

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

February 9 & 10, 2011

Huron Room
MacDonald Block
900 Bay Street
Toronto, Ontario

Members

John Wilhelm, Chair
Warren Kennedy, Vice-Chair
Lynn Ziraldo, Past Chair
Jean-Baptiste Arhanchiague
Susan Blekkenhorst
Bonny Cann
Joanne Cripps
Tracy Grant
Ruth Jones
David Mason
Christian Mclary
Alison Morse
Marlene Pike
Raoul Romain
Marianne Saade
Robert Savage
Janette Seymour
Linda Ward

Members Absent

Dr. Arlette Lefebvre
Joe Trovato

Non Voting Members

Susan Capling, MCYS (Regrets)
Jane Cousens, MTCU
Christine Hughes, MCSS
Mary Iannuzziello, MOHLTC

Special Education Policy and Program Branch

Barry Finlay, Director
Anita Bennett, Manager
Julie Williams, Manager
Sandy Palinski, Manager
Venetta Miranda, Council Secretary
Céline Ranger-Rush
Trudy Blugerman
Maureen Cox
Suzanne Moffatt
Caroline Parkin
Ruth Swan
Kathryn Watson
Zheng Xu

Attending Guests/Presenters

Hon. Leona Dombrowsky, Minister of Education
Grant Clarke, ADM
Carolyn Bennett (MTCU)
Debra Bell (MOHLTC)
Jim Mclary
Bryon Robertson (MCYS)

Regional Office

Cosimo Cinanni

French-Language Policy and Programs Branch

Lillian Patry

Sign Language Interpreters

Melissa Hozack
Jeanette Nicholson
Rosalie Vissers

February 9, 2011: Meeting started at 1:00 PM

ITEM

Welcome and Opening Remarks

John Wilhelm

John Wilhelm greeted members and welcomed new members Christian McLary, representing Students and Youth and Janette Seymour, representing Pervasive Developmental Disorders/Autism. The Chair explained that the February meeting is the last meeting of MACSE's working year and clarified that going forward MACSE meetings will correspond to the Ministry's fiscal year. Members were asked to consider possible priorities for the new fiscal year in preparation for the discussion on Day 2.

ITEM

Special Education Update

Barry Finlay

Barry Finlay, Director of the Special Education Policy and Programs Branch, introduced new staff to the Branch, Kathryn Watson and Caroline Parkin, and provided an update on the various work underway within special education.

Funding

Some MACSE members were involved in the Ministry's annual Grants for Student Needs consultation that took place on January 12, 2011. Two more consultations are scheduled for February, relating to declining enrolment and special education funding. A theme from the fall discussions on the Special Education Grant related to the need for transparency with respect to the identification process and criteria used for identifying students with special education needs as there are large variances in the province. Work continues with the process of transforming the special education grant and Dr. Willms formula in preparation for 11-12 and future years.

Discussion:

- Members attending the February 15th consultation will be Lynn Ziraldo, John Wilhelm, and Marlene Pike.
- Barry Finlay added that special education funding in 2011-12 will aim to provide stability to the sector as we continue with the evolution of special education funding:
 - Continuity in Special Incidence Portion (SIP) and Facilities Amount (FA) funding;
 - Application of benchmark increases to applicable allocations (e.g. Special Education Per Pupil Amount (SEPPA) and Behaviour Expertise Amount (BEA));
 - Continuation of the Special Equipment Amount (SEA) Per-Pupil Amount transition to single provincial Per Pupil Amount (PPA) by 2014-15; while maintaining the SEA claims-based amount
 - Continued support for the transitional High Needs Amount (HNA) stabilization; Measure of Variability (MOV) and HNA Statistical Prediction Model

Mental Health

The importance of mental health and addictions is well understood and a ten year strategy is being led by Ministry of Health and Long Term Care (MOHLTC) in collaboration with 14 different ministries with a stake in mental health issues. The four ministries of Education, Children and Youth Services, Attorney General and Health and Long Term Care are playing lead roles in the development of the strategy.

Discussion by MACSE members:

A member asks if EDU will publish a report like the MOHLTC did, referring to the symposium on mental health in the fall 2010. The government announced in the 2011-12 budget that it will invest in a comprehensive 10- Year Mental Health and Addictions Strategy, starting with children and youth. By 2013–14, funding to support the strategy will grow to \$93 million per year. Detailed information on the investments as a result of the Budget announcement will be available at a later date.

