

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

ANNUAL REPORT TO THE MINISTER

FOR THE YEAR 2004 - 2005

Ministry of Education
Advisory Council on Special Education
c/o Suite 710
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Ministère de l'Éducation
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June 10, 2005

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 submit this report to you on the activities of your Minister's Advisory Council on Special Education (MACSE) for the fiscal year 2004-2005.

On behalf of all MACSE members, I 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 in 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 you documenting 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

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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 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 the information.

During the course of this year, MACSE had the opportunity to offer advice or participate in discussions related to a number of significant issues that affect exceptional students. This included, for example, recommendations on teacher performance appraisals, advice on the Effectiveness and Equity Fund, fostering a working relationship with the Literacy and Numeracy Secretariat, the Expert Panel for Literacy and Numeracy, Instruction for Students with Special Education Needs and recommendations made to the Rae Review report on "*Access to Post Secondary Education for Students with Disabilities*".

MACSE developed a total of 12 position papers and 10 critical paths to reflect current trends, focusing on student outcomes for students with special needs. Terms of Reference for MACSE's 11 standing and ad hoc committees were revised to reflect Council's priorities and new vision and mission statement. MACSE has also begun work on developing an accountability framework as one of the key recommendations from MACSE's special education policy framework.

Council continues to collaborate with other ministries through their participation at council meetings. Council's voice was also heard through the participation of its Chair in

the Ministry of Education's Early Reading and Early Mathematics initiatives and by meeting with the former Deputy Minister of Education, Sue Herbert, and the Assistant Deputy Minister of the Ministry of Children and Youth Services (MCYC); the Parliamentary Assistant to the Minister of Education, the Minister of Finance regarding the 2005 Ontario budget; and the Curriculum Implementation Partnership, a group of education and community leaders who meet regularly to share ideas and make recommendations as they review implementation progress of the Ontario curriculum.

Council Chair attended several special engagements with:

- Boards of Education
- Special Education Advisory Committees (SEAC'S)
- Human Rights Commission's Consultation on Education and Disability
- Special Needs Organizations
- The Ministry's Autism Advisory Committee
- Education Equality and Accountability Office (EQAO)
- The Post Secondary Review Committee and
- Various stakeholder Organizations.

Message

This annual message highlights the significant observations, conclusions and recommendations developed by your Advisory Council during the course of the fiscal year 2004-2005. 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.

The Resolutions provide guidance with respect to:

- provincial Grade 10 testing
- a new funding model for student transportation
- the development of school boards' annual accessibility plans, as per the Ontarians with Disabilities Act
- the adjudication process for students to obtain their graduation literacy requirement
- a review of the Safe Schools Act with respect to its impact on students with special needs
- the development of a special education policy framework
- the development of terms of reference for MACSE committees
- the creation of the Effectiveness and Efficiency Office
- the development of the criteria for the Effectiveness and Equity Fund
- the set up and maintenance of assistive devices that students need as outlined in the student's IEP

- the revision of the Ministry of Education's definition of categories of exceptionalities for use by school boards to identify students as "exceptional" through the IPRC process
- school boards' compliance with Regulation 306 (Special Education Plans) and the School Board Special Education Plan standards
- compliance with Regulation 306 (Special Education Plans)
- school health support programs (PPM 81)
- coordinated services
- a resource guide for Planning Entry to School
- stable funding to school boards for the calendar year 2005-06
- successful practices to meet the needs of students who require Section 20 programs.

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

The key priority areas include:

- Terms of Reference for each MACSE committee
- Position papers and critical paths
- Vision statement, mission, principles and key objectives
- *"A Policy Framework for Special Education in Ontario"*
- Accountability framework for special education
- School board funding
- Professional development for teachers and support staff
- Teacher performance appraisals
- Transportation for students with special needs
- Provincial Testing
- Early reading and early mathematics initiatives
- Planning entry to school
- The Rae Review report on *"Access to Post Secondary Education for Students with Disabilities"*
- Achieving and Sustaining Excellence in Special Education
- Expert Panel for Literacy and Numeracy
- Effectiveness and Equity Fund
- Human Rights Commission Guidelines
- Ontario Disabilities Act
- Coordination of Services

Terms of Reference for MACSE Committees

Terms of Reference (TOR) were developed for each standing and ad hoc committee. These committees provided critical analysis and recommendations to the Minister's Advisory Council on Special Education (MACSE) on principles and practices that will ensure effective, results-based special education policies, programs and services.

The objective of developing TOR for each committee was to enable MACSE to formulate advice to the Minister of Education on strategies that shift special education's focus from process compliance to results orientation, strengthen special education partnerships and reinforce accountability for enhanced student achievement.

Recommendations include:

- developing an accountability framework for special education that is aligned with broader, strategic directions in education (e.g., Effectiveness and Efficiency Office); performance measures for special education; reporting methods and processes; role definitions and performance expectations for partners who directly affect student achievement
- ensuring the most effective instructional strategies are utilized; fairness and transparency in measuring student progress against curriculum expectations
- ensuring curriculum policy and related resources reflect students' learning needs
- supporting regular classroom teachers in instructing and assessing students with special education needs
- ensuring students have every opportunity to meet the graduation requirements of the Ontario Secondary School Diploma
- helping school boards and health and social service agencies work together to provide coordinated services to enable student learning
- preparing children so they are ready to learn upon entering school, and interventions are used to identify and address areas of concern
- providing the protection of a safe and respectful learning environment that offers accessible services for curriculum-related activities
- facilitating a smooth transition at school entry, between elementary and secondary panels, and post-secondary life
- building special education leadership; ensuring ongoing availability of competent professionals through recruitment, development and retention initiatives
- ensuring appropriate funding for special education programs and services
- establishing a special education research agenda
- capturing and sharing special education knowledge to enhance student achievement
- maximizing the use of technology to enhance student achievement
- improved literacy and numeracy for students with special education needs.

