

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

ANNUAL REPORT TO THE MINISTER

FOR THE YEAR 2000 - 2001

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Honourable Janet Ecker
Minister
Ministry of Education
900 Bay Street
22nd Floor, Mowat Block
Toronto, Ontario
M7A 1L2

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

Dear Minister Ecker:

It is with great pleasure that, as Chair, I am submitting this report for the fiscal year 2000/2001 to you on the activities of your Advisory Council on Special Education (MACSE).

On behalf of the members of the Council, I would like to thank you for your ongoing support and active involvement with the Council and wish to express Council's appreciation for the many opportunities it has had to contribute to the development of special education policy in the province of Ontario. In particular, I would like to thank you for your support in providing Council with the opportunity to extend its meetings over two days rather than only one, as has been past practice. This innovation has provided council members with the time needed to carefully consider the complex issues brought before it and I believe this is reflected in the quality of the advice that Council has been able to provide through its resolutions and this report.

As in previous years, the attached report includes a message to the Minister documenting some of Council's principal observations and recommendations, and also includes a detailed description of the activities of your Council during 2000/2001. I look forward to meeting with you to discuss this report in detail

Once again I wish to express Council's appreciation for the opportunity to continue this positive dialogue. This forum provides us with an opportunity to review with you Ministry policies that impact on the ability and responsibility of school boards to provide special education programs and services for exceptional students.

Yours sincerely,

Lynn Ziraldo
Chair

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PART 1: COUNCIL'S MESSAGE TO THE MINISTER

Dear Minister Ecker:

As your Advisory Council on Special Education¹, we believe it to be our role to document successful practices as well as the challenges facing the special education community and to recommend to you appropriate actions in response to this information. This message highlights some of the significant observations and positions of the Council over the 2000/2001 year.

A complete list of the Council's resolutions for the year 2000/2001 is included in Part 3 of this report.

Council's Priorities

At Council meetings, each member is encouraged to table a report on recent consultations with the organizations in his or her constituency. These reports are shared among Council members in order that the perceptions of successful practices and of issues and concerns are known to all members. Each year at its June meeting, Council reviews the emerging issues of concern to members and establishes priorities for the coming year.

At its June 15, 2000 meeting the Council identified the following priority areas for work during the 2000/2001 year:

- special education funding (including transportation);
- accountability;
- curriculum/ secondary school reform initiatives and grade 10 reading and writing test,
- safe schools and code of conduct;
- transitions; and
- interministerial liaison.

The following sections of this message are organized in accordance with Council's six priority areas with an emphasis on the emerging concerns which will guide our deliberations in 2001/2002.

Special Education Funding (Including Transportation)

Funding for special education continued to occupy considerable attention from your Council in 2000-01. We continue to support the concepts of transparency and portability of special education funding which are embodied in the student-focused funding model. We are also pleased that the Ministry has responded positively to a

¹A description of the mandate and structure of the Council is attached to this report as Appendix 1.

number of Council's concerns in a manner that has resulted, over time, in a number of positive refinements to the student-focused funding model. In particular, the government's provision of an overall 12% increase in special education funding for 2000-01, and its decision to protect Intensive Support Amount (ISA) allocations at a minimum of the 1999-00 level, have proved to be very helpful to school boards in the provision of special education programs and services.

However, Council is concerned about the government's delay in providing boards with specific funding information which makes it difficult for boards to plan for September school opening. Last year, this delay caused uncertainty resulting in some boards cutting services in the early stages of their budget development, only to restore these same services subsequent to the full release of the required funding information. The initial communication by some boards about these planned reductions in services caused considerable anxiety and stress to parents over the summer months and resulted in disruption of services and supports for many exceptional pupils at the beginning of the school year, particularly teaching assistant support. As a result, we have recommended that, in the future, special education funding be announced early in the Spring of each year separate from the Grant Regulation.

We are pleased that the Ministry responded to ongoing concerns, by establishing the ISA Working Group in November 2000 and consulting further with education partners to achieve improvements to ISA funding and the claims review process in 2001-02 and future years. We are also pleased that a separate Eligibility Group has been established to clarify the ISA student profiles for use by school boards in 2001-02, and support the recommendation by the Working Group to train validators and board staff together, over a longer period, on the clarified ISA profiles to ensure that all parties have the same understanding of eligibility criteria for claims.

Council supports the work of the ISA Working Group in principle and has appreciated the opportunity for some of its members to be directly involved. It acknowledges that the recommendations of the Working Group, if implemented, will result in significant progress in resolving a number of problems inherent in the current funding model. In particular, we applaud the Working Group's intent to work towards greater predictability in ISA funding and to ensuring an appropriate level of stability to protect special education programs, while also ensuring that funding is responsive to need. Council looks forward to changes that will reduce the administrative burden placed on school boards through the ISA claim and validation process, and improved practices by school boards to support the process of compiling and maintaining ISA files.

At the same time we continue to have some concerns not addressed by the ISA Working Group. In particular, Council's position continues to be that the Ministry of Education adopt the recommendations of the First Expert Panel in its refinement of the current ISA criteria. The Eligibility Group should adopt the original intent of the First Expert Panel that the characteristic rubrics as defined should be used as a guideline and not as a check list.

We also recommend that a guarantee be provided for stable funding for all boards until they go live with their ISA claims in 2003-04 and not just for the 2001-02 school year. We are also seeking assurances that future consultation around special education funding will involve MACSE and parent associations as equal partners with school

board administrators.

We also urge the Ministry to make boards more accountable for their special education budgets and expenditures and include the involvement of Special Education Advisory Committees in that process. Council further recommends the establishment of a formal appeal process that boards can access when they feel ISA applications have been inappropriately rejected.

Council is concerned that sufficient funds are not being provided to school boards to enable them to make appropriate accommodations for exceptional pupils attending summer school and recommends that the funding formula be amended accordingly. It is also concerned that boards do not have sufficient transportation funds to provide busing for exceptional children to summer school programs or to regular school programs from respite settings. Other areas of shortfall identified by Council through its consultation with its constituent groups include lack of sufficient funding to enable school boards to provide quality space in schools for itinerant staff to conduct student assessments and administer health related procedures. Council has recommended that the Education Finance Branch review these issues and develop proposals for changes to the funding model, including school accommodation, that would specifically address these critical needs.