Barry Finlay shared the December 17th memo about the 25th year of special education legislation in Ontario (Bill 82). He mentioned the SEAC survey and how the Branch has been attending and speaking at SEAC meetings. SEACs Chairs' email addresses are being gathered so that information can flow more quickly. The PAAC on SEAC's handbook for SEACs was released and is being well received in the province. Various training activities are taking place about this handbook. The ministry's SEAC website will be updated. SEACs are pleased with the information they are receiving.

United Kingdom Study

- Barry Finlay presented research from the United Kingdom (UK) that can be found at [http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/The-special-educational-needs-and-disability-review/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/The-special-educational-needs-and-disability-review/(language)/eng-GB). The study was released in September 2010. A summary of key findings was presented.

ITEM	MACSE REVIEW	Anita Bennett Venetta Miranda
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Key highlights of the recent review of MACSE were presented:

MACSE Appointments

- Challenges related to the delays in appointments;
- Members whose terms are expiring will notify constituency groups about the upcoming vacancy and the process through which to apply. The Ministry will continue to notify community organizations;
- A “tip sheet” has been developed to support MACSE members in this process;
- Potential candidates can access the Public Appointment Secretariat at <http://www.pas.gov.on.ca/scripts/en/home.asp>.

MACSE Meetings

- Meetings should focus on particular topics;
- Agenda should be sent in advance;
- The Community Collaboration will be tied to the agenda. Outreach processes used by members will be reviewed for future improvements;
- Seek specific updates from other ministries, with a broad written update;
- MACSE's planning cycle will align with the ministry's fiscal year. This means that June is the first meeting and February is the last meeting in the year's cycle;
- The Ministry will be clear about which documents can be shared publicly.

Roles and Responsibilities

- Need to clarify Executive Committee and succession planning.

Accountability

- Develop a Memorandum of Understanding (MOU) between the Minister and MACSE to replace the current Terms of Reference. There will be a requirement to review the Council every five years.

Outcomes

- Review MACSE outcomes and revise as necessary as part of MOU development;
- Include an agenda item at each February meeting to assess MACSE's outcomes.

Strategic Planning and Priorities

- Brainstorm on potential priorities at February meeting and finalize in June;
- Devote more focused time at each meeting to MACSE priorities and discussion.

ITEM	GROWING SUCCESS	Julie Williams Ruth Swan
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The presenters provided an overview of the development *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12* (2010). The policy document was released in April 2010 after extensive consultations and a symposium on assessment and evaluation in 2008 hosted by the Curriculum and Assessment Policy Branch (CAPB) and the Special Education Policy and Programs Branch (SEPPB).

- From 2008-2010 the goal was to update policy and improve consistency across the province in the assessment, evaluation and reporting of student learning.
- The areas for policy consultation included: the fundamental principles of evaluation and assessment; learning skills and work habits; Grades 1 to 12; performance standards; the achievement chart; assessment for and as learning, evaluation policy Grades 1 to 6, Grades 7 to 12; reporting student achievement; students with special education needs, English language learners, E-learning, credit recovery.
- The major changes for elementary include: 1st report card replaced with progress report card to be issued between October 20 – November 20, learning skills and work habits aligned Grades 1 to 12.
- The major changes for secondary include: alignment of learning skills and work habits Grades 1 to 12, reporting on Secondary High Skills Major (SHSM) Grades 11 and 12.
- SEPPB was involved in all regional consultations led by CAPB and participated throughout the editing process through to approvals.
- SEPPB clarified current policy, provided context for the policy, clarified and described accommodations, modified expectations, and alternative learning expectations and clarified reporting requirements for students with special education needs.
- There is no change in policy in the reporting requirements in regards to the IEP.
- The finalization of *Growing Success, Assessment Evaluation and Reporting in Ontario Schools, Second Edition, Covering Grades K to 12* is currently scheduled for June 2012. There will be additional opportunities to consult with parents, teachers, early childhood educators, principals and other education stakeholders and collect feedback on the draft program document over the course of the 2010-11 school year.

