Aged 18 years or older
- A resident within the jurisdiction of the HCDSB
- A registered Catholic school Supporter (taxes directed to Catholic Board)
- The letter of nomination is read at SEAC

A member of a SEAC vacates his or her seat if they are convicted of an indictable offence, is absent from three consecutive regular meetings of the committee without being authorized to do so by a resolution entered in the minutes; and/or, ceases to hold the qualifications to be appointed to the committee. ([Regulation 494/97](#)).

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. ([Regulation 464/97, s. 7.4](#)).

Where a seat of a member of the Committee is vacant, the alternate for the member acts in the member's place until such time as the position is filled. The process to fill a vacancy will be followed, including submission of nominations, and the Board 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.

Where a member-at-large seat becomes vacant, the process to fill the vacancy is as follows:

- At a SEAC meeting, members are requested to seek recommendations for a member-at-large
- HCDSB can also post a public notice and advertise the vacancy
- A list of candidates is collected
- A sub-committee of up to three members of SEAC and the Superintendent, Special Education Services is established, to conduct interviews of the candidates
- One member of the sub-committee must be a Trustee of the Board
- The name of the candidate selected from the interview process is submitted at a regular SEAC meeting for nomination
- SEAC puts forth a recommendation to the Board to appoint the selected candidate
- The Board conducts an in-camera meeting to discuss the recommendation
- The successful candidate is notified upon approval

TERM OF OFFICE AND ELECTION OF COMMITTEE CHAIR /VICE-CHAIR

1. In accordance with legislation, the members appointed by the local associations to serve on the SEAC "... shall hold office during the term of office of the members of the Board."
2. The Vice-Chair shall assist the Chair and shall act for the Chair at meetings in his or her absence.
3. The Chair or, in the absence of the Chair, the Vice-Chair, shall preside at meetings.
4. If at any meeting the Chair and Vice-Chair are not present, the members present may elect a Chair for that meeting.
5. The Chair may vote with the other members of the Committee. Any motion on which there is an equality of votes is lost.
6. The Committee shall elect its Chair and Vice-Chair at the first meeting following the Inauguration of the new Board and at the January meeting each of the next three (3) years. The process for election of these positions shall be the same manner as followed for the election of the Chair and Vice-Chair of the Board with the Superintendent, Special Education Services assuming the role of the Secretary of the Board until the SEAC Chair is elected.
7. For meetings, the Chair of the SEAC shall carry out the duties of a Chair as outlined in Robert's Rules of Order.
8. The Chair and Vice-Chair shall determine who shall act as spokesperson and report SEAC recommendations to the Board through a resolution
9. The Chair, in consultation with the Vice-Chair, shall jointly be responsible for setting each

meeting's agenda, in consultation with the appropriate staff members and the Superintendent, Special Education Services.

SEAC SUB-COMMITTEES

SEAC may appoint sub-committees as needed to further the business of the Committee.

A PREPARATION LIST FOR SEAC MEMBERS

From page 41 of the (Provincial Parent Associations Advisory Committee) [PAaC on SEAC Effective Practices Handbook for SEAC Members](#).

Table 4: Preparation Checklist for SEAC Meeting	
The "W" Questions	The "HOW" Questions
Where is the meeting?	How do I contribute to SEAC?
When is the meeting?	How do I acquire information?
What is the purpose of the meeting?	How do I share information?
Why am I going?	How do I use the information?
What do I want to accomplish at the meeting?	How do I encourage others to participate?
What information should I take with me?	How do I learn and listen effectively?
What issues do I want discussed?	How do I encourage the Board and other SEAC members to investigate all options?
What am I going to report about my association?	How do I acquire feedback?
What information do I want to leave with after the meeting?	How do we support a process which will encourage feedback and follow through by SEAC members and the school Board Administration and Trustees?
What will I do with the information I have gained?	

COMMUNICATION TIPS

1. Ask yourself if your attitudes are getting in the way of communicating effectively.
2. Use concrete, specific words rather than abstractions in describing situations or in making requests.
3. Ask - if you are unclear about what has been said.
4. Don't use extremes such as always, never, etc.
5. Study the context. As well as through words, meaning is also conveyed in gestures, expression, tone of voice, body language.
6. Try to deal with facts, not assumptions, to avoid jumping to conclusions.
7. Be aware of any distractions within yourself that may interfere with your ability to listen.
8. Plan what you are going to say in order that it will be received, understood, and remembered.
9. Before beginning to read, identify what information you are trying to obtain, and what question you are trying to answer.

