

# Section A

## The Board's Consultation Process

## **THE BOARD'S CONSULTATION PROCESS**

### Purpose of the Standard

To provide details of the Board's Consultation Process to the ministry and to the public.

### Requirements of the Standard

In developing and modifying their special education plans, boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

### Description of Board's Consultation Process

The Board's philosophy of Special Education is based upon ongoing collaboration with all stakeholders including parents, students, staff, and community partners. The commitment to collaboration and continuous gathering of feedback is reflected by the Board's Special Education Service Delivery Model and the IEP and IPRC processes. This informal and continuous consultation with parents, students, staff, and community partners represents an important first step in the Board's Consultation Process.

The second major component of the Board's Consultation Process is provided by the Special Education Advisory Committee. Opportunities for informal and continuous consultation with SEAC are afforded at each SEAC meeting during which presentations are made about special education programs and services, feedback is requested and issues are discussed and addressed. Formal consultation with SEAC will occur through early and ongoing communication regarding the Ministry of Education's 'Standards for School Board's Special Education Plans', explicit requests for feedback from Association representatives, SEAC participation in facilitating a community focus group, and SEAC involvement in summarizing the feedback received from various consultation processes.

The third component will formally seek input from community organizations. This currently occurs on an ongoing basis through SEAC and the Board's extensive involvement with numerous community partners and groups. Formal consultation with the broader school community occurred during the 2006-2009 school year resulting in a Strategic Plan (see Appendix 6). We have now completed the second year of the strategic planning recommendations.

## **TIMELINES AND COMMUNICATION STRATEGIES**

Every effort will be made to communicate with stakeholders in a timely fashion regarding the consultation process and opportunities to provide input about the Special Education Plan. This will be accomplished through a combination of public presentations, SEAC and Board agendas, staff meetings, school newsletters, and local newspapers. Timelines are as follows:

- The Special Education Plan Amendments will be presented to SEAC on June 15, 2006 and to the Board on June 19, 2006.
- The amended Special Education Plan will be submitted to the Ministry of Education by July 28, 2006.

### **SEAC INVOLVEMENT IN THE ANNUAL REVIEW OF THE SPECIAL EDUCATION PLAN**

In addition to involvement in the Consultation Process as outlined above, SEAC members are also involved in the Annual Review through:

- ongoing reviews of special education programs and services through presentations and updates at SEAC meetings;
- participating in Ministry of Education training opportunities;
- ongoing discussions about the Standards for School Boards' Special Education Plans;
- reporting on the results of the Consultation Process and making related recommendations for the Special Education Plan;
- ongoing discussion at SEAC meetings re: all areas of Special Education;
- consideration of minority or majority reports concerning the approved plan that have been received from SEAC members; and
- recommending to the Board that the Special Education Plan be approved.

Based on the recommendations in the School Board Special Education Plan Report – 2003, there have been changes/ amendments made to Section 9 on page 4. The extent of SEAC involvement in decision-making is now evident. Also added, is criteria for admission and determination of the level of support provided in each placement by exceptionality