There is also a need for the government to address the scarcity of professional support staff in the province, particularly those providing speech/ language services, psycho-educational assessments and auditory verbal therapy to school age children. This scarcity is particularly acute for French Language boards and northern communities. Council recommends that the Ministry of Education establish a dialogue with the Ministry of Training and Colleges and Universities which would result in more graduates in these professions. The Ministry should also examine the merit of providing adjustments to the funding model that would enable French Language boards and northern boards to provide financial incentives to individual professionals to work in their communities.

A final recommendation with respect to funding would be that the Ministry introduce a comprehensive reporting procedure that boards would be required to follow in accounting for expenditures related to the Special Education, Learning Opportunities and English as a Second Language Grants to ensure these funds are used as intended by the government to provide for the needs of students with special learning needs.

Special Education Standards

Council applauds the Ministry for introducing standards for student Individual Education Plans (IEPs) and for School Boards' Special Education Plans. It was appreciative of the invitation for its members to attend the comprehensive in-service training sessions provided for boards on these two standards documents and for the invitation to Council Chair, Lynn Ziraldo, to present at three of the seven sessions conducted in March and April 2001. The Ministry is also to be congratulated on its decision to partner with the Council for Exceptional Children (CEC) and L'Association professionnelle pour l'enfance en difficulté de l'Ontario (APEDO) in providing this valuable in-service. The

involvement of these highly regarded professional educator associations added to the quality and credibility of the sessions and ensured that the presentations were informative and of a practical nature for all those who attended. Of particular note was the decision to invite not only school board personnel but also members of each board's Special Education Advisory Committee (SEAC). The demonstrated success of this approach, which ensured that both parents and educators received the same message at the same time, has led Council to recommend that it be considered in the future for other Ministry information sessions or implementation in-service programs that have implications for special education and exceptional pupils.

Council urges the Ministry, when it reviews school boards' special education plans for compliance, to particularly ensure that:

- all boards provide a continuum of programs and services, including both contained class placements and integrated settings;
- exceptional pupils are not excluded from attending school for lack of programs or services;
- any decision to provide an exceptional pupil with a partial day program is based solely upon the pupil's needs, in consultation with the parent, and not for reasons related to lack of programs or services provided by the board;
- boards provide the information and resources needed for Special Education Advisory Committees to fulfill their mandate.

Council welcomes the opportunity to provide input to the Ministry on compliance and support strategies as boards implement both the new standards for IEPs and school board plans. It recommends two further changes not addressed by the standards documents. Firstly, it urges the government to amend Regulation 464 to require boards to appoint to their SEAC the member(s) of the local parent associations nominated by the associations and not, as some boards have done, restrict nominations to only those members deemed acceptable by the board. Secondly, it recommends that in consultation with Council, the Ministry develop an electronic provincial IEP template that would be available to boards beginning September 2002.

Council is also supportive of the Ministry's Special Education Programs Standards initiative and is pleased that it has been given the opportunity to be represented on each of the Volunteer Resource Groups (VRGs) that have been established for each area of exceptionality. The importance of this initiative to Council is illustrated by its establishment of an ad hoc committee that is responsible for ensuring that issues arising in one VRG are shared among all members of Council. As a result, we will be well positioned to offer quality advice to the Minister through future consultations as individual program standards are completed. In the meantime, as program standard development proceeds, we urge the Ministry to incorporate the assessment practice guidelines of the Ontario Psychological Association as part of these standards.

Grade 10 Test of Reading and Writing Skills

The Minister is advised that Council continues to have concerns about the Grade 10

Literacy Test of reading and writing and the manner in which exceptional students are accommodated. Despite the recent publication of Policy/Program Memorandum 127 concerning accommodations, deferrals and exemptions for students writing the test, there are concerns that boards are not always providing the necessary accommodations, as required. This is sometimes due to lack of resources or equipment and in other cases, a lack of understanding of the policy itself. In addition, we are concerned that PPM 127 prohibits the clarification of questions as an accommodation that can be provided. It is our position that there should be congruence between PPM 127 and the policy on IEP standards such that those accommodations permitted for school examinations and tests also be permitted on the Literacy Test. It is also our position that there should be an alternative graduation diploma for exceptional students who are unable to successfully complete the Grade 10 Literacy Test and that one such alternative might be a Skills Passport, depending on the accreditation value it would have.

Teacher Testing

We would like to commend the Ministry on its initiative related to teacher testing. Council has appreciated the frequent updates on this initiative that have been provided at its regularly scheduled meetings and it looks forward to being consulted more fully as related policy is developed and implemented. We are also encouraged by the Ministry's continued emphasis on teacher training, including its continued commitment to Summer Institutes as one vehicle for providing quality in-service training for teachers and administrators. Although these Summer Institute sessions have been valuable, we encourage the provision of more sessions on Special Education with particular reference to curriculum modifications, technology adaptations and compliance with IEP Standards.

Similarly, Council seeks the Minister's support of the recommendations developed by its Ad Hoc Committee on Accountability and Standards and forwarded to the Ontario Teachers' College dealing with Principals' Qualification Programs and Additional Qualification Courses for French language teachers and administrators.

Qualifications for Para-professionals

In regard to certification and qualifications for education para-professionals, Council is concerned about the different standards in the roles and responsibilities, qualifications and experiences for educational assistants across the province. We urge the Ministry to work with the Ministry of Training, Colleges and Universities to establish a governing body for educational assistants which would establish standards, determine certification and maintain registration.

Curriculum

Council wishes to acknowledge the excellence of the Ministry of Education's *Special Education Companion Curriculum Planner* which is an outstanding resource for

teachers, and contains information on teaching strategies, learning accommodations, and other resources especially useful for classroom teachers. It is recommended that the planner be included on the Ministry's website as an easily accessible curriculum resource for all teachers and schools in the province. There is a similar need to develop a mechanism for boards to share information on locally developed courses. This might be accomplished by encouraging boards to post their individual courses on their own websites. The Ministry should facilitate the sharing of this information by posting, on its site, a list of courses developed accompanied by links to each board site that corresponds with a particular course. Another alternative would be for the Ministry to encourage the Curriculum Clearing House to facilitate this sharing process through the use of its website. Whatever the means, Council urges the Ministry to take the lead to ensure such a mechanism is developed and is made known to boards.

