

References

Ministry of Education:

- *Components included in the Special Education Report Checklist (2010)* from Appendix A, in Memo from Kevin Costante, Deputy Minister, Ministry of Education, *Instructions Regarding School Boards'/School Authorities' Plans for the Provision of Special Education Programs and Services, 2010*, dated: April 19, 2010
- *Regulation 181/98 of The Education Act, for Identification And Placement of Exceptional Pupils*
- *Regulation 306/90 of the Education Act, for Special Education Programs and Services*
- *Regulation 464/97 of the Education Act, for the establishment of Special Education Advisory Committees*
- *Shared Solutions, A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)*
- *Special Education A Guide for Educators (2001)*, Section A, Legislation and Policy, Advisory Committees on Special Education, Page 26-29.
- *Standards for School Boards' Special Education Plans (2000)*
- *The Individual Education Plan (IEP) A Resource Guide (2004)*

Other Ministry of education resources including, Standard Documents and Resource Guides are available on the Ministry of Education Website at www.edu.gov.on.ca/eng/parents/speced/.html

The role of SEAC is defined in Regulation 464/97 on Special Education Advisory Committee available at: www.e-laws.gov.on.ca/html/regs/english/elaws_regs_970464_e.htm

For more information on SEAC and links to key documents, check the SEAC e-learning Website at: www.seac-learning.ca

For copies of all Memorandums sent from the Ministry to school boards, check the website: <http://cal2.edu.gov.on.ca/index.html> Note that Memo's are sorted by date, so check the most recent months.

For copies of Minister's Advisory Council on Special Education (MACSE) Meeting Minutes, Annual Reports and Ministry of Education Special Education Updates, check the MACSE Public Repository Website: <http://www.macse-on.ca/public.php>

The Ministry of Education Training Modules on IEPs and IEP Samples for each exceptionality are available on the Council of Ontario Directors of Education (CODE) website at: www.ontariodirectors.ca

Other Resources:

- Leading Effective Meetings: Making Basic Parliamentary Procedure Work, Attachment 2, On-line pdf file, Northeast College, Houston Community College, Student Services Department U
- *Procedures for meetings, Fact Sheet, 1997*, Ontario Ministry of Agriculture, Food and Rural Affairs
- Robert, H. M., Evans, W. J., Honemann, D. H., & Balch, T. J. (2000). *Robert's rules of order: Newly revised (10th Edition)*. Cambridge, MA: Perseus Publishing.
- *The A-B-C's of Parliamentary Procedures*, A Scriptographic Booklet, (1974) Scriptographic Communications, Ltd.
- *The Board A Winning Team, An Orientation Book for Every Director on the Board of a Non Profit organization*, Herb Perry, Big Bay Publishing, Inc., Fifth Publishing (1995)

Glossary of Terms

Curriculum: The province of Ontario has outlined the program, or curriculum, that must be followed to educate children at each grade level. The curriculum describes the expectations (skills and knowledge) that students must acquire as well as the achievement level (e.g., mark or grade). The curriculum is divided into different subject areas (e.g., Language, Mathematics, Social Studies) for both elementary and high school students.

Education Act: The Education Act is the provincial law that governs education in Ontario. All school boards must operate according to this law. The Act includes:

- ***Legislation:*** These are the overall laws, passed as Bills by government, regarding education
- ***Regulations:*** These are made by the Minister of Education to expand on the Education Act and give more details about how the Act is to be applied.

Education Quality and Accountability Office (EQAO): An arm's-length agency of the provincial government which provides parents, teachers and the public with accurate and reliable information about student achievement.

Exceptional Student: According to Ontario law (the Education Act), an exceptional student is a student who has been formally identified by an Identification and Placement Review Committee (IPRC). An exceptional student has significant needs in the areas of behaviour, communication, intellectual, physical or multiple disabilities and meets the provincial and school board criteria for identification. A student who has been identified as >exceptional= must be provided with the supports and services required to meet the exceptional needs

Local Association: A group or organization that provides support to children with special needs and their families; is based in the school board catchment area; and, that is affiliated with a provincial parent association.

Memoranda: These are instructions issued to schools and boards. They are sub-divided into categories of Policy/Program, Business and Safety. They are issued by the Deputy Ministers of Education and are required to be implemented.

Parent Guide: Every school board is required to develop a guide for parents that outlines the IPRC process for determining whether a student is exceptional, deciding the student's placement and on how parent's can appeal these decision

Regional Office: An office of the Ministry of Education that covers a geographic area of the province, and relates to school boards in that area

Regulation: A policy document developed by the government, in this case the Ministry of Education, to provide details about how a section of legislation will be implemented.

Special Education Advisory Committee (S.E.A.C.): Every board is required to have a SEAC. This committee is composed of volunteers from parent associations, such as OAFCCD, as well as trustees. The purpose of this committee, which usually meets on a monthly basis, is to advise the school board on special education issues. Meetings are open to members of the public.

Special Education Consultant or Co-ordinator: This is usually a Special Education Teacher who has responsibilities at the school board level to support special education. They may be responsible for supporting a number of schools, or for supporting services for a specific exceptionality

Special Education Program: Educational programs that are based on, and modified by, the results of continuous assessment and evaluation, and, that include a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

Special Education Services: Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Special Education, Student Support or Learning Resource Teacher: Special Education Teachers have additional qualifications in the education of students with exceptional learning needs. Some Special Education Teachers work with a specific group of students for the majority of the school day (e.g., learning disabilities, language impairment, mild intellectual disability, etc). In addition, Special Education Teachers may also look after IPRC preparation, arrange case conferences, assist in ongoing assessment, evaluation and reporting, facilitate placements, and act as a liaison with community service providers.

Superintendent: An administrator in the Board of Education who is responsible for either a geographic area or a program area, e.g. Superintendent of Special Education.

Teacher of the Deaf and Hard of Hearing: A professional with post-graduate and specialized training. Teachers of the Deaf are versed in communication, language and literacy development; curriculum and instructional methods; Deaf and Hard-of-Hearing studies; audiology; speech; principles of Auditory Verbal learning and the study of sign languages.