

Master
Education
Agreement -
Special
Education
Committee

February Forum

2020





Guideline – We Believe Indigenous ways of knowing

Open dialogue



Today's Session

- Overview and Update on the Work of the Special Education Committee (SEC)
- Committee Members
- Working Document Review
- Present the Guideline Framework
- Open Discussion
- Opportunity for Feedback from Community and School Board Partners



Committee Members

"The scope and complexity of special education requires a dedicated committee of representatives from AES and EDU." - from the MYAP

- Nancy Allaire – KEB co-chair
- Lisa Michano-Corchene
- Tammy Moreau
- Virginia Rutledge – Ministry of Education co-chair
- JoAnn Henry
- Claudine Munroe



Background and Workplan Activity

- Orientation session for committee was in Spring 2018
- Originally included two school board members; school boards will now be participating for specialized discussion areas
- Committee meets monthly

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Background and Workplan Activity

Multi-Year Action Plan states that the work would include:

- "Finding the alignment between the AES and the Provincially-funded Education System."
- "Discussions will address the needs of Anishinabek students both on and off-reserve, including the continuity of services when students transfer between the AES and the Provincially-funded Education Systems."



Guideline – Background

What Has Been Done

- Scans – questionnaires sent to PFN's
- Ministry of Education provided information on guiding documents (appended to last year's Forum report)
- Committee develop a Priorities document based on regional input
- Discussions at REC meetings
- Feedback from REC meetings, February Forum 2018 and 2019
- Master Education Agreement Research and Evaluation Logic Model input



Guideline Framework

Special Education Guideline Framework - February 2020

Working Notes:

The goal for the Guideline is to incorporate principles and processes that will reflect and define Special Education in the Anishinabek Education System – for students attending schools both on-reserve and off-reserve.

The committee has developed a framework to inform the Guideline. This framework includes some of the indicators pulled from the Ontario Special Education Plan Standards document as they pertain to the following 7 areas of focus outlined in the MYAP work plan and with some new items. This illustrates, somewhat, the interface between systems and the gaps.

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Guideline Framework

- Assessment and identification of special education needs, (include IEP, IPRC processes)
- Parental and Anishinabek First Nation engagement, (includes SEAC)
- Communication and information sharing,
- Transition planning,
- Protocols, and
- Human Resources
- PD strategy



Guideline Framework

Guiding Principles -

- Anishinabek have the inherent right to educate our children
- Anishinaabe education is based on Anishinaabe intellectual, holistic knowledge
- Anishinaabe education ensures the preservation and ongoing development of Anishinabek
- Anishinaabe education developed by Anishinabek will increase student success and well-being



Guideline Framework

Indigenous Ways of Knowing: We Believe -

- From opening activity



Let's Take a Look

- Sample page on slide
- Hard copy drafts (to be left on tables)
- View actual document

Area to be explored (from MYAP)	Special Education Plan Standard (EDU)	Indicators	First Nations (KEB editing and REC feedback)	Other ways of knowing	Words of Wisdom Resources and research links
Parental and Anishinabek First Nation Engagement	The Board's Special Education Advisory Committee	<ul style="list-style-type: none"> • names and affiliation of members • meeting times and locations • a contact address, telephone number, and/or e-mail address for each member • procedures for selecting members • where applicable, a note that a board has membership to represent the interests of First Nations, Métis, and Inuit students • making recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board • participating in the board's annual review of its special education plan • participating in the development of the board's annual budget for special education • reviewing the financial statements of the board as they relate to special education 	<p>Need protocol statement</p> <p>a note that SEAC membership may include representation from the AES</p> <p>PFNs and SBs will collaborate on committees including SEAC (SB to open up membership to include more FN representation)</p> <p>Participating First Nation rep will be invited to review IEPs each term (pending parent consent?)</p>		<p>Refer to Think, Feel, Act (Pamela Toulouse)</p> <p>COO, AFN, ONECA, Pedagogy,</p> <p>KTEI Sped Document</p> <p>Special Education Plans</p> <p>FN Community Template</p> <p>AES ESA Guidelines</p> <p>SEC Priorities Document/List</p> <p>REC Fall Meeting input</p> <p>Special Education Scan</p>

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Guideline Development

- Communities where there are schools will need to develop/utilize their own guideline that reflects their community practices, resources, and beliefs
- Where students attend school off-reserve, the guideline will reflect the partnership between two systems and the recognition of some differentiated practices.



The Guideline

- What should this product look like?
- Group brainstorm