

MINISTER'S ADVISORY COUNCIL
ON SPECIAL EDUCATION

ANNUAL REPORT TO THE MINISTER
FOR THE YEAR 2007 - 2008

Ministry of Education

MACSE
c/o Special Education Policy
and Programs Branch
24th floor
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

MACSE
c/o Direction des politiques et des
programmes de l'éducation
de l'enfance en difficulté
24^e étage, 900, rue Bay
Toronto ON M7A 1L2



May 23, 2008

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

I am pleased to present this annual report to you on the activities of the Minister's Advisory Council on Special Education (MACSE) for the fiscal year 2007-2008.

This has been a very active and productive year for Council as you will see from the contents of this report. In addition to Council's efforts to fulfill its mandate by advising the Minister on matters related to the establishment and provision of special education programs and services for exceptional pupils, Council has also spent considerable time and effort this year reviewing and revising its own structure and meetings. The intent of this revision has been to sharpen the focus of MACSE so that its 2007-2008 priorities and agendas were directly aligned with those of the Ministry of Education.

Your Council believes that our meetings with you and with senior managers in the Ministry have created mutual understanding of shared goals and contributed to a valuable and effective working relationship. As a result, MACSE has been provided many opportunities during the past year to contribute advice to the development and implementation of special education policy and programs in the province of Ontario. Many of these are outlined in this annual report. 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 recognize the staff of 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.

In closing, on behalf of all MACSE members, I wish to express our appreciation to you and to the staff of the Ministry for supporting this Council and for your attention and commitment to our exceptional students over the past year. Council members are very appreciative of the significant special education initiatives undertaken this year and are excited about what we see as the future directions of your Ministry.

As always, I would welcome the opportunity to meet with you to review Council's report in detail. I also look forward to working with you and ministry staff 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
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PART 1

Activities of the Minister's Advisory Council on Special Education in 2007 - 2008

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 discussions and or recommendations on:

- Individual Education Plans (IEP) Collaborative Review
- Dispute Resolution – Resource Guide/Training for principals and teachers
- Web Based Teaching Tool (WBTT)
- School Board Special Education Plans
- Council of Ontario Directors of Education (CODE)
- Ontario Psychological Association (OPA)
- *Education for All* – K-12 (Resource Guide)
- *Education for All* – CODE report
- MACSE's Service Coordination Logic Model
- Special Education Funding / Special Education Transportation Funding
- Learning to 18
- Safe Schools
- Curriculum Review
- Literacy and Numeracy
- Children and Youth with Special Needs
- School Health Support Services
- Children and Youth Mental Health – Implementation Plan
- Schools First Policy
- Passport Initiative

- Community Care Access Centres (CCAC)
- Local Health Integration Networks (LHINs)
- Dual Credits Initiative
- College Tuition Fee Policy
- Post-Secondary Advisory Committee on Disability Issues (PACDI)
- Student Success Grades 7-12
- Dual Credit / Specialist High Skills Major
- Bill 212 – Safe Schools
- Parent Engagement
- Ontario Software Acquisition Program Advisory Committee (OSAPAC)
- Reducing the Achievement Gap for Special Education Students and Students with Unique Learning Needs
- OSAP Bursary for Students with Disabilities
- Student Support Leadership Initiative / School Board Accountability and Reporting Requirements
- Equity in Student Outcomes
- PPM 140: *“Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)”*

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; George Zegarac, the Assistant Deputy Minister of the Strategic Planning and Elementary/Secondary Programs Division of the Ministry of Education; Mr. Bruce Drewett, the former Director of Special Education Policy and Programs Branch, and Mr. Barry Finlay, Director of Special Education Strategic Planning Branch.

Council Chair and 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. A number of presentations were delivered by MACSE members to organizations such as the Toronto District School Board Special Education Advisory Committee (SEAC), the Peterborough Victoria Northumberland Clarington Catholic District School Board Special Education Advisory Committee (SEAC), Ontario Council of Administrators of Special Education (OCASE), Ontario Principals’ Council (OPC), Catholic Principals’ Council of Ontario (CPCO) and Children’s Treatment Centre School Authorities.

