

MINISTER'S ADVISORY COUNCIL ON SPECIAL
EDUCATION

ANNUAL REPORT TO THE MINISTER

FOR THE YEAR 2003 - 2004

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

Ministère de l'Éducation
conseil consultatif sur l'éducation
de l'enfance en difficulté
Bureau 710
2, rue Carlton
Toronto ON M5B 1J3



June 10, 2004

Gerard Kennedy, MPP
Minister of Education
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 Kennedy,

It is with considerable pleasure that, as Chair, I am submitting this report to you on the activities of your Minister's Advisory Council on Special Education (MACSE) for the fiscal year 2003-2004.

On behalf of all MACSE members, I would once again like to congratulate you on your appointment as Minister of Education and to thank you for your ongoing support and active involvement with Council. I also wish to express appreciation for the many opportunities MACSE has been provided, during the past year, to contribute advice about the development and implementation of special education policy in the province of Ontario.

As in previous years, the attached report is a formal message to the Minister which documents MACSE's foremost activities, observations and recommendations. I look forward to meeting with you to review Council's message in detail, and to respond to any questions that you may have.

Yours sincerely,

Lynn Ziraldo
Chair

Letter of Transmittal

- Part 1: Council's Message to the Minister
- Part 2. Activities of the Council in 2003 - 2004
- Part 3. 2003 - 2004 Resolutions of the Council
- Appendix 1. Mandate and Structure of the Council
- Appendix 2. Members of the Council for 2003 - 2004
- Appendix 3. Minister's Advisory Council on Special Education: Subcommittees
- Appendix 4. Communication: Collaborating with the Community (Form)
- Appendix 5. SWOT Analysis (Form)

PART 1

COUNCIL'S MESSAGE TO THE MINISTER

Dear Minister Kennedy,

The mandate of the Minister's Advisory Council on Special Education (MACSE) is to advise you, as Minister, on any matter related to the establishment and provision of special education programs and special education services for exceptional pupils, including the identification and provision of early intervention programs for students with special 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 or other Ministries that impact on students with special education needs. Council's voice is often heard through its representation on various Ministry work groups or other stakeholder advisory bodies. Members also document successful practices and challenges that are evident in the special education community. 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 on appropriate actions, following careful analysis of all of this information.

During the course of this year, MACSE members had the opportunity to offer advice or participate in discussions related to a number of significant issues that impact on exceptional students. This included, for example, offering advice about how to meet the professional development needs of school board's Special Education Advisory Committees (SEACs), how to record results for successfully completing the Ontario Secondary School Literacy Test (OSSLT) and Ontario Secondary School Literacy Course (OSSLC) on student transcripts, advice on education programs in government approved care, treatment, custody and correctional facilities, input on ways to share successful practices in considering mitigating circumstances for exceptional students in the application of the *Safe Schools Act*, and input into the development of curriculum policy documents including Social Studies, History and Geography, Canadian and World Studies, and Mathematics. Other examples included participation on the Ministry's Transportation Review Committee and providing advice on education funding and implementation of the *Ontarians with Disabilities Act (ODA)*.

Ongoing dialogue about how to increase the number of teachers with additional qualifications (AQs) for teaching blind and low vision students was a focus of Council.

Council's voice was also heard through the participation of its Chair in the Curriculum Implementation Partnership, At Risk Working Group, Early Reading Expert Panel and Early Math Expert Panel. Council's Chair was involved with the College of Teachers regarding AQ courses and the need for a professional learning framework for educators to replace the Professional Learning Program (PLP), which would include a special education component.

The Curriculum Implementation Partnership consists of a group of education and community leaders who meet regularly to share ideas and provide coordinated support for implementation and to make recommendations as they review implementation progress of the Ontario curriculum.

Message

This annual message highlights the significant observations, conclusions and recommendations developed by your Advisory Council during the course of the fiscal year 2003-2004. 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. These resolutions provide guidance with respect to education funding, curriculum and assessment, safe schools, special education program standards, and professional training for school board staff.

