

MINISTER'S ADVISORY COUNCIL
ON SPECIAL EDUCATION

ANNUAL REPORT TO THE MINISTER
FOR THE YEAR 2006 - 2007

Ministry of Education
Advisory Council on Special Education
c/o Suite 710
2 Carlton Street, 7th Floor
Toronto ON M5B 1J3

Ministère de l'Éducation
Conseil consultatif sur l'éducation
de l'enfance en difficulté
a/s du Bureau 710
2, rue Carlton, 7^e étage
Toronto ON M5B 1J3



June 7, 2007

The Honourable Kathleen Wynne
Minister of Education
900 Bay Street
22nd Floor, Mowat Block
Toronto, Ontario
M7A 1L2

Dear Minister Wynne,

Re: Annual Report of the Minister's Advisory Council on Special Education

It is with considerable pleasure that I submit this report to you on the activities of your Minister's Advisory Council on Special Education (MACSE) for the fiscal year 2006-2007.

This report documents MACSE's foremost activities, observations and recommendations. It identifies issues and proposes solutions that Council believes are critical to ensuring success for students with special education needs. It also coincides with many of the recommendations in the Special Education Transformation Report.

On behalf of all MACSE members, I wish to express appreciation for the many opportunities MACSE has been provided during the past year to contribute advice to the development and implementation of special education policy and programs in the province of Ontario. MACSE members look forward to continued opportunities in the future to work with you and your ministry to implement the government's agenda for special education.

I would also like to thank the staff of the Ministry of Education, the Ministry of Training, Colleges and Universities, the Ministry of Children and Youth Services, the Ministry of Community and Social Services, the Ministry of Health and Long Term Care, Council members and their sectors for their hard work, ongoing support and commitment to your Council this year. On behalf of Council, I would like to recognize the work of Lynn Ziraldo, the out going Chair. As you know, Lynn has provided many years of service and leadership to MACSE and to the development of special education programs and services in Ontario. Council has been fortunate to have benefited from Lynn's guidance, experience and expertise.

I look forward to meeting with you to review Council's report in detail. I also look forward to working with you and ministry staff in new capacities to enhance the education system for all Ontario students.

Yours sincerely,

Robert Stones
Chair

Letter of Transmittal

- Part 1: Activities of the Minister's Advisory Council on Special Education
- Part 2: Council Meetings / Consultations
- Part 3: Passed Resolutions
- Appendix 1. Mandate and Structure of the Council
- Appendix 2. Members of the Minister's Advisory Council on Special Education
- Appendix 3. Minister's Advisory Council on Special Education: Subcommittees
- Appendix 4. Communication: Collaborating with the Community (Form)
- Appendix 5. Evaluation Analysis (Form)

PART 1

Activities of the Minister's Advisory Council on Special Education in 2006-2007

The mandate of the Minister's Advisory Council on Special Education (MACSE) is to advise you, as Minister, on matters related to the establishment and provision of special education programs and services for exceptional pupils (students with special education needs), including the identification and provision of early intervention programs for students with special education needs. A more detailed description of the structure of Council and its mandate is attached as Appendix 1.

In order to fulfill this important responsibility, Council responds to proposals or positions of the Ministry of Education and other ministries that have potential impact(s) on students with special education needs. Council's voice is often heard through its representation on various Ministry work groups and other stakeholder advisory bodies. Members also document successful practices and challenges that are evident in the special education community. An example of this is that each member of Council is requested to consult with the organizations in his or her constituency and to table a report at each MACSE meeting reflecting any input received. MACSE's role is to advise you with recommended actions following careful analysis of all of the information.

During the course of this year, MACSE had the opportunity to offer advice or participate in discussions related to a number of significant issues that affect students with special education needs. This included recommendations on:

- Transition planning for students as outlined in Reg. 181/98;
- The provincial licensing and standards of qualified early-learning and early-intervention providers in Ontario;
- Provision of all the accommodations to which students are entitled under IEP for standardized tests conducted by EQAO;
- Comprehensive review of the compliance of school boards in providing necessary accommodation;
- Universal Design for Learning (UDL);
- Differentiated Instruction (DI);
- Assistive technologies;
- Developing Professional Learning Communities (PLC);
- Enhancing Student Success and Learning to 18 initiatives;
- Managing Information for Student Achievement (MISA) and the Ontario School Information System (OnSIS);
- Improvement of the IEP Collaborative Review process to include SEAC representation;
- Dispute resolution regarding Special Education Programs and Services;
- Curriculum Review;

- Special Education Terminology for French language sector;
- Parent engagement; and
- Accountability mechanism for student planning and programming from IPRC to IEP.