The following Terms of Reference were developed and approved in principle:

Standing Committees:

- Accountability and Partnerships
- Student Learning
- System Capacity

Ad Hoc Committees:

- Performance/Outcomes Measurement
- Secondary School Policy
- Education Funding
- Service Coordination
- Knowledge Management & Enabling Technology
- Student Instruction and Assessment
- Talent Management

Other:

- Special Education Policy Framework

Position papers

MACSE developed 12 position papers that describe the rationale for the quality of special education programs and services provided for students with special education needs. The position papers address, for example, the increasing need for specialized support personnel to work with students and provide recommendations. MACSE also supports provincial testing, including participation of students receiving special education programs and services, conditional upon these students receiving appropriate accommodations and having an equitable opportunity to meet the secondary school literacy requirement, which is needed to earn a diploma. The position papers provide historic background and recommendations on a number of significant issues including:

- equity of access to special education programs and services for all students with special education needs
- school board accountability
- provision of appropriate accommodations for students with special education needs when taking provincial tests
- special education funding
- the impact of the implementation of the Ontario Curriculum on students with special education needs
- supportive transition processes for students with special education needs to post-secondary education placements and/or to the community
- transportation of students with special education needs
- program equity for children in educational programs provided in care, treatment, custodial or correction facilities.

The following position papers were developed and approved in principle:

- Program Standards
- Special Education Policy Framework
- Special Education Funding
- Transportation
- Interministry Policy and Program Coordination
- Accountability and Standards
- Provincial Testing
- Teachers Assistants
- Student Transitions
- Native Students
- Early Years
- Student Safety

Vision Statement, Mission, Principles and Key Objectives

A strategic direction is set through a new vision for special education. In MACSE's vision, special education students reach their individual learning potential through student-centred infrastructure and an educational journey that is the means to a meaningful role in society. Students with special education needs maximize individual learning potential and are equipped to become contributing members of society. Parents play a significant role in their children's education. Decisions related to policy, programs, services and funding are made with these goals in mind.

MACSE's vision: "In Ontario, students with special education needs achieve their learning potential and become contributing members of society through student-centred policies, programs and services".

MACSE's strategic plan sets out a mission that identifies major goals intended to actualize higher student achievement through five key elements: leadership; policies, programs and services; system capacity; partnership; and accountability. Core values and guiding principles articulate a common set of attributes and expectations unique to special education.

"Excellence" is demonstrated when students maximize their learning potential through the quality of programs, services and system support special education provides. The framework seeks to enhance the learning potential of students with special education needs.

A Policy Framework for Special Education in Ontario

As the next step in strategic planning, MACSE identified a need for a policy framework for special education to enable identification, analysis and effective response to such critical issues as accountability, standards and funding. MACSE's desired outcome for the policy framework includes:

- ensuring higher educational achievement for students with special education needs; and Ministry of Education consideration when developing its special education policy framework
- articulating a strategic direction for special education
- providing a common basis for understanding and analyzing a range of issues facing special education
- enabling sectors to determine how well students with special education needs are meeting their educational objectives.

MACSE's policy framework focuses on ensuring our students reach their individual learning potential through an integrated mix of student-centered leadership and infrastructure, programs, services and partnerships.

Council used a strategic planning model as the basis for the framework because it allowed Council to create a framework for action, rather than a theoretical overview of special education in Ontario. Using the strategic planning discipline, it created the opportunity for Council to be forward-thinking in its deliberations, achieve alignment with the broader education agenda and priorities, be systematic in approach, and design attainable and measurable strategies for continuously improving special education

Council developed a policy framework for special education in Ontario for the Minister's consideration. The policy framework sets out 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 also includes 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 enable an opportunity to reach their full potential.

In June 2004, MACSE approved the policy framework and is developing implementation plans which will include more detailed performance measures, a plan for additional consultation and general communication, clearer role / responsibility descriptions and timelines for implementation.

MACSE considered all strategies as essential for achieving the framework's objectives. However, we believe the greatest emphasis must be placed on:

- enhancing standards for special education
- ensuring appropriate funding for programs and services
- establishing and supporting an outcomes-based special education culture

Accountability in Special Education

The Accountability and Partnerships Standing Committee addressed a number of initiatives that affect accountability in special education. These included: School Board Special Education Plan Standards; the rewriting of the Ontarians with Disabilities Act; The Ontario Human Rights Commission (OHRC) Guidelines on Accessible Education; and the Individual Education Plans, A Resource Guide.

The Accountability and Partnerships Standing Committee also began developing an accountability framework as one of the key recommendations from MACSE's special education policy framework.

With policy support from the Ministry, the standing committee held a brainstorming session in February 2005 on accountability and methods for building shared understanding. At the session, committee members were introduced to critical concepts in accountability and current trends in public accountability (such as results-based management). The committee has started developing an accountability framework using logic modeling as its basis. With its deliberations aligned with government priorities, the Standing committee will present its recommended accountability framework to MACSE in June 2005 for discussion.