In addition, this report reflects Council's ongoing advice based upon priorities that have evolved over several years, and which were confirmed by members through a priority-setting exercise conducted during the 2003 - 2004 fiscal year. Council's priorities focus on areas intended to ensure that students with special education needs are provided with the programs and services they require to attend, participate and progress in school. These key priority areas, in no particular order, include:

- Special Education Funding
- Program Standards
- Applied Research
- Accountability
- Interministry Coordination
- Professional Development

Special Education Funding:

MACSE recommends that a new special education funding model be developed that:

- Continues to provide special education funding to boards in a protected special education funding envelope.
- Fully implements the Education Equality Task Force (Rozanski) Report recommendations.
- Ensures all students' special education needs are met through appropriate and equitable elementary and secondary instructional programming and services.
- Enables school boards to fully implement program standards for each area of exceptionality.
- Includes a dedicated allocation for the professional development of all teachers and administrators in the area of special education.
- Provides research-funding equivalent to 1% of the overall component of the special education grant.

- Includes transportation funding that specifically takes into account students with special education needs, e.g., educationally related field trips, cooperative education opportunities.
- Includes an accountability framework to ensure the greatest educational value for all dollars spent.

Program Standards:

MACSE recommends:

- Dissemination of the research/evaluative results from the 2003-2004 piloting of a standards-based approach to program implementation conducted by 10 school boards, using the program standards for autism as the research vehicle.
- Refinement and release of the program standards for all exceptionalities based on the consultation and research results from this pilot.
- The development of a plan by each school board/authority to implement the standards-based approach over a specified period of time.
- Consideration of how funding and other resources can be better aligned to implement the requirements of program standards, coincidental with this release.

Accountability:

MACSE recommends that an accountability framework be developed that provides:

- A clearer delineation of roles and responsibilities at Ministry/board/SEAC/school council/parent/student levels.
- Indicators to measure student achievement.
- Indicators to measure the effectiveness of specific special education programs and services.

Additionally, there should be transparent inter-linkage of funding accountability of all ministries involved with school-aged children.

Interministry Coordination:

MACSE recommends that the Ministry of Education:

- Work with the Ministry of Children and Youth Services to develop a standard policy framework to provide an intervention model for the child.
- Improve interministry liaison to facilitate entry to school procedures for students from pre-school programs to the classroom.
- Provide incentive funding to encourage transfer agencies funded by the Ministry of Health and Long Term Care, the Ministry of Children and Youth Services, the Ministry of Community and Social Services and the Ministry of Education, to work cooperatively to provide services to children with special needs.
- Review its policy on the provision of education programs in the government approved

- care and or treatment, custody and correctional facilities.
- Review the impact of the Safe Schools Act on students with special needs.
- Review an update Policy / Program Memorandum 81 (PPM81) concerning the provision of health support services in school settings.

Applied Research:

MACSE recommends that research, funded by the equivalent to 1% of the overall component of the special education grant, focuses initially on:

- The implications for students receiving special education programs and services to meet standards for curriculum and provincial assessments.
- How teachers may effectively intervene to address the learning needs of students of all exceptionalities.
- Providing insight on readiness to learn factors, including: those related to reading, numeracy, and social/emotional factors, and the implications for the provision of special education programs and services for students who require them.
- The most effective ways to ensure smooth transition from one learning environment to the other (e.g., pre-school/school interface).
- Identifying the most effective strategies to achieve horizontal integration of policy and related program and services across ministries and their funded agencies.

Professional Development:

MACSE recommends that the Ministry of Education address the need for more comprehensive professional development and training for teachers on how to meet the learning needs of exceptional students by providing:

- Access to internet based e-Learning courses for all school board staff on all exceptionalities.
- Funding and resources to implement training for school board personnel on program standards, including an annual provincial conference that focuses on each exceptionality, as well as on standards common to all.
- Training to all teachers on assistive technology.
- Pre-service for teacher-candidates that ensures an appropriate emphasis on early reading, numeracy and, written language.
- Improved teacher access to "Just-in-time" resources when addressing the needs of special education students.

