# Section 3: SEAC Roles and Responsibilities

Sections 10, 11 and 12 of Regulation 464/97 outline the main responsibilities of SEAC. Under the regulation SEAC:

> *"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" (Section 11 (1))"*

and 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." (Section 12 (1))"*

> *"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." (Section 12 (2))"*

> *"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." (Section 12 (3))"*

In addition, SEAC has the right to be heard, as the Regulation says:

> *"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." (section 11(2))"*

In plain language this means that SEAC should be given the opportunity to provide advice about:

- Special Education Programs and Services;
- Special Education Plan or Report; and
- Special Education Budget and Financial Statements.

SEAC has the right to make presentations to the Board in support of any recommendations they make. SEAC should also have opportunities to comment on policies or programs that will impact students with special education needs, and make presentations to any related committees.

> **Effective Practices to make sure that SEAC has the opportunity to be heard by the Trustees include:**
> a. Providing copies of the SEAC monthly meeting Minutes to all Trustees.
> b. Providing Trustees with a short written report highlighting the key events of each SEAC meeting at the next meeting of Trustees.
> c. Allowing the chair of SEAC, or a Trustee member or a SEAC representative, to provide a short verbal report on each SEAC meeting during Trustee meetings.
> d. Requesting the opportunity for a delegation from SEAC to make a presentation to the Trustees on important topics, such as:
>     I. Special Education budget
>     II. Special Education Report
>     III. Special Education Program reviews.
> e. Inviting the Trustees to attend SEAC meetings when discussion of the special education budget or Special Education Report is being considered.
> f. Creating a SEAC Annual Report that highlights activities and recommendations from the past year.
> g. Increasing the public awareness of SEAC through a SEAC brochure, presentations and website materials.

## 3.1 Annual Planning

Each year SEAC will address the development and review of the Special Education Report, the Board Improvement Plan for Student Achievement and the Special Education Budget. Each of these activities has a specific deadline and, in order to allow time for adequate planning and review by SEAC members, these items should be scheduled into SEAC Agendas. **PAAC on SEAC recommends that SEAC develop an annual plan to support effective SEAC member participation in the school board planning cycle.** In Table 1, some key dates that will impact SEAC activities are listed.

| Table 1: Important Dates or Deadlines | |
|---|---|
| **August 31** | Year end for School Board Financial Statements |
| **PD Days** | Typically late August, November, February, April and end of June |
| **September 1** | Special Education Report Checklist to be submitted to the Ministry of Education Regional Office (Deadline applicable in 2010) |

| Table 1: Important Dates or Deadlines | |
|---|---|
| **September 15** | Draft Board Improvement Plan for Student Achievement to be submitted to the Ministry of Education Regional office (Deadline applicable for 2010) |
| **October** | Reports of Student Numbers of Elementary and Secondary School Students to be submitted to the Ministry of Education |
| **October 31** | Board Improvement Plans for Student Achievement to be submitted to Ministry of Education Regional Offices (Deadline applicable for 2010) |
| **Fall** | EQAO Results for Grade 3 and 6 and 9 tests |
| **March** | Ontario Secondary School Literacy Test (OSSLT) |
| **June** | EQAO Results for Ontario Secondary School Literacy Test (OSSLT) |
| **July 31** | School Board to submit balanced Budget for following year to Ministry of Education |

**Effective Practices to Support Annual Planning by SEAC include:**
  a. Developing an Annual Calendar for SEAC showing what activities SEAC will focus on at each monthly meeting. (Table 2 shows the PAAC on SEAC Annual Calendar for 2010-11).
  b. Indicating in the SEAC annual calendar a column for the information SEAC members will need prior to each meeting.
  c. Using an annual calendar to make sure that the development, or review, of the Special Education Report is considered throughout the year, rather than rushed at the end of the year.
  d. Listing SEAC training or professional development activities in the annual calendar.
  e. Orientation or information sessions on the special education budget, prior to the meeting when decisions about budgets need to be made.
  f. Identifying important deadlines or events, such as the results from Education and Accountability Office (EQAO) and October Reports of Elementary and Secondary Students, in the calendar.
  g. Considering new or special initiatives from the Ministry of Education to make sure information is provided to SEAC members.
  h. Identifying the dates of school board Professional Development or Professional Activity Days, especially those that include a focus on special education, to allow SEAC participation in planning and during the activities.

