



Simcoe County
District School Board

Special Education Advisory Committee (SEAC) Handbook

September 2022

TABLE OF CONTENTS

PART A - INTRODUCTION.....	3
Simcoe County District School Board Mission and Vision.....	3
SCDSB Strategic Priorities (2022-2027).....	3
SCDSB SEAC Statement of Beliefs.....	4
PART B - ROLES AND RESPONSIBILITIES.....	4
1. SEAC Members.....	4
2. SEAC Alternates.....	5
3. Trustees.....	5
4. Administrative Staff.....	6
PART C - EFFECTIVE PRACTICES ON SEAC.....	6
1. Overview of SEAC.....	6
2. Preparation for/Effective Practices at SEAC Meetings.....	6
3. Role of Local Associations.....	7
4. SEAC Members as Advocates.....	7
PART D - OPERATIONAL PROCEDURES.....	7
1. SEAC Operations.....	7
2. Preparing a Motion.....	8
3. Voting.....	8
4. SEAC Meetings.....	8
5. Quorum.....	9
6. SEAC Member Minority Reports.....	9
PART E - SPECIAL EDUCATION PLAN.....	9
1. Overview of Special Education Plan.....	9
2. Annual review process.....	9
3. Submission and Availability of Special Education Plans.....	9
PART F- SPECIAL EDUCATION FUNDING.....	10
1. Education Funding Overview.....	10
2. Special Education Funding (Special Education Grant - SEG).....	10
3. Consultation Role of SEAC with Budget Process.....	11
PART G – SEAC ANNUAL EVALUATION.....	11
SEAC Motion Template – APPENDIX A.....	12
SEAC Sample Minority Report – APPENDIX B.....	13
SEAC Annual Evaluation Template – APPENDIX C.....	14
SEAC Agenda Template – APPENDIX D.....	15
Glossary of Terms – APPENDIX E.....	16