MACSE's position on each of these priority areas is in the process of being delineated, in conjunction with a more comprehensive rationale, in a series of *Position Papers* that will be considered at future meetings of Council, and subsequently shared with you, during the 2004-05 fiscal year.

MACSE believes that one way the Ministry could address these priority areas, as well as the recommendations of the Ontario Human Rights Commission in its report, "*Opportunity to Succeed, Achieving Barrier-Free Education for Students with Disabilities*", would be to develop

a comprehensive policy framework for special education. Council is discussing ideas for the development of a draft policy framework for special education in Ontario for your consideration. Council visualizes a framework that articulates a clear vision for the future of special education in Ontario, a set of values and principles that guide the journey, and an action plan that details just how special education will contribute to the government priority of attaining higher achievement for all students. This framework would also include accountability measures to clearly delineate roles and responsibilities for the planning and delivery of special education, and to ensure value for money spent, so that all students receive the support they require to ensure an opportunity to reach their full potential.

Council visualizes a framework that articulates a clear vision for the future of special education in Ontario, a set of values and principles that guide the journey, and an action plan that details just how special education will contribute to the government priority of attaining higher achievement for all students.

Appreciation

MACSE would like to applaud the government and indicate its support for the establishment of the Ministry of Children and Youth Services. Council concurs that its creation provides an opportunity to facilitate real, positive change in the way children and youth and their families are supported and views the creation of this new Ministry as an important step which will lead to better integration and coordination of programs and services for all children, particularly as they transition from preschool programs to school programs and from one community to another.

Council would also like to express its appreciation to the Ministry of Education for acknowledging the importance of special education by recently establishing the Special Education Policy and Programs Branch, under the leadership and guidance of a Director. The continuing work of this branch will be critical in ensuring that school boards are provided with the policy direction needed to ensure that exceptional students have the opportunity to participate fully in the life of their school communities and to achieve to the maximum of their potential. These activities will also inform the work of other branches and ensure that the needs of exceptional students are considered in all policy development within the Ministry, including policies related to curriculum and assessment, early intervention and safe school provisions.

Council would also like to congratulate the Ministry for undertaking a number of initiatives related to improving school boards' leadership and capacity to provide quality special education programs and services for students with autism.

From September 10-12, 2003, the Ministry hosted a very successful provincial conference titled, *"Teaching Students With Autism: Enhancing the Capacity of Ontario's Schools"*. Over 1000 delegates attended including a number of MACSE members. MACSE supports this approach to improving instructional excellence for exceptional students in Ontario. It is Council's understanding that follow-up regional forums are being planned for educators working directly with students with autism at the school level, to further explore programming and effective teaching strategies.

Council also applauds the Ministry for releasing a discussion paper entitled *A Standards-based Approach for Special Education Programs and Services*. Council was pleased to be included in

consultations on the standards-based approach for the planning and delivery of special education programs standards to all special education students.

Council is also pleased that the standards-based approach is being piloted in ten school boards selected from across Ontario concurrent to the above-noted consultation. The purpose of the pilot is to identify the impact of changing to a standards-based approach to the planning and delivery of special education programs and services. Council looks forward to reviewing the results of the consultation and the pilot project.

Finally, Council is appreciative that the Ministry acted on MACSE's recommendation to create the Internet based e-Learning Special Education Advisory Committee (SEAC) Program (located at www.seaclearning.ca and www.ccedprogramme.ca) and for providing associated training for a representative group of SEAC members and school board staff to support its implementation. This website will be of considerable value to SEAC members and their alternates, individual parents, parent associations, teacher training institutions, and school board staff.

CONCLUSION

This report reflects the most significant observations, challenges and recommendations arising from the work of your Minister's Advisory Council on Special Education for the year 2003-2004. Council is excited about the government's overall education agenda and looks forward to the opportunity to provide input to you, as this agenda is implemented.

As Chair of your Council, I look forward to working with you over the coming year to ensure continuing improvements to special education programs and services for exceptional students.

