



Location : [Home](#) > [Agencies, Boards, and Commissions](#) > [Advisory Council on Special Education](#) > **Annual Report 1997/98**

Minister's Advisory Council on Special Education

Annual Report to the Minister for the Year 1997-98

Contents

- [Letter of Transmittal](#)
- [Part 1: Council's Message to the Minister](#)
- [Part 2: List of Council Members](#)
- [Part 3: Activities of the Council in 1997/98](#)
- [Part 4: Resolutions](#)
- [Appendix 1: Mandate and Structure of the Council](#)
- [Appendix 2: Minister's Advisory Council on Special Education - Subcommittees](#)

September 29, 1998

Honourable David Johnson
Minister
Ministry of Education and Training
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 Johnson:

It is with great pleasure that I submit to you this report on the activities of your Advisory Council on Special Education during the fiscal year 1997/98.

The year 1997/98 has been a watershed year for education in Ontario, and during this year, Council has been very active on behalf of Ontario's exceptional pupils. The attached report includes a message to you documenting some of Council's principal observations and recommendations, and also includes a detailed description of the activities of your Council during 1997/98.

I look forward to meeting with you to discuss the issues raised by Council and summarized in this report. I also would like to renew my invitation to you to attend Council's meeting on October 29.

On behalf of all Council members, I would like to thank you for your attention and support to the needs of exceptional pupils over the past year.

Yours sincerely,

Lynn Ziraldo
Chair

Part 1: Council's message to the Minister

Dear Minister Johnson:

As your Advisory Council [\(1\)](#), we believe it to be our role to document successful practices as well as the concerns of the special education community and to recommend to you appropriate actions in response to this information. This message highlights some of the significant observations and positions of the Council over the 1997/98 year.

Successful Practices

We would like to express our appreciation to you and the staff of the ministry for supporting our work, and for your time and effort on our behalf. We believe that our meetings with you and our frequent meetings with senior managers in the ministry have instilled a mutual understanding and fostered a valuable working relationship. We particularly appreciated your attendance at our meetings and our frank exchange on these occasions.

In addition, we would like to congratulate you and the ministry for the creation of the new Policy Development Unit in the Policy Branch. This new unit, managed by Tracy Odell, will re-establish some measure of focus to special education policy development. While we continue to advocate for a unit or branch within the ministry dedicated exclusively to special education, policy and practice, we believe that this new unit will contribute to a significant improvement in policy co-ordination for special education issues.

Also, we would like to express Council's appreciation for the government's improvements over the past year to the legislative and regulatory framework for special education including: (1) the streamlining of the Special Education Tribunal process and the introduction of mediation as an optional dispute resolution mechanism at the Tribunal stage; (2) the strengthening of the role of the board's Special Education Advisory Committees (SEACs) and the timely creation of the new Regulation 464/97 governing the role and composition of SEACs; and (3) the improvements to the identification, placement, review and appeals process contained in Regulation 181/98. Your quick response to Council's concerns regarding the impact of Bill 160 on special education programs and services was also much appreciated.

Council is highly supportive of the current approach to funding special education in the government's new student focussed funding model. We are gratified that the government responded positively to Council's recommendations that: (1) funding for special education be clearly identified and separated from the Foundation Grant, (2) there be increased portability in special education funding and (3) there be increased accountability for the expenditure of special education funds.

Finally, we would like to express appreciation on behalf of Council for the extent to which you and ministry staff have involved Council in ongoing dialogue as new policies are developed for secondary school reform, education finance reform, governance reform, curriculum and assessment, safe schools, and other areas.

Accountability and Governance

School board accountability for special education programs and services remains one of the principle concerns of Council. The Education Act requires school boards to provide exceptional pupils with special education programs and services. The Act also defines a special education program as an educational program based on a plan which meets the needs of the exceptional pupil.

Despite the progress of the past few years, too many parents in Ontario are continuing to express concern that school boards are not effectively meeting the educational needs of their exceptional children. Legal recourse is out of reach both financially and emotionally to most Ontario parents. Now that the government has full responsibility for funding education, Council believes that the government must also take full responsibility for ensuring that school boards

meet their obligation under the Education Act to provide the special education programs and services which meet the needs of all exceptional pupils.

