

Summary Table of Recommendations from Provincial Review Documents

Prepared for AWM Legal Consulting by Pierre Dumas March 2005

British Columbia (2000)	Alberta (2000)	Saskatchewan (2000)	Manitoba (1999)
<i>A Review of Special Education in British Columbia</i>	<i>Shaping the Future for Students with Special Needs: A Review of Special Education in Alberta</i>	<i>Directions for Diversity – Enhancing Supports to Children and Youth with Diverse Needs.</i>	<i>The Manitoba Special Education Review</i>
<p>The Policy Framework (11) 1/2/3/4/5</p> <p>Human Resources</p> <ul style="list-style-type: none"> • Leadership (15) 6 • Teacher preparation (17) 7/8/9/10/11 • Teacher’s Assistants (18) 12 • Collective Agreements (21) 13 <p>Financial Resources (22) 14</p> <ul style="list-style-type: none"> • Fiscal Accountability and Audits (25) 15/16/17/18/19/20 <p>Assessment and Early Identification (27) 21/22/23/24</p> <p>Individual Education Plans (31) 25/26/27</p> <p>Assessing Learning</p> <ul style="list-style-type: none"> • Classroom-based assessment (32) 28/29 • School and system-bases assessment (32) 30/31/32 <p>Communication and Cooperation Among (34) Service Providers</p> <ul style="list-style-type: none"> • Before school entry (34) • At school entry (34) • After school entry (35) 33/34/35 • School transitions (36) 36/37/38/39/40 • Sharing successful practices (37) 41/42 • Technology and special education (37) 43/44/45 	<p>Administrative requirements for severe disabilities funding (10) 1</p> <p>Funding for school jurisdiction (12) 2/3/4/5/6/7/8/9</p> <p>Identification of Students with special needs</p> <ul style="list-style-type: none"> • Early identification and Intervention (20) 10/11/12/13 • Assessment of Students (22) 14/15/16/17/18/19 <p>Program Development/Delivery</p> <ul style="list-style-type: none"> • Professional Development (25) 20/21/22/23/24 • Availability of Qualified Staff... (27) 25/26 • Resources (28) 27/28/29/30/31/32/33 • Adaptive technology (30) 34/35 • Individualized Program Plan (31) 36/37 • Parent Involvement (32) 38/39/40 • Gifted and Talented (34) 41/42/43/44 • Coordination of services (35) 45/46 • Transition Planning (37) 47/48/49/50 • Best Practices (39) 51/52 <p>Program Outcomes/Evaluation</p> <ul style="list-style-type: none"> • Accountability (41) 53/54 • Recognition of School completion (43) 55/56 • Appeals and Reviews (43) 57/58/59 • Role of the Special Education... (45) 60 	<ol style="list-style-type: none"> 1. Foundational and Philosophical Basis (56) 1/2/3/4 2. Program & Delivery (58) 5/6/7/8/9/10/11/12/13/14/15/16/17/18 3. Integrated Services (66) 19/20/21/22/23/24 4. Funding (68) 25/26/27/28/29/30 5. Accountability (71) 31/32/33/34/35 6. Early Screening and Identification (73) 36/37 7. Professional Preparation and Development (74) 38/39/40/41/42/43 8. Knowledge and Expertise (78) 44/45/46/47/48/49 9. Continuing Dialogue (80) 50 10. Parental Involvement (80) 51/52/53 11. Other Recommendations (82) 54/55/56/57/58 	<ol style="list-style-type: none"> 1. Special Education Programs and Services in Manitoba (456) 2. Special Education Policies, Practices and Procedures (458) 3. Quality and Cost Effectiveness of Special Education Programs (459) 4. Strengths and Limitations of Costs and Funding Models (461) 5. Intersectoral Planning in Relation to Special Education (463) 6. Suggestions for Further Research (464) 7. Dissemination of the Review Report (465) <p>Manitoba’s study contains an exhaustive review of services offered in other Canadian provinces prior to 1999.</p>