**Simcoe County District School Board
Special Education Advisory Committee Handbook**

PART A - INTRODUCTION

Simcoe County District School Board Mission and Vision

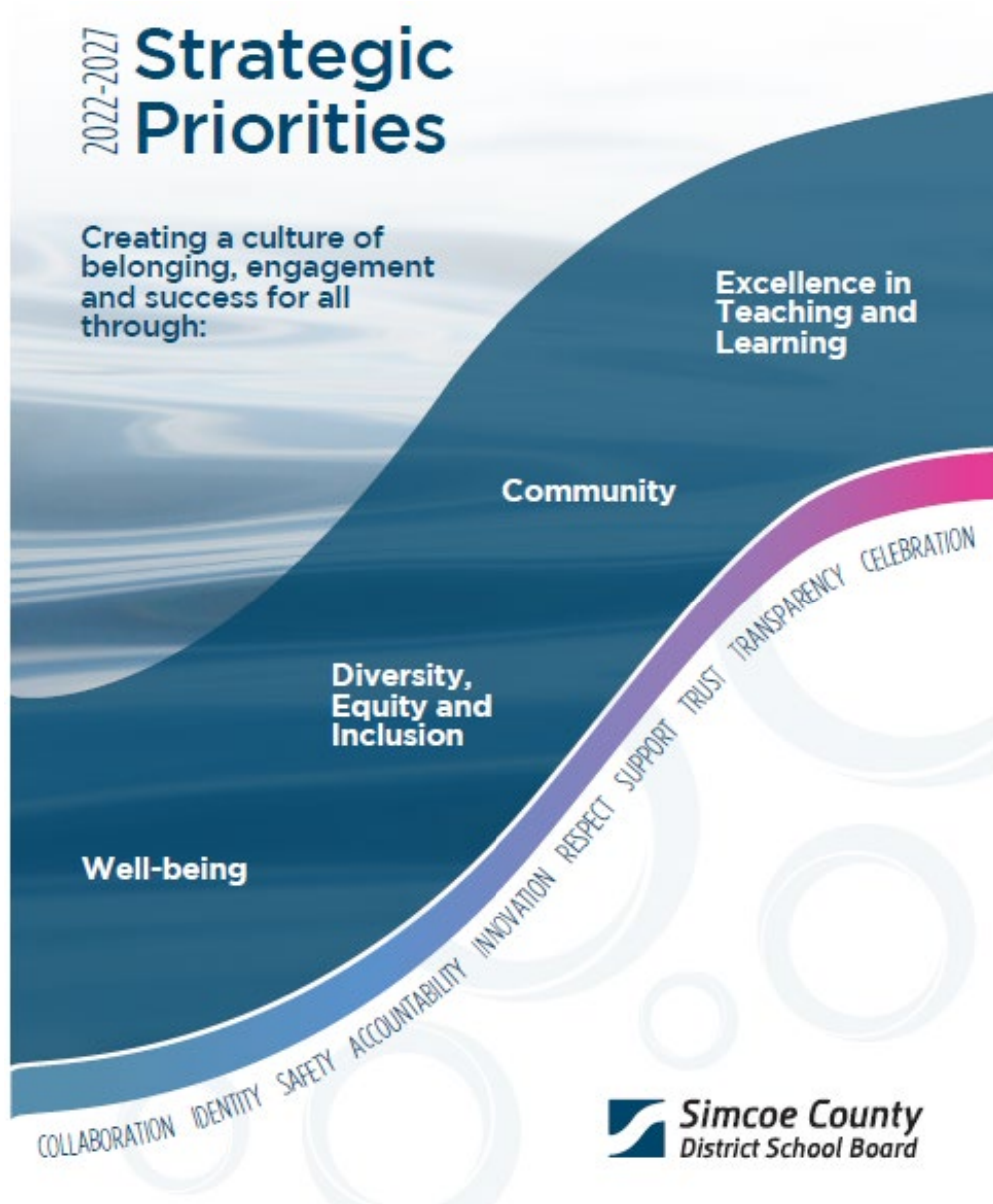
Our mission

We inspire and empower learning for life

Our vision

A community of learners achieving full potential

SCDSB Strategic Priorities (2022-2027)



SCDSB SEAC Statement of Beliefs

Based on our belief in respect, leadership, integrity, collaboration, compassion, student driven services and the right of all students to be included, we advocate that:

All students have equitable opportunities to learn and participate in inclusive school communities. They are supported in developing and maintaining relationships and participating in freely chosen activities and groups that result in a sense of belonging.

Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect.

Students' strengths and special education needs are identified and responded to early, as this is paramount to their growth and development. Based on best practices and research, the SCDSB will adopt proactive, innovative practices to promote individual student capacities and gifts while addressing their special education needs.

Education services are delivered using a collaborative and flexible process centered on the strengths and needs of the students, inclusive of family, school and community, and based on the best learning outcomes for the student. The student's "voice" is key to all decisions made on behalf and with the student.

Source: Special Education Advisory Committee
June 2010

PART B - ROLES AND RESPONSIBILITIES

1. SEAC Members

- 1.1 Special Education Advisory Committee (SEAC) members represent all students with exceptionalities. It is important that members have a professional knowledge of the services and supports available to families of students with special education needs, both in the Simcoe County District School Board (SCDSB), as well as within the community. SEAC's annual review and recommendations, provide an effective forum of communication, dialogue and learning between local associations and the SCDSB.
- 1.2 SEAC members may participate in the development and/or review of many SCDSB resources through a variety of ways, including:
 - 1.2.1 being a member of SEAC sub-committees;
 - 1.2.2 reviewing materials and providing feedback;
 - 1.2.3 making recommendations on matters related to the establishment, development and delivery of special education programs and services; and,
 - 1.2.4 reviewing and making recommendations to the board's Special Education Plan, Board Improvement Plan, as well as the Operational Plan.
- 1.3 The spirit and philosophy of SCDSB's SEAC is one of mutual sharing, positive attitude, trust and respect, and it is essential that all members work collaboratively to assist in the delivery of programs for students of all exceptionalities.
- 1.4 SEAC members act as advocates to improve the creation and delivery of supports and services for all students with special education needs.

- 1.5 SEAC members are expected to:
 - 1.5.1 respond to the needs of all students with exceptionalities via their participation in SEAC;
 - 1.5.2 attend monthly (10) SEAC meetings;
 - 1.5.3 respect the privacy of individual students by avoiding discussion of individual situations;
 - 1.5.4 represent their respective local association at monthly SEAC meetings;
 - 1.5.5 ensure the beliefs and policies of their local association are upheld and presented rather than personal beliefs;
 - 1.5.6 report back to their local associations (e.g. minutes, surveys, review of policies/procedures, etc.);
 - 1.5.7 review the board's financial statements, as reported to the Ministry of Education;
 - 1.5.8 review achievement results of students with exceptionalities (e.g. EQAO, graduation rates, credit accumulation, etc.);
 - 1.5.9 seek information regarding generalized issues of special education that may impact students with special education needs (e.g. transportation, student accommodation, safety, attendance, equity of access, etc.);
 - 1.5.10 be familiar with provincial model of funding, as well as relevant legislation related to special education;
 - 1.5.11 be a supportive resource to families with children with special education needs; and,
 - 1.5.12 advise the alternate of your respective agency, as well as the committee if you are unavailable to attend a SEAC meeting.

