



Thames Valley
District School Board

Special Education Advisory Committee Handbook

**Special
Education**

Thames Valley District School Board

Updated August 2026

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Introduction

This handbook has been prepared to help new members and those interested in joining the Thames Valley District School Board's Special Education Advisory Committee (SEAC), in understanding and carrying out their role as a Special Education Advisory Committee (SEAC) Member or Alternate. If you are considering joining SEAC, information about the nomination process is provided in Section 5.

You have been appointed by the Board as a representative of your organization. Your primary role is to attend meetings and provide advice to the Board of Trustees or the Board Supervisor on issues related to Special Education programs and services. In addition, you may share issues relevant to your organization and the students they support. The focus of SEAC is on system issues and it is not the place for personal issues or concerns related to specific students.

To be an effective member of the committee it is important that you:

- Read meeting materials in advance of each meeting
- Attend meetings regularly
- Connect with their organization to share information from SEAC meetings
- Share information from their organization with SEAC members
- Become familiar with Special Education programs and services, as well as SEAC, including the following key resources:
 - [Appendix 1: Regulation 464/97 Special Education Advisory Committees](#), part of the [Education Act](#), which outlines SEAC roles, responsibilities and membership
 - [Special Education in Ontario Kindergarten to Grade 12, A Policy and Resource Guide \(2017\)](#). This Ministry of Education document includes sections on legislation and policy, funding for Special Education, program planning, the Identification, Placement and Review Committee (IPRC) process, standards for school board Special Education Plans, and Individual Education Plans (IEPs).
 - [Thames Valley District School Board \(TVDSB\) Special Education Plan \(2026-27\)](#)
 - [TVDSB Parent Resources](#) available on the board website under *Special Education Resources*

Section 1: Preparing for a Meeting

SEAC Meetings and Materials

SEAC meetings are held monthly from September to June and are offered both in person and virtually. SEAC meeting agendas and related resources are accessed through the Thames Valley District School Board (TVDSB) Microsoft Teams platform. New members will be provided with a TVDSB Special Education Advisory Committee (TVSEAC) email address and instructions for accessing Teams. Additional technical or administrative support is also available through the Board.

Calendar links for virtual attendance will be emailed to all members at the start of each school year and upon appointment to SEAC.

Meeting agenda packages and additional meeting information are also posted on the school board website at: [Calendar - TVDSB](#)

Meetings are held at the TVDSB Education Centre and virtually via Microsoft Teams. The address for in-person attendance is:

**1250 Dundas Street
London, ON N6A 5L1**

Members are encouraged to attend in person as often as possible, as this supports relationship-building and greater understanding of the work of SEAC and its members. At least one meeting each year will be designated for all members to attend in person.

Meeting Schedule

The meeting schedule for the following school year is typically determined in the spring and is included in each agenda package. Meetings are generally held either:

- On the first Tuesday of each month in the afternoon (1:00 p.m. to 3:00 p.m.), *or*
- On the second Monday of each month in the evening (6:00 p.m. to 8:00 p.m.)

A list of dates and times for upcoming meetings is included in each meeting agenda and also available on the board website. [Calendar - TVDSB](#)

Meeting Materials

Agenda packages are available on the school board website at: [Calendar - TVDSB](#) or on the Board of Trustees - Special Education Advisory Committee Microsoft Teams channel. A typical agenda package includes:

- Meeting agenda
- Minutes from the previous meeting
- SEAC reports and presentation materials, including:
 - Presentation slides or documents related to programs and services
 - Special education budget and financial information
 - Proposed changes and updates to the Special Education Plan

Meeting Attendance and Alternates

Members are expected to attend all ten (10) SEAC meetings held between September and June each school year. If a member is unable to attend a meeting, they must send their regrets to Board Services. If a member has an Alternate, the Alternate may attend in place of the member and participate as a full voting member of SEAC for that meeting. It is considered good practice for Alternates to attend all meetings in order to become familiar with SEAC business and to build relationships with other members.