Safe Schools and Code of Conduct

Your Council is supportive of the government's intent to provide a safe and orderly school environment for pupils. We are pleased with the government's release of the Expulsion Regulation which addresses mitigating circumstances for exceptional students. Nonetheless, we continue to urge the Ministry to work with school boards to help ensure that exceptional students will not be punished by school principals for behaviours related to their disability. In that regard, we recommend that for students with an exceptionality which affects their ability to perceive/interpret situations accurately or their ability to respond appropriately, a proactive behaviour plan be included as part of their IEP. We also recommend that all boards initiate proactive programs to develop respect and responsibility through positive social means before the prospect of suspension, expulsion or strict discipline programming is considered for any student.

Council has requested that it be informed about how the Ministry intends to monitor the implementation of the *Safe Schools Act* and Regulations with respect to exceptional students, and looks forward to being consulted on this process. We were pleased to have been involved with the Ministry several years ago in the development of *Monograph 5*, an unreleased draft resource document that addresses mitigating circumstances when dealing with behaviour issues by exceptional students. We recommend the Ministry make draft *Monograph 5* available to principals as a resource document which would provide guidelines for applying the Code of Conduct to exceptional students.

Transitions

Your Council stresses the importance of coordination among ministries, educational sectors, boards, and pre-school programs if the needs of exceptional children are to be met as they transition from one setting to another. In that regard, Council was pleased to receive a report on the "Registry of Early Childhood Visual Impairment and Blindness", an initiative led by Dr. Joyce Nesker Simmons, Paediatric Consultant at

Hospital for Sick Children. We recommend that the Ministry of Education play a role in disseminating the information developed by the project, and use the information in policy and program development for expanding early childhood services for visually impaired pre-school aged children throughout the Province. It also recommends that the Ministry expand the *Pilot Project for Pre-School Visually Impaired Children*, provided through the Resource Services Department of W. Ross Macdonald School, to pre-school children throughout the province.

We continue to hear that school boards require greater direction from the ministry in providing transition planning for exceptional pupils. Council looks forward to the imminent release of two resource documents (a Transition Planning Resource Guide and a joint document with Ministry of Community and Social Services to support transition planning for students with developmental disabilities) to assist school boards in this planning process. We believe that effective transition planning, especially for students with developmental disabilities, will improve access to appropriate community and health services for these students after leaving school and will reduce pressure on the Ministry of Education to retain these students in school.

We support the government's commitment to improve the quality and accessibility of post-secondary education and training as reflected in the establishment of a Task Force to focus on Ontario post-secondary resources. We recommend that special needs resources in our post-secondary institutions be documented and listed and be made readily available to the public to facilitate smooth transitions for students as they move from secondary school to post secondary placements.

Interministerial Liaison

Council is pleased with the government's ongoing commitment to interministerial cooperation and shared vision. We have found it very helpful and productive to have a representative from the Ministry of Health and Long Term Care, the Ministry of Community and Social Services, the Ministry of Training, Colleges and Universities, and the Children's Secretariat, attend Council meetings on a regular basis. We have welcomed the opportunity to be kept informed and to be consulted by other ministries about initiatives that impact on exceptional students and are appreciative of the commitment of these other ministries to continue to participate in Council meetings in the future.

In particular, we have appreciated the ongoing updates about the government's Intensive Early Intervention Program for Children with Autism, the Pre-School Speech and Language Program, the Healthy Babies Healthy Children Program, and the Infant Hearing Screening Program.

Council members advise that the interministerial division of responsibilities in the provision of school health supports, as outlined in Policy Program Memorandum 81, continues to be problematic. Some parents continue to be confused about who is responsible for the provision of services for their children and there continue to be

examples of gaps in service, duplication of service providers, delays in the provision of service and uncertainty about who should provide services in particular circumstances. As a result, we urge the Ministry to proceed with completing the review of PPM 81 initiated in the 1999-2000 school year and release a revised PPM 81 as soon as possible. Council also requests that the Ministry release the three Task Group reports (Speech and Language, Psychosocial Services and Personal Health Support Services) and that revisions to PPM 81 be guided by the recommendations in these reports.

We would also like to commend the Minister for committing to working with educational partners and other ministries in the development of a system of better coordination of service. Council looks forward to being consulted on this initiative and would like to reinforce the need for such coordination if the needs of exceptional students are to be met within the school system and the broader community.

Conclusion

This summary reflects some of the significant observations, concerns and recommendations of the Council from the year 2000/2001. Resolutions on many additional topics were submitted to you following each Council meeting. A list of Council's resolutions for the year June 2000 to February 2001 is included as Part 3 of this report.

In closing, I would like to express, on behalf of your Council, our continuing appreciation for the support which you and the staff of the Ministry of Education provide to the Council and to exceptional students in Ontario. We look forward to a continuing constructive dialogue with you and with ministry staff over the coming year to bring further improvements to special education in Ontario.

Yours sincerely,

Lynn Ziraldo
Chair, on behalf of the Minister's Advisory Council on Special Education

PART 2: ACTIVITIES OF THE COUNCIL IN 2000 and 2001

Membership

During this year the Minister of Education reappointed two members to additional terms and appointed six new members to the Council.

Council Chair, **Lynn Ziraldo**, was reappointed as Chair and as representative for the Learning Disabilities exceptionality for three additional years to March 31, 2003.

James Arthur was also reappointed for three years as representative for Emotional / Behavioural exceptionality and as a representative of the Roman Catholic Community.

Norah-Lynn Lankshear was appointed for two years representing the Deaf and Hard of Hearing exceptionality completing the term of Jonathan Samson who retired from the Council.

Ginny Dunlop was appointed for three years as representative for the Gifted exceptionality. The former member for the Gifted exceptionality was Joanne Lee.

Cheryl Zinszer was appointed for three years as representative for Principals. The former member representing Principals was Terry Geddes.

Don Jones was appointed for three years as representative for Teachers. The former member representing Teachers was Susan Garlock.

Susan Menary was appointed for three years as representative for Speech and Language Pathologists and as a representative for the Roman Catholic Community. The former member representing the Speech and Language Pathologists was Susan Bassili.