MESSAGE

This annual message highlights the significant observations, conclusions and recommendations developed by your Advisory Council during the course of the fiscal year 2007-2008. 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:

- "Out of the Shadows at Last" Federal Report on Child and Youth Mental Health
- Education for All
- Assistive Technology
- Service Coordination Logic Model

As part of Council's deliverables, resolutions are passed through the year and collectively submitted through the annual report. The complete collection of resolutions passed from June 2007 through February 2008 is attached in Part 3 of this document.

In addition, this report reflects Council's ongoing advice based upon 2007-2008 key focus and priority 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.

Council is pleased to note that a number of resolutions passed during 2007/2008 have confirmed MACSE support for Ministry of Education strategic directions and/or resulted in direct action being taken by the Ministry of Education as a result of the resolution.

Council Chair and Council members are pleased to note that the following initiatives are beginning to gather momentum and initiate implementation following MACSE resolutions submitted in 2007/2008.

Education for All:

With support from MACSE's resolution for an *Education for All* companion resource guide, the Ministry of Education is currently developing an *Education for All K – 12* resource document, designed to build on the recommendations found in *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6*. The Ministry will be inviting school boards, school authorities, provincial schools and education stakeholder groups to participate in consultation sessions in both French and English on the development of the resource guide in 2008. MACSE will be included in this consultation process.

Assistive Technology through SEA grants:

After considerable feedback and work from MACSE as a whole, in addition to focused input and effort from MACSE's System Capacity Standing Committee, the Ministry has clarified messaging in the Special Education Funding Guidelines for 2008/09 specifically as they relate to the Special Equipment Amount (SEA) and the Special Incidence Portion (SIP). The Ministry has provided clear messaging to school boards that equipment purchased with SEA funding must be protected, maintained and managed as a public resource. The guidelines go further to lay out expectations that school boards provide the necessary equipment for students with special education needs that enable learning in a school environment, and that school boards will make cost effective equipment decisions.

The guidelines also make clear that school board software purchases are expected to meet the expectations of the Ontario Software Acquisition Program Advisory Committee (OSAPAC). The guidelines have also been clarified to indicate that software purchased through the Ontario Education Software Service (OESS) is not eligible for SEA funding.

MACSE's 2007 – 2008 KEY FOCUS AREAS

Several areas of MACSE focus from last year have been maintained, but some of the foci for 2007-08 have changed in order to remain linked to current ministry strategic goals and initiatives.

Revised 2007-08 MACSE Priorities and Areas of Focus are:

- Student Performance Measurement;
- Knowledge Transfer;
- Secondary School Policy;
- Coordinated Service Delivery; and
- Special Education Funding.

Other areas of Focus:

- Dispute Resolution Process;
- Curriculum / IEP Review;
- *Education for All*; and
- Special Education Plan Review.

Standing Committees

MACSE further refined the structure of its Standing Committees in 2007-2008. This was done to continue to make the work of Council more strategic and focused and to ensure that the work of the standing committees was well aligned with the government's overarching priorities and those of the Special Education branches. Special attention was

given to making sure that individual sector priorities continue to be heard and are woven through the priorities of all ministries, the Special Education Branches and Council. Standing Committee membership is attached as Appendix 3.

Each Standing Committee was assigned one or more of MACSE's current foci and the role of monitoring the short and long term implementation of that area of focus and the associated deliverables. A copy of each Standing Committee's "Priorities and Areas of Focus" is included in this report as Appendix 4. A brief summary of the work of each Standing Committee follows.

System Capacity Standing Committee

The role of the Standing Committee on System Capacity is to provide input, ask questions and propose solutions to assist the Ministry of Education in ensuring that the school system has the capacity to provide effective special education programs and services. The areas of focus for this committee are Special Education Funding (grants for special education including transportation), Knowledge Transfer (research and technology) and Talent Management (professional development and training). The aim of this committee is to work with the other two MACSE standing committees (Student Learning and Accountability and Partnerships) to support current Ministry of Education initiatives, and propose new directions for Ministry consideration based on feedback from MACSE stakeholders groups.