The ministry's requirement for school boards to update and submit their special education plans (required under Regulation 306) is to be commended. If this exercise is to be effective, the ministry will need to ensure that there are sufficient staff assigned to the review of this material, and that appropriate follow-up with school boards is taken where needed.

Council is concerned that the ministry's delay in publishing the revised categories of exceptionalities and definitions may send the wrong message to school boards. By allowing uncertainty around the categories and definitions to continue, the ministry is unintentionally permitting school boards to delay decisions around the restructuring of their special education programs and services following amalgamation.

Secondary School Reform / Curriculum (Elementary-Secondary)

We believe that Council's input to the secondary school reform process has been timely, detailed and effective. Council has also been able to contribute substantively to the new secondary school curriculum.

In other areas, including elementary school curriculum, and the provincial report card, Council is strengthening contacts with the appropriate ministry staff. We believe that further sensitivity by the ministry to the needs of exceptional pupils is required in these areas. Council looks forward to continued cooperation in these areas in the coming year, including (for example) input to the special education portions of the elementary school electronic curriculum planner and the secondary school provincial report card.

Funding

Council's support of the new student focussed funding model was noted above. Council looks forward to further collaboration with the ministry on revisions to the criteria for the Intensive Support Amount (ISA) portion of the special education funding for school boards.

Transition to Work/Post-Secondary

The requirement in Regulation 181/98 for the inclusion of a Transition Plan as part of the Individual Education Plan (IEP) for each exceptional pupil (except for those identified only as gifted) is applauded by the Council. Council believes that a similar requirement should be in place for all gifted students.

Council is aware of the ministry's intent to develop resource materials for school boards and community agencies to assist them in transition planning. Council looks forward to collaboration

with the ministry in developing these documents. We acknowledge and support the attention the ministry is paying to the transition needs of students with disabilities which severely affect their ability to learn. In addition Council would like to encourage the ministry to: (1) revive and complete the work it began several years ago on the Learning Assessment Profile for students with learning disabilities to facilitate their transition from school to work or post-secondary education; (2) ensure that the recent changes to the Vocational Rehabilitation Service (VRS) do not negatively affect Deaf and Hard of Hearing students or other exceptional students attending post-secondary education.

While the transition from school to work, post-secondary education or community living is important in the life of any student, there are other critical transitions as well such as the transition into school, the transition from elementary to secondary school, and for some exceptional pupils, the transition between regular and special education classes, and/or care, treatment and correctional facilities, provincial and demonstration schools or hospital schools. We trust that, in addition to the ministry's support of the post-school transition, the Special Education Information Handbook under development by the ministry will address all of the areas of transition.

Interministry Co-ordination/Support Services

Council applauds the initiatives of the government through the Office of Integrated Children's Services and the Minister Without Portfolio, Responsible for Children's Issues for coordinating the activities of many ministries in support of children in need. Council looks forward to working with these bodies both directly and as a support to the Ministry of Education and Training. Council has recommended to the Minister an increased role for elementary and secondary schools as a hub for integrated service delivery for children of compulsory school age.

Council has established and continues to forge links with various agencies of government in order to encourage and facilitate the coordination of policies, programs and services for exceptional pupils. Consultations at Council meetings during 1997/98 included : Barbara Smith, Chair, Education Quality and Accountability Office (EQAO); Dave Cooke, and Ann Vanstone, Co-Chairs, Education Improvement Commission (EIC); Jessica Hill, Assistant Deputy Minister, Office for Integrated Services for Children; and Margaret Wilson, Registrar, Ontario College of Teachers (OCT).

These are just some of the significant observations, concerns and recommendations of the Council from 1997/98. Resolutions on many additional topics were submitted to you following each Council meeting and are included with this report as Part 4.