Members who miss three consecutive meetings without notice, or without an Alternate attending on their behalf, will be deemed to have vacated their position. If a member needs to miss more than 3 consecutive meetings due to health or other emergencies, they must ask for a special resolution from SEAC to approve their absence.

Public Access to SEAC Meetings

SEAC meetings are open to the public. Anyone wishing to attend must register in advance on the Board's website at: [Special Education Advisory Committee](#).

Members of the public attend meetings as observers and do not participate in the meeting.

Delegations to SEAC are permitted for interested groups who have relevant information to share. Presentations are time-limited and must be approved in advance, in accordance with **TVDSB Bylaws, Appendix G**. To apply to make a delegation, a written submission must be submitted for approval on the board's website. [Public Input - TVDSB](#)

SECTION 2: Role of SEAC

The role of SEAC is defined by the *Education Act*, Regulation 464/97, and includes the responsibility to make recommendations to a school board “in respect of 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 are voted on at SEAC meetings and forwarded to the Board of Trustees, or the Board Supervisor, through the meeting minutes. SEAC also has the “right to be heard” (Section 11(2), O. Reg. 464/97). As such, SEAC recommendations may also be presented to the Board of Trustees, the Board Supervisor, or a committee of the board, either in person or through a written submission that should include an explanation of the purpose of the recommendation.

Special Education Programs and Services

The Ministry of Education defines Special Education programs and services as follows:

A Special Education program for an exceptional pupil is:

An educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special Education services are:

Facilities and resources, including support personnel and equipment, necessary for developing and implementing a Special Education program. *Special Education in Ontario Kindergarten to Grade 12, A Policy and Resource Guide (2017)*

SEAC members can provide advice, comments and feedback on any proposed changes to programs and services. Most SEAC meetings will include presentations about Special Education programs and services. Presentations may include proposals to develop new programs/services or amend current programs, as well as evaluations of programs and services.

Presentations should clearly identify the feedback being requested, including key questions and the process for providing feedback.

Special Education Plan:

SEAC also plays a significant role in the review of the annual Special Education Plan. The Special Education Plan is a school board document that describes how students with special

education needs will be supported. The Special Education Plan for the current year may be found on the school board website under *Special Education Resources*.

The contents of the Special Education Plan must meet the Ministry of Education requirements described in Part B: Standards for School Boards' Special Education Plans in the Special Education Kindergarten to Grade 12 Policy and Resource Guide. There are 18 Standards that each school board must include in their Special Education Plan. In discussing the Special Education Plan, members and staff may refer to sections by their standard number.

The contents of the Special Education Plan are reviewed annually by the board staff and SEAC members may be asked to volunteer to participate in the review process. The draft Special Education Plan for the following school year is usually reviewed by SEAC and recommended for approval by the Board of Trustees or the Board Supervisor. SEAC recommendation of approval of the Special Education Plan is not automatic. SEAC must be satisfied that the plan will meet the needs of the students. If the majority of the SEAC members recommend the plan for approval, members that disagree may submit a Minority Report (see Appendix 2 for Minority Report Template).

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. Again, the board is obliged to provide an opportunity for SEAC to be heard on this issue before it accepts, rejects, or makes some other decision on the recommendation.

Boards must include any majority or minority reports from SEAC when it submits its Special Education Plan Checklist at the end of the school year. As well, any motions or recommendations from SEAC that are related to the board’s approval of the plan must also accompany it when submitted to the Ministry.

Special Education Budget

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), O. Reg. 464/97]. This means that the school board must provide SEAC with an opportunity to participate in budget discussions and to provide advice or recommendations on budget matters related to Special Education before final decisions are made. Where SEAC makes recommendations, the board must provide an opportunity for SEAC to be heard before making a decision on those recommendations [Section 11(2), O. Reg. 464/97]. SEAC’s participation in the budget process may be supported through meaningful consultation and information sharing during budget planning.