MACSE continued to follow through with the development, refinement and application of its Policy Framework on Special Education, an Accountability Logic Model and position papers on Funding, Safe Schools and Transitions.

MACSE continues to collaborate with other ministries through their participation at Council meetings. Council's voice was also heard through the participation of its Chair in meetings with yourself; the former Minister of Education, the Honorable Sandra Pupatello; the Honorable Maryanne Chambers, Minister of Children and Youth Services; Parliamentary Assistant to the Minister of Children and Youth Services, Ms. Liz Sandals; Dr. Ben Levin, the former Deputy Minister of Education; George Zegarac, the Assistant Deputy Minister of the Strategic Planning and Elementary/Secondary Programs Division of the Ministry of Education; Aryeh Gitterman, the former Assistant Deputy Minister of the Instruction & Leadership Development Division; the Deputy Minister of the Ministry of Children and Youth Services, Ms. Judith Wright; the Assistant Deputy Minister, Ministry of Children and Youth Services, Mr. Alex Bezzina and the Chief Assessment Officer of the Literacy and Numeracy Secretariat, Ms. Avis Glaze.

In addition, Council members participated on a number of advisory committees and attended meetings with a variety of organizations in order to represent the strengths, needs and concerns of students with special education needs.

MESSAGE

This annual message highlights the significant observations, conclusions and recommendations developed by your Advisory Council during the course of the fiscal year 2006-2007. As in past years, Council's formal advice is expressed, in part, through a series of resolutions which are included as Part 3 of this report.

MACSE'S Resolutions provide guidance with respect to:

- Transition planning for students with special education needs;
- Standards of qualified early-learning and early-intervention providers in Ontario;
- Student accommodations;
- Universal Design for Learning (UDL);
- Assistive Technologies and Differentiated Instruction (DI);
- Professional Learning Communities (PLC);
- Student Success and Learning to 18 initiatives;
- Managing Information for Student Achievement (MISA) and the Ontario School information System (OnSIS);

- Parent engagement and the IEP/IPRC process;
- Program planning from IPRC process to IEP focus;
- Partnerships between SEACs and parent groups;
- Child and youth mental health; and
- Student achievement.

In addition, this report reflects Council's ongoing advice based upon priorities that have evolved over several years. Council's priorities focus on areas intended to ensure that students with special education needs are provided with the programs and services they require to attend, participate and progress in school.

LOGIC MODELS

MACSE began work with Logic Models in early 2005 through the standing committee of Accountability and Partnerships. The standing committee worked with the support of the staff of the Ministry of Education to develop a logic model to facilitate an analysis of accountability within the special education system. Council approved a Logic Model on Accountability in February 2005. It decided to use the same Logic Model process to develop an analysis of service coordination with the student being the focus at the beginning of the process and at the outcome. The Logic Model process was to define the role of service coordination and to determine a fit with EDU's terms for a coordinated effort of service providers and MACSE's recommendations. The policy challenge was to develop an environment to allow for the collaboration of services to meet the mental health needs of the child/youth which enables them to achieve success. From June 2005 to present, this work has been completed by the Service Coordination Ad Hoc Committee with the continued support from Ministry staff.

The intermediate and long term outcomes of the Logic Model meet the goals of EDU and MACSE including:

- High levels of student achievement;
- Reduced gaps in student achievement; and
- Increased public confidence and support for public education.

MACSE'S 2006 – 2007 THE KEY FOCUS AREAS – NOT IN ANY PARTICULAR ORDER

- A) Improved outcomes for students receiving special education programs and services;
- B) Increased capacity of schools to effectively meet the needs of a wide range of learners in regular classrooms;
- C) Programming in the IEP that is linked to the Ontario Curriculum and the Provincial Report Card;
- D) More cooperative connections between schools and families of children facing learning challenges; promoting a positive environment; and
- E) Improved balance between a focus on teaching and learning, and the need for appropriate process, documentation and accountability.

A) Improved outcomes for students receiving special education programs and services

MACSE makes the following recommendations:

- 1) Improved results on EQAO testing for students with special education needs;
- 2) Reduced exemption rates in EQAO testing for students with special education needs;
- 3) Demonstrated progress in student achievement using the IEP and provincial report card as monitoring tools;
- 4) Monitor and analyze results to determine effectiveness and implications for sustainability and changes to program and service delivery; and
- 5) Provision of professional development on the effective use of assessment data to guide decision making at school and school board levels.

