**BRITISH COLUMBIA
DISTRICT STUDENT SERVICES
REVIEW INQUIRY PROCESS**

A Process for Reviewing the Effectiveness of Student Services at the
District Level

**BRITISH
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2010

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PART ONE
District Student Services Review Overview

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Introduction

The purpose of the district student services review inquiry process is to assist districts to self-review and determine the effectiveness of their education programs and services, and to identify changes which may be needed to improve educational outcomes for students. The self-assessment should identify strengths and areas needing change. It is not intended as an evaluation of individual schools or personnel. The focus of the review must be on outcomes for students. The review team should be sure to validate the positive things that are happening in education in the district and should make recommendations for changes where they are needed. The review should be conducted in an open and public way and must be perceived as such by staff, parents, students, and the community.

District student services reviews can contribute to the province's overall Accountability Framework – supporting a system focus on student achievement. The review should be part of an ongoing process, and the development of a plan for change. As such, it can inform the district's achievement contract, in particular the identification of areas of focus for the improvement of student success, strategic actions, adjustments intended to improve results and processes to monitor programs.

The student services review process needs the full support of the board of education and the superintendent; for example, messages to the schools and the community should go out under the superintendent's or board chair's signature.

Appendix F: Resources, includes links to district student services reviews that have been previously undertaken by various districts. It may be helpful to view these as a way of seeing what other districts have found and planned.

Relationship of the District Student Services Review and District Achievement Contracts

The district student services review and district achievement contracts are two distinct processes, but can be linked to increase the effectiveness of each. Evidence from the district student services review can be used to help guide a self assessment of education services during achievement contract development. The evidence gathered and other data collected as part of the achievement contract process can contribute evidence to the district student services review process.

Key elements of the District Student Services Review Process:

- Focusing on continuous improvement for all students, including students with special needs in the district.

- Analyzing evidence about educational programs, including special education in the district.
- Setting targets to address district priorities, with specific targets for literacy, completion rates and other measures of student achievement.
- Determining specific actions to address goals that include both strategies and structures.
- Deciding how the actions will be evaluated for effectiveness.
- Creating a three-year plan that links to the board's achievement contract.
- Sharing specific elements with the Ministry, which may include a request for further information.

Steps in the Student Services Review Process:

Step 1: Develop a team
Step 2: Define a vision for the district's student services
Step 3: Identify key questions to conduct review
Step 4: Gather data and other evidence
Step 5: Analyze evidence
Step 6: Create a DRAFT district student services review report
Step 7: Consult, finalize report, and determine implementation plan
Step 8: Develop the three year plan
Step 9: Report to board
Step 10: Follow up

Suggested Timeline for the District Student Services Review

April (Month 1)
- Develop a team
- Select review team chairperson
- Provide copies of the review document and hold in-service for the members of the team on the review process

May/June (Month 2-3)
- Establish district stakeholders list
- Establish timelines for the complete review
- Establish communications network around the district (who/what/how)
- Clarify criteria statements, identify key questions
- Decide on data and other evidence to be collected next school year
- Plan the evidence collection and provide in-service training to team, if needed (see Appendix A)

September (Month 4)
- Determine tasks needed to complete the review according to the established timeline, and by whom
- Begin data and other evidence collection
- Establish any sub-committees deemed needed

October/November (Month 5-6)
- Complete data and other evidence collecting
- Finish surveys
- Carry out focus groups
- Conduct interviews
- Do observations or visits to programs, if needed
- Complete high incidence student file reviews
- Create a sharepoint site with examples of evidence for use of the review team

November/January (Month 6-8)
- Analyze data and other evidence and record in DRAFT report format
- Establish satisfaction levels of review team
- Identify areas of strength and areas needing change
- Communicate preliminary findings to stakeholders/consult
- Report preliminary findings to board and/or superintendent

February/March (Month 9-10)
- Prepare review report
- Develop the district student services three year plan including a schedule of actions to implement the plan and reviews for each goal

March/May (Month 10-12)
- Revise district student services three year plan in response to the input from the board and community partners
- Present final report to the board and the public, and share specific elements with the Ministry

June/Sept (Month 13-16)
- Begin implementing district student services three year plan
- Develop a mechanism for monitoring progress of the three year plan

Step 1: Develop a team

The district student services review team has the responsibility for conducting the assessment, collecting information, and reporting on the findings of the district student services review.

Setting up the review team

The self-assessment should be carried out by a team consisting of about 8 to 10 members chosen for their considerable knowledge and experience in the area of student services and/or special education in the district. The team should include representatives from the district, stakeholders and educational partners; for example:
- district administration
- principals and vice-principals
- regular classroom and special education teaching staff
- para-professional staff , such as teacher assistant
- district specialized teaching staff and/or specialized support staff; and
- parent, ideally a parent of a child with special needs

The self-assessment may or may not include an external evaluator or evaluation team

Skills of review team members:

- knowledge of the review process
- knowledge of student services and/or special education services
- direct experience in student services and/or special education
- knowledge of IEP development
- capable of collaborative participation and enlisting it in others
- capable of generating staff and community support
- capable of ensuring that all voices are heard and that consensus is attained
- able to organize and serve on such sub-committees as may be required
- capable of using data collection processes and understanding measurement instruments

Important pointers for review teams

Review teams must be assured themselves, and communicate to the entire school district and community, that the review process is not an evaluation of the work of individuals. The student services review is intended to analyze the district in terms of outcomes as well as inputs and processes.

The team should be kept to a manageable size and should be made up of individuals with the necessary knowledge and experience about student services and/or special education, not by representatives of any particular group or political agenda. Members should have an understanding of electronic communication approaches for sharing and gathering information. Team members

should be prepared for one of the best professional development experiences they have had with an understanding of the significant time and energy commitment necessary to complete the process.

The ideal chair for the review team is an administrator of student services and/or special education from the school district, or where that individual is relatively new to a district, an administrator of student services and/or special education from a neighbouring school district in British Columbia who is willing to provide mentorship. These individuals have considerable experience and background in special education and/or special education and knowledge of the BC school system. The chairperson should be carefully chosen with attention to the time that will be involved in this task. A single chairperson should commit to the entire process.

The team should be familiar with the *School Act* and relevant Ministerial Orders, *Special Education Services: A Manual of Policies, Procedures and Guidelines*, *Handbook of Procedures for the Graduation Program*, and *Reporting Student Progress: Policy and Practice*. Student services and/or special education services consist of any program or service which is covered in the Ministry's *Manual of Policies, Procedures and Guidelines*. For example, services to students such as speech therapy and learning assistance should be included in this review. Because local names or descriptors of programs, disabilities, or roles may not be the same as those used in the review document, the team should refer to the above Ministry documents for clarification of terms.

Team members should familiarize themselves with key terms (for example, inclusion, assessment, universal design, differentiated instruction, and transition). Agreement about the meaning of such terms should be established from the onset.

The Team should focus and agree upon what form of evidence is considered to assist decision making in the district and its capacity in considering the evidence gathered and making decisions based on the evidence. The team should take seriously any need for training of individuals on data and other evidence collection, planning and recording information from focus group meetings, and other types of data and other data or evidence collection and sampling.

