

Request for Service Submission: LSS Operational Review Scope of Work

For each of the focus areas of the operational review (as detailed below) the project would include:

1. A gap analysis that may include, but not limited to, legislation, system policy and procedures, resourcing and communication practices;
2. Strength, weakness, opportunity and threat analysis; and
3. Recommendations to support the implementation of a work plan including identification of any resourcing implications and strategies to address communication issues.

Operational Review Focus Areas:

Needs Assessment Process

Fundamental to the delivery of special education supports and services in the OCDSB is the tiered approach to intervention as guided by the Ontario Ministry of Education *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013).

Feedback provided to LSS indicates that the tiered approach to intervention is not clearly understood by critical stakeholder groups (e.g., Board, SEAC, parents, staff).

Consultation with SEAC provided the following key questions that may assist but not limit the project work for this focus area:

- What processes are used in the OCDSB to learn about individual student needs?
- What are the key performance indicators used District-wide to determine that a student's needs are being met?
- What are the processes (or mechanisms) used within the OCDSB to provide and receive feedback to parents/guardians regarding student needs?
- What key performance indicators are used to measure the effectiveness of the current supports and processes used in engaging all students and families?

The results of the Operational Review in this focus area would facilitate staff to generate:

- A plan to consolidate and strengthen the skills and strategies of classroom educators related to planning, assessment and instruction and specifically the development of student profiles.

Identification Process

The central question that framed the review priority for this area of focus as identified by SEAC was identified as:

- What is the fundamental difference in the understanding of parents and staff regarding the IPRC process?

This directly impacts staff messaging regarding the IPRC and the corresponding understanding of parents/guardians and students. In the absence of a shared understanding of the IPRC process, it is a challenge to ensure consistency in communication and administration of the process to all staff, parents/guardians, and students.

The results of the Operational Review in this focus area would facilitate staff to generate:

1. Tools and resources to support improved communication to all stakeholder groups (e.g., staff, parents/guardians, students);
2. Improved use and understanding of data and how this may inform practice; and
3. Establishing conditions where parents/guardians and students feel confident and capable to make informed decisions regarding the IPRC.

Placement Process

The discussion in this focus area reinforced that there are clear intersections between the process of identification and the placement process both in practice and in the legislation that governs this work.

Consultation with SEAC provided the following key questions that may assist but not limit the project work for this focus area:

- What information and data is considered to support a placement decision at an IPRC?
- What is the role of parents/guardians in the placement decision?
- What are the tools and resources to support consistency of information as it relates to placement options in the OCDSB?