B. Increased capacity of schools to effectively meet the needs of a wide range of learners in regular classrooms

MACSE makes the following recommendations:

- 1) Review of the OPA student assessment project to enhance teacher capacity to provide effective programming for students who receive professional assessments;

- 2) Increase classroom teacher capacity to apply the principles of Universal Design for Learning (UDL) Differentiated Instruction (DI), evidence-based practices and effective use of assistive technology;
- 3) Increase capacity of special education teachers to collaborate with and support regular classroom teachers in effective literacy instruction;
- 4) Increase capacity of supervisory officers, principals, educational assistants and professional support staff related to DI and UDL, assessment and evaluation for students with special education needs, through the development of professional development and the creation of professional learning teams;
- 5) Improve system leadership delivery, including a greater emphasis on instructional leadership for supervisory officers and principals as well as the development of positive and meaningful relationships at the system and school level;
- 6) Continue support for the implementation of *Education for All* in Grades K- 6; provision of funding for CODE projects for an additional year;
- 7) Facilitate the extension of the key principles in *Education for All* to Grades 7 - 12;
- 8) Continue to review the Special Education Funding formula.

C. Programming in the IEP that is linked to the Ontario Curriculum and the Provincial Report Card

MACSE makes the following recommendations:

- 1) Improve the alignment of the Ontario Curriculum, the IEP, and the Provincial Report Card;
- 2) Debrief boards on the results of their 2007 IEP review;
- 3) Provide training for boards in relation to trends observed through the IEP;
- 4) Outline measurable performance tasks in the IEP;
- 5) Inclusion of Transition Planning in the IEP;
- 6) Provide boards with a voluntary electronic IEP template;
- 7) Conduct an additional IEP collaborative review in 2007/08;

- 8) Revise curriculum guidelines to emphasise the concepts of Universal Design for Learning and Differentiated Instruction, to provide better guidance on accommodations, modifications and alternative programming for students with Special Education needs;
- 9) Connection of the assessment data and other information that is linked to the student's program; and

D. More cooperative connections between schools and families of children facing learning challenges; promoting a positive environment

MACSE makes the following recommendations:

- 1) Development of informal and formal dispute resolution processes that allow parents to fully participate in special education programs and services decisions affecting their child;
- 2) Provide boards with a resource guide to conflict prevention/resolution;
- 3) Provide training for boards on conflict prevention/resolution;
- 4) Pilot different approaches to formal dispute resolution such as mediation in selected school boards; and
- 5) Continued review of IEP consultation process and involvement of parents in IEP development.

E. Improved balance between a focus on teaching and learning, and the need for appropriate process, documentation and accountability.

MACSE makes the following recommendations:

- 1) Streamline the IPRC process;
- 2) Monitor the effect of IPRC streamlining in school boards through the collection of OnSis data; and
- 3) Explore ways to streamline IEP process and practices.

APPRECIATION

Council would like to congratulate the Ministry for undertaking a number of initiatives related to improving education for students with special education needs in Ontario. These include: increasing student achievement levels, reducing achievement gaps, addressing student physical, mental and behavioural health issues, student safety and quality of learning environments, increased public confidence and support for public education. Council

applauds the vision in the government's Special Education Transformation Report to have Ontario students receive the best public education in the world, measured by high levels of achievement and engagement for all students to achieve successful learning outcomes that will develop skills, knowledge and opportunities to attain their potential, pursue lifelong learning and to contribute to a prosperous, cohesive society.

CONCLUSION

This report reflects the most significant observations, challenges and recommendations arising from the work of the Minister's Advisory Council on Special Education for the year 2006-2007. Council is excited about the government's overall education agenda and looks forward to the opportunity to provide input to you as the agenda is implemented.

Yours sincerely,

Robert Stones
Chair, on behalf of the Minister's Advisory Council on Special Education

PART 2

Council Meetings / Consultations 2006 -2007

Membership

Council wishes to acknowledge the contributions of Lynn Ziraldo, Council Chair and Member representing All Exceptionalities whose term expired on November 1, 2006.

Council wishes to acknowledge the contributions of the following members whose terms expired on March 31, 2007:

Janice Strickland, Member representing Developmental Disabilities;

Marlene Sartor, Member representing Multiple Exceptionalities;

Michelle Forge, Member representing the Supervisory Officers;

Dr. Jay Rosenfield, Member representing the Medical Practitioners; and

Eleanor Skead, Member representing the Native Communities.