Step 2: Defining a vision for the district's student services

Introduction

The student services enquiry review process provides eight indicators foundational to success for students. These are research-based indicators that have been linked to high quality and effective educational programs for students. The indicators support the goal that all students in British Columbia receive an education that meets high educational standards.

The indicators are organized under six main headings:
- High Expectations
- Planning
- Education Supports and Services
- Resources
- Staff Assignment and Professional Service
- Communication and Collaborative Problem Solving

See Appendix A for a rubric of the eight indicators, criteria and performance standards.

Review teams are encouraged to use these indicators as a measure to help identify those features of educational supports and services that combine to result in effective programs, regardless of specific educational methodologies.

The review team must develop an understanding of which services are covered by the review and the meaning of the key indicators and related criterion statements. Teams may decide to address all or some of the indicators and criterion statements in the review. Additional criteria may be included to address particular concerns which may not be covered by this document.

Much of the data and other evidence which demonstrates how a district is succeeding in its delivery of student services will actually be best collected at the school level. Review teams should decide which information is to be collected at the district level and at the school level.

Step 3: Identify key questions to conduct review

ATTRIBUTES OF CONTINUOUSLY IMPROVING SCHOOLS/DISTRICTS

Consideration and discussion of the following areas may facilitate development of key questions. Each area begins with a focus statement about continuously improving districts and schools followed by examples of questions to promote discussion.
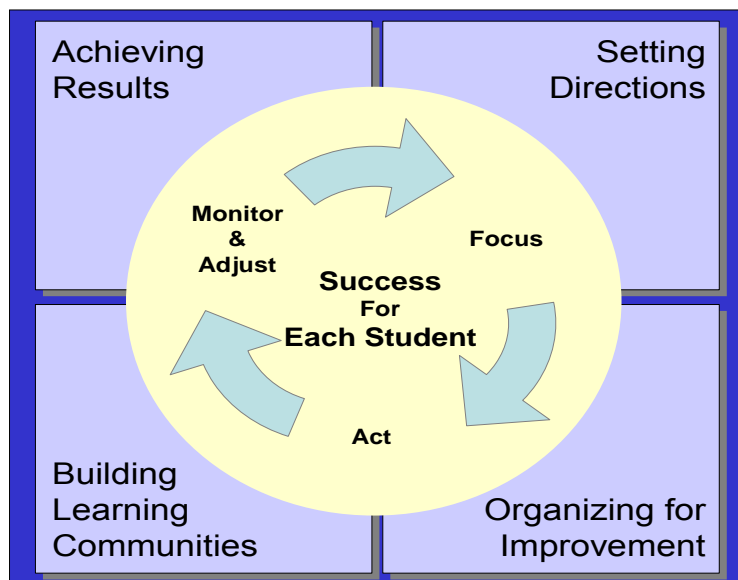
Districts are not obliged to use these questions, they are simply offered as one option. Nor are the questions exhaustive, but are offered as a starting point to generate further discussion.

<u>Setting Directions</u>

In continuously improving districts and schools:
- direction are set that enhance success for all students, including students with special needs
- district priorities are identified through thorough examination of evidence from classroom, school and district level sources
- focus on continuous improvement is evident in goals, objectives and related rationale
- goals and objectives are systematically reviewed and revised

Questions to Consider

➢ What is special education? Who is a "special education" student? Who is a "regular" student?
➢ What does student success look like?
➢ What data and other evidence will you use to determine/tell the achievement of each student?
➢ When setting our goals and objectives, what data and other evidence will we consider from; the classroom, school, district and province?
➢ How will we ensure that goals support continuous improvement in each school/classroom?
➢ How will we ensure goals and objectives are focused on areas of need?
➢ How will we disaggregate data to get a deeper understanding of particular groups of students, i.e., students with special needs?
➢ How will we address the relationship between performance and participation rates?
➢ Are we tracking data and other evidence over time? (i.e., cohort groups?)
➢ What other questions can we develop together to add to this list?

Organizing for Improvement

Continuously improving districts and schools:
• organize actions to ensure success for all students, including students with special needs
• work at all levels in the district is coherent and aligned to focus on improvement
• support both school uniqueness and district directions
• use a blend of research, best practice, and innovative thinking to determine actions to achieve selected goals. These actions also include effectively differentiating resources, time and professional development to get results
• connect with staff and schools to build capacity
• monitor and adjust actions for effectiveness

Questions to Consider

➢ What is contributing to student success?
➢ What is getting in the way of student success?
➢ Are there actions in place for particular groups of students, i.e., students with special needs, who do not demonstrate improvement? What are they?
➢ Do those actions support your goals and objectives?
➢ Are there actions in place to improvement efforts in the areas of:
   o Staff development?
   o Assessment practices?
   o Instructional practices?
   o Other practices?
➢ What specific actions are in place for schools that do not demonstrate improvement?
➢ How are we determining the effectiveness of our actions?
➢ What adaptations or refinements are we making to our actions?
➢ What actions do we find promising?
➢ What classroom practices exist that support the success of all students, including students with special needs?

- What are the connections between school and district plans?
- Does the school board, consult with the SPCs, approve school plans?
- Do schools develop goals or objectives that respond to their unique circumstances? To what degree?
- Is the connection between school and district plans reinforced and supported? How?
- Do we provide time for professional discussions about improving classroom practice? How?
- Are connections among teachers and schools reinforced and supported? How?
- Is there a connection between the district Aboriginal Enhancement Agreement and the District Achievement Contract? Where are the connections? Where are the disconnections?
- What other questions can we develop together to add to this list?

Building Learning Communities

In continuously improving districts and schools:
- there is a shared vision for and a commitment to success for all students, including students with special needs
- leadership at all levels in all roles focus on success of all students, including students with special needs
- relationships are developed and maintained to support all students, including students with special needs
- ongoing parent involvement is embedded in district culture
- the district makes public their plans and progress
- the district collaborates and communicates in multiple ways about their work
- input and dialogue is actively sought and valued district-wide

Questions to Consider

- How can we promote "best practice" district wide?
- Do we address relationships with parents/parent groups at all levels to support the success of all students, including students with special needs? How?
- Are parents encouraged to support their child's achievement? How?
- Are parents and parent groups, including the PAC(s) and DPAC, involved in efforts to improve the achievement of all students, including students with special needs? How?
- Are parents of Aboriginal students, students with special needs and students with English as a Second Language needs and SPCs involved in setting goals? How?
- Are SPCs reaching out to engage all parents, including parents of specific groups such as Aboriginal students, students with special needs and students with English as a Second Language needs, to support achievement for all students? How?
- What is the biggest challenge related to parental involvement in our school or district?
- What steps have we taken to address the challenge? Is it working?
- How do we build and maintain relationships at all levels in order to have ongoing dialogue about the achievement of every student?
- What strategies do we use to seek input?
- What strategies have we found most effective for strengthening dialogue about the achievement of every student?

