

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

## **COMMUNICATION: COLLABORATING WITH THE COMMUNITY**

**June 2021**

The purpose of this form is to obtain targeted feedback to support discussion at the next MACSE meeting. Please use this form to gather input on issues related to special education programs and services.

### **INSTRUCTIONS:**

- Please submit the completed form electronically to your MACSE representative

**SUBMITTED BY:** PAAC on SEAC  
(Name of Organization)

**EXCEPTIONALITY/SECTOR:** All Exceptionalities

<b>SUCCESSFUL PRACTICES</b>	<ul style="list-style-type: none"><li>• Requirements for synchronous learning in virtual classrooms, as outlined in PPM 164</li><li>• Provision of specialized equipment needed by students for online learning</li><li>• Highlighting on Ministry memos of students with special education needs</li><li>• Engaging U. of Ottawa to create a guide for remote learning for students with special education needs, and the opportunity for PAAC on SEAC to provide input</li><li>• Use of class agendas by teachers for online learning to help students structure their day</li><li>• Funding for summer programs to help with transition to in class learning</li><li>• School boards who have no deferred revenue in special education funds</li></ul>
<b>CHALLENGES /ISSUES</b>	<ul style="list-style-type: none"><li>• School boards are often restricting access to summer transition programs to students with a limited range of special education needs</li><li>• Hybrid models of instruction (both in class and online by the same teacher) are not working well for some students.</li><li>• Quadesters are difficult to manage for some students with special education needs.</li><li>• Students, especially those with special education needs, have experienced a loss of opportunities for experiential learning and co-op placements</li><li>• Many students with special education needs will require considerable learning recovery</li><li>• Shifts in demographics due to Covid 19 (e.g. family moves) may result in some school boards having more high needs students than they are prepared for</li><li>• Some students with special education needs will struggle in de-streamed grade nine classes</li></ul>
<b>POSSIBLE SOLUTIONS / FUTURE DIRECTIONS</b>	<ul style="list-style-type: none"><li>• Summer transition programs to prepare for in class learning need to be expanded in many boards to include more students with special education needs</li><li>• All students, but especially those with special education needs, must be assessed for learning loss at the beginning of the school year.</li><li>• There should be designated funding for learning recovery for students with special education needs, not just taken out of the Special Education Grant</li><li>• Opportunities for students to make up for loss of experiential learning and co-op options, so that they are ready to move forward on their Pathways</li><li>• Simplified school schedules</li><li>• Families need sufficient time to make an informed choice about virtual vs. in class learning</li><li>• Students with high needs who continue virtual learning due to safety concerns must have their individual needs accommodated</li><li>• Planning for grade nine de-streaming should include the recommendations in the PAAC on SEAC submission (attached)</li><li>• The guide for remote learning should be released as soon as possible</li></ul>

**OTHER  
COMMENTS**

- Consideration should be given to extending the number of years that exceptional students can stay in school, since they have essentially lost a year of experiential learning.
- School board Special Education Plans should be reviewed periodically in addition to the yearly review of changes to the plan.