GUIDING PRINCIPLES TO BUILD CREDIBILITY, MUTUAL RESPECT AND A SPIRIT OF COLLABORATION

SEAC is most effective when all members feel an equal opportunity to contribute and when all members' opinions are equally valued and respected. It is in this atmosphere where different perspectives are not only respected but encouraged that robust and fulsome discussions lead to the best outcomes for the students served by SEAC. The following Guiding Principles contribute to such an atmosphere:

- Remembering that all members are there to serve students with special education needs, who must be at the forefront of all discussions and decisions.
- Abstaining from questioning or ascribing any other motives to other members or staff.
- Members are welcome to share lived experiences provided that they do so without identifying people and focus on the issue.
- Recognizing that different exceptionalities and even individual students have unique needs, all of which are important. Comparing or ranking different exceptionalities is not helpful and only serves to undermine our work.
- Recognizing and respecting that association representatives bring a unique expertise and/or lived experience regarding the students and/or exceptionality/ies they represent.
- Approaching each meeting with an open mind, ready to learn from each other's unique knowledge and lived experiences in the spirit of better serving all students of all exceptionalities.
- Recognizing other members' knowledge, lived experience or concerns brought forward.

- Refraining from criticizing or putting down others for having a difference of opinion or challenging the status quo.
- Debates about issues are healthy, debates about people - SEAC members, staff or students - are not.
- Separating issues of process from issues of substance - just because a member has feedback on a process does not imply a disagreement with the outcome.
- Recognizing that true collaboration involves open and active listening, a willingness to find common ground and a willingness to make concessions in an effort to achieve shared goals.
- Showing respect for other members, presenters and guests.
- Demonstrating honest and ethical behavior at all times.
- Celebrating the successes - of our students, our staff, our Board and our committee.

TIPS FOR EFFECTIVE ADVOCACY

- Identify your key goal and stay focused. If possible, take on one challenge at a time and see that through until you move on to another. If the issue is complicated and complex, consider breaking it down and addressing each one individually. Taking on too much at one time can leave you burnt out and frustrated.
- Foster positive relationships and work to keep communication open and respectful. Relationship building can be a large piece of the advocacy puzzle.
- Be prepared and take the time to do your research. You want to have as much information as possible. Knowledge can provide empowerment and the more knowledgeable you are on the subject, the more likely you are to be successful in your advocacy efforts.
- You should be brief and clear when you present your position in communication, and be prepared to share data, anecdotes, and other materials that support your stance.
- Try to leave emotions to the side as hard as that might be. By approaching the situation calmly, it can be easier to stay focused and clear on what you are asking for and to explain why.
- Find champions or partners who can help you with your advocacy efforts. Reach out to local associations/organizations, other key stakeholders, people with previous experience. It can be much easier depending on the matter before you to have someone to assist you with your preparation and to help you get to the right decision makers.

PROTOCOLS: AGENDAS, MEETINGS/MAKING MOTIONS

Agenda/Meeting:

- Call to Order: The Chair will call the meeting to order and all are invited to pray the opening prayer.
- Approval of Agenda: motion for approval should be made and seconded before additions or deletions are made. If the agenda is amended, it must then be moved and seconded.
- Declaration of Conflicts of Interest: no member should vote on any issues if she/he appears to have a conflict of interest, particularly if the member stands to gain financially from the outcome.
- Presentation(s): this is an opportunity to have a guest speaker, a teacher or consulting staff to provide in-service and information for Committee members.
- Approval of Minutes: motion for approval should be made and seconded.
- Business Arising from Previous Meetings : Outstanding and ongoing items from previous meetings that need to be followed up and resolved.
- Special Education Board Policy Review: SEAC members can provide feedback on policies impacting special education students, in advance of those policies being approved by Trustees.
- Actions and Information Items: can include SEAC member notices of motion, sub-committee updates and other items requiring action.
- Board Committee Updates from SEAC Representatives - members representing SEAC on board committees can provide an update on the work of the committee and answer any questions from members.
- Communications to SEAC : includes Superintendent's report, Trustee report and Association reports.
- SEAC Discussion/Questions: An opportunity to discuss items that do not fit elsewhere on the agenda, including new business and questions submitted by members of the public.
- Meeting Summary and Next Steps: the chair identifies items for follow up.
- Next Agenda: includes date of next meeting.
- Adjournment: includes motion re: absenteeism, motion to adjourn and closing prayer.

Association reports are due 10 days prior to the meeting. To add other items on the agenda, a written request is to be submitted to the Chair and Vice Chair one week prior to the meeting.