Meetings

The Council held meetings on June 7-8, 2006, October 18-19, 2006, and on February 21-22, 2007.

The June 2006 meeting agenda included the following topics:

- Update from the Special Education Policy and Programs Branch;
- Ministry Updates: Ministry of Children and Youth Services (MCYS);
- Ministry Updates: Ministry of Training, Colleges and Universities;
- Ministry Updates: Ministry of Health and Long Term Care;
- Ministry Updates: Ministry of Community and Social Services;
- Presentation on New Teacher Induction Program;
- Overview of the revitalization of the College of Teachers;
- Update – Finance Branch;
- Funding Position Paper, Funding model;
- Assistive Technology (AT) Symposium;
- Professional Development (Learning) for Educators;
- Student Learning Critical Paths and Critical Issues;
- Safe Schools/Bullying;
- Mental Health Issues;
- Learning to 18;
- All Levels of Transition;
- *Education For All*;
- Elementary School Transition Paper;
- Service Coordination Logic Model;
- Safe Schools Action Team / Status of Safe Schools Resource Guides;
- Planning Early Entry to School (Status of Parent Guide Suggestion);
- New Programs for Children’s Mental Health;
- Daily Physical Activity Guides (Principle and Teacher);
- Standards of Early Learning Providers;
- MACSE’s Chart of Barriers to Secondary School Diploma;
- Results of MACSE’s Chart on Use of the Report Card in Relation to the IEP;
- Update on *Education for All* CODE Project - Next Steps;
- Curriculum Update and Direction;
- Update on *Think Literacy Think Tank* Gr. 7-12;
- EQAO;
- Literacy & Numeracy Secretariat;
- Parent Engagement Office;
- Early School Leavers;
- Ontario Skills Passport;
- Student Success/ Learning to 18 Strategic Policy Branch;
- Community Collaborations; and
- Resolutions

The October 2006 meeting agenda included the following topics:

- Update from the Special Education Policy and Programs Branch;
- Update from the Special Education Strategic Planning Branch;
- Ministry Updates: Ministry of Children and Youth Services (MCYS);
- Ministry Updates: Ministry of Training, Colleges and Universities (MTCU);
- Ministry Updates: Ministry of Health and Long Term Care (MOHLC);
- Ministry Updates: Ministries of Community and Social Services (MCSS);
- Mental Health Issues *"Out of the Shadows at Last"*;
- Curriculum;
- IEP and Report Cards;
- Service Coordination Logic Model;
- *Education For All*;
- All Levels of Transition;
- Learning to 18;
- Safe Schools/Bullying;
- Aboriginal Issues: Results of Expert Panel on Aboriginal Best Start Programs;
- Developmental Disabilities: Transformation of Developmental Services Document MCSS;
- Autism: work of the Autism Spectrum Disorder Reference Group;
- Special Education Plan;
- EQAO and alternate assessment;
- Parent Involvement Initiative – group;
- Lighthouse schools and turn around team – group;
- Critical Path Update;
- Project Focused Working Groups Roundtable Discussion;
- Response to Special Education Transformation Report;
- Priorities for Special Education Funding;
- System Capacity Lead Issues;
- Special Education Leadership Position Paper;
- Teacher Assistants Position Paper;
- Professional Development;
- NTIP; Mentoring; AQ Courses;
- Knowledge Management: - recommendations for research plans and use of technology;
- Strategic Planning/Elementary Secondary School Division;
- Council of Directors of Ontario (CODE);
- Student Success/Learning to 18 Strategic Policy Branch;
- Student Success/Learning to 18 Implementation Training and Evaluation Branch;
- Community Collaborations;
- Aboriginal Education Office; and
- Resolutions.

The February 2007 meeting agenda included the following topics:

- Update from the Special Education Policy and Programs Branch;
- Update Special Education Strategic Branch;
- Update Strategic Planning/Elementary Secondary School;
- Ministry Updates: Ministry of Children and Youth Services (MCYS);
- Ministry Updates: Ministry of Training, Colleges and Universities (MTCU);
- Ministry Updates: Ministry of Health and Long Term Care (MOHLTC);
- Ministry Updates: Ministry of Community and Social Services (MCSS);
- Policy Making Process;
- CODE Recommendations / *Education for All*;
- OPA Student Assessment Project Update;
- E-Learning Ontario overview;
- Assistive Technology Symposium - next steps;
- Collaborative IEP Review;
- Dispute Resolution and Mediation;
- MACSE Website;
- Community Collaborations;
- Alternate Assessments;
- Partnerships;
- Performance Indicators;
- IEP Accountability;
- Special Education Plan;
- MACSE Focus Templates;
- Service Coordination Update; and
- Resolutions.

