

**MINISTRY OF EDUCATION**  
**MINUTES FOR THE MEETING OF THE**  
**MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION**

**February 8 & 9, 2012**

**Huron Room  
MacDonald Block  
900 Bay Street  
Toronto, Ontario**

**Members**

John Wilhelm, Chair  
Warren Kennedy, Vice-Chair  
Lynn Ziraldo, Past Chair  
Tracy Grant  
Ruth Jones  
David Mason  
Christian Mclary  
Marlene Pike  
Raoul Romain  
Marianne Saade  
Robert Savage  
Janette Seymour  
Dr. Arlette Lefebvre  
Joe Trovato  
Cheryl Lovell  
Kim Pearson  
Dawn Clelland  
Catherine Luetke  
Susan Blekkenhorst  
Jean-Baptiste Arhanchiague  
Marcia Brown

**Regrets:**

Bonny Cann

**Non Voting Members**

Jane Cleve, Ministry of Children and Youth Services (MCYS) (for Susan Capling)  
Christine Hughes, Ministry of Community and Social Services (MCSS)  
Jane Cousens, Ministry of Training Colleges and Universities (MTCU) (Regrets)  
Mary Iannuzziello, Ministry of Health and Long-term Care (MOHLTC) (Regrets)

**Attending Guests/Presenters**

Honourable Laurel Broten, Minister of Education  
Kerry Smuk, Senior Advisor, Policy  
James Moloney, Ontario College of Teachers  
Ruth Flynn, Director, Inclusive Education Branch  
Maryse Francella, French Language Education Officer  
Dr. Kathy Short, ASSIST/Mental Health,  
Anne Bowlby, Ministry of Health and Long-Term Care

**Provincial Schools Branch**

Nancy Sanders, Director (Regrets)

**Regional Office**

Janet Penner, London Regional Office

**French-Language Policy and Programs Branch**

Vanessa Lee, Senior Program and Policy Analyst

**Special Education Policy and Program Branch**

Barry Finlay, Director  
Anita Bennett, Manager  
Julie Williams, Manager  
Maureen Cox, Education Officer  
Venetta Miranda, Council Secretary  
Angela MacLennan, Acting Council Secretary  
Louise Sibbald (recorder)  
Ruth Swan, Education Officer  
Christine Riedel, Education Officer  
Kim Slomka, Education Officer  
Trudy Blugerman, Senior Policy Advisor  
Céline Ranger-Rush, Education Officer

## February 8, 2012: Meeting started at 9:00 AM

<b>ITEM</b>	<b>WELCOME AND OPENING REMARKS</b>	<b>John Wilhelm, Chair</b>
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John Wilhelm, Chair of MACSE greeted members and provided an overview of the *Conflict of Interest* rules to the Council. Council members were reminded of the requirement to declare any potential conflict at each meeting.

The Chair reminded members that since March marks the end of MACSE's fiscal year priorities for the upcoming year will be discussed and finalized before the June meeting.

The Chair thanked the following four members whose terms have come to an end:

- Ruth Jones representing Speech and Language Pathologists;
- Jean-Baptiste Arhanchiague representing Teachers and the French Language Community;
- Raoul Romain representing Learning Disabilities; and
- Bonny Cann representing the Aboriginal Community.

<b>ITEM</b>	<b>SPECIAL EDUCATION UPDATE</b>	<b>Barry Finlay, Director, Special Education Policy and Programs Branch</b>
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The Special Education Policy and Programs Branch (SEPPB) provided an update on the following:

- The branch continues to work on the funding formula for special education and has made significant gains.
- The Policy/Program Memorandum (PPM) *Supporting Transitions for Students with Special Education Needs* is in approvals. The PPM will provide direction to school boards regarding the development of student transition plans.
- The Ministry of Education (EDU), the Ministry of Children and Youth Services (MCYS), and the Ministry of Health and Long Term Care (MOHLTC) have implemented different service delivery models for integrated speech and language services in seven demonstration sites. An external provider, Deloitte is currently evaluating the services.
- The Learning Disabilities Working Group (LDWG) has met on several occasions. Additional working groups may be formed for the following exceptionalities: Gifted and Developmental Disability/Mild Intellectual Disability.
- Barry Finlay clarified that the Memo sent to school boards regarding the categories of exceptionalities reaffirms the existing categories of exceptionalities and the approach boards are to take in working with them to serve the needs of students with special education needs.
- EDU, MOHLTC and MCYS continue to meet bi-weekly on the Mental Health and Addictions Strategy.
- EDU and the MOHLTC will be working closely with Dr. Doug Willms and the Institute for Clinical Evaluative Sciences (ICES) to support sharing of

anonymized health data to potentially improve the data used in the Special Education Statistical Prediction Model (SESPM) for special education funding.