Discussion by MACSE members:

- Strategy in southern central Ontario has been identified.
- For students on alternative programs, the Alternative Assessment Guidelines for measuring progress are leading to increased consistency in evaluation. There are still issues that some school boards have developed their own report card and IEP report templates. Also questions on how recording and reporting of alternative expectations are made.
- Alternative Assessment Guidelines and Growing Success provide good direction. The Ministry is continuing to consult in the 2010-2011 school year for the second version of *Growing Success*.
- Teachers need to have an understanding of child development and independent skills.
- The report card is only as good as the communication of the student's progress so parents and students understand the progress made and where they need to improve.
- For students going from the elementary to the secondary panel, the timing for the course selection in high school does not seem to match.
- Major issue is about how technology is driving how we report. Technology does not let teachers go in and make changes in reporting.
- A question was raised regarding the monitoring and evaluation of the effectiveness of these two documents, especially with regards to IEPs.
- Self-regulation as a learning skill will be added to consultation process.

ITEM

COMMUNITY COLLABORATION REPORT

All

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:

Speech and Language Pathologists (Ruth Jones)

- The Ontario Association for Families of Children with Communication Disorders (OAFCCD) and the Ontario Speech and Language Pathologists Association (OSLA) appreciated the review on the Community Care Access Centres (CCAC). More holistic services are welcomed.
- The OAFCCD has published a parent booklet on *Helping Students with Speech and Language Impairments* and has received funding from Laurentian University for a French version.

Principals (Marlene Pike)

- The Ontario Principals Council (OPC) identified challenges with the Student Information Management System as there are many systems in the province that have an impact on the ability to gather data. A suggestion is made that the ministry consider one system for the whole province.
- During Education Quality and Accountability Office (EQAO) testing and Ontario secondary school exams there are difficulties with finding the additional number of scribes required all at once. As well their police background check requirements add to the pressures on schools.

Deaf and Hard-of-Hearing (Joanne Cripps)

- The Ministry of Children and Youth Services (MCYS) is doing a research synthesis on identity development of youth and adults. They are collecting statistics on Deaf and hard-of-hearing persons aged 7 to 25 years old.
- This exceptionality group experiences reduced numbers of students going to college or university.

Emotional/Behavior Disorders (Robert Savage)

- There are concerns regarding reporting of student achievement in Section 23 programs as well as not having universal student data management systems.
- The Ontario Secondary Schools Teachers Federation (OSSTF) put together a working guide for the implementation of *Growing Success*.

Trustees (Linda Ward)

- The member shares some concerns about the inclusion and equity policy implementation and AODA. Meeting the criteria system-wide will be important.

ITEM	PREPARATION FOR THE MINISTER	ALL
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Members discussed items they want to focus on during the allocated time with Minister Dombrowsky.

ITEM	NETWORKING	ALL
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During the networking session, members were invited to discuss other issues, as needed.

The meeting adjourned at 4:00 P.M.

February 10, 2011: Meeting started at 9:00 AM

ITEM

Opening Remarks

John Wilhelm

John Wilhelm, Chair, welcomed members and informed them that February 10th marks the 100th day of school.

The Chair engaged members in a discussion about MACSE's structure, including the composition of the Executive Committee and working groups. Succession planning and the structure of the MACSE Executive Committee were raised by members through the recent MACSE review.

Highlights of this discussion are as follows:

- Given that February is the last MACSE meeting of the fiscal year, time will be spent at each February meeting to brainstorm about priorities for the coming year;
- MACSE currently provides advice to the ministry in a variety of ways including: face to face discussions, teleconferences and working groups. While some topics are time-limited, other areas may be standing items on MACSE meeting agendas. In some cases, the time may be right for focused MACSE input and advice through working groups.
- Working groups should have a lead to facilitate the meetings. The Chair reminded that since the Executive Committee used to be comprised of the Chair, Vice Chair, Past Chair and standing committee leads, the leads of the new working groups will become part of the MACSE Executive Committee. This new structure will allow for effective sharing of information and annual rotation of members on the Executive as priorities and working groups change.

The Chair asked members to divide into two working groups to brainstorm about potential priorities for the coming year. Groups were asked to report back about their small group discussions.