PAAC on SEAC develops and shares an annual calendar of SEAC activities each fall for distribution to SEAC members, and a copy of the Calendar for 2010-2011 is included in Table 2. The PAAC on SEAC annual calendar is available from members of PAAC on SEAC and usually distributed each September.

## Table2: PAAC on SEAC Annual SEAC Calendar

| ANNUAL CALENDAR OF SEAC BUSINESS for 2010-11 | | |
|---|---|---|
| **Month** | **Annual Activities** | **2010-2011 Activities** |
| **SEPTEMBER** | • Review Special Education Report submitted to Regional Office Sept. 1<br>• Review special education component of Draft Board Improvement Plan for Student Achievement<br>• Review school board Accessibility Plans<br>• Develop or review SEAC annual agenda/goals<br>• Share information on process for nomination of new SEAC members<br>• Determine date of last meeting of SEAC term | Request information on:<br><br>• Ministry of Education Special Education Funding Consultation and boards participation<br>• Board Improvement Plan special education goals and performance indicators for 10-11 and public awareness plan<br>• Special Education PD Day plans for 10-11<br>• Assessment processes/tools for special education students not participating in EQAO<br>• New Ministry initiatives<br>• Board Budget Process |
| **OCTOBER** | • Develop process for review 2011 –12 Special Education Report<br>• Request update on last EQAO results: including deferrals, exemptions, participation rates, and accommodations provided for Spec. Ed. Students and achievement levels.<br>• Develop orientation process for new SEAC reps<br>• If last meeting of SEAC, recognize SEAC members who are leaving | |
| **NOVEMBER** | • If meeting held this month<br>• October Report Data: Request numbers of exceptional students, placement data, suspensions expulsions data<br>• IEP Update: Request confirmation that all first term IEP reviews are completed | Request information on:<br><br>• *Caring and Safe Schools In Ontario* document and school board plans to share with |

| ANNUAL CALENDAR OF SEAC BUSINESS for 2010-11 | | |
|---|---|---|
| **Month** | **Annual Activities** | **2010-2011 Activities** |
| | | staff |
| **DECEMBER** | • If meeting held, finalize goals for SEAC<br>• Start discussions on Special Education Program and Services changes being considered for 2011-12<br>• Confirm details of training sessions for new SEAC members and review SEAC Orientation Manual Contents | Request presentation on School Effectiveness Framework and Board Improvement planning processes |
| **JANUARY** | • Financial Update: Re: 2009-10 Spec. Ed. grants, expenditures and reserve fund amount and 2011-12 budget process<br>• SEAC participation on ODA Accessibility Planning Committee | Check the CODE website to see all of the IEP Samples. |
| **FEBRUARY** | • Review proposed changes to Preliminary Special Education programs and Services<br>• Provide an IEP Update | Review parent resources to ensure they are user friendly and easy to understand |
| **MARCH** | • Continue discussion of Special Education Programs and Services | |
| **APRIL** | • Request preliminary Budget Forecast for special education | Monitor and participate in public consultations on Special Education Report |
| **MAY** | • Information update and discussion re. Spec. Ed. Report and Budget | |
| **JUNE** | • SEAC Recommendations regarding Spec. Ed. Report and Budget<br>• Request Special Education statistics (including IEP and IPRC) for September meeting<br>• Develop draft SEAC annual agenda and goals for 2011-12 | |
| **ON-GOING ACTIVITIES** | | |
| • Request notification of all Ministry of Education announcements related to special education<br>• Provide orientation to new members and on-going professional development for all SEAC members<br>• Provide opportunities for SEAC members to provide presentations and updates about their association/organization<br>• Consider ways to enhance parent engagement and collaboration in special education in | | |

| ANNUAL CALENDAR OF SEAC BUSINESS for 2010-11 | | |
|---|---|---|
| **Month** | **Annual Activities** | **2010-2011 Activities** |
| | every program/initiative • Evaluate SEAC effectiveness and identify ways to improve meetings | |

## 3.2 Annual SEAC Goals

Many school boards identify priority goals on a regular basis, either annually or as part of a multi-year strategic plan. School board plans are usually consistent with the Ministry of Education priorities. Currently, the Ministry of Education has three key goals:

- improved student achievement;
- reduced gaps in achievements; and
- public confidence in public education.