Motions:

- Prepare motions in writing, in advance if at all possible and arrange in advance of meeting for another person to second the motion.
- A motion sheet should be provided which reads, "Moved by _____, Seconded by _____, that SEAC recommends to the Board that. "
- Only after the motion is made and seconded should it be discussed.
- When discussing the motion, members should preface their remarks with a statement of where they stand on the motion (e.g., "I support this motion for the following reasons" or, "I speak against this motion because... "). Members may challenge a motion on the grounds that it needs clarification.
- A member wishing to change a motion should preface his or her motion amendment with the statement, "I wish to amend the motion by adding the following word(s), or by removing the word(s)...., or changing the motion to read " (before calling for a vote, the Chair should clarify that what is being voted on is the amendment to the motion).

The distribution of agendas, minutes, will be sent out to all members on the Thursday prior to the Monday meeting. Minute recording for SEAC is provided by the Administrative Assistant, Special Education Services.

To make a notice of motion: A notice of motion is made at the Approval of the Agenda and will be added as an information item to the agenda. The motion will be read only at the information item. It will be placed on the next agenda for discussion and approval.

All lead representatives of their associations, two lead Trustees, two members at large, Chair and Vice Chair have voting privileges at SEAC. If a lead representative is absent, their alternate may vote in their place.

Appendix A - Resources

Education Act R.R.O. 1990, Regulation 306 Special Education Programs and Services

Halton Catholic District School Board Procedural By-Laws

Halton Catholic District School Board Special Education Page

Halton Catholic District School Board Special Education Plan

Halton Catholic District School Board SEAC

Minister's Advisory Council on Special Education (MACSE)

Ministry of Educations Introduction - Special Education Advisory Committee

Ministry of Educations Policy/Program Memoranda (PPMs)

Ministry of Education Special Education Overview

Ministry of Education: Special Education Regulations

Ontario Regulation 464/97: Special Education Advisory Committees

Provincial Parent Associations Advisory Committee (PAAC) on SEAC Effective Practices Handbook for SEAC

Members

Robert's Rules of Order

Standards for School Boards' Special Education Plans

Appendix B - Special Education Definitions

A4	Assessing Achievement in Alternative Areas
AAC	Augmentative Assistive Communication
ABA	Applied Behaviour Analysis
ABAS-3	Adaptive Behaviour Assessment System - Third Edition
ABC	Association for Bright Children
ABI	Acquired Brain Injury
ABLIS	The Assessment of Basic Language and Learning Skills
AFLS	The Assessment of Functional Living Skills
ACC	Accommodations/Accommodated
ADAPT	Halton Alcohol, Drug and Gambling Assessment Prevention and Treatment Centre
ADHD	Attention Deficit Hyperactivity Disorder
ADRS	Assistive Devices Rehabilitation Services
AE	Age Equivalent
AEP	Annual Education Plan
AFAC	A Functional Assessment and Curriculum
AIP	Autism Intervention Plan
ALP	Annual Learning Plan
ALT	Alternative
AODA	Accessibility for Ontarians with Disabilities Act
OAP	Ontario Autism Program
AP	Advanced Placement
AR	Augmented Reality
ASD	Autism Spectrum Disorder
ASIST	Applied Suicide Intervention Skills Training
ASEBA	Achenbach System of Empirically Based Assessment
ASL	American Sign Language
AT	Assistive Technology
BA	Behaviour Analyst
BCBA	Board Certified Behaviour Analyst
BCaBA	Board Certified Assistant Behaviour Analyst
BDRS	Behaviour Dimensional Rating Scale
BIP	Behaviour Intervention Plan
BIPSA	Board Improvement Plan for Student Achievement
BST	Behavioural Skills Training
CA	Chronological Age
CAP	Central Auditory Processing
CAPIS	Child and Adolescent Inpatient Unit
CAS	Children's Aid Society
CASLPO	College of Audiologists and Speech-Language Pathologists of Ontario
CBT	Cognitive Behavioural Therapy
CBCL	Child Behaviour Checklist
CCAS	Catholic Children's Aid Society
CCAT-7	Canadian Cognitive Abilities Test - 7