This has been a productive year for the System Capacity Standing Committee. Committee members have worked hard to get closure on some long-standing issues in order to provide an opportunity for the committee to take on fresh initiatives. Areas of focus materials that have been developed for and submitted to the Ministry for consideration are:

- Issues and Recommended Improvements for Assistive Technology through Special Equipment Amounts (SEA) Grants
- Issues and Recommended Improvements for Special Education Transportation For Activities During and After the School Day, and To and From Section 23 programs
- The Service Coordination Logic Model
- Summary of MACSE priorities for Special Education Funding

Student Learning Standing Committee

During 2007-08 the areas of focus for the Standing Committee on Student Learning have been Curriculum; Individual Education Plans, and Education for All.

Committee members have participated in the seven year cycle for Ministry of Education curriculum review. The Arts 1-8 and 9-12 are now complete, and input has been provided to Phase One for the Health and Physical Education 1-8 and 9-12. The committee has been reviewing secondary pathways to ensure that the pathways include all students with special education needs and have formulated questions for the Curriculum and Assessment Policy Branch. The committee has also been exploring alternative learning expectations and assessment of literacy, numeracy and functional skills for students with complex special education needs. MACSE received a presentation from the Literacy and Numeracy Secretariat, and as a follow up the committee has formulated questions to SEPPB/SESPB.

The Student Learning Committee is studying the IEP review results in order to make suggestions to the Ministry on ways in which IEPs could be improved. This includes providing input on alternative learning expectations and assessment, observable measurable performance tasks in the IEP and increased parental involvement in the IEP process. Focus is also placed on the development of appropriate transition plans for students with the goal of aligning the IEP with the post secondary needs of the students.

Members of the Student Learning Committee have provided input to the development of *Education for All K-12* and plan to be involved in the process of review and roll out of the document.

Accountability and Partnerships Standing Committee

The Accountability Standing Committee was pleased to complete development and stewardship of the Logic Model. At the same time, the Committee took direction from the recommendations put forward in the *Special Education Transformation Report*, specifically regarding the importance of research and the implementation of evidence-based practices in the classroom, as guiding principles for accountability in special education. In light of this, the Committee met with the key members of CODE to determine what worked best from the CODE initiatives for *Education for All* and how success was measured.

The Committee has also monitored the Ministry of Education's IEP review, and been in discussion with the Literacy & Numeracy Secretariat regarding their development of The School Effectiveness Framework. The Committee is hoping to promote the inclusion of Special Education Performance Indicators within the Effectiveness Framework. In terms of partnership activities, the Committee explored opportunities for supporting and enhancing the role set out for SEAC. Further, the Committee has been asked to act as the liaison between the Autism Reference Group and the Special Education Policy and Programs Branch.

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

- Curriculum review cycle;
- Alternative Learning Expectations and Assessment;
- Observable, measurable performance tasks in the IEP;
- Parental Involvement;
- IEP review;
- Education for all 7-12;
- 18-21 and postsecondary transitions;
- Elementary to secondary transitions;
- Dispute Resolution Process / Guide;
- College of Teachers AQ Review;
- Special Education Funding;

- Research and Assistive Technology;
- Educational Assistants;
- Special Education Funding;
- Accountability re: Implementation of PPM 140
- Special Education Advisory Committee
- School Board Plan
- Ontario Psychological Association (OPA) Project;
- Council of Ontario Directors of Education (CODE) Projects;
- Service Coordination;
- Knowledge Transfer;
- Funding – SEA / Assistive Technology;
- Program / Financial Review; and
- Amalgamation of School Board Plans

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 2007-2008. 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 2007 -2008

Membership

Council wishes to acknowledge the contributions of the following members whose terms expired on March 31, 2008:

Ellen Goodman, Member representing Blind and Low Vision and Chair of the System Capacity Standing Committee;

Dr. Lynne Beal, Member representing Psychologists;

Robert Poirier, Member representing Trustees and the French Language Community;

Kim Taylor Horeck, Member representing Teacher's Assistants.

Meetings

The Council held meetings on June 6-7, 2007, November 28-29, 2007, and on February 20-21, 2008.