Funding Priorities

In order to address the above noted concerns, MACSE has identified the following action areas it recommends the Ministry of Education pursue:

- full implementation of the Education Equality Task Force (Rozanski Report) recommendations
- development of an accountability framework to ensure the greatest educational value for all dollars spent
- a review and analysis of the funding formula to ensure all students' needs are met through appropriate instructional programming and services
- continued protection of the special education funding envelope
- provision of research funding equivalent to 1% of the overall component of the special education grant
- a review of the delivery of special education in the secondary panel coincidental with an increase in the Special Education Per Pupil Amount (SEPPA) for secondary students
- ensuring that boards with declining enrolment have the funding to support the increasing numbers of students with high needs
- the development of a comprehensive transportation policy that accommodates the needs of exceptional students, including those related to participation in educationally related field trips, cooperative education placements and work experience programs
- the roll-out of the program standards for students with special needs accompanied by the appropriate adjustments to the funding formula to enable boards to fully implement them
- inter-linkage of a funding accountability framework for all ministries involved with school-aged children

- a policy review of education programs in care, treatment and correctional facilities, including funding adequacy, transition of students to and from these programs, transportation, availability of materials, and accountability to parents
- provision of a funding model based upon a single special education component (with the exception of the Special Incidence Portion or SIP amount) which is more census based and is supported by current educational research.

Professional Development for Teachers and Support Staff

MACSE has long advocated for enhancements to the professional development and renewal of teachers in the education of students with special needs. A position paper has been developed on the issue with recommendations for revisions to the professional learning plans. Council offers the following recommendations regarding professional development for teachers and support staff:

MACSE recommends a minimum of one day per year focusing exclusively on special education issues. The funding formula should be adjusted to include an amount dedicated to the provision of professional development support for special education support staff, teachers and administrators. Professional Development should also address the use of assistive and adaptive technology for exceptional students.

In addition, Council is concerned about the shortage of teachers of the Blind and would request that the Ministry of Training, Colleges and Universities make an exception to its requirement to have a minimum class size of 20 students in classes for training teachers of the Blind. Council is also concerned that there are no teacher qualifications or requirements for communicating in American Sign Language (ASL/LSQ) and would urge that this issue be addressed.

Council also recommends teacher access to 'just in time' resources when addressing the needs of special education students, such as web access. Training in the use of assistive and adaptive technologies for students with special needs has also been recommended by MACSE.

Teacher Performance Appraisals (TPA)

MACSE participated in the Teacher Performance Appraisal Client Group meeting in the fall of 2004 and provided feedback on seven components regarding the current TPA system, such as the cycle, forms, rubrics/competencies, rating scale, parent/pupil survey and the annual learning plan. MACSE's position on the Teacher Performance Appraisals is as follows:

- MACSE supports one evaluation per year for new teachers and every four years for experienced and exemplary teachers: A longer cycle recognizes and builds upon strengths of exemplary teachers
- MACSE believes that providing frequent support to new teachers promotes retention to the profession, and that more focus should be put on mentorship to new teachers by experienced teachers
- MACSE supports a school principal's right to initiate a performance appraisal cycle for teachers experiencing difficulties. A mechanism for dealing with less

- than acceptable performance has to be included in the appraisal system
- Competencies should be aligned with *The Standards of Practice* as set out by the College of Teachers; however, the number of rubrics should be reduced and refined to reflect various years of experience in the teaching profession
 - The Performance Appraisal System should be easy to understand for parents and students
 - MACSE supports the development of a mandatory two-year mentoring program for newly-certified teachers
 - MACSE recommends that the teacher performance appraisal system take into account the development work on policies, programs and resources in special education.

Transportation of Exceptional Students

MACSE is supportive of the direction proposed in the Ministry document *Funding for Student Transportation: Toward a New Approach*, presented to the Transportation Review Committee on May 6, 2004. This model recognizes that transportation needs related to mobility issues, provision of special education programs, behavioral and safety issues must be adequately funded.

MACSE also believes that the Ministry should develop and release a comprehensive transportation policy requiring school boards to develop local operating procedures that incorporate the principles for the transportation of students with special education needs, as articulated in this document and which requires boards to:

- enable students with special education needs to attend curriculum related programming (field trips/co-op placements), to attend other board sponsored or inter-ministerial programs (including summer programs), and to participate in extra-curricular activities such as clubs and school events
- make a long-term commitment to the integration of students with special education needs on regular buses, where possible
- provide transportation for students in education programs in government approved care, treatment, custody and correctional facilities, as required, whether or not these programs are located in schools; and
- not make transportation the predominant consideration when making decisions about the range of special education programs and services to be provided for exceptional students, including decisions about whether to provide integrated and/or self-contained class placements.

Provincial Testing

The Ministry's accommodation policy must ensure that accommodations, which are normally available to students in the classroom in test situations, are also available to students when taking the OSSLT. MACSE believes that the Ministry should review Policy Program Memorandum 127 (PPM 127) Ontario Secondary School Literacy Test-accommodations, Deferrals, and Exemptions, and EQAO should review its Guide for Accommodations, Special Provisions, Deferrals and Exemptions for the OSSLT, with the view to updating each based on this experience and the principle articulated above.

Curriculum Review

MACSE participated in the Ministry's curriculum review process and has made specific recommendations that every curriculum document contain a reference to the Special Education Companion. Recommendations were made to the following documents:

- The Kindergarten Program
- The Ontario Curriculum - Grades 1-8 Language
- The Ontario Curriculum - Grades 9 to 12, English As a Second Language and English Literacy Development
- The Ontario Curriculum - Grades 9 and 10 English
- The Ontario Curriculum - English, The Ontario Secondary Literacy Course (OSSLC) Grade 12
- The Ontario Curriculum - Grades 11 and 12 English

Teachers' Assistants

MACSE developed a specific position paper on the topic of teaching assistants. Currently, mandated standards for educational assistants' programs in Ontario colleges do not exist. School boards are not required by legislation to hire trained educational assistants. Section 170.3 of the Education Act does, however, provide for making regulations governing duties and minimum qualifications of persons who are assigned to assist teachers or complement instructors.