Barry Finlay asked members for feedback with respect to whether students with special education needs who are not accessing the curriculum should be included in the total number of students potentially writing the EQAO tests. The majority of members agreed that the EQAO testing should include all students.

Discussion

- EQAO requested this information because they are responding to questions from other areas.
- There is a long term potential to improve individual student learning and achievement if early indicators of the need to provide special education programs, services and/or equipment are better known.
- Some data may have interministerial implications (EDU, MOHLTC, MCYS etc.), such as low birth weight as a potential predictor of future needs.

<b>ITEM</b>	<b>CONSULTATION ON A COLLABORATIVE RESOURCE: BIAS-FREE APPROACH TO STUDENT BEHAVIOUR</b> Ministry of Education – Ontario Human Rights Commission Resource (EDU-OHRC)	<b>RUTH FLYNN RUTH SWAN MARYSE FRANCELLA</b>
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Ruth Flynn, director of the Inclusive Education Branch, consulted MACSE on the draft copy of the resource *Approaching Student Behaviour from a Human Rights Perspective* which the ministry has developed jointly with the Ontario Human Rights Commission. This resource is designed to support school and system leaders in their work with teachers, staff, students, families and the community to foster and promote student achievement and well-being while addressing student behaviour from a human rights perspective. It is intended to help school and system leaders foster a bias-free approach to student discipline to support positive behaviour and early intervention processes.

<b>ITEM</b>	<b>CHILD AND YOUTH MENTAL HEALTH OVERVIEW OF THE THREE YEAR PLAN</b>	<b>EDU MOHLTC MCYS</b>
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MCYS, MOHLTC and EDU provided an update on the implementation of some of the initiatives under the first three years of Ontario's Mental Health and Addictions Strategy. While MCYS is the lead for the overall three year plan, each ministry is leading some of the initiatives. The ministries are working together to support the implementation and coordination of many of the initiatives. The MACSE update focused on how services and service coordination are being improved for children, youth and families.

**Child and Youth Mental Health and Addictions - Overview of the Three Year Plan**

**Providing fast access to high quality service:** children, youth and families will know where to go to get what they need and services will be available to respond in a timely

fashion. Initiatives are as follows:

- Improve public access to service information
- Pilot Family Support Navigator model Year 1 (Y1 - 2011-12) pilot
- \$20M funding investment to increase supply of child and youth mental health professionals
- Increase Youth Mental Health Court Workers
- Reduce wait times for service, revise service contracting, standards, and reporting outcomes, indicators and development of a scorecard

**Identify and intervene in kids' mental health needs early:** professionals in community-based child and youth mental health agencies and educators will learn how to identify and respond to the mental health needs of children and youth.

- Implement Working Together for Kids' Mental Health (WT) with most funding allocated to MCYS and some funding allocated to EDU. In 2011-12 WT will be expanded into seven more communities with a goal of provincial implementation by 2014.

**Close critical service gaps for vulnerable kids, kids in transitions, and those in remote communities:** Kids will receive the type of specialized service they need and it will be culturally appropriate.

- Enhance and expand Telepsychiatry model and services
- Provide support at key transition points
- Hire new Aboriginal workers, implement Aboriginal Mental Health Worker Training Program
- Improve service coordination for high needs kids, youth and families
- Expand inpatient/outpatient services for child and youth eating disorders
- Hire Nurse Practitioners for eating disorder program
- Create 18 service collaboratives starting with four in 2011-12
- Plan/evaluation

Discussion:

- MACSE members inquired about mental health training available for various exceptionalities, (i.e. children and youth with a visual impairment)
- At this time a wait time strategy is in place. Wait times for service is currently in place and being measured.
- Transitions for youth and mental health issues are currently in the development stages, more information will be provided at the June meeting. Transitions are not just a postsecondary issue it is an issue at all levels.
- The ministries have contracted with the Institute for Clinical Evaluative Sciences (ICES) in order to access data from MCYS and EDU. This data is very important for mental health and addictions.
- 144 nurses will be hired across the province and funded through the Community Care Access Centres (CCAC). The ministry is in discussion with the French Language Service on how to organize bilingual nurses.
- 14 nurse practitioners will be hired for the eating disorders program.
- The early psychosis program has added nurses. This program has received funds from Health Canada. Most referrals come from Youth Justice and schools.