- Do we ensure communication about the achievement of all students, including students with special needs is consistent, timely, and delivered in multiple ways with staff? Students? Parents? Community? How? Is it working?
- Is there data and other evidence that staff, parent, and student leaders in the school/district demonstrate their focus on the continuous improvement of the achievement of students, including particular groups (i.e., students with special needs)?
- Are the district and schools providing for the leadership development of principals, vice-principals, teachers, support staff, district staff, parents and students? How? Is it working?
- Is leadership development focused on improving the achievement of students, including particular groups of students (i.e., students with special needs)?
- Are the district and schools working as a team to improve the results of students, including particular groups of students (i.e., students with special needs)? How?
- What processes are in place for a team approach to examine the achievement results of all students, including students with special needs? Are those processes working?
- What other questions can we develop together to add to this list?

Achieving Results

Continuously improving districts and schools:
- continuously improve results
- monitor progress and make adjustments in key areas of their work to improve results over time
  – for individual students, groups of students, schools and the district

Questions to Consider

- How are resources being effectively used in schools?
- Could we be allocating resources in a different way that will increase student success?
- What classroom, school, district or provincial data, can be collected which will show results of efforts made? How can that data be effectively collected, stored and analyzed over time?
- What data and other evidence should be collected to demonstrate that improvement for students is improving in:
  o every school in the district?
  o every classroom?
  o specific groups of students?
- Is there an area where results are not improving? What will be the response toward areas where no improvement is evident?
- What other questions can we develop together to add to this list?
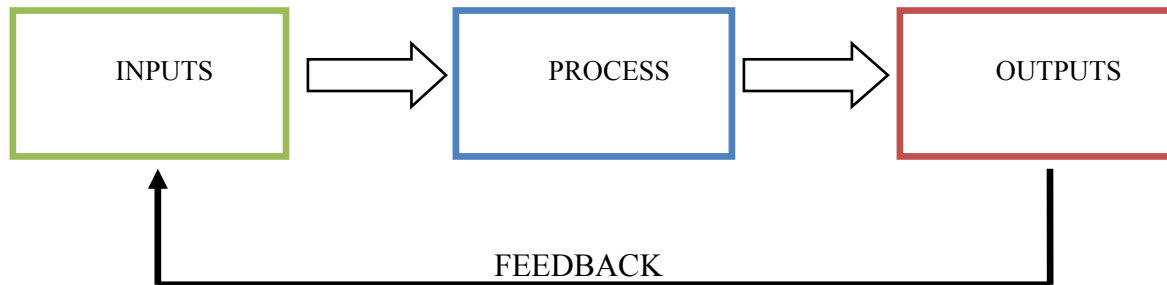
Step 4: Gather data and other evidence

The team determines what the district is already doing by way of programs, processes or outcomes. Then, the team determines available sources of data (student performance, program, and community). Evidence may be collected from school, district and Ministry data sources, from internal (school/district) and external (parent/community agency) stakeholders and/or the completion of a high incidence file review (see Appendix D).

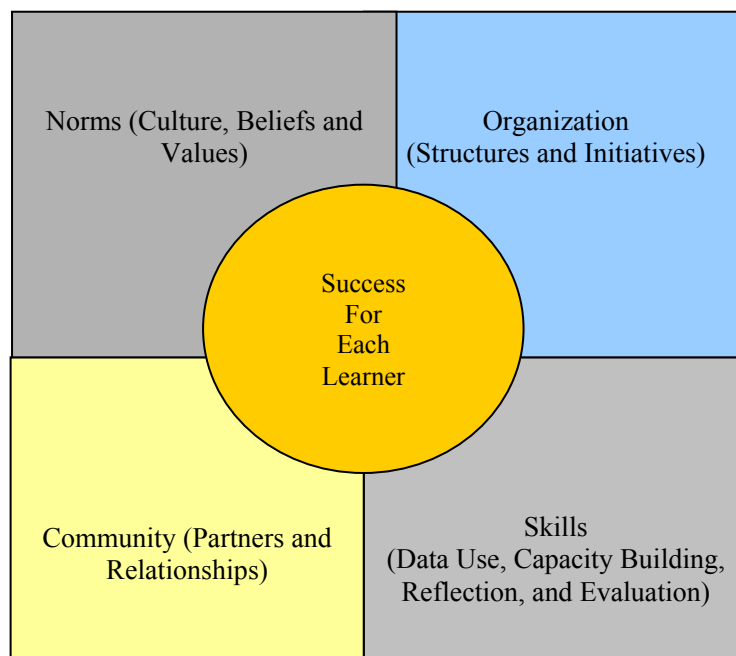## 1. <u>Evidence from Stakeholders</u>

Evidence may be collected by the team using whatever framework they determine to be best.

One framework which may be helpful is based on three organizers: inputs, process, and outcomes. This framework is represented by the following graphic:

```
┌─────────┐      ┌─────────┐      ┌─────────┐
│ INPUTS  │ ──▶  │ PROCESS │ ──▶  │ OUTPUTS │
└─────────┘      └─────────┘      └─────────┘
     ▲                                  │
     └───────────── FEEDBACK ───────────┘
```

Inputs are resources, human and material, which are dedicated to student services; for example, manuals, computers, or speech pathologists. Processes are procedures and actions taken to put the inputs to use; for example, IEP planning or collaborative decision making. Outcomes are results that can be observed as measures of success and achievement (for example, graduation rates), or satisfaction (for example, levels of parent satisfaction with student reports).