2. SEAC Alternates

- 2.1 SEAC Alternates are able and welcome to:
 - 2.1.1 attend and participate fully in SEAC meetings with the exception of making a motion or voting which is the responsibility of the member;
 - 2.1.2 attend SEAC meetings as a member if the appointed member is unable to attend (see Part B – Roles and Responsibilities, section 1.6 for Member responsibilities);
 - 2.1.3 communicate with other SEAC members regarding issues related to special education supports and services; and,
 - 2.1.4 volunteer to participate on any SEAC Sub-Committee.

3. Trustees

- 3.1 SEAC member trustees are expected to:
 - 3.1.1 attend monthly SEAC meetings;
 - 3.1.2 ensure the Board complies with ministry legislation, regulations, board policies/procedures relevant to special education;
 - 3.1.3 ensure that moneys provided by the province for special education, are spent within the envelope requirements;
 - 3.1.4 champion special education at the Board table;
 - 3.1.5 inform SEAC of issues coming before the Board that may impact special education supports and services; and,
 - 3.1.6 participate in the annual review (e.g. budget, Special Education Plan, etc.).

4. Administrative Staff

- 4.1 Administrative staff (e.g. Superintendent of Special Education, Principal(s) of Special Education, etc.) are expected to:
 - 4.1.1 make available a secretary to record minutes of SEAC meetings and/or sub-committee meetings as required;
 - 4.1.2 schedule a minimum of 10 meetings;
 - 4.1.3 provide ongoing professional development to SEAC members;
 - 4.1.4 provide SEAC with a schedule of professional development in the board related to special education;
 - 4.1.5 provide SEAC with Board meeting agendas, materials and minutes, upon request;
 - 4.1.6 make personnel available as a resource (e.g. presentations, reports, etc.) to provide information;
 - 4.1.7 provide regular updates and/or information related to the SCDSB's Special Education Plan, including (but not limited to):
 - 4.1.7.1 programs and services;
 - 4.1.7.2 special education staffing;
 - 4.1.7.3 policies and procedures impacting special education;
 - 4.1.7.4 annual budget and financial statements;
 - 4.1.7.5 special education funding; and,
 - 4.1.7.6 data related to achievement, well-being, accessibility, etc.
 - 4.1.8 assist in compiling relevant statistics related to the annual Special Education Plan; and,
 - 4.1.9 provide proper orientation to new SEAC members that should include:
 - 4.1.9.1 a copy of the SCDSB SEAC Handbook;
 - 4.1.9.2 list of relevant legislation, SCDSB policies/procedures and/or how they can be accessed related to special education;
 - 4.1.9.3 list of schools and/or special education programs offered in the SCDSB; and,
 - 4.1.9.4 SCDSB SEAC Terms of Reference.

PART C - EFFECTIVE PRACTICES ON SEAC

1. Overview of SEAC

SCDSB's SEAC meets on the second (2nd) Monday of the month, except when that date falls on a statutory holiday and/or designated break, throughout the school year (September to June). Dates and times of monthly meetings are publicized by the board, and communicated in advance to members of the committee, including information related to presentations, reports, motions, etc. This allows members to consult their respective organization, as well as be prepared to discuss and/or vote on recommendations taking place during the meeting. Teachers, parents/guardians, and other community members who are not formal members of the committee are also encouraged to attend and observe these meetings, although they are not able to speak to matters or vote on motions at the meeting.