<b>ITEM</b>	<b>School Mental Health ASSIST</b>	<b>Dr. Kathy Short</b>
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MACSE members were presented with an overview of the School Mental Health ASSIST program by Dr. Kathy Short. School Mental Health ASSIST is an implementation support team funded through the Strategy to support school boards with student mental health and well-being. It has a specific focus on:

- District leadership for effective school mental health
- Capacity-building for education professionals
- Support for effective implementation of school mental health promotion and prevention programming

ASSIST is funded by and works closely with EDU and aligns with related initiatives led by MCYS and MOHLTC.

Discussion:

- The ministry has provided an additional \$20,000 to all 72 school boards for educators to focus on mental health and addictions.
- Parent engagement is an issue across school boards.
- ASSIST is currently working on leadership modules through the Council of Ontario Directors of Education (CODE) as well as a series of slide decks on district leadership on mental health and at a school level to help teachers understand what they can do.
- Dr. Short re-iterated that coordination among ministries is the goal.

<b>ITEM</b>	<b>WORKING GROUP SESSIONS</b>	<b>All</b>
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Members divided into two working groups to discuss Transitions and Mental Health.

- Transitions: This working group provided feedback on the Student Transitions draft position paper. An updated version will be sent to members.
- Mental Health: This working group discussed and created a draft resolution to emphasize the importance of having a mental health leader in every board starting 2012-13.

<b>ITEM</b>	<b>REMARKS</b>
	<b>HONOURABLE LAUREL BROTEN</b>

The Minister of Education, Honourable Laurel Broten expressed her appreciation for the commitment of MACSE members and for being an important source of advice. She welcomed a new member, Marcia Brown who represents Educational Assistants and also thanked four members whose terms have come to an end, Ruth Jones representing Speech and Language Pathologists, Jean-Baptiste Arhanchiague representing Teachers and the French Language Community, Raoul Romain representing Learning Disabilities and Bonny Cann representing the Aboriginal Community. The Minister identified a number of areas that MACSE could provide input into, including:

- The need for ongoing inter-ministerial connections;
- Accountability and the need to continue to focus on student achievement; and

- The potential impact of the *Accepting Schools Act* on students with special education needs.

The Minister thanked MACSE for the advice they have been providing on mental health and transitions and looks forward to hearing about the priorities for the upcoming year.

## February 9, 2012: Meeting started at 9:00 AM

<b>ITEM</b>	<b>MACSE ACHIEVEMENTS</b>	<b>John Wilhelm</b>
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MACSE members reviewed their achievements for 2011-12. They have had the opportunity to provide feedback in a number of areas including:

- *Learning for All*, K-12
- Equity and Inclusive Education Strategy
- Mental Health as it relates to students with special needs
- Transitions
- AQ courses through the Ontario College of Teachers
- Safe Schools document
- Guidelines for the Deaf and Hard of Hearing
- Learning Disabilities Working Group

<b>ITEM</b>	<b>UPDATES FROM OTHER MINISTRIES</b>	<b>Jane Cleve, MCYS</b> <b>Christine Hughes, MCSS</b>
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MACSE members heard presentations on a variety of initiatives underway within the Ministry of Children and Youth Services (MCYS) and the Ministry of Community and Social Services (MCSS). A written update of each ministry is now part of the Special Education Update.

MCSS noted that as of July 4, 2011 nine new regional Developmental Services Ontario (DSO) organizations have become the primary contact for information about Ministry-funded adult developmental services and supports, and the single point of access to apply for Ministry-funded adult developmental services and supports, under the new *Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008*. There is one DSO organization in each of the Ministry's nine geographic regions throughout Ontario, and each regional DSO organization can be accessed by people throughout the entire region, regardless of where they live.

These new regional DSO organizations are responsible for supporting individuals with developmental disabilities through a new application process for ministry-funded adult developmental services and supports, under the new Act. This includes:

- providing information about available services and supports;
- confirming eligibility for those applying for ministry-funded adult developmental services and supports for the first time;
- linking people to services and supports; and
- administering direct funding agreements in the future.

The nine organizations that have been identified to become the regional DSO organizations can now be accessed at: [www.dsontario.ca](http://www.dsontario.ca).



An additional \$11M has been provided to the Passport Program and \$4M for Special Services at Home in 2011-12. The extra funding will serve over 955 people.