CD	Conduct Disorder
CDA	Communicative Disorders Assistant
CEC	Council for Exceptional Children
CFS	Child and Family Services
CI	Cochlear Implant
CMHA	Canadian Mental Health Association
CNIB	Canadian National Institute for the Blind
CODE	Council of Ontario Directors of Education
CP	Cerebral Palsy
CPCO	Catholic Principals Council of Ontario
CPR	Cardio-Pulmonary Resuscitation
CPRI	Child and Parent Resource Institute
CRS-R	Conners Rating Scales - Revised
eve	Child and Youth Counsellor
DBD	Disruptive Behaviour Disorder
DBT	Dialectical Behaviour Therapy
DD	Developmental Disability
DECE	Designated Early Childhood Educator
DEV	Developmental
DHH	Deaf and Hard of Hearing
DOB	Date of Birth
DRA	Developmental Reading Assessment
DSM	Diagnosis Statistical Manual of Mental Disorders
DSM-V	Diagnostic and Statistical Manual - 5 th Edition
DSO	Developmental Services Ontario
DSW	Developmental Services Worker
E/BD	Emotional/Behavioural Disorder
EA	Educational Assistant
EBP	Evidence Based Practices
EDI	Early Development Instrument
EID	Early Identification
EOK	ErinoakKids Centre for Treatment and Development
EQAO	Education Quality and Accountability Office
ESC	Essential Skills Class
FA	Functional Analysis
FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behaviour Assessment
FDK	Full Day Kindergarten Program
FOS	Family of Schools
FTE	Full Time Equivalent
GDD	Global Development Delay
GORT-5	Gray Oral Reading Test - Fifth Edition
18	International Baccalaureate
181	Intensive Behaviour Intervention
IBP	Integrated Behaviour Program
IEA	Itinerant Educational Assistant

IED	Intermittent Explosive Disorder
IEP	Individual Education Plan
IPP	Individual Pathways Plan
IPRC	Identification, Placement and Review Committee
IRP	Indicator Response Plan
ISERT	Itinerant Special Education Resource Teacher
KTEA-3	Kaufman Test of Educational Achievement - Third Edition
L4All K-12	Learning for All - Kindergarten to Grade 12
LD	Learning Disability
LI	Language Impairment
LDAO	Learning Disability Association of Ontario
LHIN	Local Health Integration Networks
LRE	Least Restrictive Environment
LTO	Long Term Occasional (Staff)
MACSE	Minister's Advisory Council on Special Education
MCYS	Ministry of Child and Youth Services
MHAN	Mental Health and Addiction Nurse
MHWB MDT	Mental Health and Well Being Multidisciplinary Team
MID	Mild Intellectual Disability
MOD	Modification/Modified
MOE	Ministry of Education
MOHLTC	Ministry of Health and Long-Term Care
NOS	Not otherwise specified
NTIP	New Teacher Induction Program
OAP	Ontario Autism Program
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OPA	Ontario Psychological Association
OSR	Ontario Student Record
OT	Occupational Therapist
PAAC	Provincial Parent Associations Advisory Committee
PBIS	Positive Behaviour Interventions and Supports
PECS	Picture Exchange Communication System
PHYS/MED	Physical Medical
PICS	Picture Symbols
PPM	Program Policy Memorandum
PT	Physical Therapist
RBT	Registered Behaviour Technician
ROCK	Reach Out Centre for Kids
ROM	Range of Motion
SEA	Special Equipment Amount
SEC	Special Education Consultant
SEAC	Special Education Advisory Committee
SEF	School Effectiveness Framework
SEPPA	Special Education Per Pupil Amount

SERT	Special Education Resource Teacher
SET	Special Education Teacher
SIP	Special Incidence Portion
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SNS	Special Needs Strategy
STC	Structured Teaching Class
SW	Social Worker
TCA	Temporary Care Agreement
TDD	Telecommunications Device for the Deaf
TDR	Transdisciplinary Rounds
TRE-ADD	Treatment, Research and Education for Autism and Developmental Disorders
TRF	Teacher Report Form
VR	Virtual Reality
VTRA	Violent Threat Risk Assessment
WIAT-111	Wechsler Individual Achievement Test - Third Edition
WISC-V	Wechsler Intelligence Scale for Children - Fifth Edition
WPPSI-IV	Wechsler Preschool and Primary Scale of Intelligence - Fourth Edition

Appendix C - Parliamentary Procedure at a Glance

To Do This Action	You Say This	May You Interrupt Speaker	Must You Be Seconded	Is Motion Debatable	Is Motion Amendable	What Vote Is Required
Adjourn meeting*	I move that we adjourn	No	Yes	No	No	Majority
Recess meeting	I move that we recess until...	No	Yes	No	Yes	Majority
Complain about noise, room temperature, etc.*	Point of privilege	Yes	No	No	No	No vote
Suspend further consideration of	I move we table it	No	Yes	No	No	Majority
End debate	I move the previous question	No	Yes	No	No	2/3 vote
Postpone consideration of something	I move we postpone this matter until...	No	Yes	Yes	Yes	Majority
Have something studied further	I move we refer this matter to a committee	No	Yes	Yes	Yes	Majority
Amend a motion	I move this motion be amended by...	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	I move that...	No	Yes	Yes	Yes	Majority
Object to procedure or personal affront*	Point of order	Yes	No	No	No	No vote, Chair decides

*Not amendable