Martha Walsh was appointed for a one year term as the representative for Multiple Exceptionalities. She replaced Carol Clark who retired from the Council.

The membership of Council at the end of 2000/2001 is shown in Appendix 2.

Meetings¹

The Council held meetings on June 15, 2000, October 17 and 18, 2000 and on February 21 and 22nd , 2001.

The June 15, 2000 agenda included topics on:

- ISA Validation Status
- Special Education Handbook
- Grades 11/12 Curriculum
- Remediation
- Summer Institutes/Summer Schools
- Locally Developed Courses
- Skills Passport
- At Risk Students
- Standards - IEPs and School Boards' Special Education Plans
- SEAC Training
- PPM 81 Review
- Code of Conduct
- Teacher Testing
- Curriculum Implementation Partnership

The October 17 and 18, 2000 agenda included topics on:

- Special Education Technology
- Provincial Secondary School Literacy Test in
English-Language Secondary Schools
- Promoting Early Intervention for Learning Disabilities (LDAO)
- IEP Standards
- Special Education Plan Standards
- PPM 81 Review
- Code of Conduct
- Teacher Testing
- Education Finance - Special Education Funding
- Program Standards

The February 21 and 22 , 2001 agenda included topics on:

- Preschool Speech and Language
- Early Infant Hearing Screening Program
- Teacher Testing
- Grade 10 Reading and Writing Test
- Pediatric Acquired Brain Injury

¹Copies of the minutes of these meetings are available in English or French by writing to Ms. Savitri Ramhit, Administrative Coordinator, Minister's Advisory Council on Special Education, 4th Floor Waterpark Place, 20 Bay Street, Toronto, Ontario, Canada M5J 2N8; phone (416) 325-2784; e-mail savitri.ramhit@edu.gov.on.ca

- Co-ordinated Services
- IEP and Board Plan training for Boards and SEACs
- Special Education Handbook
- Transition Handbook
- Section 19 Programs
- Regulation 181
- Program Standards
- Double Cohort
- Co-op Education
- Education Finance

The Honourable Janet Ecker, Minister of Education joined the Council at its June 15th and October 18th, 2000 as well as the February 21st, 2001 meetings for an exchange of views on special education issues and on the government's accomplishments in education reform and current initiatives in special education. Members of the Council were reassured and pleased to hear from the Minister of her personal commitment to exceptional students and her continuing recognition for the role of her Advisory Council on Special Education.

Sub-Committees

Five standing sub-committees have been active:

- Finance
- Curriculum
- Interministry Co-ordination
- Transitions
- Accountability and Standards

In addition six Ad-Hoc Committees have been created to assist with specific issues.

- Safe Schools / Code of Conduct
- Educational Assistants
- Transportation
- Grade 10 Test of Reading and Writing
- Statistics
- Teacher Testing

Details of committee and subcommittee membership are in Appendix 3.

Resolutions

In the course of its three meetings of 2000/2001, Council made 56 formal recommendations to the minister in the form of resolutions. Council's resolutions are listed in Part 3 of this report.

Consultations

Council Chair, Lynn Ziraldo, and other members of Council met on several occasions

with senior officials of the ministry in order to ensure that the perspective, concerns and recommendations of the Council are understood by those who have responsibility for developing and implementing policies and programs.

Council provided representatives to ministry consultation meetings on a variety of issues including: Education Finance reform; Safe Schools/ Code of Conduct, Training for IEP Standards and Board Special Education Plans, Grade 10 Reading and Writing Test and the Volunteer Resource Groups for Standards for Exceptionalities.

Members of Council addressed audiences throughout Ontario providing information about the Council and inviting input on pertinent issues. Members continued to collect information on successful practices as well as concerns / challenges from the special education community. This input was used to inform Council's understanding of issues and to assist them in setting their agenda for next 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.

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Part 3

of the

Annual Report to the Minister

RESOLUTIONS

for the year

JUNE 2000 - FEBRUARY 2001

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MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

RESOLUTIONS FOR THE PERIOD JUNE 2000 TO FEBRUARY 2001

During the period June 2000 to February 2001, fifty-five resolutions were made by the Council. The resolutions are categorized as follows:

Curriculum

00.02.10 **Whereas:** the Ministry of Education document "Special Education Companion Curriculum Planner" is a very good resource for teachers, and contains information on teaching strategies, learning accommodations, and other resources especially useful for classroom teachers.

Be it resolved that the Special Education Curriculum Planner be included on the Ministry of Education website as a curriculum resource for all teachers and schools.

00.03.12 **Whereas:** since there are a lot of ongoing changes in Special Education.

Be it resolved that the Ministry Summer Institutes have more sessions on Special Education particularly with reference to program modification, technology adaptations and IEP Standards.

Early Intervention

00.02.12 **Whereas:** a funding enhancement has been given for demonstration projects that support and evaluate innovative early literacy programs.

Be it resolved that MACSE be involved with the Ministry in developing the criteria for evaluating innovative early literacy programs.

00.03.03 **Whereas:** through "Ontario's Children, Ontario's Future" the social, emotional, physical and mental development of children in the early years has been assessed.

Be it resolved that MACSE review the results from the five Early Years Demonstration Communities released in the fall of 2000.

00.03.04 **Whereas:** a 10-member Early Years Task Group has been established to advise the government on overcoming barriers and obstacles to building a province-wide network of early child development and parenting initiatives.

Be it resolved that the interim and final reports due to the children's minister in October and April be made available to MACSE.

01.01.19 **Whereas:** to eliminate different standards in the roles and responsibilities, qualifications and experiences for educational assistants.

Be it resolved that the Ministry of Education investigate the possibility of establishing a governing body for educational assistants to establish standards, certification and to maintain registration.

01.01.21 **Whereas:** the Regional Intensive Early Intervention Programs for children with autism include program guidelines that outline transition to school procedures, including effectiveness of transition to school components.

Be it resolved that MACSE be involved in the evaluation of the transition to school component of the pre-school autism program.

01.01.22 **Whereas:** the pre-school autism program has developed a database to research effectiveness and analyse the outcomes of this approach.

Be it resolved that research be conducted to investigate long-term outcomes of this approach (eg: how children function once they enter school) as well as factors that impact on success (eg: age of diagnosis, intensity of intervention, use of IBI).