As well, SEAC must have the opportunity to review the board’s financial statements prepared annually and submitted to the Ministry of Education, as those statements relate to special

education [Section 12(3), O. Reg. 464/97]. Boards may also choose to provide SEAC with opportunities to review Revised Estimates and other financial updates related to Special Education. This can help make SEAC's participation in the budget process more meaningful and provide context regarding financial trends and changes from one year to the next.

Special Education funding revenue is provided by the Ministry of Education annually. Information on Core Education Funding and the Special Education Fund is available on the Ministry of Education website: [Education funding for school boards, 2025–2026 | ontario.ca](https://www.ontario.ca/education/funding-for-school-boards) The grant components of the Special Education Fund remain the same each year although the amounts for each school board vary depending on student enrollment and other factors.

SECTION 3: Role of SEAC Members

Member Responsibilities

To be an effective member of the committee it is important that you:

- Read meeting materials ahead of each meeting.
- Attend meetings regularly.
- Be prepared to participate in the meeting by asking questions (especially when the information is unclear) and listening respectfully to other members.
- Work collaboratively with other members of SEAC.
- Connect with your association or organization to share information from the meetings.
- Share information from your association or organization with SEAC members.
- Become familiar with Thames Valley District School Board Special Education programs and services.

Annual Planning and Workplan

SEAC activities follow a predictable schedule of events, and these can be documented in an annual calendar or workplan. For example, the budget process includes key activities including:

- Review of previous year financial statements related to Special Education.
- Sharing of Revised Estimates for Special Education budget.
- Reviewing the proposed budget for Special Education in the following school year.

The SEAC Workplan is included in every Agenda package. The workplan is updated monthly at the agenda setting meeting to reflect any changes to planned activities.

Election of Committee Chair/Vice–Chair

The Committee elects the Chair and Vice-Chair at the first meeting following the Inauguration of the new Board of Trustees 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 of Trustees (as per the board Bylaws) with the Superintendent of Student Achievement assuming the role of the Secretary of the Board until the SEAC Chair is elected.

The position of Chair may alternate annually between a Trustee member and local association member. The Vice-Chair of the Committee shall be elected annually on the same basis, except that the Vice-Chair shall be elected from the group not represented by the Chair.

The roles of the Chair and Vice-Chair are:

- The Chair or, in the absence of the Chair, the Vice-Chair, shall preside at meetings and carry out the duties of a Chair as outlined in Robert's Rules of Order. (For easy-to-understand summary of Robert's Rules of Order see: [The ABCs of Parliamentary Procedures](#).)
- If at any meeting the Chair and the Vice-Chair are not present, the members present may elect a Chair for that meeting.
- The Chair and the Vice-Chair shall determine who shall act as spokesperson and report recommendations to the board.
- 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 of Student Achievement.
- The Chair may vote with the other members of the Committee. Any motion on which there is an equality of votes is lost.

SEAC Members and Contact Information

A list of SEAC members and their contact information is available on the Board of Trustees - SEAC Microsoft Teams channel.

A list of current members is also available on the website at: [Board Committees - TVDSB](#)

List of current members by category:

Local Associations

- [Association for Bright Children](#)
- [Autism Ontario \(London\)](#)
- [Easter Seals Ontario](#)
- [Inclusion Action Ontario](#)
- [Learning Disabilities Association of London Region](#)
- [London Down Syndrome Association](#)
- [Ontario Parents for Visually Impaired Children](#)
- [VOICE for Children Deaf and Hard of Hearing](#)

Additional Members (Members at Large)

- [Children's Aid Society of London & Middlesex](#)
- [Children's Hospital at LHSC](#)
- [Community Services Coordination Network](#)
- [Fetal Alcohol Spectrum Disorder Network](#)
- [London Health Sciences Centre](#)
- [London Autism and Developmental Disabilities Support Group](#)

Vanier Children's Services

Board of Trustees

A total of three Trustees or a Ministry-appointed Board Supervisor in the absence of Trustees.