Yours sincerely,

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

PART 2

ACTIVITIES OF THE COUNCIL IN 2003 AND 2004

Membership

The following information summarizes the appointments and reappointments that the Minister made during the 2003 - 2004 year.

Exceptionality	Appointment / Reappointment	Term/Comments
All Exceptionalities	Lynn Ziraldo - reappointment	3 Years - March 31, 2006
Gifted	Ginny Dunlop - reappointment	3 Years - March 31, 2006
Speech and Language Pathologists	Susan Menary - reappointment	3 Years - March 31, 2006
Emotional / Behaviour	John Wilhelm - appointment	3 Years - March 31, 2006
Medical Practitioners	Dr. Jay Rosenfield - appointment	1 Year – March 31, 2004 Completing a 3 year term vacated by previous member
Multiple Exceptionalities	Marlene Sartor - appointment	1 Year – March 31, 2004 Completing a 3 year term vacated by previous member
Judy Ellis	Native Community - appointment	1 Year – March 31, 2004 Completing a 3 year term vacated by previous member
Roshni Ramchandani	Student/Youth - appointment	1 Year – March 31, 2004 Completing a 3 year term vacated by previous member

The member representing Teachers' Assistants, Ms. Ruth Ann Schedlich, resigned for personal reasons during this term.

The member representing Social Workers, Mr. Ken Goldberg, resigned for personal reasons during this term.

The Chair wishes to acknowledge the contributions of the following members whose terms expired March 31, 2004. The members are: Jean Luc Bernard, Raymond LeBlanc, Janice Strickland, Roshni Ramchandani.

Meetings

The Council held meetings on **June 18 - 19, 2003, October 15, 16, 2003, and on February 18, 19, 2004.**

The June 2003 agenda included the following topics:

- Education Funding
- ISA Comprehensive Review
- Process for ISA Cycle 5
- Rural Education Strategy
- Special Education & Learning Opportunities Grant Expenditure Reporting
- Coordinated Services Advisory Committee (CSAC)
- Planning Entry to School
- Status of review of use of physical restraints
- Policy framework for children with complex special needs
- Early Years Centres: Participation of community partners in planning, provision of specialized services
- Delisting of Audiological Services
- Infant vision screening
- Students at Risk
- Ontario Secondary School Literacy Course
- Ontario Education Number (OEN)
- Education Quality and Accountability Office
- Ontarians with Disabilities Act

The October 2003 agenda included the following topics:

- New Transportation Funding Model
- Rural Education Strategy
- ISA Comprehensive Review
- Report on \$10M Assessment Expenditures by School Boards
- Report on Learning Opportunity Grant School Board Pilots
- Program Standards - update on pilot projects and consultations
- Individual Education Plan Standards
- Standards for school board Special Education Plans
- Provincial Auditor's Report
- Compliance support strategies
- School re-entry following suspension, expulsion
- (Care and Treatment) Section 20 programs
- Safe Schools Act interpretation and application of mitigating circumstances
- Research on school readiness inventory of screening tools in SK/Gr.1
- Status update on Planning Entry to School
- Additional Qualifications courses for teachers of the blind
- Update Double Cohort
- Availability of electronic texts
- Association of Applied Arts and Technology of Ontario
- Update on the Accessibility Planning Working Group Guidelines for Accessibility
- Update on Program Standards for Teachers' Assistants education programs

- Effectiveness of the Rourke Baby Record
- Update on the Ontario Child Health Network
- Students At-Risk Update

The February 2004 agenda included the following topics:

- Update: Early Reading / Early Math
- Update: Ministry of Community and Social Services
- Update: Ministry of Health and Long-Term Care - Assistive Devices Program
- Update: Ministry of Training, Colleges and Universities
- Update: Education Finance Branch
- Transition Issues
- Updates on Position Papers
- Consultations on the *Ontarians with Disabilities Act*
- Special Education Update
- Presentation: Double Cohort Study Phase 3 Report - Dr. Alan J.C. King Report
- Presentation: Literacy Strategy: Think Literacy Document
- Discussion on Ministry of Children's Services
- Focus Group Discussion on Curriculum documents

The former Minister of Education, Elizabeth Witmer, joined the Council for the June 2003 meeting, for an exchange of views on special education issues and on the government's activities in special education.