2. Preparation for/Effective Practices at SEAC Meetings

- 2.1 In order to be most effective, prior to and during the monthly meetings, members and alternates are asked to:
 - 2.1.1 read previous minutes and note questions they may have arising from the minutes;

- 2.1.2 review the upcoming meeting agenda and associated materials;
- 2.1.3 have association reports/materials prepared in advance of the meeting;
- 2.1.4 check relevant legislation/policy and/or other resources related to the topic(s) to be presented;
- 2.1.5 prepare possible motions (see Part D – Operational Procedures, section 2), as well as secure another member that would ‘second’ the motion;
- 2.1.6 remain on topic during discussions;
- 2.1.7 contact chair/vice-chair or superintendent of special education regarding information that they would like included on future SEAC agendas; and,
- 2.1.8 advise board staff (executive assistant to the superintendent of special education), the chair, and the respective alternate if they are unable to attend the meeting, as well as advise whether the alternate will attend in their absence.

3. Role of Local Associations

Local associations play an essential role in the establishment of special education programs and services in the SCDSB. Through their membership, local associations are able to share policies, procedures and philosophies, and have those reflected in the perspective of SCDSB’s programs and services. Through the sharing of positive practices and policies, other relevant organizations, agencies, groups and the Ministry of Education benefit from a collective wisdom in order to support families of children with special education needs in the community (e.g. access to services, collaboration, etc.). Association members of SEAC are affiliated with a local association and/or a provincial parent association. Associations (local and provincial) vary considerably in the programs and services they provide (e.g. SEAC training, professional development, permanent staff, etc.). Regardless of organizational structure, SEAC members have a responsibility to report back to their association (both local and provincial) and support the perspective of their respective association, even if that perspective differs from their own.

4. SEAC Members as Advocates

Members of SEAC should be visible and able to advocate for students with special education needs, both at the SEAC table and in the community. The SCDSB’s SEAC information brochure contains members association information and contact information. Therefore, it is important to keep contact information as up-to-date as possible to support families as a resource. Navigating supports and services for families of children with special education needs can be emotionally challenging for families. SEAC members can provide non-judgmental support that is welcomed by both the family and the SCDSB. When acting as an advocate, it is important to respect the privacy of all involved during the process. Special education is about ‘finding solutions’ rather than assigning blame, and therefore, an advocate’s value is in helping find win-win solutions that recognize the goals and strategies of everyone involved, especially the child.

PART D - OPERATIONAL PROCEDURES

1. SEAC Operations

SCDSB’s SEAC operates within the Robert’s Rules of Order (<http://robertsrules.org>), SCDSB By-Laws, as well as the SCDSB SEAC Terms of Reference to ensure meetings respect the views and opinions of all members. Robert’s Rules operates by balancing three fundamental principles:

- 1.1 protection of the rights of members, and those whom they represent (e.g. advance notice of meetings, agendas, minutes, etc.);
- 1.2 the requirement for a deliberation process of full and free discussion as prerequisite for decision making (i.e. every member is entitled to speak at least once to an issue, etc.); and,
- 1.3 Protection against instability (i.e. it is harder to reverse a decision than it is to make it in the first place and the Chair is always right about a procedure unless his/her ruling is overturned by a vote of the committee etc.).

2. Preparing a Motion

- 2.1 SEAC is a consultative committee, and as such does not have 'decision making' powers with regards to Board decisions. As a standing committee of the SCDSB, SEAC does have the ability to bring forward motions that it may or may not request be brought to the Board as information and/or consideration.
 - 2.1.1 in order to bring forward a motion, the motion should be brought forward 'in writing' using the SCDSB SEAC Motion Template (APPENDIX A);
 - 2.1.2 the motion must be 'Moved by...' and 'Seconded by...';
 - 2.1.3 once the motion is made and seconded, it can be discussed;
 - 2.1.4 when the motion is under discussion, all members should state where they stand on the motion (i.e. I support the motion for the following reasons..." or "I stand against the motion for the following reasons...");
 - 2.1.5 a member may state they are unable to support the motion because it requires clarification;
 - 2.1.6 to change the motion, a member may state "I wish to amend the motion by adding the following word(s), or by removing the word(s), or by changing the motion to read..."; and,
 - 2.1.7 before calling the vote, the Chairperson should clarify if the vote is on the motion or an amendment to the original motion.

3. Voting

Each appointed member of SEAC is eligible to one vote. Alternate members are not entitled to vote if the appointed member is present at the meeting. On every motion, the chair and vice-chair may vote with the other members of the committee.