ITEM

Assistant Deputy Minister's Remarks

Grant Clarke

The Chair welcomed Grant Clarke, the Assistant Deputy Minister of the Learning and Curriculum Division who presented some high level priorities from the Division including:

- Continued focus on ongoing improvements to the IEP which is a living and dynamic document;
- A commitment to equitable and fair resources;
- The use of assistive and adaptive technology and the relationship to a student's ability to access the curriculum;
- Working across government with respect to improving supports for students with mental health issues;
- Ongoing consultations and implementation of various initiatives such as the Applied Behaviour Analysis (ABA) Program, *Growing Success*, the *Full Day Early Learning Kindergarten Program*.

The Division is staying focused on moving forward with the Ministry's priorities, particularly in the area of student achievement.

Another important initiative is Teaching and Learning in a Digital World. The Ministry is taking on a lead role with respect to identifying the impact that evolving technological advancements have on school boards and the education sector. School boards have various policies in place and there is a lot of experimentation happening at the classroom and/or board level. EDU had four roundtables,

including the Minister's Partnership Table to discuss the topic. EDU has commissioned some research and asked school boards to participate in an action-research project on teacher capacity and professional development, culture, student engagement, and digital citizenship and literacy. Of particular interest to the Ministry is what this means for student learning and achievement. EDU is working with some schools and boards to develop an assessment and evaluation framework to generate and inform policy. EDU wants to generate a better understanding of efficacy of these technologies. There is a direct connection with special education and we will continue to share as we learn more on the subject.

Addendum to the Minutes: A link to the Ministry commissioned research can be found below:
http://www.edu.gov.on.ca/eng/research/Jenson_ReportEng.pdf

Discussion by MACSE members:

- The use of white boards set up with Internet access increases student participation, they can watch lessons at night, or students who are sick can watch them from home.
- Teachers' skills vary greatly in using these technologies, which is a key issue internationally. It does not depend on one's age but the effective use of digital media in pedagogy.

ITEM	Honorable Leona Dombrowsky	Minister of Education
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The Chair welcomed Minister Dombrowsky who thanked members for their important work in providing advice that supports the continued achievement of Ontario students, particularly those with special education needs.

Minister Dombrowsky welcomed two new members Jeanette Seymour and Christian Mclary. She also thanked the members whose mandate has come to an end: Joanne Cripps, Linda Ward and Alison Morse. She stressed the value of their participation and contributions and the difference they have made for students with special education needs.

Discussion by MACSE members:

- The Chair reiterated his appreciation for the participation and commitment of retiring MACSE members and shared that certificates would be given later in the day to recognize their work.
- The Chair also thanked the Minister for her letter regarding the anniversary of Bill 82 which recognized the important role of Special Education Advisory Committees (SEACs) in supporting the achievement of students with special education needs.
- The Chair identified opportunities for further improvements, including looking at education programs within care, treatment and custody settings and issues related to mental health. The Chair shared the impact of the Supervised Alternative Learning legislation and opportunities it may present for students with mental health issues.
- Members commended Minister Dombrowsky for the work the ministry has done, and noted that they see the difference in the field. They thanked her also for the work done on building the capacity of SEACs and noted the importance of the School Health Support Services review and transition planning.

ITEM	Follow Up on Priority Setting	John Wilhelm
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The Chair invited members to share a summary of their previous group discussions regarding priorities for the upcoming year.

Council also discussed MACSE's outcomes for the 10-11 fiscal year and particular items they would like to highlight in MACSE's Annual Report to the Minister of Education:

- Report from last June on BIPSA;
- Resolution on special education funding made at the October meeting;
- Position paper on mental health;
- Enhancing SEACs' capacity;
- Discussion and consultation on transitions;
- Several consultations on funding;
- Opportunity to provide input on Safe Schools and review at different stages;
- Mental health through all the sectors;
- Learning for All and collaboration on autism for the full year;
- School Health Services Review input and feedback;

Members suggested that the anniversary of Bill 82 should be identified in the annual report. The Chair suggested that time would be allocated at each MACSE meeting to discuss outcomes and areas that MACSE is working towards.

ITEM	Updates from Other Ministries	Jane Cousens (MTCU) Carolyn Bennett (MTCU) Debra Bell (MOHLTC) Christine Hughes (MCSS) Mary Iannuzziello (MOHLTC) Bryon Robertson (MCYS)
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Members were informed that a copy of the update from each ministry is now part of the Special Education Update that is prepared for Council.