Another framework teams may find helpful in planning to gather evidence is represented by the following graphic:


```
┌──────────────────────────┬──────────────────────────┐
│  Norms (Culture, Beliefs │       Organization       │
│        and Values)       │ (Structures and Initiatives) │
│                 ┌──────────────┐                     │
│                 │   Success    │                     │
│                 │     For      │                     │
│                 │    Each      │                     │
├─────────────────┤   Learner    ├─────────────────────┤
│ Community (Partners and └──────┘        Skills       │
│     Relationships)       │ (Data Use, Capacity Building, │
│                          │  Reflection, and Evaluation) │
└──────────────────────────┴──────────────────────────┘
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Wherever possible, the team should use data and other evidence that already exists, rather than creating a new process for collecting it. Existing sources of data and other evidence might include recent school annual plans; district Aboriginal enhancement agreements; district achievement contracts; district and provincial *Special Education: How Are We Doing?* reports; teacher, school, program, or district-generated records; parent or staff satisfaction surveys; or submissions received

by the board. In using existing or newly created sources of data and other evidence, confidentiality must be maintained as required by Freedom of Information and Protection of Privacy legislation.

Emphasis should be placed on collecting data that is robust and reliable, that is, data systematically and regularly collected on the progress of students and schools with respect to their goals. The team should establish its capacity to consider such evidence and its ability to make decisions based on the evidence gathered. Additional resources in regard to evidence-based decision making are provided in Appendix F.

The team collects data and other evidence to measure the success of the district in providing effective student services. Data and other evidence should be gathered from all appropriate partners: parents, students, staff, and community. Data and other evidence may be of various types:

- Quantitative − measurable or quantifiable, e.g., FSA participation rates, transition data, examination results, or the numerical results of a survey, dollar value or allocation of human resources by number of full time equivalents;
- Qualitative − descriptions of observations or opinions which are not necessarily measurable, e.g., interview comments from staff, parents, or students, information from focus groups, or other types of small or large group discussions; and
- Demonstrative − representations of an aspect of performance, e.g., photographs of students with special needs in social situations with peers, copies of documents such as manuals, newsletters, or minutes, or direct observation.

The team should consider meeting with a wide range of school stakeholders such as school staff, the board of education, parents, members of the Aboriginal community, senior district level administration, school administrators, parents of particular groups of students, ie., students with special needs, and students themselves.

In some instances, information and perceptions may be collected from each member of a particular group (e.g., all district level administrators, all speech and language therapists). More frequently, a random sample will provide a manageable sample size while still reflecting a comprehensive range of information or opinions. A team should be careful to follow sound statistical principles when deciding to use random sampling. For more information about gathering data, see Appendix C. For samples of various surveys, see Appendices E and F

Conversations should focus around efforts in addressing improvement of student achievement and on data and other evidence of student achievement contained in the achievement contract; Aboriginal Education enhancement agreement; superintendent's annual report on achievement; school plans, school, district, and provincial-level achievement data and other supporting documents.

The review should include a detailed discussion with the superintendent and district staff regarding student services in the district including; student achievement and student support resources and services.

2. <u>High Incidence Student File Review</u>

The district may also conduct a high incidence student file review as part of the district student services review. For more information see Appendix D: District High Incidence Student File Review.

Step 5: Analyze data and other evidence

Analyzing Evidence
Review team members participate in a detailed analysis of data and other evidence collected in the previous step by considering the district's performance against the indicators of successful practice. If the Team collected data and other evidence based on either of the frameworks discussed in Step 4, mirroring the same framework in the analysis may assist with organizing results.

Determining Satisfaction Levels
The review team uses the data and other evidence collected to determine the level of satisfaction with the district's performance. Levels of satisfaction must consider all of the sources of evidence critical to a particular statement and the district's performance measured against the criterion statements. It is of critical importance that there is a clear and demonstrable link between the data and other evidence cited and the level of satisfaction.

Appendix A includes a rubric designed to compare your districts performance against indicators for effective school/district success in quality practices for students. Each of the eight indicators are also charted individually along with their respective criteria and practice standards.

Aiming Toward Improvement
The review team members use the data and other evidence and satisfaction levels to plan the direction of and set goals for the district. The team may consider the following questions in relation to their work to improve the success for each child with special needs:
- What is most important? – Focus
- What are we doing about it? – Act
- How will we monitor and adjust our work to get improved results? – Monitor & Adjust

Step 6: Create a DRAFT district student services review report

The team engages in summarizing, categorizing, prioritizing and developing a DRAFT district student services review report which addresses strengths and areas in need of change as identified. Teams are encouraged to develop their own formats for this report that will address the unique needs of districts.

Step 7: Consult, finalize report, and determine implementation plan

The review team meets with schools and various stakeholder groups to consult and obtain feedback to the draft report to determine the strength of the data and other evidence cited in the self-assessment and the high incidence student file review, whether the review process has addressed the expectations of the district stakeholders, and whether the draft report is appropriate. The draft report is then presented to the board of education. The review team will work with the district administrator responsible for student services and/or special education in finalizing the district special education review report.

Step 8: Developing the three year plan

The district student services three year plan should have as its aim the improvement of student services. It should:
- include a district and community profile
- include records of data and other evidence and satisfaction levels on each criterion statement
- sustain and extend district strengths
- address areas needing change
- include clear timelines and measurable outcomes
- clearly delineate responsibilities and needed resources
- address areas over which schools and the district have control
- be congruent with local conditions and funding realities
- be consistent with locally developed policies; the provincial special education policies procedures and guidelines and plan for communication
- plan for implementation and monitoring progress; set date for annual review

Step 9: Report to board

The district student services review report and three year plan are forwarded to the members of the board of education, for review, in advance of its release to the public.

A final district student services review report and three year plan is submitted by the review team to the board of education and the public, containing observations and specific recommendations.

Step 10: Follow up

The school district will respond to the recommendations of the student services review report in its next achievement contract. Districts should develop a mechanism for maintaining engagement and tracking progress toward achievement of recommendations in the report and three year plan. Attributes of continuously improving schools/districts found in Step Three, may be a helpful tool in planning for follow up. Using the rubric to compare district growth year by year may also be a helpful tool.

Appendix A: Performance Indicators for School/District Success in Quality Practices for Students

Indicators	Under developed	Developing	Performing	Exemplary Practice
1: Shared Understanding Students perform best in an environment where personnel, parents and other members of the community have a shared understanding of policies and procedures that support effective delivery of services to students.	Policies and procedures that support effective delivery of services to students are unclear and undefined for personnel, parents and other members of the community.	Policies and procedures that support effective delivery of student services are clear and defined, and have been developed collaboratively with input from personnel, parents and other members of the community.	Policies and procedures that support effective delivery of student services are clear and defined; have been developed collaboratively with input from personnel, parents and other members of the community; are shared with personnel, but may not always be consistent with Ministry and district guidelines.	Policies and procedures that support effective delivery of student services are clear and defined; have been developed collaboratively with input from personnel, parents and other members of the community; are consistent with Ministry and district guidelines; and, are shared with personnel, parents and other members of the community on a regular basis.
2: Commitment to Relevant, Meaningful Goals Students perform best in an environment where personnel, parents and other members of the community share high expectations that all students, including students with special needs, will meet relevant, meaningful goals based on assessment that is ongoing.	Goals are not set, clear, or shared. Personnel, parents and other members of the community do not know about them or strive to achieve them.	Some goals may be set but are not measurable or relevant/meaningful, may be shared but not thoroughly. Personnel, parents and other members of the community may not know about or strive to achieve them.	Goals are set, measureable, shared, and personnel, parents and other members of the community strive to achieve them. Goals may or may not be based on high expectations.	High goals are set, measurable, based on high expectations, shared, and personnel, parents and other members of the community strive to achieve them.