- Effective April 1, 2012 the Passport Program will be the single direct funding program for adult developmental services. Adults currently receiving Special Services at Home funding will move into the Passport Program.
- The Passport Program guidelines are being revised to cover a broader range of services, such as respite care. The Passport includes funding for community participation supports for individuals with a developmental disability when they have left school as well as an in-school component to introduce students between the ages of 14 and 21 to post-school experiences and options.
- Special Services at Home will continue to be a program for children and youth.

Discussion:

- The concern was raised related to waitlists and the appropriate assessment process and the fact that when people move they have to be re-evaluated.
- The Supports Intensity Scale (SIS) is the assessment tool that was recommended by an advisory committee that was formed several years ago to look at existing assessment tools. The SIS looks at what supports someone requires to do particular tasks. The SIS website provides more information: <http://www.siswebsite.org/>
- MACSE members wanted to know if the Passport Program is available to students before exiting secondary school. For additional information about the Passport Program, please e-mail the MACSE Secretary. MCSS will also ensure that the MACSE Secretary receive the newsletter "Spotlight on Transformation", for people interested in services and supports for people with a developmental disability.

MCYS provided an overview of ministry activities including the following:

### **Autism and the New Applied Behaviour Analysis (ABA) services**

Ontario is broadening the range of supports to children and youth with ASD and their families by funding new ABA-based services to help children and youth with ASD become more independent, develop their communication, social and daily living skills and to manage better in schools.

Approximately 8,000 kids with ASD will benefit annually from new ABA-based services delivered by 13 lead service providers across the province.

In 2012 MCYS is providing financial support to parents to have their children with ASD either attend a March break camp/program or to hire a one-to-one support worker to support attendance at a camp/program. This program is administered through Autism Ontario.

### **The Comprehensive Mental Health and Addictions Strategy**

Three key initiatives that will move the system forward and produce measurable results in the short-term while laying the foundation for broader system change by:

- Providing children, youth and families with fast access to high quality services;
- Identify and intervene in child and mental health issues early; and

- Close critical service gaps for youth, children and youth in key transitions and in remote communities.

In recognition of the challenges faced by Aboriginal communities additional resources have been allocated to help address the mental health needs of Aboriginal children and youth, their families and communities under the strategy.

By 2013-14, funding to support the Strategy will grow to \$93 million per year.

### **Improving Speech and Language Services**

The integration of speech and language services for children/students from birth through to Grade 3 is underway in seven demonstration communities (Niagara, Rainy River, Sudbury, Toronto, Haliburton/Kawartha, Thames Valley, and Kingston) across the province. These seven communities are implementing different models to improve the access to quality and value of speech and language services for children and their families.

Following a Request for Services, Deloitte Inc. was selected as the external evaluator of the demonstration sites project. Deloitte has commenced site visits to the seven communities and launched a survey in December 2011 to capture the experiences of parents, service providers and educators in the sites.

<b>ITEM</b>	<b>UPDATES: <i>LEARNING FOR ALL, K-12</i> AND BOARD IMPROVEMENT PLANNING FOR STUDENT ACHIEVEMENT</b>	<b>Julie Williams</b>
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### **Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Learning for All, K-12) (Draft 2011) and Regional Projects**

*Learning for All, K-12 (Draft 2011)* has been electronically released and is available on the ministry website at:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/learning.html>

The ministry intends to finalize this resource guide by fall 2013.

In 2011-12 and 2012-13, the Ministry will continue to provide school boards with funds to:

- Support the use of *Learning for All, K-12* (Draft 2011) and sustain professional learning and capacity building;
- Continue Learning for All K-12 Provincial Network Team (PNT) and regional professional learning activities coordinated by the 18 lead school boards; and
- Promote a wide and more in-depth use of this resource through Teacher-Led Learning for All K-12 Projects.

## **Board Improvement Planning for Student Achievement (BIPSA)**

Board Improvement Planning for Student Achievement (BIPSA) continues to grow and evolve; Special Education Regional Office Leads continue to be on the Ministry regional teams and this year will visit every school board (last year Special Education Regional Office Leads were able to visit about one-third of the boards).

## **Applied Behaviour Analysis (ABA) Professional Learning Day**

The Special Education Policy and Programs Branch hosted a Provincial Applied Behaviour Analysis Professional Learning Day on March 1, 2012 for all Supervisory Officers of Special Education and applied behaviour analysis expertise professionals from each school board. Attendees participated in presentations, information sharing, and workshops aimed at identifying best practices and needs regarding applied behaviour capacity.