The **Ministry of Community and Social Services** presented the following items:

- The draft Integrated Accessibility Regulation under the Accessibility for Ontarians with Disabilities Act (AODA) is on MCSS's website and members were invited to comment up until March 18, 2011.
- Passport program: In October 2010, there was an announcement of \$3M over the next two years that would help 260 more people;
- Information was provided about Commencement 2011 – a symposium for high school students and Reaction for Inclusion at the Geneva Centre. Community Living Ontario is sponsoring both events;
- MCSS allocated \$1M in 2010/11 for a Person Directed Planning Fiscal Innovation Fund. In total, 36 proposals were funded. The February 2011 edition of *Spotlight on Transformation* lists the various projects being funded, some of which include working with the mental health sector and school boards. Additional information can be found at <http://www.mcass.gov.on.ca/en/mcass/publications/spotlight.aspx>;
- As part of the federal government's stimulus package funding, MCSS received \$25M over the last two fiscal years. Of this, \$2M was dedicated to fund person-directed plans to help job creation and volunteer opportunities for persons with developmental disabilities. This funding ends March 31, 2011. Preliminary data showed that individuals found that the plans were helpful in preparing them for working in the community.

Discussion by MACSE members:

- A MACSE member noted that a small numbers of students are reached through the additional Passport funding. Parents have to give up work to stay home to support their children. Seen some good news but need to do more.
- A question was raised regarding Accessibility for Ontarians with Disabilities Act (AODA) outcomes and where we are provincially. MCSS reported back that: *100% of designated public sector organizations are reporting compliance on the Customer Service Standard. We continue to build a system of performance measurements and outcomes to quantify the effect of the Accessibility for Ontarians with Disabilities Act (AODA) and the standards that will support the Customer Service Regulation and the standards still in development.*
- Passport: members emphasize how it would be big savings if more people could access that kind of funding. Some parents do not apply because wait lists are so long. Two thousand letters were received on that subject.

The **Ministry of Health and Long Term-Care** highlighted the tri-ministerial initiative on the School Health Support Services (SHSS) review. The review was commissioned by the government and completed by Deloitte & Touche. It is posted on the MOHLTC's website in English and French. There is a survey on the website that is available for 60 days to obtain feedback (closed March 27, 2011). The report also included feedback from a Deloitte survey to which over 1,300 people responded in addition to meetings with other groups such as provincial associations.

There are three areas of focus for the review: Access and Equity, Coordination, and Quality. Across these areas, the review sets out to address the following objectives:

- Assess whether clients are able to access and are receiving high quality SHSS;
- Identify the strengths and weaknesses of the program's delivery and any areas in which it could be improved;
- Identify whether the strengths are aligned with the program's mandate;
- Investigate whether current client care models utilized by service provider agencies are consistent with research evidence and best practices; and
- Consider how SHSS can best serve students and their families; and whether proposed changes will benefit the students who use the services.

A summary of key findings is shared with members:

- Challenges with access were found across all 8 regions consulted;
- Children served include those with medically complex needs. Children with complex rehabilitation needs represent approximately 5 – 10% of clients. Children with single needs like occupational therapy for developmental disorders, speech and language and physiotherapy, represent the largest group - approximately 70-80% of clients;
- 77% of children receiving CCAC services are served in school.

Discussion by MACSE members:

- The report contains fairly strong recommendations. The services need improvement but the report does not go far enough into the ways to do it.
- Members requested that MACSE continue to play a role in the review and could provide input into prioritizing recommendations. Impact of this program is significant and services are important to allow some students to access the curriculum. Continue the dialogue.
- Section 23 was not part of the review. Raise the issue of equity that Section 23 students do not have access to SHSS.
- The common theme is collaboration between ministries. MACSE will be stating priorities and they will be submitted to the ministries.