01.01.23 **Whereas:** the Program Guidelines for Regional Intensive Early Intervention Programs for children with autism include mechanisms for monitoring and evaluation, including efficiency/effectiveness.

Be it resolved that MACSE be informed on an ongoing basis regarding program effectiveness and efficiency results of the Intensive Early Intervention Programs.01.01.24

Whereas: parents of children receiving intensive behavioural intervention through the pre-school autism program have requested that school boards provide these services once children enter school.

Be it resolved that the Ministry of Education provide support and funding to school boards for programs to address the needs of students who transition out of the pre-school autism programs into the educational system.

Education Assistants

01.01.20 **Whereas:**

Be it resolved that the Educational Assistant Ad-Hoc committee be given the opportunity to review and comment on memorandum 81 draft report; with respect to the role and responsibilities of education assistants.

Education Quality and Accountability Office (EQAO)

00.02.01 **Whereas:** the purpose of education is to promote students' success ...

Be it resolved that the Ministry investigate and research alternate assessment methods (alternate to the EQAO Grade 10 test) for "At Risk" students in the context of a different set of graduation requirements leading to a school to work diploma.

Funding

00.02.03 **Whereas:** the current ISA Profiles fail to capture all of the highest needs students requiring additional funding, and serious concerns have been voiced province-wide that the profiles need to be made more reflective of students' needs.

Be it resolved that the Ministry undertake a serious and comprehensive re-examination/re-evaluation of the current profiles involving representation from all stakeholders.00.02.11

Whereas: The distribution and incidence of students with emotional/behavioural exceptionalities in Ontario is unclear and has implications for the adequate delivery of service.

Be it resolved that EDU publish the numbers of students with behavioural exceptionality at the ISA 2 and ISA 3 levels across school boards in Ontario.

00.02.13 **Whereas:** the document "Analysis of Data submitted by School Boards - A Review of the Intensive Support Amount (ISA)" has been a valuable reference tool for Council and the constituents they represent.

Be it resolved that the document "Analysis of Data submitted by School Boards - A Review of the Intensive Support Amount (ISA)" be repeated for the Review period 2000-2001 and shared with Council.

00.03.13 **Whereas:** Boards are obliged to provide feedback to parents who have requested information on the status of their child's claim, and that many Boards and parents have invested significant dollars in professional assessments which must be reviewed with the result of the validation.

Be it resolved that the Ministry of Education release the 2000-2001 claim by claim validation results to Boards immediately.

00.03.14 **Whereas:** Many Boards re-direct transportation dollars to other budget lines such as "classroom" and that within that general category (transportation) funding for special education is rolled in.

Be it resolved that there be protected dollars allocated for special education transportation

00.03.15 **Whereas:** there is a concern over the lack of adequate funding for Section 19 Programs and Services (Care, Treatment, Custodial and Correctional Facilities) and that there are difficulties determining who identifies students to participate in the programs and that guidelines (in some cases) have not been followed concerning these programs and services.

Be it resolved that the Ministry of Education establish a committee consisting of a variety of stakeholders to look at the status of, and criteria for funding Section 19 programs and services.

00.03.16 **Whereas:** all Boards receive new students, or student needs may change after validation dates, causing additional capital and other resources to be spent, or transportation dollars to be re-directed, and that Boards cannot apply access funds through ISA until the following year.

Be it resolved that the Ministry of Education revise the Funding Formula to adjust for students who enroll in a Board from another Board, or whose needs change (serious injury, illness, etc.) after the validation dates.

00.03.17 **Whereas:** there have been numerous recommendations from Council members to modify or change various components of the funding model specific to ISA Special Education funding.

Be it resolved that the attached list of refinements be considered for implementation in the ISA process by the Ministry of Education.

Refinements

1. An appeal process be implemented to address ISA applications which have been rejected.
2. The ISA process should be refined to reduce the extreme burden of paperwork which results in removing teachers and other resource staff from providing services to students.
3. All parties involved in the ISA process including validators and Board staff receive training at the same time to ensure consistency and predictability.
4. Criteria be created for students with multiple exceptionalities.
5. Communication between validators, Boards and parents be improved.
6. Profiles need to be consistent and not changed every year.

7. Funding for various profiles have a predictable life. (Some exceptionalities never change, therefore, there should be no requirement to re-apply).
8. Timelines for ISA funding be consistent with other Ministry regulations and/or requirements.
9. Consistent language be used.
10. Assessments be prepared by professionals.

01.01.12 **Whereas:** input from MACSE reflects the views of a wide range of stakeholders

Be it resolved that MACSE accept the report of the Finance sub-committee in response to the ISA Working Group document.

01.01.13 **Whereas:** there is no consistency among boards in the allocations and/or reporting of Special Education, Learning Opportunities, and English as a Second Language Grants.

Be it resolved that the Ministry direct boards to tighten up on the use and reporting of expenditures of Special Education, Learning Opportunities, and English as a Second Language Grants.

01.01.14 **Whereas:** a threshold number must be developed for the process of grandparenting board claims to facilitate 100% approval rate and

Whereas: any such threshold amount accurately represents the exceptionality equitably among boards.

Be it resolved that the Ministry develop threshold amounts that fully access the total funds in ISA and SEPPA allocations and that MACSE be included in the consultation process.

01.01.03 **Whereas:** the government of Ontario should be commended for increasing the funding for pre-school speech and language services by \$6 million to allow children to receive service until senior kindergarten.

Be it resolved that the planning and implementation of the “Planning Guidelines for Transition to School” for the pre-school speech and language initiative ensure that funding be applied to junior and senior kindergarten students in need of speech and language services.

01.01.10 **Whereas:** it is important to the Special Education community; including SEAC members that special education funding be separated from the GLG’s and

Whereas: special education funding remain a high profile encouraging

boards to develop budgets that adequately represent and reflect the needs of exceptional students.

Be it resolved that the Ministry separate Special Education funding announcements from GLG's.

01.01.11 **Whereas:** the pending changes with regard to special education funding are of interest to the various sectors represented on MACSE

Whereas: a number of recommendations have been produced by the ISA Working Group

Be it resolved that the Ministry inform MACSE which recommendations have been approved from the ISA Working Group.