The Honourable Sandra Pupatello, former Minister of Education, attended the June 2006 MACSE meeting. The Honourable Kathleen Wynne, Minister of Education attended the October 2006 and February 2007 Council meetings. Members of the Council were pleased to hear the Ministers' personal commitment to students with special education needs and their continuing recognition of the role of this Advisory Council on Special Education.

Members of Standing and Ad Hoc Committees of Council participated in a number of teleconferences during the year to discuss initiatives such as:

- *Education for All*;
- Assistive Technology;
- Mental Health;
- Character Development;
- Ontario's Policy Framework for Child and Youth Mental Health;
- Curriculum, IEP, Report Card;
- Transitions;
- Learning to 18;
- Safe Schools/Bullying;
- Developmental Disabilities; and
- Autism.

A list of the Standing and Ad Hoc Committees is attached as Appendix 3.

Consultations

The Chair and other members of Council met on several occasions with officials of the Ministry representing various branches, in order to ensure that the perspective, concerns and recommendations of the Council were understood by those who have the responsibility for developing and implementing policies and programs that impact on exceptional students. These meetings provided the Chair and Council members with an opportunity to inform the Minister, Deputy Minister and Assistant Deputy Ministers about the work of Council while providing them with an opportunity to respond to Council's priorities, issues and recommendations.

The Chair and other members of Council addressed audiences throughout Ontario, including school board SEAC meetings, parent organizations and professional groups. This gave the opportunity to share information about Council's activities and provided an excellent forum for inviting input on pertinent issues. Members continued to liaise with the sectors they represent and obtain information about successful practices and challenges, which are shared with Council as a whole. This input is used to inform Council's understanding of issues and assists in setting its agenda for the following year. A sample of the form used by Council members to report on these consultations is attached as Appendix 4.

Self-evaluation

Council maintained its practice of continual assessment of its own effectiveness. A summary of evaluative feedback from Council members is provided to all members and to Ministry staff following each meeting. A sample of the feedback form used by Council members is attached as Appendix 5.

PART 3

Annual Report to the Minister:

Passed Resolutions

for the year

June 2006 - February 2007

TABLE OF CONTENTS

<u>Resolutions</u>	<u>Page #</u>
Secondary School Transitions.....	19
Provincial licensing and standards of qualified early-learning and early-intervention providers.....	19
EQAO.....	20
<i>Education for All</i>	20
Annual Report	21
Transition Planning.....	21
MISA and OnSIS	22
IEP	22
IPRC.....	22
Children’s Mental Health	23
Terminology	23

**Minister's Advisory Council On Special Education
Resolutions for the Period
JUNE 2006 TO FEBRUARY 2007**

06/07.01.01

Whereas the Ministry of Education requires Transition Planning for students as outlined in Reg. 181/98, the Ministry of Education document "*Transition Planning: A Resource Guide (2002)*" and "*Special Education: A Guide for Educators (2001)*" and "*Planning Entry to School: A Resource Guide (2005)*"; and

Whereas MACSE believes effective, ongoing, collaborative, coordinated transition planning is essential at key transition periods in a student's schooling and for all exceptional students who are 14 years of age and older, in order to enable success in school and create linkages with community partners to promote successful opportunities for these students in adulthood; and

Whereas MACSE has reviewed and updated their Position Paper on Secondary School Student Transitions.

Be it resolved that MACSE approve in principle the updated May 2006 version of the Position Paper on Secondary School Student Transitions.

06/07.01.02

Whereas the Government of Canada has put all provincial governments on notice that, as of 2007, it will abort its five-year funding commitment for a national child-care program; and

Whereas a national child-care program is a critical instrument in meeting the early identification and intervention needs identified in the McCain-Mustard Report; and

Whereas for special education sectors the most important outcome of having a national child-care program would be the licensing and standardization of early-learning and early-intervention providers across the Province of Ontario; and

Whereas regardless of the applicability of a national child-care program, this outcome deserves to be pursued.

Be it resolved that MACSE requests the Province of Ontario to strengthen the provincial licensing and standards of qualified early-learning and early-intervention providers in Ontario.