SEAC members need to be aware of the Ministry goals and Board plans to support these goals. **PAAC on SEAC recommends that SEAC also establish annual or priority goals.** The goals may be in support of Ministry goals or boards plans, or may be focused on actions specific to SEAC. The identification of SEAC goals will help members to be clear about what they are trying to achieve. Development of measurable goals, and their completion, will enhance members' sense of accomplishment and reinforce the value of SEAC.

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**Effective Practices to support SEAC annual goals or actions include:**
  a. Holding a special SEAC session, or schedule time in a meeting agenda, to identify priorities for the next year, or the whole 4 year SEAC term.
  b. Holding planning sessions, facilitated by staff or volunteers, to identify priorities and foster member participation.
  c. Approaches such as, pair and share, or small groups, to encourage participation by all members.
  d. Focusing on small projects that are achievable within the school year, such as review or development of parent resources, or development of a SEAC brochure, or communication strategy.
  e. Annual goals for training and professional development for SEAC members

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The goal setting process can be scheduled at the end of the school year or the start of the next. **PAAC on SEAC recommends that the goal setting process includes an accountability or evaluation component.** The annual goal setting process includes identification of:

- Measurable outcomes – What will be accomplished? For example, a specific special education program or service review will be completed, or three information sessions will be delivered;

- Responsibilities – Who will be responsible for activities?  For example, will all SEAC members be involved, or will a school board staff member or ad hoc committee lead the activity;
- Time lines – When will activities occur?  For example, a new parent guide will be drafted in the fall, for review over the winter and printing and distribution in the spring;
- Interim measures – How will we know we are making progress on the goal?  For example, participant evaluation forms from the first session will provide feedback to modify and improve the subsequent workshops;
- Evaluation process – How will we know what we did was worthwhile?  This may include evaluation of both the outcomes and the process.  For example, all the participants provide positive evaluations, but only 10 parents attended.  SEAC may conclude that it was a lot of work, created worthwhile resources, but was an ineffective method to reach the majority of parents.

Developing an accountability mechanism within the goal setting process will ensure that information will be collected that can inform the evaluation of the current goals, and help to inform goal setting for the following year.

## 3.3 Special Education Programs and Services Development and Delivery

Research and knowledge about special education, and information about effective intervention, teaching and assessment strategies, is constantly evolving.  This means that school boards should be continuously reviewing their special education programs and services to make sure

> **Effective Practices to support SEAC participation in planning of special education programs and services include:**
>   a. Providing SEAC members with a brief outline of the school boards special education programs and services in the SEAC manual and at orientation and training sessions.
>   b. Planning regular presentations to SEAC about special education programs and services, the needs of exceptional students, and the latest research on effective interventions.
>   c. Allowing time on each SEAC agenda for a short presentation, or discussion, on specific exceptionalities or special education programs and services.
>   d. Inviting SEAC members to participate in working groups and sub-committees involved in program reviews, or new initiatives.
>   e. Inviting SEAC members who are local association representatives to make annual presentations on the parent association, exceptionality specific educational needs, and the latest research on effective interventions.
>   f. Inviting local association representatives to make presentations, or work with school board staff on joint presentations, regarding specific exceptionalities or special education programs and services.
>   g. Promoting connections between SEAC, Parent Involvement Committees (PIC) and school councils to share information, and invite consultation, about special education programs and services

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they are evidence-based, meeting student needs and improving student achievement.

SEAC has an important role to play in providing advice to school board administration and Trustees regarding special education programs and services. SEAC members can provide important community input about the impact of programs and availability of services. Some school boards have a regular cycle for reviewing special education programs, and other school boards review or plan changes in response to Ministry of Education initiatives, or funding challenges. **PAAC on SEAC recommends that SEAC take a systematic and pro-active approach to special education program and service planning, and conduct regular reviews.**

## 3.4 Special Education Report

In April 2010, the Ministry of Education directed school boards to ensure that q comprehensive special education report is available to the community. The Special Education Report should include information on the available special education programs and services as defined in Standards for School Boards' Special Education Plans (200). Boards must also develop a Board Improvement Plan for Student Achievement (BIPSA) that incorporates special education.