First Nations Representation

The committee shall include a member to represent the interests of Indigenous students.

Non-Voting Members

At the discretion of the Superintendent of Student Achievement, a number of school board staff may attend the meeting as non-voting members of SEAC. In addition, representatives from the Ontario Principals' Association (OPC) may be nominated by their respective associations to attend SEAC and are also non-voting members.

Meeting Agendas and Protocols

Below is a sample agenda for Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC) meetings.

TVDSB/SEAC Meeting Agenda

Date:

Time:

Location: Board Room/Microsoft Teams (Virtual Meeting)

1. Call to Order
2. Welcome
3. Confirmation of Agenda
4. Conflicts of Interest
5. Election of a Chair and Vice-Chair (*First meeting of the year only*)
6. Report of the Previous Meeting
7. Business Arising from the Minutes
8. Budget Update (3-4 times a year)
9. SEAC Sub-committee Updates
 - *Example: SEAC Handbook Update*
10. Superintendent's update and presentations
 - *Example: Professional Student Services - Assessments*
11. Special Education Plan (*Standing Item*)
12. Students on a Modified Day (*Standing Item*)

13. Correspondence (*Standing Item*)
14. Forum: Association Updates (*Round Table*)
15. Future Meeting Dates
16. Adjournment

Note: All meetings are conducted in accordance with applicable provincial legislation, TVDSB Bylaws, and Robert's Rules of Order.

Meeting materials will be distributed a minimum of five (5) days in advance. Members are expected to review the materials and come prepared to ask questions and participate in discussion. Each meeting will also include an opportunity for members to share updates from their respective associations.

Meeting Motions

TVDSB Committees follow the parliamentary procedures outlined in the Board's bylaws and Robert's Rules of Order. Motions, or Recommendations, to the Board of Trustees or the Board Supervisor are supported by the majority of members who attend a meeting that meets Quorum requirements.

Members of SEAC individually, or jointly with other SEAC Members, may submit a Minority Report that applies to the item that has been recommended by the majority of members. See Appendix 2 for a Template for Minority Reports.

SEAC Sub-committees and Working Groups

SEAC may establish sub-committees or working groups as required to advance the business of the committee. During the 2025-2026 school year, a working group was established to review and update the SEAC Handbook and to develop a community resources brochure.

SEAC members and Alternates may volunteer to participate in sub-committees and annual activities, including but not limited to:

- the annual review of the Special Education Plan
- IEP Audits

SEAC Self-Assessments

The TVDSB provides an opportunity for reflection through biannual self-assessment surveys. The next survey is scheduled for 2026.

SECTION 4: SEAC Training

School Board Orientations

SEAC orientation and training are the responsibility of the Thames Valley District School Board. Orientation sessions are arranged at the beginning of each SEAC term and may also be provided as needed. Board Services will support SEAC by delivering committee orientation sessions intended for all staff and volunteers serving on board committees. The Special Education Department will lead SEAC-specific training related to the role and responsibilities of SEAC and will provide information about TVDSB Special Education programs and services.

SEAC orientation and ongoing supports may include, but are not limited to, the following:

- Providing orientation sessions for new SEAC members.
- Holding annual training sessions for all SEAC members.
- Developing and maintaining a SEAC orientation manual and providing a copy to all members.
- Pairing new SEAC members with a mentor who is a more experienced SEAC member.
- Incorporating information sessions or training items into SEAC meeting agendas or within the annual schedule of SEAC meetings.
- Providing informal opportunities for SEAC members to meet, network, and build relationships, such as during meal breaks or special activities.
- Holding joint professional learning sessions for school board staff and SEAC members.
- Inviting SEAC to designate a representative, or to attend as a group, professional development opportunities offered to the school board by Ministry of Education, other ministries, or community organizations.

Local or Provincial Associations

Many provincial associations also provide training resources. Members are encouraged to participate in professional development opportunities as they become available. Some associations offer SEAC training annually or at the beginning of each SEAC term.