Yours sincerely,

Lynn Ziraldo

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

Part 2: Minister's Advisory Council on Special Education:

Members April 1, 1997 to March 31, 1998

Exceptionality/Community of Interest Represented	Members
Exceptionalities	
Emotional/Behaviour Disorder Pervasive Developmental Disorder Deaf & Hard of Hearing Learning Disabilities, All Exceptionalities, Chair Gifted Developmental Disability Blind & Low Vision Physical Disability Multiple Disabilities Student/Youth	James Arthur Raymond LeBlanc Jim Roots Lynn Ziraldo Joanne Lee Louise Bailey Beverley Ginou Derryn Gill Carol Clarke Laurie Alphonse
Educator Groups	
Trustees, Vice Chair Supervisory Officers, French Language Community Principals Teachers, French Language Community Educational Assistants	John Hendry Jean-Louis Schryburt Terry Geddes Suzan Garlock Jeanne Robinson

Professional Support

Medical
Psychologists
Social Workers, Catholic Community
Speech and Language Pathologists

William Mahoney
Janice Prock
John Wilhelm
Susan Bassili

Non-Voting

Ministry of Community and Social Services
Ministry of Health

Carol Appathurai
June Feanny

Part 3: Activities of the Council in 1997/98

The year 1997/98 has been a watershed year for education in Ontario, and during this year, Council has been very active on behalf of Ontario's exceptional pupils.

Membership

During this year Council was brought to full strength with the appointment of three members to fill vacant seats. The membership of Council at the end of 1997/98 is shown in Part 2.

Meetings [\(2\)](#)

The Council held meetings on June 19 and November 13, 1997 and on February 19, 1998.

The June 19, 1997 agenda included topics on:

- Curriculum
- Secondary school reform policy
- Changes to Regulation 305 and the Categories and Definitions on Exceptionalities
- Special Education Information Handbook
- Identification, Placement and Review Committee (IPRC), Individualized Educational Plan (IEP), transitional planning
- Role of the Education Quality and Accountability Office (EQAO)

- Student assessment
- Standardized testing
- Implementation of the Fewer School Boards Act (Bill 104)
- Future role of Special Education Advisory Committee (SEAC)
- Funding of section 27 (care and treatment programs)
- Class size
- Teacher instructional time
- New funding model
- Vocational Rehabilitation Services (VRS)

The November 13, 1997 agenda included topics on:

- Transition to school issues
- Healthy Babies and Healthy Children
- Pre-School Speech and Language initiative
- Release of Regulation 305
- Bill 160 and its adverse impact on special education programs and services
- Draft Special Education Memorandum No 5 re: Violence Free Schools Policy
- Provincial Report Card

The February 19, 1998 agenda included topics on:

- Education Reform (class size, funding formula)
- Changes to Vocational Rehabilitation Services (VRS)
- Ontario College of Teachers – special education training requirements in teacher education programs and other related issues
- Minister David Johnson
- Secondary School Reform
- Special Education Advisory Committees (SEACs),
- Categories of Exceptionalities & Definitions,
- Special Education Information handbook,
- Special Education Funding,
- Curriculum Planner,
- Form 14
- Agency Reform Commission chaired by M.P.P. Bob Wood
- District Offices and accountability
- Curriculum issues

The Minister of Education and Training joined the Council at its February 19, 1998 meeting for an exchange of views on special education issues and the government's accomplishments in education reform and current initiatives in special education including the early release of the new Regulation 305 and the new categories of exceptionalities and definitions. Members of the Council were reassured and pleased to hear from the Minister of his personal commitment to

exceptional students and his appreciation for the role of his Advisory Council on Special Education.

Priorities

At its June meeting the Council identified six priorities for the year:

- education finance reform
- elementary / secondary curriculum development
- secondary school reform
- interministry coordination
- accountability / governance; and
- transition to post-secondary education / training / work.

Sub-Committees

Five standing sub-committees have been active:

- Finance Reform
- Secondary School Reform/Curriculum (Elementary-Secondary)
- Interministry Co-ordination/Support Services
- Transition to Work/Post Secondary
- Accountability and Board Governance.

In addition four Ad-Hoc Committees were formed:

- Violence Prevention Policy
- Categories and Definitions
- SEAC Regulation
- Special Education Handbook.

Sub-committee membership is detailed in Appendix 2.