Deputy Minister of Education, Suzanne Herbert, joined the Council for the October 2003 meeting.

The Honourable Gerard Kennedy, Minister of Education, attended the February 2004 Council meeting. Members of the Council were pleased to hear the Minister's personal commitment to exceptional students and his continuing recognition of the role of his Advisory Council on Special Education.

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

- Education Funding
- Mandate of the Interministry Policy and Program Coordination Committee
- Special Education Expenditures
- Learning Opportunities Grant and Special Education Grant Expenditure Reporting
- Intensive Support Amount Comprehensive Review Results, and plans for Cycle 5
- Update on Rural Education Strategy
- Update on Transportation Funding
- Planning for Entry to School
- Process for determining successful planning practices
- Status of review of use of physical restraints
- Policy framework for children with complex special needs
- Early Years Centres
- Provision of specialized services

- Delisting of Audiological Services
- Infant vision screening
- Infant Hearing Program
- Evaluation of student achievement

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

Consultations

During the course of the year, Council Chair, Lynn Ziraldo had various opportunities to meet with the Minister of Education, the Deputy Minister of Education as well as with the Assistant Deputy Ministers of: Strategic Planning and Elementary/Secondary Programs; French-Language Education and Educational Operations Division; and the Elementary/Secondary Business and Finance Division. These meetings provided the Chair 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.

Topics discussed included: special education funding, special education program standards, coordinated services, Special Education Advisory Committee (SEAC) training, provincial assessments, the Ontario Secondary School Literacy Course, the Ontario Curriculum Unit Planner, and the Rural Education Strategy.

Both the Council Chair and Vice-Chair met with the Curriculum Implementation Partnership Committee several times during the year. Issues discussed included the introduction of a Skills Passport and the need for additional supports for At-Risk Students. The Chair also maintained an ongoing liaison with the Chair of the Ontario Parent Council (OPC,) and participated as a member of MACSE, on its Students At Risk Working Group, Expert Panel on Literacy and Expert Panel on Mathematics Literacy.

Other activities included the Chair's attendance at meetings of provincial associations, including the Annual General meeting of the Learning Disabilities Association and the Council for Exceptional Children. The Chair also attended and participated in the Ministry's at At-Risk Symposium, which was organized for the benefit of school board teams.

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.

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

is attached as Appendix 4.

In-Service for New Members

Newly appointed members were provided with a comprehensive orientation on the Minister's Advisory Council on Special Education which included but was not limited to:

- Order-in-Council
- Mandate of the Council
- Terms of Reference (Council and Committees)
- Roles and Responsibilities
- Communications Protocol
- Stakeholder Relationship
- Standing and Ad Hoc Committees
- Councils current priorities and Resolutions

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 2003 - FEBRUARY 2004

TABLE OF CONTENTS

<u>Resolutions</u>	<u>Page #</u>
Finance - Education Equality Task Force.....	17
Provincial Schools.....	18
Students At Risk.....	18
Curriculum Assessment.....	18
Safe Schools Policy.....	19
Policy Document Program Planning and Assessment.....	19
Program Standards.....	19
EQAO.....	19
Professional Development.....	20

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION
RESOLUTIONS FOR THE PERIOD JUNE 2003 TO FEBRUARY 2004

During the period June 2003 to February 2004, the Council made twelve resolutions. The resolutions are categorized as follows:

Finance - Education Equality Task Force

03/04.01.01 **Whereas:** the government has already acted on many of the recommendations of the Report of the Education Equality Task Force by responding to an identified need for more funding to school boards to address student needs; and

Whereas: overall education funding in 2003/04 is projected to be \$15.3 billion, which is \$1.1 billion more than last May's funding announcement; and

Whereas: despite this significant funding increase many of the recommendations of the Task Force are still to be implemented:

Be it resolved: that the Ministry of Education, in consultation with MACSE, provide an action plan complete with timelines to fully implement all of the remaining recommendation in the EETF report.