Individual Education Plan (IEP)

00.03.11 **Whereas:** the Individual Education Plan (IEP) implementation should be standard across the province.

Be it resolved that in consultation with MACSE, the Ministry of Education develop an electronic IEP template and release it by June 2001.

LDAO Definition

00.03.10 **Whereas:** The Learning Disabilities Association of Ontario (LDAO) has been funded by the government to develop a definition, screening tools, program intervention and teacher education.

Be it resolved that The Learning Disability definition and the supporting documents be adopted by the Ministry of Education and released to the school boards by September 2001.

Ministry of Training Colleges and Universities

01.01.05 **Whereas:** there is a shortage of speech-language pathologists across Ontario due to increased need and demand for services.

Be it resolved that the Ministry of Training, Colleges and Universities increase training opportunities for speech-language pathologists in Ontario universities to address the shortage of professionals.

Ontario College of Teachers

01.01.02 **Whereas:** response of the Accountability and Standards Committee to the Principal's Qualifications Program.

Be it resolved that the response of the Principal's Qualifications Program forwarded to the Ontario College of Teachers be approved.

Ontario Knowledge Network for Learning (OKNL)

00.03.18 **Whereas:** Technology is more and more important and is essential in supporting the learning for students with special education needs.

Be it resolved that a formal mechanism be established to ensure that (John Lubert would be willing to coordinate this two-way sharing of input and information between Ontario Knowledge Network for Learning (OKNL) and MACSE) MACSE have input into OKNL in the areas of Special Education specifically software, teacher training, digital books, web multi-media accessibility, Technology Incentive Programs (TIP), ISA equipment, etc.

Over 21

01.01.16 **Whereas:** the Ministry's Pilot Project (exceptions based funding) for students with developmental disabilities is now coming to an end; there is a need to evaluate the results with a focus on the benefits to the students, components of the program that did and didn't work, and an overview of the individuals who accessed the program.

Be it resolved that MACSE receive the interim report on the evaluation of the program for developmentally challenged students over the age of 21 whose disabilities severely affect their ability to learn.

Post -Secondary Resources

00.03.08 **Whereas:** the Ministry is committed to improve the quality and accessibility of post-secondary education and training, a new task force to focus on Ontario post-secondary resources has been set up by the Ministry.

Be it resolved that special needs resources in our post-secondary institutions be documented and listed and be made available.

PPM 81

00.03.05 **Whereas:** three Task Groups (Speech and Language, Psychosocial Supports and Health Supports) worked from September 1999 to June 2000 to review PPM 81, and

Whereas: the findings of the review of PPM 81 have the potential to impact on the provision of educational services.

Be it resolved that the reports of the three task groups and the recommendations of the review of PPM 81 be shared with the Minister's Advisory Council on Special Education accompanied by an implementation plan.

01.01.04 **Whereas:** parental expectations regarding the provisions of speech and language services have been raised as a result of increased services for pre-school children.

Be it resolved that the Ministry of Education through the PPM 81 Review and Program Standards Project for Speech and Language, ensure that children continue to receive necessary speech and language throughout their school years.

01.01.06 **Whereas:** the steering committee is continuing to evaluate and consult/discuss the recommendations proposed by the three task groups for PPM 81.

Be it resolved that Special Education Project staff continue to keep MACSE and the Inter-Ministerial Committee informed of developments and discussions regarding PPM 81.

Pre-School Visually Impaired Children

00.03.01 **Whereas:** information has been collected by "The Registry of Early Childhood Visual Impairment and Blindness" and this information has been presented to the Ministry, by Dr. Joyce Nesker Simmons, Paediatric Consultant at Hospital for Sick Children.

Be it resolved that the Ministry of Education become active partners in collecting and disseminating the information, and use the information in policy and programme development for expanding early childhood services for visually Impaired Pre-School throughout the Province.
00.03.02

Whereas: the Ministry of Education provides (through the Resource services Department, W. Ross Macdonald School for the Visually Impaired), a Pilot Project for Pre-School Visually Impaired Children (within two hours of Brantford) and this Project has received excellent reviews.

Be it resolved that the Ministry of Education expand the Pilot Project for Pre-School Visually Impaired Children to provide a permanent service for pre-school visually impaired children throughout the province.

Psychological Assessment Services

00.02.02 **Whereas:** The Ontario Psychological Association has published a set of practice guidelines regarding psychological assessments and reports for clients referred for gifted identification.

Be it resolved that the Ministry of Education (EDU) acknowledge the importance of these guidelines and further that EDU direct` school boards to ensure that assessments and reports performed under their auspices follow these guidelines; and that EDU incorporate these guidelines into the development of program standards for the exceptionality; and that these guidelines be incorporated into the Special Education Information Handbook.

Range of Placements

00.02.05 **Whereas:** there is an increasing number of situations throughout the Province where Boards refuse to consider appropriate placements (continuum of services) to high risk students; and that, the transfer of these students without the right to limit or refuse causes undue stress of both human and financial resources on the receiving Board.

Be it resolved that the Minister enforce process and Legislation regarding the obligation of School Boards to provide a full continuum of services to all exceptional students regardless of their exceptionality; and that transfers of exceptional students between Public and Catholic School Boards require the consent of all parties; and that failing mutual consent EDU Regional Offices will intervene and provide direction in writing; and that closer scrutiny take place in the review and approval of Annual Special Education Plans.

Safe Schools Policy

00.02.06 **Whereas:** the Provincial Code of Conduct identifies that needs and unique circumstances of exceptional students need to be met.

Be it resolved that MACSE be actively involved in developing and implementing the guidelines and training for school staff as the Code of Conduct takes effect.

00.02.07 **Whereas:** the Code of Conduct may have a differential impact on exceptional students.

Be it resolved that MACSE be asked to provide input on Regulations for

implementation of the terms of the Code of Conduct.

00.02.08 **Whereas:** The Code of Conduct recommends possible responses to situations that might have been addressed earlier by the school.

Be it resolved that the Ministry of Education (EDU) explore, in conjunction with MACSE, prevention (e.g., conflict resolution, social skills and life skills training) and intervention (i.e., through partnerships) to build appropriate conduct of students.

00.02.09 **Whereas:** The Code of Conduct recommends possible responses to situations that might have been addressed earlier by the school.