SECTION 5: Nomination To SEAC

Terms of Appointment

SEAC members are appointed by the Thames Valley District School Board of Trustees or the Board Supervisor for four-year terms following the municipal and school board elections. The next term is from November 15, 2026, to November 14, 2030.

Check the Board website for more information: [Special Education Advisory Committee - TVDSB](#)

Applicants should complete the online Nomination Form at: [Special Education Advisory Committee \(SEAC\) Nomination Form](#) and send letters of nomination to:

Supervisor, Governance, Privacy, and Information Services

Thames Valley District School Board,
1250 Dundas Street,
London, Ontario N6A 5L1

SEAC members are nominated by eligible associations and organizations. Letters of nomination must include confirmation that applicants meet the eligibility criteria including:

- Canadian Citizenship
- Over the age of 18 years
- Resident in the area of the school board jurisdiction
- Supporters of the TVDSB

In addition, applicants cannot be employees of the TVDSB.

For questions about the application or nomination process, please contact Governance Services at governance@tvdsb.ca

Process for Selecting Members and Filling Vacancies

The process for selecting SEAC members and filling vacancies is guided by the *Education Act* (O. Reg. 464/97) and by TVDSB policies and procedures related to committee membership.

Membership

Membership on the SEAC is by appointment of the Board of Trustees or the Board Supervisor and consists of the following:

- Up to twelve (12) representatives nominated by their local association. Each association may also nominate one (1) alternate.
- One (1) representative and one (1) alternate nominated by the councils of First Nations bands with which the Board has entered into agreements under section 188 of the *Education Act*.
- Three (3) members from the Board of Trustees or the Board Supervisor
- One or two representatives of the First Nations, Métis and Inuit (FMNI).

The Board of Trustees or the Board Supervisor may also appoint one or more additional members who are neither representatives of a local association nor members of the Board of Trustees. These additional members are typically representatives from community agencies that have an interest in the well-being of one or more groups of exceptional children.

Eligibility

SEAC members must not be employees of the TVDSB, must be qualified to vote for school board trustees, and must be residents of Elgin County, Oxford County, Middlesex County, or the City of London.

An eligible association is defined 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 of professional educators, is incorporated, and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.”

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 and occurs every four (4) years.

A call for nominations is issued by TVDSB Governance Services in the months leading up to the municipal elections for School Board Trustees, and as needed to fill SEAC vacancies.

Removal of Members

A member or alternate member of a SEAC vacates their position if they:

- are convicted of an indictable offence;
- are absent, without authorization by a resolution recorded in the minutes, from three consecutive regular meetings of the Committee; or
 - no longer meet the qualifications required for appointment to the Committee (*Ontario Regulation. 464/97, section 7*)

Where a member's position becomes vacant, the nominating association may submit the name of a replacement representative who meets the eligibility requirements for appointment.

It is important that SEAC members and alternates submit regrets when they are unable to attend a meeting. Failure to attend three consecutive meetings without an approved resolution may result in the member vacating their seat. If a prolonged absence is anticipated, members are encouraged to request a special resolution to approve their absence for a specified period.

SECTION 6: Additional Resources

Local Member Affiliation with a Provincial Association

Local members have been nominated to SEAC by their local association or affiliated provincial organization that represents the interests of students with Special Education needs. As representatives of their organizations, members are expected to share information from their associations with SEAC and to provide regular updates and reports back to their associations.

Local and provincial organizations may also have SEAC-related training materials, resources, or expertise that can be shared with other SEAC members to support collective learning and effective participation.

PAAC on SEAC

The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) was established in 1983 to provide a forum for parent associations whose members are eligible to sit on Special Education Advisory Committees (SEACs). PAAC on SEAC supports the sharing of ideas and strategies and addresses common issues related to the work of SEACs across Ontario.

Provincial parent associations and their members are valuable resources not only to one another, but also to the Ministry of Education, school board officials, education and service professionals, parents, and the broader community. Their collective expertise contributes meaningfully to informed decision-making for the provision of Special Education programs and services for exceptional students.