The school board responsibilities under Regulation 464/97, and Regulation 306, *Special Education Programs and Services*, are unchanged and SEAC continues to have a role in the development and review of the Special Education Report and Board Improvement Plan for Student Achievement. This means that SEAC should continue to have input in the review and development of both and provide advice to the Trustees regarding each document.

Directives from the Ministry of Education, regarding the Special Education Report, strongly encourage the school board to make the Special Education Report accessible to the public in user-friendly format, on their public website.

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**Effective Practices to ensure the Special Education Report is accessible and easy to understand include:**
   a. Reviewing key documents, including the Standards for Special Education Plans (2000) and the Components included in the Special Education Report Checklist (2010), to determine what information is to be included in the Special Education Report.
   b. Reviewing each section of the Special Education Report to make sure that it is easy to understand and written in a user friendly style.
   c. Providing suggestions as to how the information can be made accessible to parents, students and the general public.
   d. Providing an easy to find section of the Special Education Report on the school board website; providing printed copies at key locations, including school libraries, school offices, information displays and parent resource centres; and, developing a flyer or handout for parents.

As part of *Regulation 181/98*, *Identification and Placement of Exceptional Pupils,* school boards are required to make available a parent guide that provides information about the Identification, Placement and Review Committee (IPRC) process. Some school boards also provide additional parent resource guides or brochures about the Individual Education Plan (IEP) process, or specific special education programs and services. **PAAC on SEAC recommends that SEAC should be part of the process to develop or review the parent guides and other resources for parents.**

SEAC can play an important role in the development of these parent resources to make sure they are easy to read, and that they provide information on additional resources for students or parents who want more information. SEAC can also provide advice on how the resources can be distributed or made available to students and parents.

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**Effective Practices to support the development and distribution of parent guides about the IPRC and IEP include:**

a. Establishing a sub-committee or *ad hoc* group to review all special education communication materials for parents.
b. Requesting SEAC volunteers to join staff committees that are responsible for developing parent resources.
c. Reviewing new parent guides and brochures as they are developed.
d. Developing a glossary of special education terms that is parent friendly and easy to understand.
e. Assisting to develop a list of community organizations that are available to help parents who have children with special education needs.
f. Partnering with staff to develop a DVD or Webcast with information for parents on the IPRC or IEP process.
g. Monitoring parents' experiences concerning IPRCs and IEPs by designing a parent survey, overseeing its implementation, and analyzing results. Survey results can inform SEAC and may lead SEAC to recommend changes in policies and practices
h. Developing a list of Frequently Asked Questions about IPRCs and IEPs and including the questions and their answers in the parent guide, as well as on the website and in other parent resources.

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## 3.5 Board Improvement Plans for Student Achievement

The Ministry of Education requirements for Board Improvement Plans for Student Achievement are currently changing to become more comprehensive. Board Improvement Plans for Student Achievement were initially developed by the Literacy and Numeracy Secretariat to support

improved student outcomes in literacy and numeracy for elementary students. Over the last few years Board Improvement Plans for Student Achievement have been expanded to include all students from Kindergarten to Grade 12, including those with special education needs.

As the Board Improvement Planning process evolves, SEAC will have the opportunity to play an important role. The annual Board Improvement Plan for Student Achievement is linked to School Improvement Plans and the Special Education Report, and will include indicators and measures to support and document improved achievement by students with special education needs. This process is new and developing. **PAAC on SEAC recommends that SEAC members be provided orientation and training about the School Effectiveness Framework and the Board Improvement Plan for Student Achievement in order for them to participate in the Board Improvement planning process.**

**Effective Practices to support SEAC involvement in Board Improvement Planning include:**
   a. Appointing a representative of special education programs and services as part of the Board Improvement Planning team.
   b. Holding regular presentation to SEAC about the annual Board Improvement Planning process and the completed plan.
   c. Involving SEAC in the development of a school board communication plan about the Board Improvement Plan for Student Achievement.
   d. Involving SEAC in the development of user friendly communication materials for the public about special education and the Board Improvement Plan for Student Achievement.