06/07.01.03

Whereas EQAO does not collect data on the compliance of school boards in carrying out the accommodations that each student with an exceptionality is entitled to in a provincial assessment; and

Whereas EQAO has previously indicated to MACSE that it does not analyze results to determine the effect to which accommodations for students with an exceptionality taking standardized assessments affect their outcome on the assessment; and

Whereas this information would be a useful tool in evaluating the extent to which alternate assessments may be needed, as well as providing an accountability measure for improving the overall performance of all exceptional students on provincial assessments; and

Whereas some students require day to day accommodations to learn that are identified in their IEP but not allowed in EQAO assessments.

Be it resolved that MACSE ask the Ministry of Education to request of EQAO to ensure the provision of all accommodations that every exceptional student is entitled to under their IEP/IPRC for all standardized tests that it conducts; and

Be it further resolved that MACSE ask the Ministry of Education to request of EQAO that it conduct a comprehensive review of the compliance of school boards in providing necessary accommodations.

06/07.01.04

Whereas: the Ministry has demonstrated its support and belief in the principles contained in *Education for All* by providing \$25 million dollars through CODE to school boards to assist with the in-servicing and implementation of these principles; and

Whereas: the Ministry has provided several venues for in-service and support to educators, school boards and education personnel, and has also arranged for ministry staff to provide direct supports to assist local boards with the CODE projects; and

Whereas: initial reporting by CODE and by word of mouth around the province is showing excitement in the positive gains realized by teachers and students as a result of the in-servicing and initiatives around *Education for All*; and

Whereas: *Education for All* is meeting the goals set by this ministry such as improving student achievement.

Be it resolved: that the Minister considers making the document

Education for All a policy document.

06/07.01.05

Whereas: all of the principles found in *Education for All*, such as Universal Design for Learning (UDL), differentiated instruction (DI), creating learning profiles, using assistive technologies, and developing Professional Learning Communities (PLC), are beneficial to all students and teachers regardless of ability and grade level; and

Whereas: Education for All supports and enhances the Student Success and Learning to 18 Initiatives already in place.

Be it resolved: that the Ministry review the wording in *Education for All* to ensure its suitability for students from grade 7 to 12; and

Be it resolved: that the Ministry consider rewording and/or removing the designation “Kindergarten to Grade 6” in the title of *Education for All* so that all teachers and all students may benefit from the principles and concepts contained in this document.

06/07.01.06

Whereas MACSE has had a very active and successful year; and

Whereas MACSE supports ongoing, two-way communication with all stakeholders.

Be it resolved that MACSE approve the 2005-2006 Annual Report for submission to the Minister.

06/07.02.01

Whereas: the Ministry of Education requires Transition Planning for students as outlined in Reg. 181/98, the EDU document “*Transition Planning: A Resource Guide (2002)*” and “*Special Education: A Guide for Educators (2001)*” and “*Planning Entry to School: A Resource Guide (2005)*”; and

Whereas: MACSE believes effective, early, ongoing, collaborative, coordinated transition planning is essential at key transition periods in a student’s schooling in order to enable success in school and to create linkages with community partners to promote successful learning opportunities for these students; and

Whereas: MACSE has created their Position Paper on Elementary School Student Transitions.

Be it resolved: that MACSE approve in principle the October 2006 Elementary School Student Transitions Position Paper.

06/07.02.02

Whereas: the Managing Information for Student Achievement (MISA) AND THE Ontario School information System (OnSIS) are still in the developmental stage;

Whereas: there have already been some questions raised about the accuracy and/or the validity of some of the data collected on students with special education needs;

Whereas: the Ministry of Education will be increasingly dependent upon MISA and OnSIS for capturing, storing, retrieving and sharing data related to students with special education needs

Be it resolved: That a Special Education data reference group be created to identify issues and possible solutions regarding the collection of special education data.

06/07.02.03

Whereas: School board SEAC members are a knowledgeable advisory body, and

Whereas: SEAC members are an effective channel for reaching parents and associations, and

Whereas: Ministry of Education review of the IEPs is part of continuous quality improvement.

Be it resolved: that the Ministry of Education involve SEAC members in efforts to review and improve the IEP process and to disseminate information about IEP process changes.

06/07.02.04

Whereas: the Identification and Placement Review Committee (IPRC) process clearly defines parent roles and rights and

Whereas: the Individual Education Plan (IEP) does not have the same accountability mechanism in place and

Whereas: parent engagement is critical to effective program planning for students and

Whereas: making changes in special education takes a long time for effective implementation and

Whereas: clear communication is critical.