In 1997, MACSE passed the following resolution: "That the Ministry of Education and Training provide leadership in establishing requirements for educational assistants in the Education Act." This resolution supported a recommendation forwarded by the Ontario Council for Exceptional Children (OCEC) in 1997.

A fact worth noting is that the number of teacher assistants increased by 66% from 1990 – 2000. MACSE strongly believes that the need for specially trained teacher assistants to assist children in reaching their full potential will increase, given the new medical technologies, increasing understanding through research on learning disabilities and reading and numeracy difficulties, and greater parental expectations. The Ministry of Training, Colleges and Universities needs to ensure that access to standardized quality programs across the province is available so that special needs school students are being supported by qualified, knowledgeable educational assistants. Boards need to know and recognize that more and more, trained, certified educational assistants are needed and that Boards may be in jeopardy if skilled assistants are not hired and on-going training is not provided.

Following are MACSE's recommendations:

The Ministry of Education communicate with the Ministry of Training, Colleges and Universities the recommendation that MTCU work with colleges to develop exceptionality specific program standards for Educational Assistant courses.

The Ministry of Education, in accordance with Regulation 306 Section 3(1), issue guidelines to school boards to develop, as part of their annual Special Education Plans, strategies and goals for the hiring of qualified, specifically trained educational assistants. The plans would include development of:

- job descriptions for specific educational assistant positions - based upon student needs identified through IPRC's
- salaries and grids that reflect expertise and experience
- on-going, regular training and support plans for presently hired personnel
- a time-frame for completion of training of currently employed personnel
- a time-frame for hiring trained personnel

MACSE also recommends that the Ministry of Education initiate changes to the Education Act (Section 170.3) to require Boards to comply with guidelines on training expectations and hiring criteria for teacher assistants. It is also recommended that the Ministry of Education conduct an analysis of the definition of Educational Assistant, training, safety and legal issues noted in this position paper.

Student Success Initiatives

Council is supportive of the direction taken by the Student Success working group to explore a variety of successful pathways for all students to achieve their post secondary goals and employment. MACSE supports the principle that, while students with special education needs will be included in this initiative, any funding to support this Student Success initiative will be separate and apart from the special education funding envelope.

Provincial Auditor's Report

During the audit process, several members of the Council met with staff from the office of the Provincial Auditor to discuss special education compliance issue. Council is supportive of the recommendations in the Auditor's final report and looks forward to providing input and advice to the Ministry on how to respond to the ongoing Provincial Auditor's recommendations.

Ontario Special Education Tribunals

MACSE is supportive of the work of the Tribunals and of the role they play in ensuring accountability for special education programs and services. MACSE has heard concerns about uncertainty regarding procedures, process and timelines. Council has recommended that the Ontario Special Education Tribunals clarify procedures and timelines and that there be consideration of the development of rules of procedure as well as an information guide for parties appearing before the Tribunals. MACSE also recommends that the government investigate mediation as part of the Tribunals' dispute resolution process.

Student Transitions

MACSE believes that all students, regardless of exceptionality or level of support needed, should expect educators and families to see their strengths and aim high for their future. The transition planning process must not be limited to currently existing and traditional opportunities for post secondary activities. Individualized planning is not an end unto itself, but a process that helps build relationships and connections in community. The goal for all students must be a meaningful life in community. The transition plan should reflect this, and assist the student in obtaining the supports necessary to achieve both educational and vocational goals.

Global transition issues that should be discussed in the upcoming years are the necessary pre-school and post-school services; the sharing of information between outside agencies and the school system; resources needed to assist in effective transition; and community supports during the school years.

MACSE recommends that:

- the Ministry of Education inquire if school boards assign staff responsibility for transition planning
- models of transition support for students in all exceptionalities in their school boards and communities be developed and published
- the Ministry of Education identify and track students with special education needs to ensure that they are receiving the pre-school services they require to enable them to be successfully transitioned into the school system, including:
 - determining if Transition Coordinators are in place for children with autism transitioning from Intensive Behavioral Intervention services to schools;
 - recognition of the need for universal infant vision screening and prompt referral to and placement in specialized pre-school intervention services for infants with visual impairment; and
 - timely and seamless transition plans from the Universal Infant Hearing Program to school-based programs to ensure continued communication and audiological supports for pre-school and school-aged deaf and hard of hearing children.

Rae Review Report on “Access to Post Secondary Education for Students with Disabilities”

MACSE participated in the consultation process of the Rae Review report on “Access to Post Secondary Education for Students with Disabilities”, and made a number of recommendations to the review of the design and funding of post secondary education in Ontario. In particular, MACSE recommendations focused on a range of supports and services necessary to appropriately accommodate students with variety of special needs attending a post secondary institution to increase participation and success in higher education, improve quality of post secondary study, a coordinated system in order to meet Ontario’s goal for higher education, and approaches on paying for higher education. MACSE supports the government’s commitment to make Ontario’s postsecondary education system a model for others to follow. The following are some of MACSE’s recommendations in no particular order:

- **Accessibility:** Students with special needs attending post secondary institutions should be expected to meet the same standards and course requirements as their peers without special needs, with accommodations that permit equitable access to courses and the demonstration of learning
- **Improve the Quality of Higher Education:** Enhance student success by significantly improving the quality of teaching
- **System Design:** There is a need for a seamless transition from secondary school to college or university, including necessary orientation to campus facilities and provision of required accommodations on the first day of school without re-assessing the student's needs
- **Funding:** Dedicated funding for any necessary re-assessment or first-time assessment requirements of students' learning strengths and needs. Access to the Bursary for Students with Disabilities (BSWD) for students who are not eligible for Ontario Student Assistant Program (OSAP)
- **Accountability:** Establish an accountability framework that sets out roles, responsibilities and expectations for post secondary education to ensure maximum effectiveness. An accountability framework for post secondary education should become the foundation for policies, programs and services. It should be premised on an articulated vision that reflects the values and principles of student-centeredness, accessibility, quality, system capacity, funding and accountability. The accountability framework should clearly define critical concepts (such as *accountability* and *quality*) to create a common understanding. It should also identify all partners responsible for post secondary education, including the secondary-education and private sectors. The framework should include strategies and models that facilitate and reinforce accountability principles and practices, ultimately enabling partners to fulfill their responsibilities as intended, and promoting a results-based culture.