## 3.6 Special Education Budget and Financial Statements

The development of the annual budget and review of financial statements is an on-going process and SEAC should be kept informed about the process and have an opportunity to participate and provide advice to the Trustees. Special education funding is complex and SEAC members need to understand how school boards are funded for all students, as well as the components of the Special Education Grant, intended to cover the incremental costs of special education programs and services.

Each year the Ministry of Education releases information on the school board funding, including special education grants and related guidelines. This information can be found on the Ministry website at: http://www.edu.gov.on.ca/eng/policyfunding/funding.html

There are currently 6 components to the Special Education Grant and SEAC members need to be familiar with all of them.   The components are:

- Special Education Per Pupil Amount (SEPPA)
- High Needs Amount (HNA)
- Special Equipment Amount (SEA)
- Special Incidence Portion (SIP)
- Behaviour Expertise Amount (BEA)
- Facilities Amount (FA)

In addition, the Ministry of Education has recently introduced Measures of Variability (MOV) and the Special Education Statistical Prediction Model as parts of High Needs Amount (HNA). **PAAC on SEAC recommends that orientation and on-going training for SEAC members includes information on special education funding.**

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**Effective Practices to support financial literacy of SEAC members include:**
   a. Sharing of Ministry of Education resource materials regarding special education funding, including PowerPoints and Webinars, with SEAC members.
   b. Providing SEAC members with written materials about special education funding, including definitions of key terms, in SEAC Orientation Manuals.
   c. Regular presentations on the school board budget and financial statements at SEAC meetings.
   d. Presenting financial information to SEAC members in easy to understand language with visuals and graphics.

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Under Regulation 464/97, SEAC members are to have the opportunity to participate in the special education budget planning process.   Each school board has a different process for the development of budgets, often including the establishment of a Budget committee or ad hoc group.   **PAAC on SEAC recommends that SEAC members be kept informed of the budget process and timelines.**

**Effective Practices to support SEAC participation in budget planning for special education programs and services include:**

    a. Providing SEAC members with orientation and training regarding financial statements, the Special Education Grant, revenues and expenditures

    b. Providing timely information on the Special Education Grant each year when Ministry of Education releases the grant regulations.

    c. Inviting SEAC members to participate in Budget Committee or working groups

    d. Providing regular updates on Financial Statements and the budget process at SEAC meetings

    e. Relating special education budget information to statistical information about students provided in October Reports of Numbers of Elementary and Secondary Students, and to numbers of staff assigned annually to special education roles

    f. Planning a SEAC presentation to Trustees as part of public consultation on the annual school board budget.

## 3.7 Public Access and Consultation

One of the three key goals of the Ministry of Education is "public confidence in education" and parent engagement in the school system is an important component. There is considerable evidence to show that parent engagement contributes to student success. SEAC has an important role to play in supporting parents of students with special education needs to be engaged in the school system.

As discussed in Section 3.5, SEAC can support the development of information about special education, including the Special Education Report and parent guides, that is easy to understand and readily accessible to families. SEAC also has an important role in public consultations about special education and changes in programs and services. **PAAC on SEAC recommends that SEAC members work with the school board staff to increase awareness of SEAC and its role as an advisory committee to the Trustees.**

SEAC is a standing committee of the school board and the meetings of SEAC are open to the public. The school board is responsible to provide access by holding the meetings in a location that can accommodate the public and by making information about the meetings available. Typically, the time and date of meetings is posted on the school boards website.

PAAC on SEAC observes that public awareness of SEAC is generally quite poor and only a small percentage of parents of students with special education needs are aware of SEAC or the important role that SEAC plays in special education. Increased public awareness of SEAC is also necessary in order to attract and recruit new members.

**Effective Practices to increase awareness of SEAC include:**
  a. Providing a live webcast of SEAC meetings, as some school boards do for their meetings of the Trustees.
  b. Posting Minutes and meeting highlights on the school board website
  c. Providing links to the SEAC section of the school board website from student and parent portals.
  d. Moving the location of meetings to different schools and inviting members of school councils or other parent groups to attend the SEAC session
  e. Developing a SEAC brochure and providing copies to all students with special education needs.
  f. Featuring stories or events related to SEAC on the opening page of the school board website.