4. SEAC Meetings

- 4.1 SEAC Meetings rules include:
 - 4.1.1 SEAC is required to meet at least 10 times during the school year;
 - 4.1.2 SEAC meetings are conducted under the same procedures as the SCDSB Board, which appoints them;
 - 4.1.3 as per all meetings of the Board, including standing committees, SEAC is open to the public; and,
 - 4.1.4 unlike other Board meetings, that may choose to meet in 'closed' session, SEAC meetings do not discuss matters related to the acquisition or disposal of property, disclosure of intimate, personal or financial matters, employee information and/or litigation affecting the Board, therefore all meetings are in 'open' session.

5. Quorum

Under parliamentary procedures (Roberts Rules), as well as SCDSB Board By-Laws, a committee meeting must have quorum to be a valid meeting. [O. Reg. 464/97: Special Education Advisory Committees](#) defines a quorum as, “A majority of the members of a special education advisory committee is a quorum, and a vote of a majority of members present at a meeting is necessary to bind a committee”. In practical terms, a SEAC meeting can only take place if the number of voting members present is equal to half of all the voting members plus one. Alternate members are only considered to be voting members when the official local association representative is absent.

Example - If a SEAC has 16 total members (half of 16 = 8 + 1 = 9) 9 members must be present to be considered quorum. A motion to be approved by this SEAC (with 9 members present) would require 5 votes in favour. This demonstrates the value in members' (or alternates) attendance at all SEAC meetings.

6. SEAC Member Minority Reports

Parliamentary procedures allow members who do not agree with the majority position an opportunity to express their view through a minority report. A sample of a minority report is included as APPENDIX B.

PART E - SPECIAL EDUCATION PLAN

1. Overview of Special Education Plan

Starting in 2000, Ontario's Ministry of Education has mandated the creation and standardization of school board's Special Education Plans ([R.R. O. 1990, Reg. 306: Special Education Programs and Services](#)) in order to ensure students with special education needs receive the best quality education possible. The standardization of Special Education Plans is designed to increase accountability of boards to students and families. In order to be most efficient and effective, SEAC meeting agenda items throughout the school year are organized and selected to provide SEAC members an opportunity to learn more about available programs, services and/or changes to those programs in order to be better informed about the Plan. As well, SEAC sub-committees are organized to provide members additional opportunities to be directly involved and collaborate about possible amendments to the Plan.

2. Annual review process

One of the central tenets of the process of developing the Special Education Plan is to consult with SEAC with regards to its role in making recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services within the board.

3. Submission and Availability of Special Education Plans

3.1 Consistent with the requirements of Regulation 306, school boards are required to prepare and report on special education programs and services provided by the board and submit it annually (July) to the Ministry of Education. Copies of the Special Education Plan, including any amendments, are forwarded to the Ministry of Education, along with:

- 3.1.1 a checklist signed by the Director of Education confirming that the Plan is being submitted and is in compliance with Regulation 306;
- 3.1.2 a copy of any related motions or recommendations from the board's SEAC.

Each board is required to make its Special Education Plan available to the public at the same time it submits it to the Ministry of Education and must inform the public in a variety of ways about how to access the Plan. In order to provide public access to the SCDSB's Special Education Plan, the document is available via the SCDSB's website (www.scdsb.on.ca).

PART F- SPECIAL EDUCATION FUNDING

1. Education Funding Overview

The Ministry of Education is responsible for funding for SCDSB's elementary and secondary schools based on formulas related to student enrolment and the unique needs of students in the board. Funding is traditionally announced by the provincial government in the spring (March - April) for the following school year. Education funding begins with the Pupil Foundation Grant (Grants for Student Need - GSN), which provides school boards with a basic level of funding for all students. Additional funding is provided through special purpose grants, such as the Special Education Grant (SEG) based on specific costs or needs that affect some boards and some students more than others. The operation and maintenance of school buildings and the construction of new schools is funded through a Pupil Accommodation Grant (PAG).

2. Special Education Funding (Special Education Grant - SEG)

The Special Education Grant (SEG) provides additional funding for students who require special programs, services and equipment. The SEG is enveloped, which means this funding can only be used for those students who require special education programs and services.