Planning Entry to School

In January 2005, MACSE members had the opportunity to participate in focus groups and provide feedback on the proposed content of the document titled: *Planning Entry to School: A Resource Guide*. An overview presentation of the Guide was presented to MACSE by the Ministry's Special Education Policy and Programs Branch. MACSE adopted a motion supporting the development of the Guide and passed two Resolutions recommending that the Ministry of Education consider making a joint announcement with the Ministry of Children and Youth Services regarding the Guide, link it to the Best Start initiative and have the Ministry of Education develop a parent guide on entry to school.

Diagnosis of Attention-Deficit / Hyperactivity Disorder (ADHD) in Post-Secondary Students

MACSE addressed with the Ministry of Colleges and Universities their omission of Psychologists and Psychological Associates who are authorized to diagnose ADHD in Ontario under the Regulated Health Professions Act. The Ministry had set their

guidelines for diagnosis based on the Government of Canada's expanded definition of permanent disabilities under the CSG, and a section was added to the manual to reflect these changes. The definition included a note relating to the diagnosis of ADHD, with the wording: "ADD and ADHD are neuropsychological disabilities, not learning disabilities; therefore a medical certificate is required, not a learning disability assessment". As a result, the Ministry of Colleges and Universities required that the student obtain a certificate from a medical practitioner in order to be eligible for program accommodations at the post-secondary level for ADD or ADHD.

This revision provides students access to a broader range of regulated health professionals to make the diagnosis and recommend accommodations to their post-secondary programme, giving them greater accessibility. MACSE's further request was that Psychological Associates be added along with Psychologists to the list of qualified regulated health professionals who are authorized to diagnose ADD and ADHD.

Appreciation

Council would like to congratulate the Ministry for undertaking a number of initiatives related to improving school boards' leadership and capacity. These include: Regional Forums on Teaching Students with Autism, establishment of Literacy and Numeracy Secretariat, Student Success Initiative and various related expert panels.

CONCLUSION

This report reflects the most significant observations, challenges and recommendations arising from the work of the Minister's Advisory Council on Special Education for the year 2004-2005. Council is excited about the government's overall education agenda and looks forward to the opportunity to provide input to you as the agenda is implemented.

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 2004 AND 2005

Membership

The Chair wishes to acknowledge the contributions of the late Ms Carol Yaworski, the member representing Learning Disabilities who passed away in January of 2005.

The Chair wishes to acknowledge the contributions of the following members whose terms expired on March 31, 2004:

Mr. Jean-Luc Bernard, Vice-Chair and Member representing Supervisory Officers and the French Language Community

Professor Raymond LeBlanc, Member representing Pervasive Developmental Disorder/Autism and the French Language Community

Ms Judy Ellis, Member representing Native Communities

The Chair wishes to acknowledge the contributions of the following members whose terms expired on March 31, 2005:

Ms Susanne Palmiere, Member representing Physical Disability

Ms Nancy Kirby, Member representing Trustees

Ms Norah-Lynn McIntyre, Member representing Deaf and hard of hearing

The Chair wishes to acknowledge the contributions of the following members who resigned due to personal reasons during this term.

Mr. Ken Goldberg, Member representing Social Workers

Ms. Barbara Uttley, Member representing Teachers

Meetings

The Council held meetings on **June 9, 10, 2004, October 20, 21, 2004, and on February 16, 17, 2005.**

The June 2004 agenda included the following topics:

- Priority Setting Exercise – Next Steps
- Accountability and Standards Position Paper / Program Standards

- Transition Issues
- MACSE's position papers
- Ministry Updates on:
 - Literacy and Numeracy Initiatives
 - Education Quality and Accountability Office (EQAO)
 - Education Quality and Accountability
 - Special Education Policy and Programs
 - Education Finance
 - Funding for Student Transportation
 - Ministry of Community, Family & Children's Services/Children and Youth Services
 - Ministry of Training, Colleges and Universities
 - Ministry of Health and Long-Term Care
 - Special Education Update
 - Special Education Policy Framework
 - MACSE's Priorities

The October 2004 agenda included the following topics:

- Brainstorming session – Funding model
- Ministry Updates on:
 - Ministry of Community and Social Services/Children and Youth Services
 - Ministry of Training, Colleges and Universities
 - Ministry of Health and Long-Term Care
 - Individual Education Plan (IEP): A Resource Guide (2004)
 - EQAO - New Initiatives
 - Literacy and Numeracy Initiatives
 - Special Education Policy and Programs
 - Sector Successes/Challenges

The February 2005 agenda included the following topics:

- Ministry Updates on:
 - Ministry of Community and Social Services/Children and Youth Services
 - Ministry of Training, Colleges and Universities
 - Ministry of Health and Long-Term Care
 - Policy for Ontario French Language and Francophone Community
 - Presentation - Best Start
 - Update - Literacy and Numeracy Initiatives
 - Update - Instruction and Leadership Development
 - Presentation - Literacy/Numeracy Secretariat
 - Update - Curriculum
 - Sector Successes/Challenges

The Honourable Gerard Kennedy, Minister of Education, attended the June 2004, October 2004 and February 2005 Council meetings. Members of the Council were pleased to hear the Minister's personal commitment to students with special education

needs 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
- Safe Schools

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 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 Students

Success and Initiatives.