Consultations with school board applied behaviour analysis experts will inform future Ministry direction in providing further training to school staff supporting students with autism spectrum disorders and their families.

### **Discussion**

- There were questions related to the relationship between the Special Education Plan and BIPSA.
- Now that the achievement of students with special education needs is included in BIPSA we should have a broader definition of student achievement.

## **Individual Education Plans (IEP)**

SEPPB provided a historical overview of initiatives and resources that have supported the development, implementation and monitoring of Individual Education Plans (IEP) since 2000. Since the Fall of 2011, SEPPB has been consulting with educators and stakeholders to provide input to inform IEP strategic planning in the following areas of:

- IEP Resources;
- IEP Provincial template;
- IEP Review; and
- An opportunity to provide any other feedback.

Consultations have already occurred with the following groups:

- Ontario Council of Administrators of Special Education;
- Principals Reference Group; and
- Regional Education Office Leads.

MACSE was provided with an opportunity for feedback into all areas reflecting the population of students with special education needs that they represent. The feedback will be rolled up and results will be shared with MACSE at a later time.

<b>ITEM</b>	<b>REMARKS FROM THE CHAIR</b>	
	<b>JOHN WILHELM</b>	

Chair, John Wilhelm, took a couple of minutes to acknowledge four members whose terms have come to an end. Certificates of Achievement were presented to Jean-Baptiste Archanchiague, Ruth Jones and Raoul Romain. Jean-Baptiste, Ruth and Raoul were thanked for their dedication, commitment and advocacy on behalf of students with special needs.

<b>ITEM</b>	<b>COMMUNITY COLLABORATION REPORT</b>	<b>ALL</b>
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Members were invited by the Chair to highlight successful practices and challenges as well as possible solutions from their most recent consultation with their constituency groups:

Blind and Low Vision (Dawn Clelland)

- Due to the low incidence of our exceptionality and the uniqueness of their technological needs, many children struggle unnecessarily to get the appropriate technical supports they require.
- Children, who are blind or have low vision, need to have their technological assessments completed by people who are familiar with technological tools, as they relate to education and vision loss or deficit.

MACSE Vice-Chair & Supervisory Officers (Warren Kennedy)

- Students who are enrolled in Section 23 programs are ineligible to receive services from Community Care Access Centre's for Occupational Therapy. This service is crucial to understand the student's motor skill development, particularly if delays in fine motor skills/eye hand coordination are impacting their ability to perform written tasks. Assistive technology may be essential for these students but without the services of an Occupational Therapist, deficits in motor skills may go undetected and/or untreated.

Past Chair (Lynn Ziraldo)

- Lynn is currently participating on two committees, Student Achievement and the Learning Disabilities Working Group (LDWG).
- Student Achievement is focused on mathematics and the branch is currently working on a Professional Development Day dedicated to the subject. Lynn would like the focus to also take into account students with special needs. The next meeting will be in May 2012.

Trustees (Cheryl Lovell)

Trustees have raised two concerns:

- Ontario Full Day Kindergarten students are enrolled in either the governments' endorsed Extended Day Programs operated by school boards, or programs operated by third party licensed groups(i.e. YMCA, Montessori etc.).
- Families, whose children require special supports, may apply for the government supported assistance program Special Needs Resourcing through their local Consolidated Municipal Service Manager/District Social Services Administration Board.

- Families who are enrolled in school board led Extended Day programs are not eligible to receive this funding. Since the Education Act requires school boards to operate programs on a “cost recovery basis” through fees collected from parents of pupils enrolled in the programs, additional, higher fees must be charged to parents to offset educational supports supplied for these students.
- Trustees believe that Special Needs students, no matter where they receive extended day (day care) support should be treated in an equitable manner.
- Several groups have raised concerns regarding Educational Assistants (EA) currently working with students with special needs. The growing number of students requiring special education services, over the last few years, is putting extreme workloads on EAs. The rate of absenteeism for this group is growing more than that of the other education employee groups.

Teachers and the French Language Community (Jean-Baptiste Arhanchaigue)

- There is a concern among teachers that mental health is only a focused on youth in the secondary panel and not focused on children in the elementary panel.
- In many remote regions mental health services are not available in French making it very difficult for French families.

Medical Practitioners (Dr. Arlette Lefebvre)

- There is a need for early identification in eating disorders and suicide.