The June 2007 meeting agenda included the following topics:

- Update from the Special Education Policy and Programs Branch;
- Update from Special Education Strategic Branch;
- Update from Student Success Implementation and Evaluation Branch;
- Update from Student Success/Learning to 18 Strategic Policy Branch;
- Update from Council of Directors of Education
- Update from the Ministry of Children and Youth Services (MCYS);
- Update from the Ministry of Training, Colleges and Universities;
- Update from the Ministry of Health and Long Term Care;
- Update from the Ministry of Community and Social Services;
- MACSE Service Coordination Logic Model;
- *Education for All* (K-12 Resource Guide);
- IEP Collaborative Review / Dispute Resolution; and
- Resolutions

The Honourable Minister of Education, Kathleen Wynne addressed MACSE and the members of the Autism Spectrum Disorders Reference Group (ASDRG) on the Policy and Program Memorandum (PPM-140) which was released May 17, 2007 in response to the recommendations made by ASDRG.

PPM 140 states that MACSE, as well as members of the ASDRG who wish to be involved, will be consulted twice a year regarding the implementation. The first joint consultation was held at MACSE's full Council meeting on November 29, 2007.

The November 2007 meeting agenda included the following topics:

- Ministry of Education's current and planned activities
- Update from the Special Education Policy and Programs Branch;
- Update from the Special Education Strategic Planning Branch;
- Update from the Ministry of Children and Youth Services (MCYS);
- Update from the Ministry of Training, Colleges and Universities;
- Update from the Ministry of Health and Long Term Care;
- Update from the Ministry of Community and Social Services;
- OnSis: value of research and data collection;
- *Education for All* (K-12 Resource Guide); and
- Funding for Special Education Transportation.

MACSE members participated in a Priority / Team Building / Critical Thinking Exercise. This was done to focus ideas into standing committee priority areas and to frame information in ways that reflect the government and MACSE's overarching priorities while not losing individual sector priorities/concerns.

The February 2008 meeting agenda included the following topics:

- Update on Ministry of Education's current and planned activities
- Update from the Special Education Policy and Programs Branch;
- Update from the Special Education Strategic 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 (MOHLTC);
- Ministry Updates: Ministry of Community and Social Services (MCSS);
- Update on Bill 212 – Safe Schools;
- Update from the Literacy and Numeracy Secretariat;
- Update from the Education Quality and Accountability Office; and
- Resolutions.

The Honourable Kathleen Wynne, Minister of Education attended the June 2007, November 2007 and February 2008 Council meetings. Members of the Council were pleased to hear the Minister's personal commitment to students with special education needs and the continuing recognition of the role of this Advisory Council on Special Education.

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 5.

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 6.

PART 3

Annual Report to the Minister:

Passed Resolutions

for the year

June 2007 - February 2008

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Assistive Technology.....	
MACSE’s Service Coordination Logic Model.....	

**Minister's Advisory Council On Special Education
Resolutions for the Period
JUNE 2007 TO FEBRUARY 2008**

Amendment to Resolution # 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 Report "*Out of the Shadows at Last*" 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.

AMENDED TO:

Be it resolved: that MACSE endorses the recommendations of the Report "*Out of the Shadows at Last*" with regard to the provision of supports and services related to child and youth mental health issues; and

Be it resolved: that MACSE supports the creation of a National Commission on Mental Health that will respond to the report's recommendations related to children and youth mental health.

07/08.01.01

Whereas: issues related to coordination of services for children and youth in the school system impact directly on student achievement; and

Whereas: children and youth service providers in the province of Ontario are partners with school boards; and

Whereas: the Ministry of Education works in partnership with the Ministry of Children and Youth Services, Ministry of Health and Long Term Care, Ministry of Community and Social Services, and Ministry of Training Colleges and Universities to develop policies related to service coordination for children and youth.

Be it resolved: that MACSE approve the amendments to the service coordination logic model as of June 6, 2007; and

Be it resolved: that MACSE recommends that the Ministry of Education collaborate with the Ministries of Children and Youth Services, Health and Long Term Care, Community and Social Services and Training, Colleges and Universities to jointly review and respond to MACSE with their next steps.

07/08.01.02

Whereas: *Education for All* has become a cornerstone in providing direction for improved outcomes and instruction for students; and

Whereas: some students may have learning needs not necessarily addressed in *Education for All*.