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-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. This gave the opportunity to share information about Council's activities and provided an excellent forum for inviting input on pertinent issues. Members continued to liaise with the sectors they represent and obtain information about successful practices and challenges, which are shared with Council as a whole. This input is used to inform Council's understanding of issues and assists in setting its agenda for the following year. A sample of the form used by Council members to report on these consultations is attached as Appendix 4.

Self-evaluation

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

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Part 3

of the

Annual Report to the Minister:

RESOLUTIONS

for the year

JUNE 2004 - FEBRUARY 2005

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MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

RESOLUTIONS FOR THE PERIOD JUNE 2004 TO FEBRUARY 2005

During the period June 2004 to February 2005, the Council made 37 resolutions. The resolutions are categorized as follows:

MACSE Position Papers

- 04/05.01.04 **Be it resolved:** That the Position Paper on Transportation of Exceptional Students be approved in principle.
- 04/05.01.05 **Be it resolved:** That the Position Paper on Special Education Funding be approved in principle.
- 04/05.01.06 **Be it resolved:** That the Position Paper on Interministry Policy and Program Coordination be approved in principle.
- 04/05.01.07 **Be it resolved:** That the Position Paper on Accountability and Standards be approved in principle.
- 04/05.01.08 **Be it resolved:** That the Position Papers on Provincial Testing, Program Standards, Teachers' Assistants, Student Transitions, Native Students, Early Years and Student Safety be approved in principle.

Policy Framework for Special Education

- 04/05.01.13 MACSE's recent strategic planning initiative identified a need for a policy framework for special education to enable analysis of critical issues, such as accountability standards and funding.

Be it resolved: That the Special Education Policy Framework developed by MACSE be approved in Principle.

MACSE Terms of Reference

- 04/05.02.01 **Whereas:** That the Terms of Reference for the Accountability and Partnerships Standing Committee be approved in principle;

Be it resolved: That the Terms of Reference for the Accountability and Partnerships Standing Committee be approved in principle.

- 04/05.02.02 **Whereas:** That the Terms of Reference for the Performance/ Outcomes / Measurement Ad Hoc Committee be approved in principle;
- Be it resolved:** That the Terms of Reference for the Performance /Outcomes / Measurement Ad Hoc Committee be approved in principle.
- 04/05.02.07 **Whereas:** That the Terms of Reference for the Education Funding Ad Hoc Committee have been developed;
- Be it resolved:** That the Terms of Reference for the Education Funding Ad Hoc Committee be approved, as amended.
- 04/05.02.08 **Whereas:** That the Terms of Reference for the Knowledge Management and Enabling Technology Ad Hoc Committee have been developed;
- Be it resolved:** That the Terms of Reference for the Knowledge Management and Enabling Technology Ad Hoc Committee be approved, as amended.
- 04/05.02.09 **Whereas:** That the Terms of Reference for the Talent Management Ad Hoc Committee have been developed;
- Be it resolved:** That the Terms of Reference for the Talent Management Ad Hoc Committee be approved, as amended.
- 04/05.02.10 **Whereas:** That the Terms of Reference for the Secondary School Policy Ad Hoc Committee have been developed;
- Be it resolved:** That the Terms of Reference for the Secondary School Policy Ad Hoc Committee be approved, as amended.
- 04/05.02.11 **Whereas:** That the Terms of Reference for the Service Coordination Ad Hoc Committee have been developed;
- Be it resolved:** That the Terms of Reference for the Service Coordination Ad Hoc Committee be approved, as amended.
- 04/05.02.12 **Whereas:** That the Terms of Reference for the Student Instruction and Assessment Ad Hoc Committee have been developed;
- Be it resolved:** That the Terms of Reference for the Student Instruction and Assessment Ad Hoc Committee be approved, as amended.

04/05.02.14 **Whereas:** That the Terms of Reference for the System Capacity Standing Committee have been developed;

Be it resolved: That the Terms of Reference for the System Capacity Standing Committee be approved.

04/05.02.16 **Whereas:** That the Terms of Reference for the Student Learning Standing Committee have been developed;

Be it resolved: That the Terms of Reference for the Student Learning Standing Committee be approved, as amended.

EQAO

04/05.01.01 **Whereas:** The print version of the Grade 10 test is standardized across the province, and EQAO provides this version to schools to scan into an appropriate text to speech software and because of the security involved in the contents of this test, there is a short lead time for schools to scan the document, and when you scan text to access the test electronically, you do not necessarily get a verbatim translation, those students who access the test in this manner may be disadvantaged.

Be it resolved: That the Ministry of Education request EQAO to provide a standardized scanned version of the test to all schools in all approved text to speech software formats.

Student Transportation

04/05.01.02 **Whereas:** The new funding model for student transportation gives the responsibility for all decisions related to the provision of student transportation to school boards and *The Education Act* does not have specific policy regarding the transportation of special education students;

Whereas: Section 190 of *The Education Act* provides the legislative authority for boards to transport pupils. Although students attending school in care, treatment, custodial or correction facilities are not pupils of the board, sub-section 190(3) allows boards to transport a person who is qualified to be a resident pupil of the board;

Be it resolved: That the Ministry develop a Policy Program Memorandum that requires boards to develop local transportation policies and procedures that: Accommodates the needs of students with disabilities to have barrier free transportation to and from school, (including personal support) to attend curriculum related programming (field trips/co-op placements), to attend

other board sponsored or inter-ministerial programs (including summer programs) and to attend extra-curricular activities such as clubs, school events.