The **Ministry of Training, Colleges and Universities** provided an overview of the:

- Mental Health and Addiction Summit from October 29, 2010;
- Comprehensive statistics on funding and attendance of students with disabilities. These statistics can be found in the February 2011 *Special Education Update*;
- Program at Seneca College for students at risk economically;
- Summer transition program: a week long in duration where students stay in residence;
- Postsecondary Advisory Committee on Disability Issues (PACDI) works jointly on some projects: social media accessibility, financial aid portal, graduate experience;
- PACDI's May 30th: topics will be mental health, research, common issues;
- Transition Nov 25th: two presenters, TCU and EDU presented at *Navigating with Success* for guidance counselors, they have a section on the TCU website;
- Ways to improve communication between secondary and postsecondary identify stakeholders, tools to communicate – newsletter, TCU website to offices with disabilities.

Discussion by MACSE members:

- Council is pleased with the increased number of students with special education needs attending postsecondary institutions;
- MACSE would appreciate receiving statistics on crown wards and related issues;
- Also interested in outcomes for different exceptionalities and specifics on what is available, who to contact;
- Concerns about the terminology used by colleges and universities « *students with disabilities office* ». Students and parents find the terminology negative when they transfer from the secondary panel. Might prevent some students from self identifying;
- Outcome: some students graduate but employment is not readily available. Lack of understanding of accommodations in the workplace. There is some research from Carleton University on students with disabilities who find work. Members would like to hear about key findings from that research;
- One member asks about providing statistics for the Francophone community. MTCU does not yet break down statistics that way;
- Suicide prevention is a need in postsecondary institutions. Currently, each institution has its own programs in place. There is a need for public education on the subject. MTCU suggests to Council to look at each institutions' website to see what they are doing.

The **Ministry of Children and Youth Services** provided the following updates:

- Announcement of December 2010: New Applied Behaviour Analysis (ABA)-based services and supports, new funding for more children across the autism spectrum; MCYS has released an expression of interest for ABA-based services and support; delivery to begin by late spring 2011;
- Expanding training support for parents, including online training; ABA-based services and supports will also include a parent training component;
- Continued funding for March break camp and summer camps;
- An ASD clinical expert committee will be established by Fall 2011;
- An independent review process will be established for parents dissatisfied with decisions related to eligibility and discharge from the Autism Intervention Program. MCYS will be consulting on this, e.g., with parents, service providers, key informants and the College of Psychologists of Ontario. Implementation planned for fall 2011;
- Continuing work with Ministry of Education to improve supports for students with ASD in schools.

ITEM Recognition for Members Leaving MACSE John Wilhelm, Chair

On behalf of Council, the Chair thanked members who are leaving and presented them with Certificates:

- Linda Ward, representing the Trustees, participated in many work groups. She is an advocate for students, parents and school boards.
- Joanne Cripps, representing the Deaf and Hard-of-Hearing participated in standing committees and working groups. She shared her knowledge in verbal and non verbal communication.
- Alison Morse represented students with disabilities since 2005 and has been involved in a number of MACSE activities including standing committees, and working groups and continues to be a great representative for PAAC on SEAC.

ITEM Community Collaboration Report, Continued All

Developmental Disability (Susan Blekkenhorst)

- Heard from two constituency groups that EDU reexamine the definitions of the categories of exceptionalities.

Multiple Exceptionalities (Tracy Grant)

- Use of assistive technology; wait times; timetabling; wait lists for academic assessments; more students with complex multiple needs.

Physical Disability (Alison Morse)

- Children’s Treatment Network of Simcoe York has moved to single plan of care. Children’s Treatment Network is a virtual program including partners serving children with physical and emotional disabilities. This model represents good partnerships, particularly with school boards, and there is lots of potential for further collaboration;
- Issues with respect to special equipment amount, delays in getting equipment and challenges with teachers understanding and using it.

Aboriginal Community (Bonny Cann)

- Issues with respect to Aboriginal self identification and issues with respect to being able to identify the Aboriginal students who need special education supports;
- Suicide rates are five to seven times higher in Aboriginal populations as compared to the general population. The suicide rate for the Inuit population is eleven times higher than the general population.

ITEM Learning for All K – 12 Update Julie Williams Zheng Xu

Learning for All (L4A) is doing very well and has been embraced in the Board Improvement Planning for Student Achievement (BIPSA) process. It is a resource guide and a follow up to Education for All and it provides an integrating framework for assessment and instruction from K-12. It is research-informed and evidence-based and focuses on the three “P’s” of: personalization, precision and professional learning communities (PLC). The draft was released in 2009. EDU received funding to engage eleven lead school boards to use the approaches identified in *Learning for All* and the results will inform the revision of the draft. Every board got money to be involved in regional PLCs to share learnings. In 2010-2011, \$700,000 was provided to expand the provincial

network team to eighteen lead school boards in total. A website is planned for the end of the year where boards will post their products. There is a consultation plan in place to review the draft document with a fall 2011 release.