Be it resolved: that MACSE accept in principle the proposed model to develop an *Education for All* companion resource guide(s) in a classroom context; and

Be it resolved: that the Ministry of Education move forward to develop this model, involving multi-branches and divisions (Special Education Policy and Programs Branch, Literacy and Numeracy Secretariat, Curriculum and Assessments Branch, Student Success and Learning to 18 Branches, the French Language Education Policy and Programs Branch and Field Services Branch);

Be it resolved: that MACSE support the formation of the proposed *Education for All* Advisory Team with the opportunity for representation from MACSE on this Committee.

07/08.03.01

Whereas: the Ministry of Education is currently reviewing ways to streamline and enhance the process and implementation for its Special Equipment Amount (SEA) grants for assistive technology;

Be it Resolved: that MACSE submit “Issues and Recommendations for Improvements for Assistive Technology purchases through SEA grants” to the ministry for consideration.

07/08.03.02

Whereas: this government has a philosophy of providing for the whole child, and in particular children with special needs through enhanced coordination of services within the Ministry of Education, between EDU and other government ministries, and with community partners;

Be it Resolved: that MACSE present “The MACSE Service Coordination Logic Model” to the Minister of Education, for her consideration, as a means to promote the implementation of coordinated services delivery.

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 2007-2008 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, 2007 - MARCH 31, 2008

Exceptionality Community of Interest Represented	Members
<p><u>Educator Groups</u> Principals (Chair effective November 1, 2006) Supervisory Officers/Roman Catholic Community Trustees/French Language Community Teachers/French Language Community Teachers' Assistants</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 Emotional/Behavioural Disorder/Roman Catholic Community (Vice Chair effective March 15/05)</p> <p><u>Professional Support</u> Medical Psychologists Social Workers Speech and Language Pathologists</p> <p><u>Student / Youth</u></p> <p><u>Native Community</u></p>	<p>Robert Stones Warren Kennedy Robert Poirier Jean-Baptiste Arhanchiague Kimberley Taylor Horeck</p> <p>Peter Chaban Jennifer Cantello Daw Joanne Cripps Becky Hurwitz Susan Blekkenhorst Ellen Goodman Alison Morse Linda LaRocque John Wilhelm</p> <p>Dr. Arlette LeFebvre Dr. Lynne A. Beal Laura Shepherd Ruth Jones</p> <p>Tyler Meredith</p> <p>Bonny Cann</p>

APPENDIX 3

**MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION
COMMITTEE MEMBERSHIP LIST 2007 – 2008**

**MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION –
Standing Committee Membership List
2007 – 2008**

<p>Executive Committee Bob Stones, Chair Lynn Ziraldo, Past Chair/Advisor John Wilhelm, member Ruth Jones, member Ellen Goodman, member Peter Chaban, member</p>		
<p>Standing Committee on <u>Accountability</u></p>	<p>Standing Committee on <u>Student Learning</u></p>	<p>Standing Committee on <u>System Capacity</u></p>
<p>Peter Chaban, Chair Alison Morse Tyler Meredith Dr. Arlette LeFebvre Warren Kennedy</p> <p>Robert Stones, Ex-officio Lynn Ziraldo, Ex-officio John Wilhelm, Ex-officio</p>	<p>Ruth Jones, Chair Jean-Baptiste Arhanchiague Becky Hurwitz Linda LaRocque Bonny Cann Susan Blekkenhorst Jennifer Cantello</p> <p>Bob Stones, Ex-officio Lynn Ziraldo, Ex-officio John Wilhelm, Ex-officio</p>	<p>Ellen Goodman, Chair Lynne Beal Robert Poirier Kim Taylor Horeck Joanne Cripps Laura Shepherd</p> <p>Bob Stones, Ex-officio Lynn Ziraldo, Ex-officio John Wilhelm, Ex-officio</p>

APPENDIX 4

Minister's Advisory Council on Special Education (MACSE) System Capacity Standing Committee Priorities and Areas of Focus 2007 – 2008 (Updated April 14, 2008)

Chair: Ellen Goodman

Members: Dr. Lynne Beal, Robert Poirier, Kim Taylor-Horeck, Joanne Cripps, Laura Shepherd