The Ministry of Education has reconfirmed the commitment to parent engagement in education with the release in September 2010 of a new Parent Engagement Policy. SEACs are an example of effective parent engagement.

**Effective practices to enhance parent engagement in special education include:**
  a. Having cross representation between SEAC and Parent Involvement Committees (PIC) through common membership, with a member of SEAC also being appointed as a member of PIC.
  b. Sharing copies of PIC and SEAC Minutes or developing a process to share meeting highlights through the committee Chairs.
  c. Inviting PIC members and members of School Councils to public consultations about special education.
  d. Making presentations to PIC members on an annual or regular basis about SEAC, special education and annual planning for special education programs and services.
  e. Requesting PIC help to organize, or hold, joint workshops or parent conferences.
  f. Requesting PIC members, and School Council Chairs, to share important information about SEAC or special education with families.

All school boards must have a Parent Involvement Committees (PIC) and every school must have a School Council.  Both PICS and School Councils have been developed to foster parent engagement by providing information to parents and inviting their input into board and school activities.  **PAAC on SEAC recommends that SEACs to have a strong connection with (PICs) and School Councils to strengthen parent engagement in special education.**

## 3.8 Evaluation of SEAC

Evaluation of SEAC, by its members, is helpful in supporting SEAC member engagement and sense of accomplishment.  **PAAC on SEAC recommends that each SEAC should periodically conduct a self-evaluation.**

In order to evaluate the committee, all members must agree on the framework or criteria to be used to measure SEAC effectiveness.  The evaluation could be framed around the roles and responsibilities of SEAC based on Regulation 464, and the annual goals that SEAC has established for itself (See Section 3.1 and 3.2 for more information on goal setting).

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**Effective Practices for evaluation of SEAC effectiveness include:**
   a. Utilizing school board staff expertise, or research department, to help SEAC members design an evaluation process.
   b. Considering the PAAC on SEAC list of discussion questions in Table 3 as part of the evaluation process.
   c. Inviting an external facilitator or consultant to assist SEAC in designing and conducting an evaluation process.
   d. Developing a survey or key questions for SEAC members to answer.
   e. Allocating time within the regular SEAC Meetings for a facilitated discussion.
   f. Holding a special meeting of SEAC Members to focus on evaluation.

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## Table 3: SEAC Evaluation Discussion Questions

| Topic | Membership |
|---|---|
| Membership | Does the current membership represent all of the exceptionalities? Does the current membership include parents of exceptional students? Is it necessary to recruit additional members? |
| Special Education Programs and Services | How do SEAC members get information to improve their understanding of the school board's special education programs and services? How have SEAC members been consulted as part of the annual review of special education programs and services? |

| Topic | Membership |
|---|---|
| Special Education Report | How was SEAC involved in the development of the Special Education Report?<br>Is the Special Education Report available in an easy to understand language and accessible to parents? |
| Special Education Budget | How did SEAC members get the information they needed to make informed decisions?<br>Do all the members of SEAC have a good understanding of school board budgets and budget process?<br>Do SEAC members need more help to understand and evaluate financial information? |
| Board Improvement Plans for Student Achievement | Do SEAC members have a good understanding of Board Improvement Plans for Student Achievement?<br>How is SEAC involved in board improvement planning process? |
| Meetings | How does the Agenda support SEAC member's information needs and decision making?<br>Do SEAC members have adequate time at meetings for discussion on each topic?<br>Are SEAC meetings well attended and do all members contribute? |
| Motions | How is the advice of SEAC documented?<br>What is the process for Motions to the Trustees?<br>Who reports back from the Trustees to SEAC?<br>How does SEAC share information and recommendations with the Trustees? |
| Member Orientation Training and Recognition | How are new SEAC members supported?  How are training and the orientation provided?<br>How are member's contribution recognized?<br>Do SEAC members require additional training?  Are there additional items that could be included in the SEAC Orientation manual? |
| Collaboration and Decision Making | How do SEAC members collaborate and work on common goals?<br>What else can we do to build trust and enhance collaboration?<br>How are differences resolved? |
| Public Consultation and Parent Engagement | How is information about SEAC, its' members and meetings, made accessible and easy to understand by parents?<br>Is there anything more that can be done to improve awareness of SEAC? |