The work of these associations in supporting their SEAC representatives is further strengthened through active participation in PAAC on SEAC, which promotes collaboration, advocacy, and shared learning at the provincial level.

In 2016 PAAC on SEAC published the [*Effective Practices Handbook for SEAC Members*](#), which is widely used by SEACs and parent associations across Ontario. In addition, an annual SEAC resource on Special Education funding is developed and posted on the PAAC on SEAC website. PAAC on SEAC also releases additional SEAC resources on specific topics from time to time to support the ongoing work of SEAC members.

PAAC on SEAC is currently comprised of the following active member organizations:

- Association for Bright Children
- Autism Ontario
- CADDAC
- Down Syndrome Association of Ontario

- Easter Seal Ontario
- Hydrocephalus Canada
- Inclusion Action Ontario
- Learning Disabilities Association of Ontario
- Ontario Association for Community Living
- Ontario Brain Injury Association
- Ontario Federation for Cerebral Palsy
- Ontario Parents of Visually Impaired Children – OPVIC
- VOICE for Hearing Impaired Children

The committee meets virtually monthly from September to June.

For additional information about PAAC on SEAC and the work that it carries out on behalf of exceptional students in Ontario, please contact Chairs by e-mail at info@paac-seac.ca.

Minister's Advisory Council on Special Education

The Minister's Advisory Council on Special Education (MACSE) provides advice to the Minister of Education on the following matters:

- The development and delivery of programs and services for students with Special Education needs.
- The identification and provision of early intervention programs.

Council mandate:

- Responds to proposals or position papers from the Ministry of Education or other ministries.
- Identifies concerns related to delivery of Special Education programs and services and provides information, advice, and recommendations for the Ministry's consideration.
- Submits an annual report that includes a summary of the year's activities.
- Meets up to three (3) times a year, typically in February, June and October, for a maximum of four and a half (4.5) days annually.
- Establishes subcommittees, as needed, to explore specific issues and bring recommendations to the Council meetings.

Membership

The membership consists of twenty (20) voting and three (3) non-voting members. Members represent the following groups:

- An exceptionality (for example, developmental disabilities or giftedness)
- Educator groups (for example, teachers, principals, and trustees)
- A profession (for example, psychologists or social workers)
- Indigenous communities
- Students or youth

The non-voting members represent the following ministries:

- Ministry of Children, Community and Social Services
- Ministry of Colleges, Universities, Research Excellence and Security
- Ministry of Health

For more information, visit the Ministry of Education webpage: [Minister's Advisory Council on Special Education | ontario.ca](https://www.ontario.ca/minister-s-advisory-council-on-special-education)

Ministry of Education Policies and Resources

- Ministry of Education Policy and Resource Guide (Draft 2017)
- Ministry of Education Regulations:
 - [464/97 Special Education Advisory Committees](#)
 - [181/98 Identification of Placement of Exceptional Pupils](#)
 - [306 Special Education Programs and Services](#)

Resource Guides:

- [Shared Solutions, A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs \(2007\).](#)
- [Caring and safe schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12](#)

Thames Valley District School Board

The TVDSB website at: [Special Education - TVDSB](#) includes a range of valuable information about Special Education including:

- Thames Valley District School Board *Special Education Plan* (2026-2027)
- Special Education resources and videos for parents, guardians and caregivers including:
 - *Parent Guide to the Identification, Placement and Review Committee (IPRC)*
 - *Parent Guide to the Individual Education Plan (IEP)*
 - *Communication Guide to Resolving concerns*
 - *Brochure on the Program Development Team*
- SEAC Brochure
- SEAC Member Handbook
- Education and Community Partnership Program (ECP)

In addition, the TVDSB SEAC Microsoft Teams platform includes the following resources to support effective SEAC participation, collaboration, and information sharing.