- Includes a long-term commitment to the integration of exceptional students on regular buses, where possible.
- Provides transportation to allow students to attend special education programs and services, when the distance qualifies the student and/or the student is unable to safely walk.
- Provides for transportation to Section 20 Programs, which are more correctly called Programs in Government Approved Care, Treatment, Custody and Correctional Facilities.

School Board Accessibility Plans

04/05.01.03 **Whereas:** There is a requirement of the Ontarians with Disabilities Act, 2001 (ODA) that all School Boards publish annual accessibility Plans. MACSE members are concerned that no guidelines, standards of measurement, or review process currently exist for the development of the plans;

Be it resolved: That the Ministry of Education request that the Ministry of Citizenship and Immigration:

- provide MACSE with an update of the results of the recent consultations held on the ODA;
- inform MACSE of any plans for assessing progress made on school board accessibility plans; and
- inform MACSE whether funds will be made available to help school boards implement their accessibility plans.

Be it resolved: That the Ministry of Education determine the feasibility of including the School Board Accessibility Plans as an addendum to Special Education Plans.

Literacy

04/05.01.09 **Whereas:** The Ministry of Education released a memo regarding an additional opportunity for students to obtain their graduation literacy requirement (adjudication process);

Be it resolved: That the Ministry of Education establishes a process to assess the adjudication process and report to MACSE.

Adaptive Technology

04/05.01.10 **Whereas:** MACSE has had a long standing interest in adaptive technology and the needs of exceptional students requiring texts in alternative formats;

Be it resolved: That the Ministry of Education amends the criteria for inclusion on the Trillium List to include only those publishers who provide electronic versions of textbooks.

Assistive Devices

04/05.02.13 **Whereas:** It is the responsibility of school boards to set up and maintain assistive devices obtained through ISA I funding;

Be it resolved: That the Ministry of Education communicate to boards that it is their responsibility in accordance with ISA I directives, to set up and maintain assistive devices that students need as outlined in the student's IEP.

Safe Schools Act

04/05.01.11 **Whereas:** There is a strong perception highlighted recently by OHRC and TDSB reports, that the *Safe Schools Act* and related school board policies are having a disproportionate impact on students with exceptionalities;

Be it resolved: That Ministry of Education conduct a review of the *Safe Schools Act* with respect to its impact on students with exceptionalities.

Student Success

04/05.01.12 **Whereas:** MACSE supports the Ministry of Education's Student Success Initiative (e.g., Turnaround Teams, locally developed courses, the literacy adjudication panel) (June 8, 2004 announcement);

Be it resolved: That MACSE be regularly updated regarding the Student Success Initiative.

Effectiveness and Equity Fund

04/05.02.03 **Whereas:** SEACs are an essential partner in the development of Board Special Education Plans;

Be it resolved: That any board applying for funds from the Effectiveness and Equity Fund be directed to demonstrate that they have consulted fully

with their SEACs and have the support of their plan in a manner consistent with the special education plan process.

04/05.02.04 **Whereas:** The Ministry of Education has established the Effectiveness and Equity Fund;

Be it resolved: That MACSE be consulted in decisions regarding the criteria for the Effectiveness and Equity Fund and be provided with regular updates.

04/05.02.05 **Whereas:** The Minister of Education is creating an Effectiveness and Efficiency Office;

Be it resolved: That MACSE be consulted on the development and ongoing activities of the Effectiveness and Efficiency Office.

04/05.03.06 **Whereas:** MACSE recommended in its letter dated October 27, 2004 to the Minister, uses for the Effectiveness and Equity fund;

Whereas: School Boards need lead time to plan programs and services for Special Education for 2005-06.

Be it resolved: MACSE recommends that the Effectiveness and Equity Fund be distributed for use by school boards in the 2004-05 school year;

Be it resolved: That MACSE recommends stable funding for 2005-06 and consider inflationary costs, while the new process for special education funding is being established for 2006-07 and onward.

Literacy and Numeracy

04/05.02.06 **Whereas:** Some parents have been told that students with special education needs are not intended to be included in school-based literacy and numeracy initiatives;

Be it resolved: That the Ministry of Education communicates with boards as soon as possible to clarify that students with special education needs are to be included in all literacy and numeracy initiatives.

Planning Entry to School

04/05.03.03 **Whereas:** The Ministry of Education is developing a resource guide on Planning Entry to School;

Whereas: The Ministry of Education and MCYS have a commitment to work together;

Be it resolved: The Ministry of Education considers making a joint announcement with the Ministry of Children and Youth Services regarding the Planning Entry to School resource guide and link to Best Start initiative.

04/05.03.04 **Whereas:** The Ministry of Education is developing a resource guide to Planning Entry to School;

Be it resolved: The Ministry of Education develops a parent guide on entry to school.

IEP Resource Guide

04/05.02.15 **Whereas:** The Ministry of Education has issued an updated IEP Resource Guide and this has been interpreted by some sectors as a change to the IEP Standards;

Be it resolved: That the Ministry of Education issues a directive to SEACs and boards highlighting the fact that the IEP standards have not changed and that IEP Resource Guide 2004 is simply an update to provide further clarity of the IEP process and standards.

04/05.03.01 **Whereas:** *The Education Act* requires the Minister of Education to issue categories and definitions of exceptionalities for the use of school boards to identify students as “exceptional” through the Identification, Placement and Review Committee (IPRC) process; and

Whereas: The Ministry of Education’s definitions of these categories have not been revised since 1984, despite significant progress in theory and practice.

Whereas: Many recent Ministry of Education policy and program initiatives have made early identification and intervention a key priority to address students’ areas of need;

Whereas: The purpose and the intent of Regulation 181 are maintained;

Be it resolved: That the Ministry of Education updates the categories and definitions of exceptionalities as soon as possible to reflect current empirical and practical research.