Be it resolved that EDU plan a training format for teachers in conflict resolution, social skills and life skills.

01.01.07 **Whereas:** the regulations for expelled students are due to be released soon.

Be it resolved that MACSE be informed about how the Ministry intends to monitor the implementation of these Regulations with respect to special education students.

01.01.08 **Whereas:** a great body of research indicates that inclusionary programming is more effective than exclusion and off-site programming for students with exceptionalities and education continues to emphasize suspension and expulsion.

Be it resolved that MACSE be invited to provide input on program content, intervention strategies and accountability mechanisms of strict discipline programs.

01.01.09 **Whereas:** it is important to articulate prevention and intervention strategies, through IEPs which go beyond the newly mandated consequences of exclusion.

Be it resolved that for students who have been identified as exceptional, with an exceptionality which affects their ability to perceive/interpret situations accurately or their ability to respond appropriately, a safety plan for students be required as part of the IEP.

Minister's Advisory Council for Special Education, in consideration of mitigating circumstances to suspension/expulsion, recommends that:

- for students who have been identified as exceptional, with an exceptionality which affects their ability to perceive/interpret situations accurately or their ability to respond appropriately, a Safety Plan be required as part of their IEP, to be written prior to or immediately upon their entrance to school and to include:
 - anticipated situations, which may lead to harm to self or others, requiring special consideration

- interventions to prevent/alleviate the risk of harm
- means to communicate and provide training in the interventions to all those who deal with the individual student
- responses/programming which would serve as a learning experience and hold the student accountable for his/her actions
- an expert in behaviour management, independent of the situation who is either from the School Board or an outside agency or clinic, to serve as a consultant in times of crisis.

- in the event suspension and/or expulsion is considered an appropriate action as part of the Safety Plan, the following elements be included:
 - time-frame of withdrawal
 - follow-up internal and/or external support(s) for the student and the school
 - continued programming
 - re-entry plan.

01.01.17 **Whereas:** Ministry of Education aims to teach respect and responsibility to all students and places suspended/expelled students in strict discipline programs.

Be it resolved that programming be delivered in schools to develop respect and responsibility through positive, prosocial means before the prospect of suspension, expulsion or strict discipline programming is considered.

01.01.18 **Whereas:** transfer of skills from one setting to another is facilitated when the receiving setting (i.e: school) delivers supportive programs showing methods and content of off-site programs.

Be it resolved that transition programming which shares characteristics with strict discipline programs be developed in schools so they will be equipped to ensure the expelled/suspended student is reintegrated successfully.

Special Education Advisory Committee (SEAC)

01.01.01 **Whereas:** associations can nominate representatives to SEAC and whereas the intent of Regulation 464 was for boards to accept those nominated.

Be it resolved that Regulation (464) (SEAC) be reworded to include the word “must” with regards to the nomination of members done by the Associations be approved by the school board without challenging the nomination.

Special Education Handbook

00.03.09 **Whereas:** Resolutions to do with Handbook since 1997.

Be it resolved that the Special Education Handbook be released by December 2000. If the Special Education Handbook is not released by December 2000, the Transition Guide should be released separately and by December 2000.

Successful Practices

00.03.06 **Whereas:** the educational services for students absent from school for extensive periods of time because of a medical condition seems not to be well documented.

Be it resolved that the Interministerial Sub-committee be provided for the February meeting (1) information and successful practices for the educational services for students who are absent for extended periods of time due to a medical condition (hospital teaching and home instruction), and (2) information on the changes in the provision of services for these students.

Suspension Record by Exceptionality

00.03.19 **Whereas:** there may be differences in the practice of suspending and expelling exceptional students by School Boards across Ontario.

Be it resolved that the Ministry of Education collect and report the number of students for each exceptionality who are suspended and expelled.

Teacher Testing

00.02.04 **Whereas:** the teachers be aware of the needs of special Education students.

Be it resolved that MACSE be involved in the development of the policies and guidelines on teacher testing and teacher evaluation (performance appraisal).

Transition Guide

01.01.15 **Whereas:** there is a shortage of success stories concerning students with exceptionalities making the transition from school to work and

Whereas: these success stories form the basis of program development through exemplars for other boards.

Be it resolved that in conjunction with the release of the Special Education Handbook and Transition Guide the Ministry encourage boards to develop documents and exemplars for successful incidents of the transition from school to work by exceptional students which can be shared with other boards.

Universal Infant Hearing Screening Program

00.03.07 **Whereas:** the Ministry of Health and Long Term Care is developing a Universal Infant Hearing Screening Program.

Be it resolved that the Ministry of Health and Long Term Care provide to the Interministerial Sub-committee an update on the status of this Universal Infant Hearing Screening Program for the February meeting.

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, with a name change to the Minister's Advisory Council on Special Education in 1986. Following a thorough review in 1995, the structure and function of the Council were changed in 1996 and remained unchanged until some further changes were made during the Summer of 2000. The following describes the mandate and structure of the Council as it existed during the 2000/2001 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.

Members are appointed by the Minister from nominations received from over 80 organizations with an interest in special education. Each member is responsible for liaising with and representing the interests of all organizations in his or her constituency. Details of the nomination and appointment process have been published by the ministry on its World Wide Web site at <http://www.edu.gov.on.ca> (see Minister's Advisory Council on Special Education under Agencies, Boards and Commissions).

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 basis of membership on the Council was changed in 1996. Instead of seats for specific organizations, the Council now has:

- one seat for each of nine exceptionalities;
- one seat for each of nine educator and professional categories;
- one seat for a student member;
- two non-voting seats for the Ministries of Health and Community and Social Services; and

- two representatives each for the Francophone and Roman Catholic communities, appointed from among the members above.

In the Summer of 2000 some further revisions were made to the mandate and structure of the Council.

- Council's meeting time was increased to 4 ½ days per year allowing for three meetings of 1 ½ days each.
- The minister was mandated to appoint a member representing the Native community.
- The minister was mandated to invite the Ministry of Training, Colleges and Universities and the Children's Secretariat to join the Ministry of Community and Social Services and the Ministry of Health and Long Term Care as non-voting members on the Council.
- The Council, with this revised structure was mandated for a five year period ending March 31, 2005.

