

Part 1- The Board's Consultation Process

Compliance with Regulation 306 of the Education Act

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*

Requirements for the Ottawa-Carleton District School Board's Special Education Advisory Committee (SEAC)

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 464/97*

Annual Review of the Special Education Plan

The purpose of the annual review is to ensure the following:

- 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.

Input is provided throughout the year by the SEAC and is considered in the annual review and amendment of the Special Education Plan.

Overview of Involvement of the Special Education Advisory Committee (SEAC) and Community Members in the Annual Review of the Special Education Plan

The Special Education Advisory Committee (SEAC) has been consulted during 2017-2018 in the revision of the OCDSB Special Education Plan in the following ways:

- members of SEAC participated in the revisions of the Special Education Plan 2018 at the monthly SEAC meetings
- nine standards were fully discussed at SEAC meetings
- input from SEAC was received from their comments made at the meetings as well as input in written form was also received



- final amendments to the Plan will be made by August 2018 to appear on the OCDSB website

Members of the community were informed of the timelines for providing input into the Special Education Plan 2018 through SEAC minutes, which are posted on the District's website. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2018 was posted on the District's website.

Special Education Program and Services Review Process

In January, 2014, the Learning Support Services department presented [Report No. 14-001, Performance Measures for the Ottawa-Carleton District School Board, Learning Support Services](#). Building on the draft, Program Logic Models (PLMs), developed in consultation with Dr. Tim Aubry, at the University of Ottawa, the report highlights several performance measures for Learning Support Services department and for each OCDSB specialized program. These performance measures have been used to shape the most recent program reviews for two of our specialized classes (LD SIP, and Gifted). Further work has begun on the implementation and monitoring of a revised model for supporting students with Learning Disabilities. Exploration of the programs and services for students with Giftedness is ongoing. A key component of the program review process is the engagement of stakeholders including SEAC, parents / guardians, parent / community organizations, students, central staff, teachers, educational assistants, principals, managers, and senior staff in the process. The inclusion of stakeholders has taken on a variety of formats and is dependent upon the review.

Quality Program Indicators

Learning Support Consultants (LSCs) and specialized program teachers continue to work on the implementation of Quality Program Indicators (QPI), which examines specifically the effective practices for each of the specialized programs. The intent of QPI document is for specialized classroom staff to use to guide their work and target measures for further program development, to best serve each student. These indicators are monitored regularly and are currently in the process of being updated.

The Learning Support Consultants continue to work collaboratively with specialized classroom staff to provide program support, resources and to establish next steps. When possible, the LSCs provide in-service opportunities appropriate for their program.

