

## MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION (MACSE) Report

Presented By: Cheryl Lovell

The Ministers Advisory Council on Special Education met in Toronto Wednesday, February 6, 2013. The meeting highlights will be available shortly.

The government has released its policy paper titled ['Great to Excellent- Launching the Next Stage of Ontario's Education Agenda'](#) by Michael Fullan, Special Advisor to the Premier of Ontario. In the paper Michael Fullan reviews key aspects of the nine year journey working with Premier Dalton McGuinty and sets the stage for the next phase. It calls for focus on six Cs of "higher order skills", including character education, citizenship, communication, critical thinking/problem-solving, collaboration and creativity/imagination.

To the delight of the MACSE Committee members - [PPM 156 "SUPPORTING TRANSITIONS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS"](#) was finally sent to Directors, SO's and Principals on Feb. 1. This memorandum sets out for school boards new requirements for transition plans for students with special education needs from Kindergarten to Grade 12. The requirements of this memorandum take effect September 2, 2014. This memorandum sets out the new requirements for transition plans for students with special education needs from Kindergarten to Grade 12. It is expected that the implementation of the requirements set out in this memorandum will lead to continuity of programs and services for students with special education needs and will, therefore, support improved student achievement and well-being.

- The school principal is responsible for ensuring that student transition plans are developed, implemented, and maintained in accordance with the requirements of this memorandum.
- A transition plan must be developed for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.
- At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional.
- All transition plans must be developed in consultation with the parent(s), the student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary.
- For students who have an IEP, the transition plan must be reviewed as part of the review of the IEP. The results of each review should be used to update the transition plan.
- The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions. Students make transitions in a variety of contexts: upon entry to school; between grades; from one program area or subject to another; when moving from school to school or from an outside agency/facility to a school; from elementary to secondary school; and from secondary school to the next appropriate pathway.
- If the student has no particular need of support during transitions, the transition plan should state that no actions are required. When transition needs are identified for the student, school board staff must ensure that a transition plan is in place that addresses those needs.
- Every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.

- The transition plan must be stored in the Ontario Student Record (OSR) documentation folder.

In my previous reports I shared that two surveys would be coming forward in the future. Final approval has now been given and the surveys are ready to be released. The surveys are the result of work from the two current MACSE working groups.

1. Tracey Grant (Thames Valley DSB, representing Multiple Learning Disabilities) leads the **Accountability Working Group**. Their work has a focus on SEAC Participation and Special Education Goals in the BIPSBA – Baseline Data.
2. I am a member of the **Accepting Schools Working Group**, a multidisciplinary team. This working group is led by Robert Savage, (Greater Essex County DSB, Emotional/Behavioural Disorder). Their focus is to identify any issues and impacts of this proposed legislation on students with special education needs.

I urge all trustees, collectively or individually, to complete these two, short surveys. I also ask that you encourage your student trustees to do the same.

Respectfully Submitted,

Cheryl Lovell, (Greater Essex County DSB)  
Trustee Representative to MACSE