03/04.01.06 **Whereas:** The Education Equality Task Force in their recommendation 22, recommended that the Ministry of Education review and consider the recommendations in MACSE's brief;

Whereas: on March 18, 2003, the government announced \$50M in funding to help schools through a Rural Education Strategy;

Whereas: the announcement you committed the government to develop a Rural Education Strategy in consultation with Ministry of Education's partners in education:

Whereas: on May 1, 2003, the Minister of Education announced that Dr. James Downey was appointed to provide the government with recommendations on the development of the \$50 million strategy to help small rural and northern schools; and

Whereas: Dr. Downey was to consult with education stakeholders and other community stakeholders in rural and northern areas on the role and future of the local community school:

Be it resolved: that the Ministry of Education seek MACSE's input on the Rural

Education Strategy before the release of Dr. Downey's report.

Provincial and Demonstration Schools

03/04.01.02 **Whereas:** many teachers and resource/support staff lack the training to use available assistive and adaptive technology including augmentative communication, which provide many exceptional students access to the Ontario curriculum.

Be it resolved: that the Ministry through the Provincial Schools Branch, and in collaboration with other partners develop training for boards in the use of assistive and adaptive technology.

Students At Risk

03/04.01.03 **Whereas:** the final report of the At-Risk Working Group was presented to the Minister of Education in January, 2003, and

Whereas: an Expert Panel on At-Risk Students has been established by the Ministry of Education to implement some of the Working Group Recommendations:

Be it resolved: that MACSE be provided with an update of the status of all of the recommendations contained in the At-Risk Working Group Report.

Curriculum Assessment

03/04.01.04 **Whereas:** an initiative on sustaining quality curriculum has developed a timeline to review curriculum subject areas, and

Whereas: exceptional students should participate in the curriculum to the fullest extent possible:

Be it resolved: that MACSE be included in the review process for the sustaining quality curriculum initiative.

03/04.03.01 **Whereas:** The Special Education Companion has proven to be a viable and important resource to the educators of Ontario. Cross referencing this document within actual curriculum revisions would provide enhanced instruction and reinforce the foundation to educators of special needs children:

Be it resolved that: Reference to the Special Education Companion be included in all future revisions of Ontario Curriculum Documents.

Safe Schools Policy

03/04.01.05 **Whereas:** there is a need to provide additional strategies for discipline, and for the effective implementation of the Safe Schools Act (especially with interpretation and application of mitigating Circumstances,) as they affect students with exceptionalities, to various stakeholders;(some examples are Regional Special Education Administrator’s Councils, Ontario Principals Council, Council of Directors of Education, MACSE, school boards; professional education and other associations; Faculties of Education; SEACs; school councils; and other community organizations):

Be it resolved: that EDU explore opportunities for sharing of successful practices in interpretation and application of the Safe Schools Act and Mitigating Circumstances as they affect students with exceptionalities.

Policy Document: Program Planning and Assessment

03/04.02.01 **Whereas:** there is some confusion about the granting of credits where a course has been modified:

Be it resolved: that the Ministry of Education review the assessment *Policy Document Program Planning and Assessment*, Grade 9 to 12, to include specific samples/options of modified for credit and modified for non-credit types of evaluations and assessments.

Program Standards

03/04.02.02 **Whereas:** MACSE has been supportive of Program Standards for Special Education Programs and Services initiative:

Be it resolved: that MACSE’s position statement on Program Standards be forwarded to EDU and the incoming Minister.

EQAO

03/04.03.02 **Whereas:** EQAO has now had three years of experience administering the Ontario Secondary School Literacy Test under the current accommodations policy:

Be it resolved that: the Ministry of Education, in consultation with EQAO review the implementation of the accommodation policy for the OSSLT and its impact on students.

Professional Development

03/04.03.03 **Whereas:** there is a need for all educators to remain current in all aspects of the planning and delivery of programs and services for students with special education needs:

Be it resolved: that the Minister create a professional learning framework for all educators which includes dedicated hours and specified content regarding special education.