System Capacity Committee Task	Committee Lead	Start / End	Deliverables / Related Initiatives	Comments	Status
Service Coordination	Laura Shepherd	Nov / Feb	<ul style="list-style-type: none"> • Finalize logic model for February Executive Committee meeting. • To Minister through MACSE at February meeting • Covering letter to Minister with 1 or 2 examples (related to wrap-around services) to set the context. 		Completed: Exploring, with Scott Tyrer, the use of the model on the Section 23 transportation issue
Knowledge Transfer	All	Nov / Jan	<ul style="list-style-type: none"> • Members review <i>Education for All</i> and CODE reports • Think of recommendations to build capacity for implementation in secondary schools • At January 14 meeting, propose a general direction for knowledge transfer for <i>Education for All</i> in the secondary schools. • Ministry will (likely in January) provide a template for feedback • Follow-up later with a similar process for <i>Shared Solutions</i> 	Work on this area was deferred pending progress with the other three	Exploring means of supporting the EDU work on <i>Education For All K-12</i> and the dedicated special education PD day

System Capacity Committee Task	Committee Lead	Start / End	Deliverables / Related Initiatives	Comments	Status
Funding - Transportation	Robert Poirier	Nov / Feb	<ul style="list-style-type: none"> • Two highest priorities are: <ol style="list-style-type: none"> 1. field trips / coop within the school day 2. section 23 programs outside of schools • Robert and Ellen will draft recommendations and a request to meet with Cheri Hayward and/or Nancy Naylor • Discuss at January 14 teleconference • Meeting with Cheri and/or Nancy before February MACSE meeting 		Issue papers completed and discussed with EDU directors. EDU committed to researching nature and extent of these issues as a precursor to further EDU action.
Funding – SEA / Assistive Technology	Lynne Beal	Nov / Jan	<ul style="list-style-type: none"> • Review SEA guidelines and provide immediate comments / recommendations to Lynn Beal and Trudy Blugerman if possible before the holidays. • MACSE members requested to provide examples of best practices in implementation by school boards • Lynne will draft a chart of the issues and recommendations for implementation improvements <ol style="list-style-type: none"> 1. for the before purchase phase, and 2. for the after purchase phase <p>At January teleconference, select priority items and draft specific recommendations</p>	In consultation with EDU's John Taylor (OSAPAC), committee is developing an Expert Panel Model to propose to EDU	Input provided to SEA review process throughout Winter 2008. Issue paper completed and shared with EDU.

**Minister's Advisory Council on Special Education (MACSE)
 Accountability Standing Committee
 Priorities and Areas of Focus
 2007 – 2008 (Updated March 10, 2008)**

Chair: Peter Chaban

Members: Dr. Arlette LeFebvre, Alison Morse, Warren Kennedy, Tyler Meredith

Accountability Committee Task	Committee Lead	Start / End	Deliverables / Related Initiatives	Comments	Status
IEP Review / Accountability	Alison Morse & Lynn Ziraldo	n/a	<ul style="list-style-type: none"> • Compile related reports to review process used during collaborative review. • Determine effectiveness, uniqueness of the process used for the collaborative review. • Analyse accountability and outcomes from a systems level and board level. • IEP Review and ongoing implementation. 		Ongoing
Amalgamation of School Board Plans	Warren Kennedy & Peter Chaban	n/a	<ul style="list-style-type: none"> • Conduct analysis of current processes used to determine accountability at the system and board level. • Determine through the identified processes what involvement SEAC has regarding the development and revisions of their boards Special Education Plan. • Through analysis of processes, determine level of parental engagement. 		