- 2.1 There are six components of the SEG, including:
 - 2.1.1 Special Education Per Pupil Amount (SEPPA) - recognizes the cost of providing additional assistance to the majority of students with special education needs and is based on total enrolment.
 - 2.1.2 Differentiated Special Education Needs Amount (DSENA) - addresses the variation amongst boards with respect to students with special education needs and board's abilities to respond to those needs. The Ministry of Education has recently introduced Measures of Variability (MOV) and the Special Education Prediction Model to provide greater fairness and equity.
 - 2.1.3 Special Education Amount (SEA) - is made up of two components, SEA Per-Pupil Amount, as well as a SEA Claims Based Amount. SEA funding provides for students that require equipment (e.g. computer, technology, hearing support equipment, sensory equipment, etc.) to enable a student to access the curriculum.
 - 2.1.4 Special Incidence Portion (SIP) - supports students who require more than two full time staff to address their health and safety needs.
 - 2.1.5 Education and Community Partnership Program Allocation - provides funding to support programs for school-aged children and youth in care and/or treatment programs or correctional facilities.
 - 2.1.6 Behaviour Expertise Amount (BEA) - provides boards funding to hire board-level Applied Behaviour Analysis (ABA) expertise professionals.

3. Consultation Role of SEAC with Budget Process

- 3.1 The development of the SCDSB's Special Education Budget is an on-going process which includes involving SEAC in a consultative role in order to allocate resources for students with special education needs most efficiently and effectively using available resources. Special Education funding is complex and SEAC members benefit from understanding how school boards are funded for all students, as well as the various grants that support students with special education needs, including the Pupil Foundation Grant, as well as the Special Education Grant (SEG), in order to provide the most effective input.
- 3.2 SEAC members play an important role in the annual budget consultation process to ensure all available funds are utilized effectively and efficiently to maximize outcomes. To do this, SEAC members require a general understanding of the funding process, structure, and overall amounts within the available funding, as well as local and provincial trends related to special education to provide effective input into the budget development. This includes:
 - 3.2.1 participation in the board's annual budget process as it relates to special education; and,
 - 3.2.2 the opportunity to review the financial statements of the board, as they relate to special education.

To maximize input into the development of the budget, it is important that SEAC members are aware of the board's model of support and services, as well as any changing needs and/or potential new areas of expenditure.

PART G – SEAC ANNUAL EVALUATION

SEAC members are given an opportunity at the May or June meeting to complete the SEAC annual evaluation template (APPENDIX C) to measure the effectiveness of the SCDSB's SEAC recognizing the time commitment and value members provide.

Results are analyzed, summarized and considered for next steps at future SEAC meetings. SCDSB staff use the information collected through the evaluation to meet the needs of the SCDSB's SEAC membership, and in turn better meet the needs of the students of the SCDSB with special education needs.



SPECIAL EDUCATION ADVISORY COMMITTEE

DATE OF MEETING: _____

MOTION

AMENDMENT

MOVED BY: _____

SECONDED BY: _____

(Be concise, Instructs:(Who), By:(Timeline), Limitations: (Financial))

That: _____

CARRIED

DEFEATED

WITHDRAWN



SPECIAL EDUCATION ADVISORY COMMITTEE

Parliamentary procedures allow members who do not agree with the majority position on Motions to submit a Minority Report.

RE: Motion from the SCDSB Special Education Advisory Committee dated _____ that said:

"Be it resolved that the SCDSB Special Education Advisory Committee recommends that".

The following members of the SCDSB's SEAC disagree with this motion and have filed a Minority Report to provide a record of their disagreement with the motion:

Name of Representative _____ Name of Organization/Association _____

Name of Representative _____ Name of Organization/Association _____

The above disagree with the motion for the following reasons: (examples)

- The proposed range of options are not adequate for exceptional students identified as ...
- The number of professional staff is inadequate to meet the needs of Specifically,...
- Unqualified staff is being used inappropriately to develop and/or implement programming which should be restricted to professionally trained staff based on an assessment of needs. For example,...

In conclusion, we ask the SCDSB consider these issues and to do the following...

Signed by:

Name _____ Signature _____

Name _____ Signature _____

Date _____

Copies provided to:

- Chair/Vice chair of SEAC
- SEAC members
- Director/CEO of respective local organization/association

SEAC Annual Evaluation Template – APPENDIX C



SEAC Annual Evaluation

Annual evaluation forms can be submitted by all voting and non-voting SEAC members. Results will be analyzed, summarized and considered for next steps for the following year's SEAC meetings.

STOP – START – CONTINUE

STOP

What is presently being done that should be discontinued because it is not helpful or useful?

START

What should be started because it is needed and would be helpful or useful?

CONTINUE

What should be continued because it is helpful, useful or worthwhile?