3: Collaborative Assessment and Planning Students benefit from clear, collaborative, continuous assessment and planning.	Assessment and planning processes are unclear, are unilaterally determined, do not include others and/or irregularly provided. Individual roles are undefined.	Assessment and planning processes are somewhat unclear, developed with select persons and/or not regularly provided. Benefit to students is not always clear. Personnel have some knowledge of the function and purpose of collaborative assessment and planning.	Assessment and planning is generally clear, collaboration is attempted, and revisited regularly. Personnel have knowledge of the function and purpose of collaborative assessment and planning and draw on each other for information and support. Benefit to students is clear.	Assessment and planning is clear, collaborative, and continuous. Includes personnel, parents, the child/youth (where appropriate), and other community agencies, as needed. Benefits to students are clear and measurable.
4: Inclusive Services and Supports Students benefit from services and supports that are based on sound, inclusive principles.	Services and supports provide students with few opportunities to be a fully participating member of a community of learners.	Services and supports have some connection to inclusive principles, but are not used district wide. Benefits to students in meeting academic and social needs are minimally acceptable.	Services and supports are generally based on sound, inclusive principles but may not be universally employed. Benefits to students in meeting social and academic needs are evident.	Services and supports are based on sound, inclusive principles. Benefits to students in meeting social and academic needs are evident and celebrated.
5. A Range of Supports and Services Positive student outcomes result from appropriate access to support provided from a range of supports and services in a timely and effective manner.	Access to support is inappropriate, provided in isolation from other supports, takes too long to access and is does not result in positive student outcomes.	Access to support is somewhat appropriate, provided in isolation or with some other supports, may or may not be prompt and may or may not result in positive student outcomes	Access to support is generally appropriate, provided from a range of supports, usually provided in a timely and effective manner and generally results in positive student outcomes.	Access to support is appropriate, provided from a range of supports, provided in a timely and effective manner and result in positive student outcomes.
6. Access to Requisite Education Resources Student learning is enhanced by access to requisite education and community resources where applicable, which are allocated in a fair and equitable manner.	Education resources are not accessible, are not allocated in a fair and equitable manner and do not result in enhancing student learning.	Education resources are somewhat accessible, sometimes allocated in a fair and equitable manner and sometimes result in enhancing student learning.	Requisite education resources are generally accessible, usually allocated in a fair and equitable manner and result in overall enhanced student learning.	Requisite education resources are known and accessible, allocated in a fair and equitable manner and result in enhanced student learning.
7. Knowledgeable and Skilled Personnel Educational supports and services for students are carried out by personnel who have the knowledge and skills to provide quality education services.	Personnel do not have the knowledge and skills to provide quality education supports and services and to evaluate the effectiveness of these supports and services. Services and supports are not of particular quality.	Personnel have some knowledge and skills to provide education supports and services and to evaluate the effectiveness of these supports and services. Some services may be of quality.	Personnel have most of the knowledge and skills to provide education supports and services and to evaluate the effectiveness of these supports and services. The supports and services are generally of good quality.	Personnel have the knowledge and skills to provide quality education supports and services and to evaluate the effectiveness of these supports and services.
8. Facilitative Communication Practices The school district has communication practices that facilitate effective delivery of services to students, enhance positive relationships with parents, and promote effective working relationships with community service providers.	Communication practices do not facilitate delivery of services to students, relationships with parents, and working relationships with community service.	Communication practices somewhat facilitate delivery of services to students, relationships with parents, and working relationships with community service.	Communication practices generally facilitate effective delivery of services to students, positive relationships with parents, and effective working relationships with community service.	Communication practices facilitate effective delivery of services to students, enhanced positive relationships with parents, and effective working relationships with community service.

Appendix B: Performance Indicators for School/District Success in Quality Practices for Students

HIGH EXPECTATIONS

INDICATOR 1: SHARED UNDERSTANDING

Students perform best in an environment where personnel, parents and other members of the community have a shared understanding of policies and procedures that support effective delivery of student services.

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
The district has a clearly written philosophy related to student services that is consistent with provincial special education policy.	Staff and parents understand the district's philosophy related to student services. The philosophy is consistent with provincial policy as communicated in *School Act* and relevant Ministerial Orders, *Special Education Services: A Manual of Policies, Procedures and Guidelines*, *Handbook of Procedures for the Graduation Program*, and *Reporting Student Progress: Policy and Practice*.		
The district has clearly articulated and collaboratively developed policy and practices that operationalize its philosophy and that are consistent with Ministry policy.	District student services policies, procedures and guidelines are clearly written and readily available in all educational sites across the district. District policies and procedures provide the basis for decisions about resource allocation and funding. District policies, procedures and guidelines are revised in a collaborative manner. Parents feel that they have had an opportunity to participate in student services policy development.		
Administration has a focus on and commitment toward inclusion as a district expectation.	Administration act as role models in inclusive practice with staff, stakeholders and students. Administration encourage all staff to become involved in planning and program development and evaluation through meetings, discussions, teamwork, delegation and by working with staff.		

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District guidelines give clear direction to schools and staff about standards for • assessing students' needs, • developing Individual Education Plans, and/or providing services, and • reporting to parents on progress that are consistent with provincial guidelines.	District guidelines for assessment and planning of student services are consistent with provincial *Guidelines*. District guidelines provide direction to schools about assessing students' needs. District guidelines describe the required elements of IEPs as outlined in *Special Education Services: A Manual of Policies, Procedures and Guidelines*, Section C. Staff understands and follows district procedures for reporting to parents of students. Parents are satisfied with reporting.		
The district clearly communicates the protocol to be followed in regard to: • audiology services • education programs in hospital settings • occupational therapy/physiotherapy services • general school heath • safe, caring and orderly schools, • etc. (see list of I/M protocols)	Staff has received training on each protocol and any reporting procedures. Staff understands and follows each protocol. Staff from partner ministry/ministries says that district staff follow the appropriate protocols.		
The district gives clear direction to schools about the management of and access to student records related to student services.	District policies and procedures regarding the Freedom of Information and Protection of Privacy legislation are comprehensive and clear. District procedures are clear regarding records related to the following: psycho-educational or other psychological assessment reports, medical conditions information and reports and plans for medic alert, IEPs, anecdotal or behavioral notes, records of communication with parents, and custody orders. Staff understand and follow the procedures.		

The district celebrates the achievements of students, including students in particular groups, i.e., students with special needs.	District/Superintendent reports on student achievement reflect the successes of students, including students in particular groups, i.e., students with special needs. Media reports of student accomplishment and success.		

INDICATOR 2: COMMMITMENT TO RELEVANT, MEANINGFUL GOALS.

Students perform best in an environment where personnel, parents and other members of the community share high expectations that all students, including students with special needs, will meet relevant, meaningful goals based on assessment that is ongoing.

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
Expectations for staff are clear and explicit Staff takes responsibility for the success of the district as a whole, not just the programs they know. The programs offered are student-centered, strength-based, substantive, and contribute to the achievement of all students. The curricula offered is student-centered, strength based, substantive, and develops critical thinking and problem-solving skills. The district operates on the assumption that all students can learn. School district administrators support staff and monitor student progress.	Data is collected in meaningful areas of student achievement. Data reflects progress toward identified goals. Positive behavior supports are implemented consistently across staff and across settings. Program decisions are based on data and changes are made to support ongoing student development.		