Staff members provided highlights of the project that can also be found in the file distributed to members:

- Barrie region: web-based resources for early learning, phonological awareness;
- Toronto Region: class profile prototype to track student progress to inform the development of a web-based application in school boards;
- Thunder Bay Region: early learning data tracking application for hand-held devices that links to web-based student profile. In-service for teachers on tracking data, and a formalized transition process with documentation to streamline transitions from the elementary to secondary panel;
- Ottawa Region: secondary panel resources developed to support differentiated instruction in locally developed courses, and a training the trainer model;
- London Region: professional learning, consolidating resources, and the development of a framework to evaluate implementation of any project in order to know its effectiveness. It involves a research component in partnership with the University;
- North Bay/Sudbury Region: class profile for JK and SK, extension to Grade 9 transitioning from Grade 8. Involves teachers and students from French-language school boards; assistive technology; consolidate resources and continue with professional development.

Discussion by MACSE members:

- Ottawa region, locally developed courses in English and math. Modifications need to still allow students to get credits.
- Concerns were raised because the document is still in draft form.
- While it has been suggested that *Learning for All* should be Ministry policy, it was clarified that this document identifies good teaching practices.

ITEM	<i>Board Improvement Planning for Student Achievement (BIPSA) - Update</i>	Julie Williams Maureen Cox Ruth Swan
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Julie Williams, Manager, introduced the personnel involved in this initiative: Maureen Cox, Ruth Swan and Michel Laverdière. In discussion with MACSE’s working group in January 2011, a decision was made to inform the Council as a whole:

- Last year was the first year to introduce a K-12 approach to board improvement planning. In spring 2010 the DM sent a memo to the field informing school boards about the expectation for 2010-2011 that special education would be included as boards were developing their SMART goals. This transitional year has been a learning experience and year for growth in that area.
- SEPPB is pleased to be closely involved with the Student Achievement Division and involved with training of the ministry teams. There was a special education representation on some of the teams in every region and on the French language team – 24 out of 72 boards.
- In school boards’ planning teams, there is also special education representation but there is a varying range in the process of gathering data on students with special education needs and integrating their data into the plan. First visit occurred in the fall 2010. A second visit is happening in January and February 2011 and a third visit is planned for June 2011.
- Results of the first visit are being shared with Council today.

- Purpose of the first visit is to have a conversation about boards' use of evidence and data to inform their SMART goals and strategies to improve student achievement including students with special education needs.
- The second visit will focus on data, evidence of progress and monitoring the evolution, identifying supports needed and strategies for midyear adjustments; for example what data, how do you differentiate, are there other forms of student achievement progress that could be measured and how can it be rolled up in the plan?
- Some boards did a presentation to the ministry, others used a conversation format. A predominant question was relating to supports the ministry can provide to improve processes. An improvement has already been seen in involving special education in their plans. Half of the school boards had not posted their board improvement plan as of January 2011.
- The ministry's next step is to reflect on supporting school boards through this transition.

Discussion by MACSE members:

- Optimistic;
- Operational review in the province. Need to separate their strategic plan and how to operationalize it and link to BIPSA. In many boards Curriculum and Special Education Departments have come together. It was important for Regional Offices to be part of BIPSA team and provided guidance and answers;
- Do school boards have access to student data by exceptionality at the board level and school level or other measures that are not part of EQAO? The data conversations are beyond EQAO. Boards can use data from IEPs, report cards and others;
- Topic will be discussed again at the June 2011 meeting.
- Need to make the public aware, like SEACs, about the progress seen with BIPSA. It is part of the cycle. SEACs were added to the reporting template this year.
- In June, there may be practices that could be shared with the community.

ITEM	Transitions Policy/Program Memorandum	Anita Bennett Suzanne Moffatt
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Anita Bennett, Manager reviewed what has been done so far. A draft confidential version was distributed to members and their feedback was solicited on each section of the draft PPM.