APPENDIX 2

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

APRIL 1, 2000 TO MARCH 31, 2001

Exceptionality/ Community of Interest Represented	Members
<p><u>Exceptionalities:</u> Learning Disabilities, All Exceptionalities, Chair Emotional/Behaviour Disorder, Catholic Community Deaf & Hard of Hearing Gifted Developmental Disability Blind & Low Vision Physical Disability Multiple Exceptionalities Pervasive Developmental Disorder, French Language Community</p> <p><u>Educator Groups</u> Trustees, Vice-chair Supervisory Officers, French Language Community Principals Teachers Educational Assistants</p> <p>Student / Youth</p> <p><u>Professional Support</u> Medical Psychologists Social Workers Speech and Language Pathologists & Roman Catholic Community</p> <p><u>Non-voting</u> Ministry of Community and Social Services Ministry of Health and Long Term Care Office of Integrated Services for Children Ministry of Training, Colleges and Universities</p> <p>Children's Secretariat</p> <p>Ministry of Education (Secretary)</p>	<p>Lynn Ziraldo James Arthur Norah-Lynn Lankshear Ginny Dunlop Pat Worth Diane McLeod Derryn Gill Carol Clark/ Martha Walsh Raymond LeBlanc</p> <p>John Hendry Jean-Luc Bernard Cheryl Zinszer Don Jones Jeanne Robinson</p> <p>Laurie Alphonse</p> <p>Greg Gillis Janice Prock Jane Loughborough Susan Menary</p> <p>Suzanne Hamilton Lois Michaels Susan Seaby Jackie Creber/ Eydie Troper</p> <p>Mark Woollard</p> <p>June Simonson/ Bill Wyman</p>

APPENDIX 3

**MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION
COMMITTEE LIST: JUNE 2000 - MARCH 2001**

STANDING COMMITTEES**FINANCE**

John Hendry (chair)
Cheryl Zinszer
Ginny Dunlop
Janice Currie
James Arthur
Jean-Luc Bernard
Martha Walsh
Lynn Ziraldo (ex officio)
Ministry Resource Person: John Amon

CURRICULUM

Don Jones (chair)
Cheryl Zinszer
Ginny Dunlop
Derryn Gill
Susan Menary
Jane Loughborough
Lynn Ziraldo (ex officio)
Ministry Resource Person: June Simonson

INTERMINISTRY CO-ORDINATION

James Arthur (chair)
Susan Menary
Jeanne Robinson
Laurie Alphonse
Raymond LeBlanc
Jane Loughborough
Greg Gillis
Diane McLeod
Norah-Lynn Lankshear
Lynn Ziraldo (ex officio)
Ministry Resource Person: John Amon

ACCOUNTABILITY AND STANDARDS

Jean-Luc Bernard (chair)
Cheryl Zinszer
Susan Menary
Janice Currie
Ginny Dunlop
Derryn Gill
Pat Worth and his advisor Janice Strickland
Norah-Lynn Lankshear
Don Jones
Jane Loughborough
Lynn Ziraldo (ex officio)
Ministry Resource Person:
Joanne VanAlstyne

TRANSITIONS

Raymond LeBlanc (chair)
Derryn Gill
Jeanne Robinson
Pat Worth (with advisor Janice Strickland)
John Hendry
Laurie Alphonse
Greg Gillis
Diane McLeod
Lynn Ziraldo (ex officio)
Ministry Resource Person: Bill Wyman

**MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION
COMMITTEE LIST: JUNE 2000 - MARCH 2001**

AD HOC COMMITTEES

SAFE SCHOOLS/CODE OF CONDUCT

Jane Loughborough (Chair)
Janice Currie
James Arthur
Greg Gillis
Cheryl Zinszer
Don Jones
Jean Luc Bernard
Lynn Ziraldo (ex officio)
Ministry Resource Person: Paul Carr

**GRADE 10 TEST OF READING AND
WRITING**

Janice Currie (chair)
Jean-Luc Bernard
Ginny Dunlop
Norah-Lynn Lankshear
Patrick Worth (with Advisor Janice Strickland)
Don Jones
Lynn Ziraldo
Ministry Resource Person: Paul Carr

TEACHER TESTING

Cheryl Zinszer (chair)
Jean-Luc Bernard
Don Jones
Jeanne Robinson
Martha Walsh
Lynn Ziraldo
Ministry Resource Person: Crawford Deadman

EDUCATIONAL ASSISTANTS

Jeanne Robinson (chair)
Don Jones
Cheryl Zinszer
Jean Luc Bernard
Martha Walsh
Lynn Ziraldo (ex-officio)
Ministry Resource Person: Bill Wyman

TRANSPORTATION

Derryn Gill (chair)
Diane McLeod
John Hendry
Ministry Resource Person: June Simonson

STATISTICS

Raymond LcBlanc (chair)
Jane Loughborough
Janice Prock
Susan Menary
Ministry Resource Person: Bill Wyman

APPENDIX 4**MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION****COMMUNICATION: COLLABORATING WITH THE COMMUNITY**

SUBMITTED BY: _____
Name of Council Member

DATE AND SOURCE	WHAT'S WORKING WELL IN SPECIAL EDUCATION	CHALLENGES/ISSUES

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

This form is intended for use by members of the Minister's Advisory Council on Special Education to provide information to the Council on successful practices and issues or challenges in the area which they represent on the Council.

Information about successful practices, issues or challenges should be entered in the appropriate column of the chart opposite the name of the organization which is the source of the information and the date of the consultation with that organization. If the source is an individual rather than a representative of an organization, you should protect the identity of the individual by showing in the source column a generic term like "parent" or "teacher" etc.

Some members are in the habit of distributing this form to the organizations in their constituency and asking the organizations 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. Members who collect such 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 indicating that more detailed information is available to any member who wishes it.

The completed form should be submitted by the member to the Chair of the Council prior to each regular meeting of the Council. 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**SWOT ANALYSIS**

MEETING _____

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

c/o Lynn Ziraldo, 9 Elston Court, Richmond Hill, ON L4C 8A6

(905) 884-7933 Fax: (905) 770-9377

o:\Special Education Policy & Program Unit\Special Education\Minister's Advisory Council on
Special Education\Forms\SWOT