PLANNING

INDICATOR 3: COLLABORATIVE ASSESSMENT AND PLANNING:

Students benefit from clear, collaborative, continuous assessment and planning.

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
Timely and effective formal individual assessment is available.	Assessment and identification services are readily available.		
	Personnel have appropriate training and knowledge to carry out assessments or obtain assistance of qualified personnel.		
	Personnel carrying out assessments are knowledgeable about school and district programs, curriculum, and other relevant education practices.		
	Assessment instruments, consultation, and other resources that are needed to carry out school based individual assessments are provided.		
	Assessments use a variety of measures and sources of information, including appropriate standardized, developmental and observational methods; parent and family input; and, review of recent progress and functional level.		
	Assessment reports integrate results from all areas in ways that lead directly to recommendations for instruction and are written in a meaningful, understandable manner.		
	Staff provide effective assessment and identification practices.		
	Parents find assessment processes to be available and effective.		
Staff has established an effective process for using data to improve teaching and learning.	Most staff use ministry generated and district data to evaluate student achievement for all students.		

	Criteria for assessing achievement results are used consistently throughout the district and are well known to parents and students.		
	Achievement is frequently reported to students and parents in a variety of ways.		
	Data, both system wide and school-based, guide planning for ongoing school improvement.		
	A plan for improving student performance is developed and implemented based on careful analysis of school and district data.		
Plans for student services are based on sound identification and assessment practices.	Staff understands standards for assessing students' needs.		
	Practices for assessing students' strengths and needs and identifying students for special education services are clearly laid out and followed.		
	Student evaluations use a variety of measures and sources of information, including appropriate standardized, developmental and observational methods; parent and family input; and, review of recent progress and functional level.		
	IEPs developed for students are based on both formal and informal assessment findings.		
	Services for students with special needs are planned in keeping with the findings of assessments.		
Effective assessment and identification practices are used at the classroom level.	Student assessment is approached as a continuous cycle of focus, act, monitor and adjust.		
	Most teachers use multiple forms of assessment (e.g., teacher scored multiple choice and performance based tests, performance tasks and projects, and anecdotal records) to evaluate learning in all subjects.		
	Criteria for assessing student's work are used consistently throughout the school and are well known to parents and students.		
	School staff monitor and advise on effective assessment and identification practices.		
	Parents find school assessment processes to be sound.		

Procedures and practices support effective integration of services to students between the district and community agencies or other ministries.	District staff provides information to schools about community agencies. District procedures guide the referral of students to community agencies. Staff understands procedures for contacting and sharing information with community agencies. Community agencies report effective relationships with the District. Appropriate community service providers are included in IEP development. Records indicate effective planning and/or consultation with service providers from outside the school system. Staff know and use the school/district procedure for accessing services outside the school system. Parent report effective including of community service providers in IEP planning for their children.		
A connection between school plans, district plans and enhancement agreements has been established and is maintained.	The District Achievement Contract, Enhancement Agreement and school plans for student services are connected.		

IEP planning and records include these key elements:
• individualized goals or objectives that
  o relate directly to the student's present level of performance and identified needs
  o are observable and measurable
  o correspond to the category in which the student is identified
• strategies (adaptations, modifications or services)
	Plans include appropriate adaptations to instruction strategies, teaching materials and technology, assessment, and/or support assistance to meet the special needs of students.
	
	Plans include modifications, if appropriate, to meet the needs of students in an inclusive environment.
	Transition long and short term goals and target dates are included in IEPs.
	
	IEPs or other plans include procedures for dealing with emergencies, medic alert, special supervision or other services to meet students' needs.
	
	IEPs are current and reviewed annually.		

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
• transition plans • setting or placement • review date • personnel who will be implementing the strategies or services • health, medic alert, and/or emergency plans (when necessary) • parent involvement • student involvement (when appropriate)	The persons responsible for implementing the plan are recorded in the IEP. Teachers understand their responsibilities in implementing the IEPs. Parents and students are active participants in the development and review of IEPs.		

EDUCATION SUPPORTS AND SERVICES

INDICATOR 4: INCLUSIVE SERVICES AND SUPPORTS

Students benefit from services and supports that are based on sound, inclusive principles.

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
Programs and services are tailored to needs of students.	Members of the community are drawn in to support students, including students in particular groups or programs for particular groups, ie., students with special needs. Discussions among school administrators, teachers and schools to improve education practice are reinforced and supported. School facility renovations include making facilities accessible.		
School sites are evaluated and adapted to meet the physical access needs of students.	New building plans include physical accessibility features to meet needs of all potential students. Necessary facility/site adaptations are done in a timely way when a new student with special physical needs enters a school.		

	Students in the district can access all areas of their school, including buildings, classes, washrooms, gymnasiums, playgrounds, etc.		
	Students with special needs can safely evacuate their education sites.		
Each student receives his or her educational program in integrated settings, unless the educational needs of that student or other students indicate that the program should be delivered more successfully elsewhere.	Staff understand and follow established criteria to determine when students should be educated outside the integrated classroom. Students are integrated with age and grade peers to the greatest extent possible. Parents are satisfied with the level of integration for their children.		
Students who need student services benefit from appropriate transition strategies.	Transition planning for students requiring student services in kindergarten ensures that needed services are in place. Collaborative planning between teachers, schools, and programs across the district ensures smooth transitions for students served by student services. Parents report that they receive information about procedures for entering kindergarten and post-school options for their children. District records show that high rates of students in particular groups, i.e., students with special needs, leaving the K-12 system meet the transition goals in their IEPs. Students with special needs graduate at a rate comparable to the total student graduation rate.		

INDICATOR 5: A RANGE OF SUPPORTS AND SERVICES

Positive student outcomes result from appropriate access to support provided from a range of supports and services in a timely and effective manner.

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
Programs meet a wide range of students who need student services.	Resources and staffing are provided for programs/services for all categories of students with special needs: • gifted, • physical disabilities, • chronic health impairments, • intellectual disabilities, • autism spectrum disorder, • visual impairment, • deaf or hard of hearing, • learning disabilities, and • behavioural disorders. Resources and staffing are provided for effective learning assistance programs/services. Resources and staffing are provided for speech and language therapy, occupational therapy, hospital homebound services, and other services needed by students. Resources are provided for counseling and other behavioural support to students with behavioural needs. Indirect services/consultations are provided to school-based personnel.		
Students' needs determine student services.	The range of student services available in the schools is consistent with the identified needs of the students. Student services, including learning assistance, are based on the needs of students. Students with special needs receive additional support as stated in their IEPs.		

	Parents say that services are based on the needs of their children. Students say that services provided in their schools are based on their needs and those of other students.		
Student's instruction is based on their assessed needs as stated in individualized goals/objectives Instruction for students with special needs is based on their assessed needs as stated in the goals/objectives and the strategies of their IEPs.	Student individualized goals/objectives are implemented in regular instruction The goals/objectives and strategies identified in IEPs are implemented in regular instruction whenever possible. Instructional strategies, materials, and assessment reflect individual needs and strengths and change to match each student's progress. Individualized learning outcomes, when used, are linked to the provincial learning outcomes and focus on maximizing independent functioning in home, school, and community settings. Instructional methods and activities are adapted to the range of ages, abilities, and learning styles of students. Instruction is designed to encourage and promote student independence. The curriculum provided includes "learning how to learn" activities, such as pre-reading instruction, researching skills, networking skills, developing models, etc. Student progress is summarized and reviewed on a regular basis. Regular and ongoing assessment of each student's progress on his/her specific IEP goals and objectives is evident. Staff carry out adaptations, and modifications where appropriate, that are planned for students with special needs.		