Reports / Submissions

The work of the subcommittees resulted in reports being submitted to the Ministry and to other offices of government; for example:

- Response to the Consultation Questions on The Role of Trustees
- The Roles and Responsibilities of Principals and Vice-Principals
- Feedback regarding Categories of Exceptionalities and Definitions

- Response to three questions (class size; instructional time; and flexibility for Boards in their program delivery) that the Education Improvement Commission was asked to address by Minister John Snobelen
- Agency Reform Commission re: Special Education Tribunals

Resolutions

Council passed 48 resolutions deriving from meetings held on June 19, 1997; Nov 13, 1997 and Feb 19, 1998. Council's resolutions are listed in Part 4.

Consultations

Council Chair Lynn Ziraldo and other members of Council met frequently with senior officials of the ministry in order to ensure that the perspective, concerns and recommendations of your Council are understood by those who have responsibility for developing and implementing policies and programs.

Council provided representatives to ministry consultation meetings on a variety of issues including: education finance reform; curriculum; provincial report cards; provincial testing; and secondary school reform, and assisted in the training of staff of the district offices.

Members of Council addressed audiences throughout Ontario providing information about your Advisory Council and inviting input. Members also continued to collect information on best practices and concerns / challenges from the special education community and forwarded these to ministry officials.

Self-evaluation

Council also continued 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.

Part 4: Resolutions resulting from the June 19, November 13, 1997 and February 19, 1998 meetings of the Minister's Advisory Council on Special Education

During the period June 1997 to February 1998, 48 resolutions were made by the Council. The resolutions are categorized as follows:

Communication Strategy

- 97.2.9 (3) Council recommends that an accompanying PPM integrating Regulation 305, Categories and Definitions and the Special Education Handbook be released with these documents.

Categories of Exceptionalities & Definitions

- 97.3.2 Whereas identification is the first step to ensuring that children with special needs receive the right kind of program to meet those needs, it is essential that the revised "Categories of Exceptionalities and Definitions" be finalized as soon as possible.

Be it resolved that the Council's response to the proposed revisions to the "Categories of Exceptionalities and Definitions" be approved by Council. Be it resolved that this response be forwarded to the ministry as soon as possible, so that the "Categories of Exceptionalities and Definitions" be finalized and released by the ministry as soon as possible.

Special Education Information Handbook

- 97.2.11 That the Ministry of Education and Training recognize that all staff who provide direct programs and services to students are members of the instructional team.

- 97.2.23 That Council have input into the revision of the ministry's Special Education Information Handbook.

- 97.3.9 Whereas more than 13 years has passed since the release of the Special Education Information Handbook in 1984; and Whereas the release of the new handbook has been eagerly anticipated; and Whereas the Special Education Information Handbook is a major resource for administrators, educators and parents.

Be it resolved that the ministry, with the participation of the Minister's Advisory Council on Special Education, provide province-wide inservicing on the new Special Education Information Handbook.

Hiring Policies/Employment Criteria for Educational Assistants

- 97.2.1 That all jurisdictions develop a hiring policy that reflects the need for Educational Assistants to have relevant post-secondary, pre-service education from an accredited college or university.
- 97.2.2 That years of experience in related fields be identified and credited within hiring policies.
- 97.2.3 That school boards be required to develop clearly defined criteria and procedures based on relevant qualifications and experience for the deployment of Educational Assistants
- 97.2.4 That the Ministry of Education and Training provide leadership in establishing requirements for Educational Assistants in the Education Act.
- 97.2.5 That all school boards develop clear, written role descriptions for Educational Assistants that recognize their function as professional members of the school team, educating students with special needs.
- 97.2.6 That all school boards provide guidelines for the development of specific job descriptions within the role of the Educational Assistant position.
- 97.2.8 That all school boards provide regular in-service opportunities for Educational Assistants throughout the year.

Hiring of Professionals/Paraprofessionals

- 97.2.12 That school boards be required to hire professionals to assess children's needs and support them in the delivery of a range of programs and services. Qualified personnel include psychologist, speech/language pathologist, behavioural consultant, OT, PT, social worker, nurse and access to other professional support for medical and audiology deaf and vision services as deemed appropriate to meet the needs of exceptional students.