Social Workers (Marianne Saade)

- Students with mental health issues, on Ontario Works, are required to be full-time in school to receive Ontario Works. This is very challenging as many of the alternative programs working to reengage and keep students engaged, do not meet the criteria of "full-time". Many of these students are unable to function in full time programs.
- There are programs available in the community that support students getting oriented to work, that could be successful in working together with co-op and alternative learning programs, but students have to be out of school to be eligible for these programs.

Speech and Language Pathologists (Ruth Jones)

- Provincial Advisory Committee on Speech and Language Services provides a forum for discussion about challenges and potential solutions.
- Ontario Association for Families of Children with Communication Disorders (OAFCCD) has been funded by the Parent Engagement Office to develop a DVD to support parent engagement of families of students with speech and language disorders. Project partners include two school boards and two Preschool Speech and Language Programs.

<b>ITEM</b>	<b>UPDATE ON ADDITIONAL QUALIFICATIONS GUIDELINE REVIEW</b>	<b>James Moloney</b>
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James Moloney from the Ontario College of Teachers (OCT) provided an update on the Additional Qualifications Guideline Review. The presentation focused on the revisions to Schedule D: Special Education Part I, II and Specialist Additional Qualification (AQ) course guidelines and included key recommendations from written feedback from school

boards and an online survey from the summer of 2010. Also discussed were the key additions to be included in the guidelines for the AQs.

The Chair asked members to volunteer to provide feedback on the Additional Qualifications Guidelines. Members were assigned to provide feedback on particular guidelines. Feedback were due to the MACSE Secretary on March 19, 2012.

#### Discussion

- Questions were raised regarding whether there is an evaluation component to the AQ courses to determine quality and consistency. Feedback for AQ courses can be sent to the OCT.
- Teachers are only receiving a foundational course in special education. Many do not receive special education training in pre-service.
- Transitions for students is a subject that is not covered, whether it is from a placement, entry to school, end of secondary or post-secondary.
- Teachers and teacher candidates should also be aware of students with special education needs and self-advocacy.
- On-line delivery of AQ courses helps to address the vastness of the province.

<b>ITEM</b>	<b>LEARNING DISABILITIES WORKING GROUP</b>	<b>Ruth Swan Anita Bennett</b>
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Staff from the SEPPB provided an update on the Learning Disabilities Working Group (LDWG). This group has met on several occasions to provide input into the development of Guidelines for Programs and Services for Students with LD and assist with the review of PPM 8 on Learning Disabilities. This work should be completed by early 2013.

<b>ITEM</b>	<b>BRAINSTORM ON POTENTIAL PRIORITIES FOR MACSE 2012-13 FISCAL YEAR</b>	<b>John Wilhelm</b>
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It was noted that during the Minister's attendance on the previous day that a number of priorities had been identified including:

- On-going interministerial connections
- Accountability and the need to focus on student achievement
- The *Accepting Schools Act* and its impact on students with special education needs

Members also identified other areas including:

- Early identification with a priority on Individual Education Plans
- Accepting School Climate
- Student Voice
- Student Success

<b>ITEM</b>	<b>SUMMARY OF MEETING HIGHLIGHTS</b>	<b>John Wilhelm</b>
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A resolution was passed by MACSE members to have a mental health leader in every school board (see Appendix A)

MACSE's minutes will be posted on the MACSE repository and will be shared with members. Minutes from previous meetings as well as MACSE's annual reports can be reviewed at [www.macse-on.ca](http://www.macse-on.ca).

MACSE's next meetings are as follows:

- June 6 & 7, 2012 in Toronto
- October 10 & 11, 2012 in Toronto
- February 6 & 7, 2013 in Toronto

Members are reminded that all meeting material from the February 2012 meeting is confidential unless otherwise stated.

MACSE Resolution – Mental Health  
Passed at the February 8-9, 2012 Council Meeting

Whereas, the well-being and mental health of students is of paramount importance to all school boards;

Whereas, MACSE supports the three year Mental Health and Addictions Strategy and recognizes the importance of coordination and collaboration of all partners;

Whereas, there is an urgent and essential need for an employee in each school board to lead the development and implementation of a Board Mental Health strategy and coordinate mental health services including recently funded school initiatives from the Ministry of Children and Youth Services and the Ministry of Health and Long-Term Care;

Whereas, the 15 school boards who have received funding to hire mental health leaders are already reporting positive outcomes;

Whereas, the success of the mental health strategy requires the participation and contribution of every school board;

Be it resolved that all remaining Ontario school boards receive equivalent funding to secure a mental health leader for the 2012-2013 school year.