<p>Parental Appeals (39) 46/47</p>	<p>Recommendations Related to Others...</p> <ul style="list-style-type: none"> • Report on Growth and Density... (46) 61 • Recruiting and Retaining Staff (47) 62 • Role & responsibilities of TA (47) 63 • Funding for Enhancing School fac (48) 64/65/66 		
<p>Other documents:</p> <p>Bill 28 – Public Education Flexibility and Choice Act</p> <p>Safe, Caring and Orderly Schools: A Guide, March 2004</p> <p>Inter-Ministerial Protocols for the provision of support services to schools. 1989.</p>	<p>Other document:</p> <p><i>Building the Future Together (Winter 2002) – follow-up</i></p>	<p>Other documents:</p> <p><i>Promising Practices in Special Education Accountability</i>; University of Saskatchewan, August 2003.</p> <p><i>A Template for Special Education Indicators</i>, Prepared for ADMs Western Canada Protocol, B. Noonan, University of Saskatchewan, February 2002.</p> <p><i>A Proposal to Assess Special Education Outcomes Using Goal Attainment Scaling</i>. Prepared for ADMs Western Canada Protocol, B. Noonan, University of Saskatchewan, May 2002.</p> <p><i>Western Canada Protocol Special Education</i>. Accountability Framework Overview, December 2001.</p> <p><i>Integrated School-Linked Services for Children and Youth at Risk – Implementation guide</i>. December 1994.</p> <p><i>The Shared Service Policy & Guidelines (2001)</i>.</p>	<p>Other document</p> <p><i>The role of Guidance in Post-secondary planning (2004)</i></p>

Ontario (1980)	Québec (2000)	Nova Scotia (June 2001)	Prince Edward Island
Bill 82 (Education Amendment Act)	<i>Adapting Our Schools to the Needs of All Students</i>	<i>Report of the Special Education Implementation Review Committee</i>	<i>Report of the Review of Special Education</i>
<p>Unfortunately, I was unable to find the documents leading up to the preparation of Bill 82.</p>	<p>In 2000, Quebec adopted a special education policy, entitled <i>Adapting Our Schools to the Needs of All Students</i>. The six principles of the new legislation are as follows:</p> <ul style="list-style-type: none"> • Recognize the importance of prevention and early intervention, and make a commitment to devote additional effort to this area. • Make the adaptation of educational services a priority for all those working with students with special needs. • Place the organization of educational services at the service of students with special needs by basing it on the individual evaluation of their abilities and needs, by ensuring that these services are provided in the most natural environment for the students, as close as possible to their place of residence, and by favouring the students' integration into regular classes. • Create a true <u>educational community</u>, starting with the child and the parents and continuing with outside partners and community organizations working with young people, in order to provide more consistent intervention and better-coordinated services. • Devote particular attention to students at risk, especially those with learning disabilities or behavioural difficulties, and determine methods of intervention that better meet their needs and abilities. • Develop methods for evaluating students' educational success in terms of 	<p>Inclusive Schooling (51)</p> <ul style="list-style-type: none"> • Communication plan 1 • Common terminology 2 <p>Professional Development (53)</p> <ul style="list-style-type: none"> • Ongoing in-service plan 3 • Information for parents 4 • Annual institute 5 <p>Identification and Assessment (54)</p> <ul style="list-style-type: none"> • Review existing practices 6 • Professional Development 7 • Financial support for qualified profes. 8 <p>Program Planning (54)</p> <ul style="list-style-type: none"> • Time for program planning 9 • Role and responsibilities of all personnel 10 <p>Parental Involvement (55)</p> <ul style="list-style-type: none"> • Guide for parents 11 • Enhance parental involvement 12 <p>Interagency Collaboration (55)</p> <ul style="list-style-type: none"> • CAYAC 13 <p>Resources and Supports (56)</p> <ul style="list-style-type: none"> • Define core services and service ratio 14 • Assistive technology 15 • List of Authorized Learning Resource 16 • Guidelines to support students with behavioural challenge 17 • Class size 18 <p>Funding (56)</p>	<p>What Is Special Education? (6)</p> <ul style="list-style-type: none"> • System Options: Continuum of service VS Inclusion (10) <p>Who Are the Students with Special Needs? (16)</p> <ul style="list-style-type: none"> • Identification & Assessment (19) <p>What Program/Services Are Needed? (25)</p> <ul style="list-style-type: none"> • Pre-referral Intervention (25) • The Individual Education Plan (29) • Transition Planning (30) • Service Coordination (31) • Outcomes (33) • Impact of Service Delivery on All Students (34) <p>What Resources Are Needed? (36)</p> <ul style="list-style-type: none"> • Financing Spec. Ed. (36) • Human Res. Allocation... (38) • Training and Professional Dev. (41) • Supporting Resources (43) • Grants for Purchase of Services (43) <p>Organizational Structure and Policy (45)</p> <ul style="list-style-type: none"> • Philosophy of Public Ed. (45) • Legislation in PEI (46) • Canadian Perspective (48) • Current Policy Directives (49) • Organizational Structures (50) <p>Building a Framework for Decision Making (53)</p>