Special Education Plans

04/05.03.02 **Whereas:** School Boards are required to submit annual Special Education Plans according to Regulation 306 and the School Board Special Education Plan Standards (2000);

Whereas: MACSE is concerned that Special Education Plans currently have a focus on compliance processes rather than how Special Education has resulted in positive student outcomes;

Be it resolved: The standards for School Board Special Education Plans, 2000, be revised to reflect a more result-based approach for student achievement.

04/05.03.05 **Whereas:** Regulation 306 requires Special Education Plans be submitted annually;

Whereas: the Provincial Auditor's report recommended that:

- trustees, with the advice of Special Education Advisory Committees, establish service-delivery objectives for management;
- management report annually on the extent to which service-delivery objectives have been achieved and on any necessary corrective action; and
- boards have systems and procedures to ensure the accuracy and completeness of the information presented in the plans and management reports;

Be it resolved: MACSE supports ongoing compliance with regulation 306 (Special Education Plans). In addition, MACSE recommends that school boards submit information regarding the connection of the Special Education Plan to the school board Special Education budget for this fiscal year and onwards.

School Health Support Services

04/05.03.07 **Whereas:** There have been recommendations made by organizations regarding changes to School Health Support Services provided by CCACs;

Whereas: There is an ongoing review of coordination of services for children in school settings (i.e. PPM 81);

Be it resolved: That MACSE be involved in any discussions regarding the School Health Support Programs.

Section 20 Programs

04/05.03.08 **Whereas:** There have been long-standing issues related to the admission and demission process of children and youth into and from section 20 programs;

Whereas: Funding for a transitional period from section 20 programs to school settings need revision;

Whereas: Some providers of Section 20 programs are reporting children and youth, due to the “severity of needs”, are not eligible for treatment or have been demitted on that basis;

Whereas: Some students have been placed on home instruction while awaiting section 20 programs;

Be it resolved: That the Ministry of Education and the Ministry of Children and Youth Services continue to discuss policies and successful practices to meet the needs of students who require section 20 programs.

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, 2005

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 Ministry of Community and Social Services and the Ministry of Children and Youth Services Ministry of Training, Colleges and Universities</p> <p><u>Ministry of Education</u> Council Secretary</p>	<p>Lynn Ziraldo, Chair Carol Yaworski (deceased) 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) (Vacant)</p> <p>Dr. Jay Rosenfield Dr. Lynne A. Beal Vacant Susan Menary</p> <p>Roshni Ramchandani</p> <p>Judy Ellis</p> <p>Mary Iannuzziolo</p> <p>Mary Beaudoin</p> <p>Lesley Langdon</p> <p>Noorie Kabani</p>

APPENDIX 3

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION COMMITTEE MEMBERSHIP LIST

2004 - 2005

Committee	Committee	Committee
<p>Standing Committee Accountability and Partnerships</p> <p>Susan Menary, Chair, Ginny Dunlop Marlene Sartor Jean Luc Bernard Dr. Jay Rosenfield Susann Palmiere Lynn Ziraldo, Ex-officio</p>	<p>Standing Committee <u>Student Learning</u></p> <p>Marlene Sartor, Chair Ginny Dunlop Susan Menary Jean Luc Bernard Ellen Goodman Janice Strickland Norah-Lynn McIntyre Prof. Raymond LeBlanc Judy Ellis</p>	<p>Standing Committee <u>System Capacity</u></p> <p>Ginny Dunlop, Chair Susan Menary Marlene Sartor Nancy Kirby John Wilhelm Dr. Lynne Beal Annette Webber Judy Ellis Jean Luc Bernard Lynn Ziraldo, Ex-officio</p>
<p>Ad Hoc Committee <u>Performance/Outcomes</u></p> <p>Nancy Kirby, Chair Ginny Dunlop Janice Strickland Jay Rosenfield Sue Palmiere Norah-Lynn McIntyre Lynn Ziraldo, Ex-officio</p>	<p>Ad Hoc Committee <u>Secondary School Policy</u></p> <p>Ellen Goodman, Chair Judy Ellis Janice Strickland Sue Palmiere Marlene Sartor Nancy Kirby Lynn Ziraldo, Ex-officio</p>	<p>Ad Hoc Committee <u>Education Funding</u></p> <p>Nancy Kirby, Chair Ellen Goodman Judy Ellis Norah-Lynn McIntyre Ginny Dunlop Ministry staff liaison: Lynn Ziraldo, Ex-officio</p>
	<p>Ad Hoc Committee <u>Service Coordination</u></p> <p>Norah-Lynn McIntyre, Chair Lynne Beal Judy Ellis Susan Menary John Wilhelm Lynn Ziraldo, Ex-officio</p>	<p>Ad Hoc Committee <u>Knowledge Management/ Technology and Research</u></p> <p>Dr. Lynne Beal, Chair John Wilhelm Lynn Ziraldo, Ex-officio Ginny Dunlop, Ex-officio</p>
	<p>Ad Hoc Committee <u>Student Instruction and Assessment</u></p> <p>Barbara Uttley, Chair Annette Webber Janice Strickland Sue Palmiere Ginny Dunlop Lynn Ziraldo, Ex-officio</p>	<p>Ad Hoc Committee <u>Talent Management</u></p> <p>Annette Webber, Chair Ellen Goodman Lynn Ziraldo, Ex-officio Ginny Dunlop, Ex-officio</p>

APPENDIX 4

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

SUBMITTED BY: _____
Name of Council Member

COMMUNICATION: COLLABORATING WITH THE COMMUNITY

Date & Source	Successful Practices	Challenges/Issues	Possible Solutions

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

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

APPENDIX 5

Minister's Advisory Council on Special Education Evaluation Analysis

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