03/04.03.03 **Be it resolved:** that the Minister review the number of professional activity days with the consideration of increasing the number of Professional Development days in order to include one day per school year exclusively for Special Education.

Whereas: MACSE went through a priority setting exercise during the October 2003 meeting and,

Whereas: MACSE members are in agreement that these priorities become the core of our present and future direction

Be it resolved that: MACSE approve as our six priorities:

- Accountability
- Funding
- Interministry Coordination
- Professional Development
- Program Standards
- Research

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 2003-2004 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 and the Children and Youth Services (formally known as Ministry of Community, Family and Children's 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.
- two representatives each for the Francophone and Roman Catholic communities, appointed from among the members above.

APPENDIX 2

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION APRIL 1, 2003 - MARCH 31, 2004

Exceptionality/Community of Interest Represented	Members
<p><u>Exceptionalities:</u> All Exceptionalities Learning Disabilities Pervasive Developmental Disorders/Autism Deaf & Hard-of-Hearing Gifted Developmental Disability Blind & Low Vision Physical Disability Multiple Disabilities Emotional/Behavioural Disorder and Catholic Community</p> <p><u>Educator Groups</u> Supervisory Officers, French Language Community Trustees Principals Teachers Teachers' Assistants</p> <p><u>Professional Support</u> Medical Psychologists Social Workers Speech and Language Pathologists and Catholic Community</p> <p><u>Student / Youth</u></p> <p><u>Native Communities</u></p> <p><u>Non- Voting</u> Ministry of Health and Long Term Care</p> <p>Ministry of Community and Social Services and the Ministry of Children and Youth Services</p> <p>Ministry of Training, Colleges and Universities</p> <p><u>Ministry of Education</u> Council Secretary</p>	<p>Lynn Ziraldo, Chair Carol Yaworski Raymond LeBlanc Norah-Lynn McIntyre Ginny Dunlop Janice Strickland Ellen Goodman Susann Palmiere Marlene Sartor John Wilhelm</p> <p>Jean-Luc Bernard, Vice-Chair Nancy Kirby Annette Webber Barbara Uttley (Vacant)</p> <p>Dr. Jay Rosenfield Dr. Lynne A. Beal Kenneth Goldberg Susan Menary</p> <p>Roshni Ramchandani</p> <p>Judy Ellis</p> <p>Mary Iannuzziello</p> <p>Mary Beaudoin</p> <p>Paddy Buckley</p> <p>Noorie Kabani</p>

APPENDIX 3

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Committee Membership List - APRIL 1, 2003 - MARCH 31, 2004

<p><u>FUNDING POLICY STANDING COMMITTEE</u></p> <p>Nancy Kirby (Chair) Jean-Luc Bernard Susan Menary Ginny Dunlop Judy Ellis Carol Yaworski John Wilhelm Marlene Sartor Lynn Ziraldo (ex officio) Ministry Resource Person: John Amon</p>	<p><u>STUDENT TRANSPORTATION AD HOC COMMITTEE</u></p> <p>Ginny Dunlop (Chair) Janice Strickland Nancy Kirby Susann Palmiere Judy Ellis Lynn Ziraldo (ex officio) Ministry Resource Person: John Amon</p>
<p><u>INTERMINISTRY POLICY & PROGRAM CO-ORDINATION STANDING COMMITTEE</u></p> <p>Norah-Lynn McIntyre (Chair) Susan Menary Raymond LeBlanc Janice Strickland Kenneth Goldberg Annette Webber Susann Palmiere Ellen Goodman Dr. Lynne Beal Judy Ellis Marlene Sartor John Wilhelm Dr. Jay Rosenfield Lynn Ziraldo (ex officio) Ministry Resource Person: Sandy Palinski</p>	<p><u>STUDENT TRANSITIONS AD HOC COMMITTEE</u></p> <p>Raymond LeBlanc (Chair) Annette Webber Janice Strickland Jean-Luc Bernard Susann Palmiere Ellen Goodman Norah-Lynn McIntyre Dr. Lynne Beal Roshni Ramchandani Marlene Sartor Lynn Ziraldo (ex officio) Ministry Resource Person: Bill Wyman</p>
<p><u>NATIVE COMMUNITIES AD HOC COMMITTEE</u></p> <p>Judy Ellis (Chair) Norah-Lynn McIntyre Susann Palmiere Raymond LeBlanc Lynn Ziraldo (ex officio) Ministry Resource Person: Noorie Kabani</p>	<p><u>STUDENT SAFETY AD HOC COMMITTEE</u></p> <p>Janice Strickland (Chair) Jean-Luc Bernard Kenneth Goldberg Lynne Beal John Wilhelm Roshni Ramchandani Dr. Jay Rosenfield Barbara Uttley Lynn Ziraldo (ex officio) Ministry Resource Person: Stephen Brown</p>