- 97.3.12 Whereas qualifications for teachers are well defined by the ministry and the College of Teachers; and Whereas professional and paraprofessionals support staff are as essential as teachers for learning to occur in some exceptional children.

Be it resolved that the ministry develop guidelines for the use by boards of professional and paraprofessional support staff; and that the ministry consider the adoption of the proposals submitted by the Council as the guideline for sign language interpreters supplementing the section in Special Education Monograph 6.

Delivery of Service

- 97.2.10 That the school be the 'hub' of service delivery and that it be recognized as the appropriate and desirable setting for programs for school-aged children.
- 97.2.15 That the Ministry of Education and Training investigate models of implementation using Interagency Collaboration Guidelines for Schools produced by the Sparrow Lake Alliance Education Task Force 1994 and Speech/Language Pathology Services in Ontario Schools' March 1996; and other sources as resource material for developing an implementation model for school board delivery of services to students.
- 97.2.16 That role descriptions for service delivery be developed by the Ministry of Education and Training in consultation with related ministries and other professional groups, agencies and associations.

Early Intervention and Integrated Services for Children

- 97.3.3 The Council is supportive of early intervention services for all exceptionalities.

The Interagency/Interministerial subcommittee of Council is developing proposals concerning early intervention.

Be it resolved that the proposal from the Autism Society of Ontario for Intensive Programming be referred to the Interagency/Interministerial Coordination subcommittee in order that Council's response to this proposal may be co-ordinated with proposals concerning early intervention initiatives being developed by that committee.

- 97.3.4 There is a great deal of evidence that early intervention initiatives are effective and cost-effective and that their program components continue in their effectiveness into the school years. Further, the timing for extension of such initiatives seems very good.

Be it resolved that a proposal to extend multi-disciplinary early interventions into schools to include students up to age 8 be developed by the Ministry of Education and Training (MET) staff with Jessica Hill with support from the Minister's Advisory Council on Special Education and Interministerial Subcommittee. A draft should be prepared by January 1, 1998 with a full proposal by March 1998.

- 97.3.7 Whereas issues discussed at the Special Education Advisory Council require input from other ministries that deal with children and many of our resolutions are relevant to other ministries.

Be it resolved that the Ministry of Education and Training (MET) request that the Minister Without Portfolio, Responsible for Children's Issues establish ongoing collaboration to the Minister's Advisory Council on Special Education.

- 98.1.7 Whereas the Intensive Programming Proposal of the Autism Society Ontario contains strong arguments for early intervention or children with Pervasive Developmental Disorder, considers the range of need such children present, geographical concerns, and the multidisciplinary nature of intervention.

Whereas family involvement could be enhanced and a program evaluation component should be included.

Be it resolved that Council endorses the intent of the Intensive Programming Proposal of the Autism Society Ontario and recommends that the Ministry of Education and Training (MET) work with Jessica Hill, Assistant Deputy Minister, Integrated Services for Children to develop this initiative.

- 98.1.8 Whereas services for students often require multidisciplinary involvement.

Be it resolved that regular updates regarding interministerial developments from Jessica Hill, Integrated Services for Children and Margaret Marland, Minister Without Portfolio, Responsible for Children's Issues be provided to Council.

Curriculum Development

- 97.2.7 That post-secondary institutions develop comparable programs and curricula based on standard core of knowledge, skills and competencies that prepare Educational Assistants to meet the diverse needs of students with special needs. These programs must include a relevant range of content.
- 97.2.19 That the Minister's Advisory Council on Special Education (MACSE) strongly recommends that an addendum to the Ontario School Curriculum 1997 be developed to include statements regarding the importance of modifications, accommodations and differentiated learning strategies for all exceptional students. Furthermore, references to the Individualized Educational Plan (IEP) as being a determining factor with regards to program content, achievement and promotion should also be incorporated. Finally, exemplary practices should also be included to provide further credence to the tantamount importance of modification accommodation and differentiated learning strategies.
- 97.2.20 Guidelines be developed regarding steps to take when a student is not meeting curriculum expectations.
- 97.2.21 Whereas schools are about learning, and not about failing. Be it resolved that the Ministry of Education and Training clearly define differentiation, accommodation, modification for all exceptional students with respect to achievement and promotion.
- 98.1.5 Whereas the process for secondary school curriculum development differs for French Language Schools (Écoles de langue française).