	<p>knowledge, social development and qualifications, assessing the quality of services and reporting results.</p> <p>No studies were done in Quebec on special education, but a new special education policy was adopted by the Government in 2000.</p>	<ul style="list-style-type: none"> • Injection of 20 million 19 • Core services caseload 20/21/22 <p>Program Standards and Accountability (57)</p> <ul style="list-style-type: none"> • Monitor IEP 23 • Monitor pre-service teacher education program 24 • Define and adopt professional qualifications in hiring 25 • Tracking Our Progress 26 • Monitor resource teacher allocation 27 • Identify core competencies for TA 28 • Barrier-free access 29 <p>Appeal Process (59)</p> <ul style="list-style-type: none"> • Professional development in mediation skills 32 • Mandatory procedures for appeal 33 • Information package for parent 34 	<ul style="list-style-type: none"> • Enabling Structures (53) • Collaborative Spec. Ed. Delivery (63) • Interactive Accountability (67)
<p>Other documents:</p> <p>Backgrounder: Eves government's new rural education strategy strengthens remote and rural schools. August 2003.</p> <p>Rural Education Strategy</p>	<p>Other documents:</p> <p><u><i>Gérer les comportements - Modèle gradué d'intervention « en palier ».</i></u> http://www.csmb.qc.ca/gesclasse/contexte.htm</p> <p><u><i>Program to Support Research and Development in Special Education</i></u> – Call for projects for 2004-05 school year</p> <p><u><i>Complementary Educational Services: Essential to Success</i></u> (2002)</p>	<p>Other documents:</p> <p><u><i>Adaptations</i></u> – Strategies and Resources</p> <p><u><i>Supporting Student Success: Resource Programming and Services</i></u> (2002)</p>	<p>Other document:</p> <p><u><i>Student Assessment Process – Standards and Guidelines</i></u> (2004)</p>

Newfoundland and Labrador (1996)	New Brunswick (2003)	Yukon	Northwest Territory
<i>Special matters: The report of the review of special education</i>	<i>Quality Learning Agenda</i>		No study on services for students with special needs
<p>Unfortunately, I was unable to obtain a copy of this 1996 study.</p>	<p><u>Achieve at the highest standards of excellence</u></p> <ul style="list-style-type: none"> • Emphasize pre-school learning (25) • Target early literacy (26) • Focus on mathematics and science (27) • Enrichment (28) • Ensure a disciplined, positive school environment (28) • Expand the use of technologies (29) • Address issues association with classroom composition (30) <p><u>Develop the whole child</u></p> <ul style="list-style-type: none"> • Provide a well-rounded curriculum (32) • Provide quality language programs (33) • Challenge and support students with a range of needs (34) <p><u>Promote strong, successful schools within involved communities</u></p> <ul style="list-style-type: none"> • Promote quality teaching (36) • Ensure strong school leadership (37) • Ensure safe, healthy learning and working environments (37) • Maximize school time for learning (38) • Raise awareness of the benefits of education and lifelong learning (38) • Explore the potential for more community-based learning (39) <p><u>Support successful transitions to further learning and training</u></p> <ul style="list-style-type: none"> • Improve student preparation and supports 		

	<p>(40)</p> <ul style="list-style-type: none"> • Increase opportunities for co-op and work-study programs (41) • Provide quality guidance and career counselling (42) • Collaborate with post-secondary institutions and the private sector (43) <p><u>Ensure accountability throughout our education system</u></p> <ul style="list-style-type: none"> • Develop an accountability framework (44) • Publish an annual Key Achievement Standards report (44) • Improve school performance reviews (45) <p>Concrete actions have been identified for each of the objectives listed above. The Department of Education must report regularly to the Government on the progress of each of the actions.</p>		
<p>Other document:</p> <p>Government of Newfoundland and Labrador, <i>Coordination of Services to Children and Youth in Newfoundland and Labrador – Individual Support Services Plans</i>, September 1997.</p>			<p>Other document:</p> <p>Department of Education, <i>Culture and Employment, Promising Practices – Ideas that work in northern secondary classrooms</i>, http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/Pages/Reader_Spreads.pdf</p>