APPENDIX 1 – Regulation 464/97 Special Education Advisory Committee

[Français](#)

ontario REGULATION 464/97

Special Education ADVISORY COMMITTEES

Consolidation Period: From January 1, 2025, to the [e-Laws currency date](#).

Last amendment: [432/24](#).

Legislative History: [432/24](#).

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; O. Reg. 432/24, s. 2.

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). O. Reg. 464/97, s. 2 (1); O. Reg. 432/24, s. 3.

(2) The board shall not appoint more than 12 representatives under clause (1) (a). O. Reg. 464/97, s. 2 (2).

(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. O. Reg. 464/97, s. 2 (3).

(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. O. Reg. 464/97, s. 2 (4).

(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 (5).

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. O. Reg. 464/97, s. 3 (1); O. Reg. 432/24, s. 3.

(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 (2).

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. O. Reg. 464/97, s. 4 (1); O. Reg. 432/24, s. 3.

(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. O. Reg. 464/97, s. 4 (2); O. Reg. 432/24, s. 3.

(3) One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2). O. Reg. 464/97, s. 4 (3).

(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. O. Reg. 464/97, s. 4 (4).

(5) The board shall appoint the persons nominated under subsection (4). O. Reg. 464/97, s. 4 (5).

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. O. Reg. 464/97, s. 5 (1); O. Reg. 432/24, s. 3.

(2) Subsection (1) does not apply in respect of persons appointed under section 4. O. Reg. 464/97, s. 5 (2).

(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 (3).

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. O. Reg. 432/24, s. 3.

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. O. Reg. 464/97, s. 7 (1); O. Reg. 432/24, s. 3.

(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. O. Reg. 464/97, s. 7 (2); O. Reg. 432/24, s. 3.

(3) Where a seat or position becomes vacant under this section, section 8 applies with respect to filling the vacancy. O. Reg. 464/97, s. 7 (3).

(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 (4).

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. O. Reg. 464/97, s. 8 (1); O. Reg. 432/24, s. 3.

(2) The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section. O. Reg. 464/97, s. 8 (2).

(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 (3).

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. O. Reg. 464/97, s. 9 (1); O. Reg. 432/24, s. 3.

(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. O. Reg. 464/97, s. 9 (2).

(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. O. Reg. 464/97, s. 9 (3).

(4) The vice-chair shall assist the chair and shall act for the chair at meetings in his or her absence. O. Reg. 464/97, s. 9 (4).

(5) The chair or, in the absence of the chair, the vice-chair, shall preside at meetings. O. Reg. 464/97, s. 9 (5).

(6) If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting. O. Reg. 464/97, s. 9 (6).

(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. O. Reg. 464/97, s. 9 (7).

(8) The committee shall meet at least 10 times in each school year. O. Reg. 464/97, s. 9 (8).

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

(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).

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. O. Reg. 464/97, s. 10 (1); O. Reg. 432/24, s. 3.

(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 (2); O. Reg. 432/24, s. 4

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. O. Reg. 432/24, s. 5.

(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 (2).

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. O. Reg. 464/97, s. 12 (1); O. Reg. 432/24, s. 6.

(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. O. Reg. 464/97, s. 12 (2); O. Reg. 432/24, s. 6.

(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 (3); O. Reg. 432/24, s. 6.

13. Omitted (provides for coming into force of provisions of this Regulation). O. Reg. 464/97, s. 13.

Appendix 2 - Minority Report Template

In respect of the approved motion/recommendation of the Special Education Advisory Committee (SEAC) at their *insert date* meeting:

Insert motion

The following member(s) of SEAC disagree with this motion:

Names of Representatives and Organization/Association:

The above disagree with the majority motion for the following reason(s):

Insert rationale

In conclusion, we ask the Board of Trustees/Board Supervisor to consider these issues and the following recommendations:

Insert new recommendation

Signed by:

Name: _____

Signature:

_____ Name:

Signature:

_____ Date:

Submit this form to: governance@tvdsb.ca

Copy to the following:

- SEAC Chair
- Superintendent of Student Achievement for Special Education

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