Be it resolved that the Minister's Advisory Council on Special Education ensure its representation during the ensuing consultation that will occur during the curriculum writing process for French Language Schools (Écoles de langue française).

Implementation of Standard Report Card

- 97.3.10 Whereas the needs of exceptional students must be addressed when implementing the standard report card.

Be it resolved that Council recommends to the Minister...

1. that the letter R must not be used for special education.
2. that the IEP must be attached to the report card.
3. that the term “weaknesses” be changed to “needs”.
4. that an effort rating scale be included on the report card.

Education Quality and Accountability Office (EQAO) Assessments

- 97.2.17 That the Minister's Advisory Council on Special Education (MACSE) supports the performance based assessments currently employed by EQAO.

- 97.2.18 Whereas EQAO tests are tests to standards and not standardized tests, and whereas they provide valuable information about students' learning. Be it resolved that these test results not be used as screening tools for identifying students' cognitive or intellectual abilities for the purpose of identification of exceptional students, and

That the role of educators in determining the level of adaptation/modifications be clearly articulated.

Funding Allocations/Funding Model

- 97.2.13 That there be separate line items in the basic per pupil grant for professional support staff and that the allocation at least maintain present levels of service.
- 97.2.14 That there be a designated allocation in the line item for professional support staff and that the allocation at least maintain present levels of service.

97.3.1 Whereas Boards of Education are using current funding models to fund special education programs and services; and Whereas the needs of some special students are not being met due to the allocation of these funds; and Whereas Special Education Advisory Committees and Parent Councils need to be aware of the commitment to special needs students by way of the new funding model as it relates to education reform.

Be it resolved that the Minister take steps necessary to release the funding model for Special Education as expeditiously as possible.

Role of Trustees

97.3.5 Whereas the Role of Trustees in the Province of Ontario will change as a result of Bill 104 and Bill 160; and Whereas the governance of school boards will dramatically change as of January 1, 1998; and Whereas the role of school board trustees directly effects the work and function of Special Education Advisory Committees and Parent Councils; and Whereas it is critical trustees thoroughly understand their role, duties and responsibilities.

Be it resolved that the Education Improvement Commission (EIC) consider and include with its recommendations to the Minister, the recommendations presented by the Minister's Advisory Council on Special Education on October 21, 1997.

Special Education Advisory Committees (SEACs)

97.2.24 Whereas new criteria for eligibility to serve as a school board trustee states that trustees may not be teachers or may not be the spouse of a teacher.

Whereas the Education Act states that eligibility criteria for appointment to SEAC is identical to that of trustees.

Be it resolved that the Advisory Council recommends that the Education Act be amended to:

1. allow SEAC representatives and alternatives to also be teachers, but not in the same board jurisdiction;
2. allow SEAC representatives and alternatives to be the spouse of a school board employee.

- 97.2.25 Whereas there are many changes under way in education, and
Whereas school councils have increasing influence on the management and operation of schools:

Be it resolved that the Ministry of Education and Training clearly define the legislated role and importance of Special Education Advisory Committees in their direct role as an advisory committee to the Board on the progress and services for all exceptional students.

- 97.3.8 Be it resolved that the response of the Minister's Advisory Council on Special Education to the proposed changes to the legislation concerning SEACs be accepted by Minister's Advisory Council on Special Education and presented to the Minister of Education and Training.

- 97.3.11 Whereas SEACs are legislated and are crucial to the delivery of special education programs and services.

Be it resolved that Council recommends to the Minister that a directive be sent to boards outlining the obligation to establish and implement SEAC in the restructured boards as of January 1, 1998. (This directive may outline varying models for implementation.)

Role of Principals and Vice-Principals

- 98.1.10 Be it resolved that Council endorses the report of the Subcommittee on Accountability and Governance submitted to the Principals/Vice-Principals Consultation Group on January 13, 1998.