	Evaluation systems assess the effectiveness of: a) students' progress toward mastery of individualized goals/objectives b) student performance on provincial and district-wide assessments. c) planning team's satisfaction with progress. Research conducted by the district or school influences decisions about programs and instruction. Parents and students say that teachers adapt the learning environments to meet the needs of students and optimize their learning. For student working on individualized outcomes, regular assessment of their performance shows progress to meet their individual goals/objectives.		
Students achieve the individualized outcomes included as academic goals	Students who realistically plan for secondary school graduation successfully meet the requirements for a Dogwood Graduation Certificate. For students working on the outcomes of the prescribed curriculum, regular assessment of their performance shows progress to meet the prescribed outcomes of the curriculum with the adaptations or services as outlined in their IEPs.		
Students develop effective social skills and take active part in their school communities.	Appropriate social skills are taught within many contexts and across staff. Social skills area taught in times of crisis and in non-crisis situations. School activities promote peer support for students in particular groups, i.e., students with special needs. Students with special needs meet social skills goals as outlined in their IEPs, based on their individual strengths and needs. Students in particular groups, i.e., students with special needs are active participants in co-curricular (or non-academic) activities in the school. Parents say that their children take active part in their school communities.		

	Parents say that their children learn appropriate social skills.		
	Students say they benefit from social skills development and participation in their school communities.		
Students achieve the individualized outcomes included as realistic independent living goals	Students plan realistic independent living goals as part of their school program, as needed.		
	Students achieve independent living goals as part of their school program.		
	Students with special needs achieve realistic independent living goals that are appropriate to their strengths and needs.		
	Parents say that their children achieve appropriate independent living skills.		
Students demonstrate awareness of healthy living practices and participate in appropriate physical and recreational activities to promote healthy living.	Students in particular groups, i.e., students with special needs, participate meaningfully in school and/or community based physical and recreational activities.		
	Students demonstrate an awareness of healthy living goals in their behaviour and involvement in school or community activities.		
Students achieve the individualized outcomes included as realistic pre-employment and career goals.	Students in particular groups, i.e., students with special needs, plan realistic career goals as part of their school program.		
	Students with special needs meet with success in keeping with stated pre-employment and career goals of their IEPs.		
	Students achieve life and career goals as part of their school program (i.e. career programs, work experience, job training).		
	Parents say that their children in secondary school achieve realistic pre-employment and career goals.		
Students in particular groups, i.e., students with special needs, make successful transitions between stages in their education, into further	All aspects of planning include the student (whenever appropriate), parents and other family members, current and receiving professionals, and other relevant individuals.		

	Transition planning:
education/training, or the workplace/ community.	a) begins while the student is in the current placement, b) provides the student and family with the opportunity to visit the new setting (i.e., school setting) with the student's current IEP or personalized learning plan, c) provides opportunity for follow-up in the new setting.

Transition planning:
a) begins while the student is in the current placement,
b) provides the student and family with the
   opportunity to visit the new setting (i.e., school
   setting) with the student's current IEP or
   personalized learning plan,
c) provides opportunity for follow-up in the new
   setting.

Planning integrates considerations of future placements (i.e., skills needed in the next classroom or school setting) with the student's current IEP or personalized plan.

Planning includes teacher preparation and other supports to ensure success of the student in the new classroom, school, or work site.

Students achieve the transition goals in their IEPs and/or personalized learning plans.

Students in particular groups, i.e., students with special needs, take responsibility for their own transition activities as appropriate to their strengths and needs.

RESOURCES

INDICATOR 6: ACCESS TO REQUISITE EDUCATION RESOURCES

Student learning is enhanced by access to requisite education and community resources, where applicable, which are allocated in a fair and equitable manner.

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
District resource allocation is clearly stated and understood.	Allocation of education resources (human and material) across the district is clearly explained in written form and available to all stakeholders. Staffs say they understand resource allocation. District guidelines clearly explain entrance and exit		

	criteria for education programs and services that are managed at the district level. All stakeholders can access written information on annual education resource allocation in the district.		
Opportunities are provided for timely input and consultation by stakeholders into decisions regarding allocation of education resources (human and material).	All stakeholder groups are given an opportunity to express their views about education resource allocation at an appropriate time during resource planning. All stakeholders say that they can understand the process for education resource allocation decisions in the district.		
District services and resources are equitably distributed.	Records indicate a process to equitably distribute resources. Stakeholders agree that the district equitably allocates resources for students among schools.		
District level resources are provided in a flexible and timely manner.	Records indicate that there is flexibility and timeliness in the distribution of district resources. School staff know how to access district services. District staff respond with flexible and timely resources as student needs emerge or change; for example, when new students with special needs come to the district mid-year. Stakeholders, including parents say that district level resources are provided in a timely manner.		
The district • assesses education related technology needs of students and the staff who support them, and • provides the necessary equipment and software	Educational staff has computer technology they need to facilitate their instructional and record keeping responsibilities. A district process is in place to determine the needs of students for technological equipment. Staff are knowledgeable about the provincial services that are available to provide technology support for students (for ex., SET-BC or PRCVI). The district accesses provincial technological services in a timely way.		

	The district has computer equipment and technology support available for students who require it and are not under the mandate of Provincial Resource Programs.		
The district provides school related transportation which is accessible for students with special needs.	Students who require specialized transportation because of special needs travel to and from school safely. Students in particular groups, i.e., students with special needs, travel to inclusive activities; for example, field trips.		
Schools allocate resources to provide a range of student services using a process that is clearly understood by all stakeholders.	Teachers contribute to decisions about how the school student services resources are allocated. Allocation of school student services resources is clearly explained to staff, parents, and students. Staff say they are able to access school level student services to meet the needs of students for whom they are responsible. The school provides a safe and caring environment for learning. Parents and students say that schools provide the student services that are needed.		
Students and staff can access student services in a timely manner.	Referral of students with special needs to school based teams results in timely service. School staff say that they are able to access school level student services support when it is needed. Parents say that schools provide support to their children when it is needed. Students say that schools provide support to them when it is needed.		
Technology resources are used to enhance the learning and participation of Students in particular groups, i.e., students with special needs.	Schools provide adequate computer hardware, software, and instruction on use of technology to students in particular groups, i.e., students with special needs, and teachers. Students successfully use technology to enhance their learning and demonstrate their skills and knowledge, and maximize their independence.		

	Students with special needs that significantly affect reading or written expression develop appropriate technology skills for exams.		

STAFF ASSIGNMENT AND PROFESSIONAL LEARNING

INDICATOR 7: KNOWLEDGEABLE AND SKILLED PERSONNEL

Educational supports and services for students are carried out by personnel who have the knowledge and skills to provide quality education services

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
Human resources practices result in well trained staff that deliver quality support for students	Staffing practices ensure that staff has appropriate pre-service training and skills to carry out their educational functions. Resources of time and funding are available for relevant staff members to pursue topics directly related to serving students in particular groups, i.e., students with special needs. Training is responsive and readily available to staff responsible for specific students with special needs. Staff report that they have the skills necessary to meet the needs of their students. Parents say that school level staff have the skills to meet their children's needs.		
Staff receive child specific training when needed.	Staff with student services responsibilities have training that meets the standard as outlined in the Ministry *Guidelines*. Staff get training for meeting the health needs of their students. Staff get training for meeting the personal care needs of their students.		

	Staff get training for the behavioural needs of their students.		
	Staff who may need to use restraint have been trained in the district policy around the use of physical restraint, crisis prevention, and safety planning needs.		