Be it resolved: that the Ministry of Education involve the Minister's Advisory Council on Special Education (MACSE) and school board representatives, perhaps through a Reference Group, in the implementation of the shift from IPRC to IEP as the primary accountability mechanism for student planning and programming.

06/07.02.05

Whereas: issues related to child and youth mental health impact directly on student achievement; and

Whereas: child and youth mental health agencies in the province of Ontario are partners with school boards; and

Whereas: the Centre for Excellence in Children's Mental Health has been established and is actively engaged in supporting partnerships among child and youth service delivery agencies and district school boards; and

Whereas: the Ministry of Children and Youth Services is set to release Child and Youth Mental Health Policy Framework; and

Whereas: the Senate Committee's Royal "*Out of the Shadows at Last*" Report contains several recommendations regarding child and youth mental health and schools.

Be it resolved: that MACSE endorses the recommendations of the Report "*Out of Shadows at Last*" with regard to the provision of supports and services related to child and youth mental health issues and that MACSE register its support with the federal government for the creation of a National Commission on Mental Health that will support the recommendations related to children and youth.

06/07.03.01

Whereas: Laws and Regulations are written in English and translated into French;

Whereas: the translation of the term "Special Education" has been translated in the Education Act and its regulations as «Éducation de l'enfance en difficulté»

Whereas: the translated term «Éducation de l'enfance en difficulté» is not respectful to students with special education needs as the terminology in the language is in constant evolution;

Be it resolved; that the Ministry of Education start using instead the more neutral term «Éducation des élèves ayant des besoins particuliers» in its bank of terminology in French as well as its new documents and future printings of existing regulations and documents.

APPENDIX 1

MANDATE AND STRUCTURE OF THE COUNCIL

The Advisory Committee on Special Education was established in 1974, and has been renewed continually from that date. Its name was later changed to the Minister's Advisory Council on Special Education (MACSE). The following describes the mandate and structure of the Council, as it existed during the 2006-2007 year.

The Council advises the Minister of Education on any matter related to the establishment and provision of special education programs and services for exceptional students, including the identification and provision of early intervention programs for students with special needs.

In particular, the Council:

- responds to proposals or positions of the Ministry of Education or other ministries, as submitted to the Council, from time to time;
- identifies concerns in the delivery of special education programs and services for exceptional pupils and provides information, advice and recommendations for Ministry consideration;
- submits an annual report and recommendations to the Minister; and
- meets up to three times a year for a maximum of 4 ½ days per year.

The membership structure of the Advisory Council was changed in 1996. Instead of seats for specific organizations, the Council now has:

- one seat for each of ten exceptionalities;
- one seat for each of nine educator and professional categories;
- one seat for a student member;
- one seat for Native Communities;
- one non-voting seat for the Ministry of Community and Social Services;
- one non-voting seat for the Ministry of Children and Youth Services;
- one non-voting seat for the Ministry of Health and Long-Term Care;
- one non-voting seat for the Ministry of Training Colleges and Universities; and
- two representatives each for the Francophone and Roman Catholic communities, appointed from among the members above.

APPENDIX 2

MEMBERS OF THE MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION APRIL 1, 2006 - MARCH 31, 2007

Exceptionality Community of Interest Represented	Members
<p><u>Educator Groups</u> Principals (Chair effective November 1, 2006) Supervisory Officers Trustees/French Language Community Teachers/French Language Community Teachers' Assistants</p>	<p>Robert Stones Michelle Forge Robert Poirier Jean-Baptiste Arhanchiague Kimberley Taylor Horeck</p>
<p><u>Exceptionalities</u> Learning Disabilities Pervasive Developmental Disorders/Autism Deaf & Hard-of-Hearing Gifted Community Developmental Disability Blind & Low Vision Physical Disability Multiple Exceptionalities/Roman Catholic Community Emotional/Behavioural Disorder/Roman Catholic Community (Vice Chair effective March 15/05)</p>	<p>Peter Chaban Jennifer Cantello Daw Joanne Cripps Becky Hurwitz Janice Strickland Ellen Goodman Alison Morse Marlene Sartor John Wilhelm</p>
<p><u>Professional Support</u> Medical Psychologists Social Workers Speech and Language Pathologists</p>	<p>Dr. Jay Rosenfield Dr. Lynne A. Beal Laura Shepherd Ruth Jones</p>
<p><u>Student / Youth</u></p>	<p>Tyler Meredith</p>
<p><u>Native Community</u></p>	<p>Eleanor Skead</p>

