

Part I

The Board's Consultation Process

I THE BOARD'S CONSULTATION PROCESS

In accordance with Regulation 306, each school board is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the ministry. Each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review.

One of the purposes of a school board's special education plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

Ministry of Education.
Standards for School Boards
Special Education Plans. 2000

Annual Review of the Special Education Plan

Purpose of the Annual Review

- To ensure that the Special Education Plan meets the needs of exceptional students of the Board
- To ensure that the Special Education Plan follows current Ministry of Education legislation
- To demonstrate the allocation of Special Education resources/funding.

The Annual Review Process

The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

Regulation 464, 197

Input is provided throughout the year by the Special Education Advisory Committee and is considered in the annual review and amendment of the Special Education Plan. An **Invitation for Input** has been traditionally published on an annual basis to community agencies, parents, principals, teachers, support staff and any other interested partners.

January

Invitation for Input is distributed to all stakeholders.

February

Feedback from the Invitation for Input is summarized.

Feedback is shared with SEAC.

Further SEAC input is invited.

Draft Special Education Plan is prepared and submitted to Admin Council for approval.

March

Special Education Plan is received by SEAC.

SEAC votes to accept the Special Education Plan by majority vote.

SEAC receives the reasons for inclusion to the Board and the Ministry.

SEAC formulates recommendations to Rainbow District School Board.

April

The Special Education Plan is received by Rainbow District School Board.

May

Submission to budget process.

June

Presentation of amendments to Board as outcome of budget process.

July

The Special Education Plan is forwarded to the Ministry of Education by July 31, 2006.



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January 25, 2011

An Invitation for Input

Parents/guardians of students with special needs/exceptionalities in the Rainbow District School Board are invited to provide input into the Special Education Plan 2011-2012.

Programs and services in special education are ultimately based upon provincial funding available to the Rainbow District School Board. All grants designated for special education programs and services are used to support students with special needs in our schools. These programs and services include the provision of support through special education resource teachers, special class teachers, educational assistants and professional support staff services including psychology and speech and language pathology. In addition, the special education staff works with community agencies to augment services provided in our schools.

Please submit any suggestions for changes to the delivery of special education programs and services in Rainbow Schools. All suggestions should be in writing and received by **Thursday, February 17th, 2011**.

Please complete the survey on the reverse side of this page and/or provide suggestions in the section provided. Upon completion submit to:

Ada Della Penta
Superintendent
Rainbow District School Board
69 Young Street
Sudbury Ontario, P3E 3G5

OR

Place the completed survey into a sealed envelope addressed to Ada Della Penta, Superintendent, and give to your child's school secretary, who will then forward the survey to Ada Della Penta.

I am aware of the following...

(check as many as necessary)

- Special Education Plan
- Special Education Advisory Committee (SEAC)
- Identification Placement and Review Committee (IPRC)
- Individual Education Plan (IEP)
- Parents' Guide to Special Education
- School Council
- Pathways for Exceptional Students Open Houses (Grade 7/8's)

Since September I have had communication regarding special education services with...

(check as many as necessary)

- | | |
|--|---|
| <input type="checkbox"/> Classroom Teacher | <input type="checkbox"/> Special Education Consultant / Coordinator |
| <input type="checkbox"/> Resource Teacher | <input type="checkbox"/> Principal / Vice Principal |
| <input type="checkbox"/> Itinerant Teacher | <input type="checkbox"/> Superintendent |
| <input type="checkbox"/> Program Leader | <input type="checkbox"/> Director of Education |
| <input type="checkbox"/> Attendance Counsellor | <input type="checkbox"/> Speech-Language Pathologist |
| <input type="checkbox"/> Psychology Staff | |

My child receives or has received support through:

(check as many as necessary)

- Resource Teacher
- Itinerant Teacher
- Self-Contained classroom
- Self-Contained school
- Specialized services (teacher of the deaf, teacher of the blind, educational assistant ...)

My child has received specialized equipment accommodations such as...

(check as many as necessary)

- | | |
|---|---|
| <input type="checkbox"/> FM System or Free Field System | <input type="checkbox"/> Kurzweil |
| <input type="checkbox"/> TextHelp | <input type="checkbox"/> Smart Ideas |
| <input type="checkbox"/> Inspiration | <input type="checkbox"/> Co-Writer |
| <input type="checkbox"/> CCTV | <input type="checkbox"/> Write Outloud |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Dragon Naturally Speaking |
| <input type="checkbox"/> Large Screen Monitor | <input type="checkbox"/> Braille Printer |
| <input type="checkbox"/> Treatment Table | <input type="checkbox"/> Wheelchair Accessible Desk |
| <input type="checkbox"/> Stander | <input type="checkbox"/> Interpreters |
| <input type="checkbox"/> Lift | <input type="checkbox"/> Notetakers |
| <input type="checkbox"/> Premier Tools | <input type="checkbox"/> Other _____ |

Do you have any additional suggestions or input for our 2011-2012 Special Education Plan?

Signature (optional)

Date

Input into the 2011 - 2012 Special Education Plan

Each year, beginning in January, a request for input for developing the Special Education Plan for the following year is sent to all stakeholders. Most responses are received by mid-February. The origins of these responses are typically internal or employee driven i.e.; Special Education Department, Teachers, Educational Assistants and Principals. However, in addition to SEAC and various Independent Associations providing input, parental submissions were quite significant in 2010. A total of 150 individual responses were received and considered in the preparation for the 2011-2012 Special Education Plan.



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Special Education Program and Services Review Process

1. Appoint Lead
2. Lead recommends Review Committee of stakeholders:
 - SEAC Member
 - Trustee
 - Parent
 - Student (Participate as appropriate)
 - Principal Elementary
 - Principal Secondary
 - Special Education Teacher
 - Educational Assistant
 - Classroom Teacher
 - Staff /agency associations
 - Special Education Consultants
3. Data Collection
 - # of students
 - Distribution
 - Degree of severity
 - Age
 - Male/female
 - Report card/EQAO marks, suspension
 - Etc.
4. Program
 - Program delivery model
 - Resources
 - Assessment of student achievement (EQAO accommodations, exemptions, etc.)
 - IEP
 - Transition outcomes
5. Cost
6. Identification of Successful Practices
 - Expert event
 - External observation
7. Public Input Forum
 - Parent Focus Group
 - Student Focus Group
8. Committee Visitations to Schools
9. Submission of Recommendations and Costs
 - To Superintendent responsible for Special Education Programs and Services
 - Administrative Council
 - SEAC
10. Review the Review Framework

Guiding Questions for Special Education Review Committee

1. Is the program based upon a set of principles, vision, and goals?
2. What are achievement outcomes for students? (Qualitative, quantitative)
3. How are graduates tracked?
4. How does IEP relate to program delivery?
5. What is the status of recommendations from previous program reviews?
6. What are the funding sources for the program?
7. What is the per capita cost for the program?
8. What are the assessment strategies? (Wait list, % identified? IEP)
9. What is the early years history for the population? (Assessment available at school entry?)
10. What is the intensity of direct support?
11. What are the staff qualifications? (Certification? AQ? Additional Training)
12. How is technology used?
13. What instructional resources are used?
14. What professional resources are used?
15. What are successful practices?
16. Which agencies have been identified as potential partners/sponsors?