Transition Planning & Practices

97.2.22 The transition of an exceptional student from preschool to elementary school, from elementary to secondary school, from secondary school to post-secondary education, and from treatment centres to back to school is a crucial element for exceptional students. Be it resolved that at the Identification, Placement, and Review Committee (IPRC) review for transition, a member of the special education department of the receiving division or school be in attendance to develop the student's Individualized Educational Plan (IEP) with the IPRC and the student's parent/guardian. At this meeting, it is strongly suggested that an entry plan be initiated. This plan should be finalized, in consultation with the student's parent/guardian, before the student's first day of entry into his/her new school.

98.1.3 Whereas 90% of students with developmental disabilities face permanent unemployment. Whereas there are frequently waiting lists for the Ministry of Community and Social Services (MCSS) funded programs and services for persons over age 21 with developmental disabilities. Whereas joint local transition planning has been shown to be an effective means of linking individuals to appropriate programs and services at the time of school leaving.

Be it resolved that Council endorses the co-operative work of the Ministry of Education and Training and the Ministry of Community and Social Services to develop a joint local transition planning process for students based on their abilities and aspirations leading to post-secondary education and/or employment training.

98.1.4 Whereas school to work and school to post-secondary education transition planning is beneficial to pupils with all types of exceptionalities.

Be it resolved that the ministry mandate school to work and school to post-secondary transition planning for all exceptional pupils.

Transfer of Records and Information

- 98.1.1 Whereas transition from school to work or to post-secondary education for persons with learning disabilities would be greatly facilitated by the transmittal of information accumulated by the school concerning the student's needs and appropriate accommodations; and

Whereas the Inter-ministerial Committee on Learning Disabilities (1995) recommended that the Ministry of Education and Training (MET) ensure a common psychological reporting protocol and facilitate the transfer of relevant records for persons with learning disabilities from school to work or post- secondary educational institutions; and

Whereas substantial work has been done by the MET, the Ontario Psychological Association and the Learning Disabilities Association of Ontario on a Learning Assessment Profile (LAP), a Common Psychological Reporting Protocol and a Learning Assessment Profile for Adults.

Be it resolved that the Council endorses the concept of the Learning Assessment Profile and the Common Psychological Reporting Protocol, and encourages the MET to pilot test the LAP with selected volunteer school boards as soon as possible.

- 98.1.2 Whereas the proposed Learning Assessment Profile and the Common Psychological Reporting Protocol will be truly effective only if all school boards adopt them.

Be it resolved that once pilot tested and found to be effective, implementation of the Learning Assessment Profile and the Common Psychological Reporting Protocol be made mandatory for all district school boards and school authorities, and that the Ministry of Education and Training review and endorse the Common Psychological Reporting Protocol and encourage the Ontario Psychological Association to advocate vigorously among its members to ensure their adoption and use of the Common Psychological Reporting Protocol.

- 98.1.6 Whereas the Minister's Advisory Council on Special Education has found that misuse of Form 14 to exchange a student's personal and/or education information has become a concern to parents of exceptional students.

Whereas development of a Consent to Exchange Personal and/or Education Information Form by individual school boards could incur unnecessary costs and duplication of efforts, and the resulting forms might not be interchangeable between school boards.

Be it resolved that the Minister's Advisory Council on Special Education recommend that the Ministry of Education and Training develop a standard consent form to be used by school boards for the exchange of personal and/or education information for purposes of programming issues and the IPRC process.

Provision of Input to the Provincial Education Improvement Commission (PEIC)

- 97.2.26 Be it resolved that the Minister's Advisory Council on Special Education be considered on an ongoing basis for input to the Provincial Education Improvement Commission where special education issues are involved.

- 97.3.6 Whereas many changes are to take place in the Province of Ontario education system as a result of the recommendations of the Education Improvement Commission; and Whereas there is a concern regarding the delivery of program as interpreted by Boards of Education; and Whereas there are continued concerns regarding the amount of instructional time for exceptional students as regulations are interpreted by school boards.