SEAC Agenda Template – APPENDIX D

SIMCOE COUNTY DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE – MONDAY, XXXX VIRTUAL – 6:30 – 8:30 p.m.

A G E N D A

- A. Welcome and Introductions
- (1) Welcome
 - (a) Land Acknowledgement of Traditional Territory
 - (b) Introductions
 - (c) SCDSB SEAC Statement of Beliefs
 - (2) Approval of Agenda
 - (3) Approval of Minutes
 - (a) Minutes of the Regular SEAC Meeting held XXXX (e)
 - (4) Declaration of Conflicts of Interest
- B. Presentations
- (1) (a)
- C. Items for Decision I
- (1) (a)
- D. Items for Information
- (1) Follow-up from Previous Meetings
 - (2) Staff Reports
 - (a)
 - (b)
 - (3) Committee Reports
 - (4) SEAC Member Updates
 - (a) Association/Agency Updates - All
 - (5) Board Member Updates
 - (a) Updates from Board Meetings
 - (8) Golden Buzzer
- E. Correspondence
- F. Other Matters
- G. Notices of Motion for Next Meeting
- H. Adjournment

The next regularly scheduled meeting of the Special Education Advisory Committee will be XXXX.
SEAC meetings are video-recorded and made available for public viewing.
Legend: (v) - verbal; (e) - electronic

Glossary of Terms – APPENDIX E

AAC	Augmentative and Alternative Communication
ABA	Applied Behaviour Analysis
ABC	Antecedent Behaviour Consequence (type of behaviour tracking)
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADP	Assistive Device Program
AEL	Activate Early Learning
AODA	Accessibility for Ontarians with Disabilities Act
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
BMS	Behaviour Management System Training
CAPD	Central Auditory Processing Disorder
CAPS	Comprehensive Autism Planning System
CASI	Comprehension Attitudes Strategies Interests
CDA	Communication Disorder Assistant
CNIB	Canadian National Institute for the Blind
CSP	Coordinated Services Proposal
CST	Computer Software Technician
CTN	Children's Treatment Network
CYW	Child and Youth Worker
DD	Developmental Disability
DECE	Designated Early Childhood Educator
DI	Differentiated Instruction
DS	Developmental Skills
DSM	Diagnostic and Statistical Manual (of Mental Disorders)
DSO	Developmental Services Ontario
EA	Educational Assistant
FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behaviour Analysis
FRI	Fluid Reasoning Index
FSIQ	Full Scale Intelligence Quotient
GAI	General Ability Index
HRT	Hearing Resource Teacher
IEP	Individual Education Plan
IPRC	Identification Placement and Review Committee
IR	Integrated Rehabilitation
ISSI	Individual Strengths and Skills Inventory (one aspect of Ziggurat process)
ISP	Integration Support Program
ISTP	Individual Student Transportation Plan
KTEA	Kaufman Test of Educational Achievement
LC	Learning Centre
LD	Learning Disability
MCYS	Ministry of Children and Youth Services
MOE	Ministry of Education
MI	Multiple Intelligences
MID	Mild Intellectual Delay
MOH	Ministry of Health, Medical Officer of Health

NLD	Non-verbal Learning Disability
OAP	Ontario Autism Program
O & M	Orientation and Mobility (Blind and Low Vision)
ODA	Ontarians with Disabilities Act
OEN	Ontario Education Number
OHRC	Ontario Human Rights Commission
OLSAT	Otis Lennon School Ability Test
OSR	Ontario Student Record
OT	Occupational Therapy
PHIPPA	Personal Health Information Protection and Promotion Act
PPE	Personal Protective Equipment
PRI	Perceptual Reasoning Index
PT	Physiotherapy
RCT	Regular Classroom Teacher
SCDSB	Simcoe County District School Board
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEN	Special Education Needs
SERT	Special education resource teacher
SIP	Special Incidence Portion
SMART Goals	Specific Measurable Achievable Realistic/Relevant Time-Sensitive Goals
SNC	Strengths and Needs Committee
SNOW	Special Needs Opportunity Window
SNS	Special Needs Strategy
SP-NOWR	Safety Plan-Notification of Worker Risk
TIPP	Transitional Integrated Program Plan
UCC	Underlying Characteristics Checklist (one aspect of Ziggurat process)
UDL	Universal Design for Learning
VCI	Verbal Comprehension Index
VRT	Vision Resource Teacher
WISC	Wechsler Intelligence Scale for Children