APPENDIX 3
MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION
COMMITTEE MEMBERSHIP LIST 2006 – 2007

Committee	Committee	Committee
<p><u>Standing Committee</u> <u>Accountability and Partnerships</u> Peter Chaban, Chair, Marlene Sartor Dr. Jay Rosenfield Robert Poirier Kim Taylor Horeck Michelle Forge Eleanor Skead Tyler Meredith Jennifer Cantello-Daw Alison Morse Ruth Jones Becky Hurwitz Robert Stones, Ex-officio John Wilhelm, Ex-officio Lynn Ziraldo, Ex-officio</p> <p><u>Ministry staff liaison:</u> Crawford Dedman</p>	<p><u>Standing Committee</u> <u>Student Learning</u> Marlene Sartor, Chair Ellen Goodman Janice Strickland Kim Taylor Horeck Tyler Meredith Jean-Baptiste Arhanchiague Alison Morse Laura Shepherd Michelle Forge Joanne Cripps Ruth Jones Becky Hurwitz Eleanor Skead Jennifer Cantello Robert Stones, Ex-officio John Wilhelm, Ex-officio Lynn Ziraldo, Ex-officio</p> <p><u>Ministry staff liaison:</u> Jane Rose</p>	<p><u>Standing Committee</u> <u>System Capacity</u> Ellen Goodman, Chair Marlene Sartor Dr. Lynne Beal Robert Poirier Tyler Meredith Jean-Baptiste Arhanchiague Michelle Forge Robert Stones, Ex-officio John Wilhelm, Ex-officio Lynn Ziraldo, Ex-officio</p> <p><u>Ministry staff liaison:</u> Céline Ranger-Rush:</p>
	<p><u>Ad Hoc Committee</u> <u>Service Coordination</u> Laura Shepherd, Chair Dr. Lynne Beal Tyler Meredith Alison Morse Michelle Forge Kim Taylor Horeck Janice Strickland Jennifer Cantello-Daw Ruth Jones Robert Stones, Ex-officio John Wilhelm, Ex-officio Lynn Ziraldo, Ex-officio</p> <p><u>Ministry staff liaison:</u> Sandra Dell</p>	<p><u>Ad Hoc Committee</u> <u>Education Funding</u> Robert Poirier, Chair Robert Poirier, Chair Ellen Goodman Michelle Forge Alison Morse Tyler Meredith Kim Taylor Horeck Ruth Jones Robert Stones, Ex-officio John Wilhelm, Ex-officio Lynn Ziraldo, Ex-officio</p> <p><u>Ministry staff liaison:</u> Trudy Bluggerman</p>

APPENDIX 4

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

SUBMITTED BY: _____
Name of Council Member

COMMUNICATION: COLLABORATING WITH THE COMMUNITY

Date & Source	Successful Practices	Challenges/Issues	Possible Solutions

INSTRUCTIONS FOR COMPLETION OF THE COMMUNICATION: COLLABORATING WITH THE COMMUNITY FORM

- This form is intended to be used by individuals who wish to provide information to the Minister's Advisory Council on Special Education on successful practices; issues or challenges as well as to identify possible solutions in the area(s) of Exceptionalities and/or interest(s). The completed form should be mailed to the appropriate representative on Council.
- Information about successful practices, issues or challenges as well as possible solutions should be entered in the appropriate column of the chart. The name of the organization or an individual which is the source of the information and the consultation date must be entered in the first column of the chart. If the source is an individual, his/her identity should be protected by using a generic term like "parent" or "teacher", etc.
- Members who collect detailed information from constituents are requested to complete a summary form containing the most salient issues identified by their constituents and to provide that summary to the Council Chair indicating that more detailed information is available to any member who wishes it. Some members distribute this form to the organizations in their constituency and ask them to complete the form. This approach provides detailed information which may be very useful to the member but it also often provides more detail than can be easily assimilated by other Council members.
- The summary of most salient issues should be submitted by the Council Member to Council Chair prior to each regular Council meeting. The completed forms will be copied and distributed to all members at or shortly following each regular Council meeting.

APPENDIX 5

Minister's Advisory Council on Special Education Evaluation Analysis

<p>STRENGTHS (Internal) <i>Use this space to comment on internal items related to the meeting.</i></p>	<p>WEAKNESSES (Internal) <i>Use this space to comment on internal items related to the meeting.</i></p>
<p>OPPORTUNITIES (External) <i>Use this space to comment on external items.</i></p>	<p>CHALLENGES (External) <i>Use this space to comment on external items.</i></p>