Be it resolved that the Education Improvement Committee consider and include with its recommendations to the Minister, the recommendations stated in the July 18, 1997 letter to the E.I.C. signed by Terry Geddes, Chair, Accountability and School Board Governance Sub-Committee, Minister's Advisory Council on Special Education.

Vocational Rehabilitation Services (VRS)

98.1.9 Whereas the Ministry of Community and Social Services (MCSS) funds previously directed to VRS for students are now transferred to the Ministry of Education and Training (MET) to be used to support students with disabilities.

Whereas students with special needs require specific accommodations to ensure equitable access to programs.

Be it resolved that funds transferred from MCSS to MET be directed to the Special Needs Offices of post-secondary institutions to be used for the sole purpose of providing the necessary accommodations for students with special needs.

Appendix 1: Mandate and Structure of the Council

The Advisory Committee on Special Education was established in 1974 and has been renewed continually from that date, with a name change to the Minister's Advisory Council on Special Education in 1986.

The Council advises the Minister of Education and Training 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 and Training or other ministries, as submitted to the Advisory 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 three days per year.

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

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

and

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

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

In 1997 the Council was given a three year mandate from April 1997 to March 31, 2000, with a sunset review to occur during the final year. Members are appointed to three year terms (subject to continuation of the Council) with one third of the terms coming due each year.

Appendix 2: Minister's Advisory Council on Special Education Subcommittees – June 1997-March 1998

Finance Reform

John Hendry (chair)

Ministry Resource Person: Peter Ferren

Terry Geddes

Joanne Lee

Jean-Louis Schryburt

James Arthur

Jim Roots

Lynn Ziraldo (ex officio)

Secondary School Reform/Curriculum (Elementary-Secondary)

Susan Garlock (chair)

Ministry Resource Person: Bruce Drewett

Terry Geddes
Joanne Lee
Derryn Gill
John Wilhelm
Lynn Ziraldo (ex officio)
Carol Clark

Interministry Co-ordination/Support Services

James Arthur (chair)

Ministry Resource Person: Bill Wyman

Janice Prock
Susan Bassili
John Wilhelm
Bill Mahoney
Bev Ginou
Lynn Ziraldo (ex officio)
Laurie Alphonse
Raymond LeBlanc

Transition to Work/Postsecondary

Bev Ginou (chair)

Ministry Resource Person: Bill Wyman

Derryn Gill
Louise Bailey
Jeanne Robinson
Jim Roots
Jean-Louis Schryburt
John Hendry
Lynn Ziraldo (ex officio)
Laurie Alphonse
Raymond LeBlanc

Accountability and Board Governance

Terry Geddes (chair)

Ministry Resource Person: Bruce Drewett

Susan Bassili
Jeanne Robinson
Jean-Louis Schryburt
Joanne Lee
Lynn Ziraldo (ex officio)

Ad Hoc Committees

Violence Prevention Policy

Louise Bailey	Ministry Resource Person: Tracy Odell
Janice Prock	
James Arthur	
Bill Mahoney	
John Wilhelm	
Lynn Ziraldo (ex officio)	

Categories and Definitions

Janice Prock	Ministry Resource Person: Peter Ferren
Joanne Lee	
Lynn Ziraldo	

SEAC Regulation

Derryn Gill (chair)	Ministry Resource Person: Peter Ferren
Lynn Ziraldo	
Jean-Louis Schryburt	
John Hendry	
Joanne Lee	

Special Education Information Handbook

Joanne Lee (chair)	Ministry Resource Person: Louise Moreau
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Carol Clark
Janice Prock
Derry Gill
Lynn Ziraldo
Susan Bassili
Susan Garlock

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

(2) Copies of the minutes of these meetings are available in English or French by writing to Ms. Savitri Ramhit, Administrative Coordinator, Minister's Advisory Council on Special Education, 15th Floor Mowat Block, 900 Bay Street, Toronto, Ontario, Canada M7A 1L2; phone (416) 325-2784; e-mail savitri.ramhit@edu.gov.on.ca

(3) Three meetings are held in each calendar year – the first one in February, the second in June and the third in November. The numbering system used signifies the year (1997) the meeting held (2nd) and the last number (9) represents the resolution.

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