Accountability Committee Task	Committee Lead	Start / End	Deliverables / Related Initiatives	Comments	Status
CODE	Peter Chaban	n/a	<ul style="list-style-type: none"> • Three areas of focus recommended in follow up to the CODE report: • Knowledge sharing <ul style="list-style-type: none"> ○ Lessons learned (determine how do we mobilize the info learned – what is the mechanism) ○ Future directions • February 2008 MACSE meeting have CODE report back on: <ul style="list-style-type: none"> ○ student outcomes versus EQAO results ○ what outcomes did CODE set for the 72 boards to meet ministry goals and Performance Indicators • November 17, 18, 2008 Symposium. • Establish a collaborative partnership with the Parental Engagement Office. 	<p>John Fauteux to forward CODE website link to Council Secretary to share with Accountability Standing Committee members.</p> <p>How do we mobilize information learned?</p> <p>Determine MACSE involvement in the Symposium</p>	<p>Issue papers completed and discussed with EDU directors.</p> <p>EDU committed to researching nature and extent of these issues as a precursor to further EDU action.</p>
SEAC	Alison Morse & Lynn Ziraldo	n/a	<ul style="list-style-type: none"> • Three main key areas of focus: <ul style="list-style-type: none"> ○ Review how the SEAC Regulation is implemented across the province, review practices. ○ Identify practices around parent engagement: dialogue between SEACs and Board staff and SEACs and parents ○ Identify good practices between boards and SEACs • Look at opportunities for: <ul style="list-style-type: none"> ○ Provincial SEAC Conference ○ Web casting that would support expectations of the Regulation 	<p>SEACs operate in isolation.</p> <p>There is no mechanism on how they function.</p> <p>The success of SEAC depends on how board staff supports the committee.</p> <p>Some boards value their SEACs.</p>	

**Minister's Advisory Council on Special Education (MACSE)
 Student Learning Standing Committee
 Priorities and Areas of Focus
 2007 – 2008 (Updated April 17, 2008)**

Chair: Ruth Jones

Members: Jean-Baptiste Arhanchiague, Becky Hurwitz, Linda LaRocque, Bonny Cann, Susan Blekkenhorst, Jennifer Cantello

Student Learning Committee Task	Committee Lead	Start / End	Deliverables / Related Initiatives	Comments	Status
Curriculum: Participate in 7 year cycle for Ministry of Education Review	Becky Hurwitz Jennifer Cantello-Daw	May 2007 / Apr 2008 Nov 2007	Arts 1-8; Arts 9-12 <ul style="list-style-type: none"> Response to draft 2 of Arts 9-10 and 11-12 Health and Physical Education 1-8 Health and Physical Education 9-12 <ul style="list-style-type: none"> Input provided Mar 2008 Social Sciences/Humanities 9-12		Review completed – elementary for release Spring 08, Secondary Spring 09 Ongoing
Secondary Pathways	Becky Hurwitz / Susan Blekkenhorst	Nov 2007	<ul style="list-style-type: none"> Explore Secondary Pathways and extend curricula for students with needs at extreme ends of the spectrum (gifted and developmentally delayed) 		Questions related to secondary Pathways formulated and presentation to be requested
Alternative Learning Expectations and Assessment	Linda LaRoque	Nov 2007	<ul style="list-style-type: none"> Provide input on alternative learning expectations and assessment 		Question re: assessment and evaluation of students with complex needs formulated Question re: status of Curriculum Unit Planner – Special Education Companion formulated

Student Learning Committee Task	Committee Lead	Start / End	Deliverables / Related Initiatives	Comments	Status
<p>Individual Education Plans (IEP)</p> <p>Observable, measurable performance tasks in the IEP</p> <p>Parental Involvement</p>	<p>Linda LaRoque</p> <p>Susan Blekkenhorst</p>	<p>Nov 2007</p>	<ul style="list-style-type: none"> • Explore observable, measurable performance tasks in the IEP • Explore assessment of literacy, numeracy, functional skills for students with special education needs (including very complex special education needs) • Link with LNS regarding resources for literacy and numeracy for students with complex needs • Review and/or update the status of Curriculum Unit Planner—"Special Education Companion" • Research level of parental involvement in the development of the IEP and parental consultation 		<p>Ongoing – in data gathering stage</p>
<p>Education for All</p> <p>Grades 7-12</p>	<p>Ruth Jones</p>	<p>Nov 2007</p>	<ul style="list-style-type: none"> • Provide input to Grades 7-12 process • Monitor and participate in the roll out of the revised document • Investigate what exceptionality specific information would be included in this document (eg. learner profiles, teacher strategies, accommodations and modifications, assessment and evaluation). 		<p>Ongoing</p>
<p>All Levels of Transitions</p> <p>18-21 post secondary options</p> <p>Elementary to Secondary</p>			<ul style="list-style-type: none"> • Review secondary to post-secondary transition planning process for students 18-21 		<p>Ongoing – in data gathering stage</p>

APPENDIX 5

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 6

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>