**ACCOUNTABILITY AND STANDARDS
STANDING COMMITTEE**

Susan Menary (Chair)
Jean-Luc Bernard
Ginny Dunlop
Janice Strickland
Norah-Lynn McIntyre
Annette Webber
Ellen Goodman
Susann Palmiere
Kenneth Goldberg
Nancy Kirby
Dr. Dr. Dr. Lynn Beal
Barbara Uttley
Carol Yaworski
Roshni Ramchandani
Lynn Ziraldo (ex officio)
Ministry Resource Person: John Amon

**PROVINCIAL TESTING
AD HOC COMMITTEE**

Ginny Dunlop (Chair)
Jean-Luc Bernard
Norah-Lynn McIntyre
Susan Menary
Susann Palmiere
Lynne Beal
Roshni Ramchandani
Carol Yaworski
Marlene Sartor
Judy Ellis
Lynn Ziraldo (ex-officio)
Ministry Resource Person: John Amon

**EARLY YEARS / EARLY INTERVENTION
AD HOC COMMITTEE**

Ellen Goodman (Chair)
Annette Webber
Susan Menary
Susan Palmiere
Kenneth Goldberg
Norah-Lynn McIntyre
Dr. Jay Rosenfield
Carol Yaworski
Ministry Resource Person: Sandra Dell

**ELEMENTARY/SECONDARY CURRICULUM AND
ASSESSMENT AD HOC COMMITTEE**

Barbara Uttley (Chair)
Ginny Dunlop
Janice Strickland
Susan Menary
Raymond LeBlanc
Nancy Kirby
Lynne Beal
Annette Webber
Marlene Sartor
Carol Yaworski
Roshni Ramchandani
Lynn Ziraldo (ex officio)
Ministry Resource Person: Kathy Schaffer

**TEACHING POLICY AND PROGRAM
AD HOC COMMITTEE**

Annette Webber (Chair)
Jean-Luc Bernard
Raymond LeBlanc
Barbara Uttley
Marlene Sartor
Dr. Jay Rosenfield
Lynn Ziraldo (ex officio)
Ministry Resource Person: Kathy Schaffer

**TEACHERS' ASSISTANTS
AD HOC COMMITTEE**

Annette Webber (Chair) Acting
Jean-Luc Bernard
Kenneth Goldberg
Ellen Goodman
Norah-Lynn McIntyre
Susann Palmiere
Barbara Uttley
Marlene Sartor
Lynn Ziraldo (ex-officio)
Ministry Resource Person: Bill Wyman

APPENDIX 4

COMMUNICATION: COLLABORATING WITH THE COMMUNITY

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

SUBMITTED BY: _____
Name of Council Member

DATE & SOURCE	SUCCESSFUL PRACTICES	CHALLENGES/ ISSUES	POSSIBLE SOLUTIONS

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

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

APPENDIX 5

SWOT ANALYSIS
MACSE

2003 – 2004

<p>STRENGTHS <i>Use this space to comment on internal items related to the meeting</i></p>	<p>WEAKNESSES <i>Use this space to comment on internal items related to the meeting</i></p>
<p>OPPORTUNITIES <i>Use this space to comment on external items</i></p>	<p>THREATS <i>Use this space to comment on external items</i></p>