ITEM	Strategy for MACSE Special Education Additional Qualifications Courses Review	John Wilhelm
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The College of Teachers is seeking insight and comments from MACSE on the review of Part 1, Part 2 and the Specialist Additional Qualifications course guidelines by April 1st, 2011. Feedback will be used to inform the revision of the courses' guidelines. Members were asked to let Venetta know if they are interested in participating in the teleconference. Venetta will consolidate a response on behalf of MACSE.

ITEM	<i>Supporting Oral Language Development K-3</i>	Julie Williams Zheng Xu
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Julie Williams, Manager, introduced the staff that is involved with this project: Zheng Xu, Deepa Kanal, Crawford Dedman, Ruth Swan and Céline Ranger-Rush. The Branch is committed to supporting oral language development with the Early Learning Division, the French Language

Policy and Programs Branch, Curriculum and Assessment Policy Branch, and Aboriginal Education Branch. The guide's intended audience is teachers from Kindergarten to Grade 3.

Member received a confidential draft Table of Contents. An overview of the various chapters was presented.

Discussion by MACSE members:

- The Chair asked if a small group of MACSE members would like to go through the draft;
- A suggestion was made to add content for non-verbal students, augmentative oral communication and measures that need to be in place to replace oral language;
- Consider parent engagement and other parent resources that can be linked to or developed;
- Consider strategies for English Language Learners;
- Selective mutes should be addressed although there are different opinions on how these students are best served;
- Should address ASL/LSQ sign language.

ITEM	Community Collaboration Report, continued	All
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Social Workers (Marianne Saade)

- Transition between elementary and secondary panel for students with mental health issues remains challenging.

Gifted (David Mason)

- There is currently an inconsistent approach to providing gifted education;
- Results of a survey by the Association for Bright Children (ABC) were shared. ABC hopes they will have the opportunity to administer the survey again in three years through a Parent Engagement Grant.

Discussion by MACSE members:

- People could provide individual comments by email;
- Look at special education plans on school boards' websites, there should be information on how they identify gifted kids;

Students and Youth (Christian Mclary)

- Being new to council, the member spoke about his interests and where he is from.

Pervasive Developmental Disorders/Autism (Jeanette Seymour)

- Being new to council, the member explained her work at the Geneva Centre for Autism.

Teachers & French Language Community (Jean-Baptiste Arhanchiague)

- A new Auditory-Verbal Program is being taught at the University of Ottawa;
- Strategies for teachers that would be available on the Web produced by the Ministry would be very useful.

Learning Disability (Raoul Romain)

- Successful practices: PAAC on SEAC handbook, assistive technology; Mentoring/coaching of students with learning disabilities by Faculty of Education students from Laurentian University
- Challenges: Waitlists for psychological assessments are getting too long; Students with

learning disabilities are not getting the intensive individualized remedial instruction they need in order to learn successfully

Vice-Chair and Supervisory Officers (Warren Kennedy)

- Improvement in BIPSA; alignment with special education has been successful;
- Experts were brought in to speak about mental health and stigma
- Challenges and issues include funding and mental health
- Four priorities have been identified: stable funding, mental health, funding for special education in BIPSA and declining enrollment.

ITEM	Looking Forward; Discussion on Priorities for the Coming Year	John Wilhelm
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The Chair discussed priorities for the 2011-12 fiscal year:

1. Standing Items – on June, October and February agenda
 - Funding
 - Board Improvement Planning
2. Ad Hoc Focus Groups (time-limited input)
 - Response to AQ Courses (due April 1, 2011)
 - Supporting Oral Language Development (March 2011)
3. MACSE Working Groups (June 2011 – February 2012)
 - Transitions (Lead: Ruth Jones)
 - Mental Health (Lead: Marlene Pike)

Members were asked to signal their intention to participate in these groups to Venetta.

The Chair thanked everyone for a great meeting and wished the best to those who are leaving. Members who are leaving thanked Council for their important role and noted the importance of MACSE's role in supporting students with special education needs.

The meeting adjourned at 3:30 PM

NEXT MEETINGS:

June 8 & 9, 2011

October 12 & 13, 2011 (tentative)

February 8 & 9, 2012 (tentative - 1.5 days)