	Staff training provided by the district related to serving students in particular groups, i.e., students with special needs, is timely.		
	Parents feel that school staff working with their children have appropriate child specific training.		
Staff development enhances educational programs and services for students.	Resources of time and funding are available for school staff to pursue topics directly related to serving students in particular groups, i.e., students with special needs.		
	School staff can and do access appropriate in-service related to students in particular groups, including students with high incidence special needs.		
	Staff development activities respond to needs identified by parents.		
	Administrators and staff plan and experience professional development activities together.		
	Teachers learn from one another, meeting at regularly scheduled times for specific purposes.		
	Teachers have opportunities to provide – and receive – mentoring.		
	Educators have opportunities to attend programs offered by professional organizations, as well as school-based activities.		
	Training and ongoing support are provided to the general education teachers and staff.		
	Staff demonstrate improvement in their instruction and/or services to support students in particular groups, i.e., students with special needs, as a result of school or district staff development.		

Where appropriate, school level staff consult with district-level staff and service providers in the community who have specialized skills and knowledge.	School procedures facilitate consultation between school staff and both district-level resource staff and service providers in the community**.** Staff get adequate training for meeting the health needs of their students. Staff get adequate training for meeting the personal care needs of their students. Staff get adequate training for meeting the behavioural needs of their students. Staff who may need to use restraint have been trained in the safe use of physical restraint and crisis prevention.		
Staff follow appropriate procedures related to • creating and storing records and • reporting for students supported by student services.	School procedures for creating and storing records related to student services (assessment reports, IEPs, etc.) are consistent with district policy. School staff have adequate training on procedures related to records. School staff demonstrate an understanding of and follow the district and school procedures regarding Freedom of Information and Protection of Privacy. Staff demonstrate an understanding of the district policy and procedures for reporting to parents on the progress of students supported by student services. Parents say they receive informative reports from schools about their children's progress.		

COMMUNICATION AND COLLABORATIVE PROBLEM SOLVING

INDICATOR 8: FACILITATIVE COMMUNICATION PRACTICES

The school district has communication practices that facilitate effective delivery of services to students, enhance positive relationships with parents, and promote effective working relationships with community service providers.

Criteria	Practice Standard	Performance Rating (1 – 4)	District Practice (based on survey, available data, and other information sources)
District staff provide timely and useful communication in response to information needs.	District staff report that they are clear about their information responsibilities. Records of communication reflect clarity of information responsibility. School level staff report that their information needs from district level are met in a timely way. Outside agencies report that their information needs from district level are met in a timely way. Parents report that their information needs concerning district services are met in a timely way.		
Information sharing and collaborative problem solving increases the effectiveness of student services to students.	District administrators, school administrators and staff communicate and collaborate. Information shared between district administrators, school administrators, teachers, specialist staff, parents, and community agency staff is useful in supporting in particular groups, i.e., students with special needs, and is communicated in a timely way. Teachers and staff cooperate across grade levels, subject areas, areas of expertise and departments Families are considered valuable sources of information. Teachers and related service providers have access to students' IEPs and/or personalized learning plans and are informed about their responsibilities regarding implementation.		

	Paraprofessionals receive specific and direct instruction regarding IEP responsibilities to the student.		
School communication with parents of students requiring student services is effective.	Assessed performance of students is regularly reported to parents with clarity and timeliness. Parents/guardians and advocates are included as active participants in all aspects of the child's ongoing evaluation and education to the extent of their interest, resources and abilities. Parents report that they are comfortable initiating communication with school staff about their children. Parents receive accurate information about community services and parent permission is received before any referral of a student to such services outside the school system. Parents are informed about the range of educational and service options as well as how to access them. Parents say that they understand the district's appeal process as articulated in appeal policy. Parents show support by participating in school activities – for example, attending special events and performances, joining PACs, helping with school activities.		

APPENDIX C:
COLLECTING AND SELECTING EVIDENCE

The review team should ensure that they tap the expertise of people in the district who understand statistics. It is recommended that all parents of students receiving student services have an opportunity to respond.

Cautions apply to qualitative methods of data and other evidence collection, such as observation of students. However use of these methods, both as a check on survey findings and to provide information and insights not possible from surveying cannot be undervalued.

<u>Surveys</u> (see Appendix E for sample staff and parent surveys)

Benefits of Surveys
- Perceptions are still a very important measure of how people feel about special education issues
- Participants have a venue to be heard and feel engaged in the process

Limitations of Surveys
- response rates are a serious problem and difficult to overcome
- perception of an individual may or may not be objective
- distinction between perception and objective reality may be significant
- partial knowledge and rumor may create a negative feeling if communications are faulty
- may not be able to distinguish between knowledge and opinions
- the language and demand for literacy skills inherent in use of a survey may prejudice the results
- response rate of 70% is considered good for a mail survey but may still have critical biases

Methods of Collecting Survey Data
Whatever method is used, it must be consistent across all individuals answering a particular survey. Carrying out surveys at meetings of self-selected groups and voluntary should be avoided since self-selection creates a natural bias which may result in unreliable or invalid findings.

Method	Considerations
Face-to-face interviewing or personally delivering/picking up	- can be too time consuming to be practical - when done in classrooms or at staff meetings, produces an excellent response rate and is economical
Mailing or distributing surveys	can result in sub-standard response rates
Telephone surveys	- less expensive than interviews - have higher response rates, - calls must not exceed 10 minutes, - people feel annoyed by market surveys have higher response rates

Interpreting Survey Results	
Problems	**Solutions**
- survey data can prove difficult to interpret - data may be interpreted randomly as either a positive or a negative finding, depending upon the context - often the points of comparison are internal to the survey - ad-hoc judgements are easily made - a low return rate on a survey would open it to questions of both the quality of the evidence and the biases of the small - even a fair rate of return could have a strong bias depending on the respondents	- make comparisons with survey questions from other groups; for example, those conducted with parents and teachers, or school Annual Reports - this still requires that both of the surveys being compared have statistically sound samples - it is necessary to accept and acknowledge the presence bias when the evidence from surveys is considered

Sampling

Benefits
There can be major efficiencies with minor losses in precision of evidence when samples are used rather than trying to gather evidence from the whole school district.
- A simple random sample of 100 individuals will be accurate within 10% (+ or -) 19 times out of 20
- A simple random sample of 400 will be accurate within 5% (+ or -) 19 times out of 20

Limitations of Sampling
Sampling should *not* be used:
- when the population of the group from which the sample is selected is small
- when the population size is under 100, it is usually better to survey all members of the population rather than sampling.
- when the value of inviting all members of the population to participate outweighs the potential savings

Adequacy of a sample depends on:
- the size of the sample
- the quality of the sample: a simple random sample is purely a lottery, for example 20% of staff off a master list of all staff

Focus Groups

Benefits
Focus groups can often help the review team after the results of surveys have been tabulated in order to find more information which emerges as a result of the survey evidence. By their nature focus groups should be selected as randomly as possible to try to have a broad range of perceptions represented.

Limitations of Focus Groups
Focus groups are not;
- forums to discuss issues
- opportunities for advocacy groups to present a point of view

Caution must be applied to;
- the selection of participants,
- the manner in which the meeting is conducted,
- the way information from the meeting is recorded and considered as evidence.

Structure
Before the focus group the review team should plan the specific questions which will be used to direct the group activity.
- A focus group has a facilitator, a recorder, and 8–10 participants
- The role of the facilitator is to establish a comfortable atmosphere, explain expectations for respect confidentiality start the discussion and keep it focused on the pre-designed questions
- Meetings generally last about two hours.
- Participants in a particular focus group should have enough in common to allow discussion to begin quickly and easily (no one needing to be brought up to speed), but also enough diversity to encourage debate
- Notes from the meeting should indicate when a focus group reaches consensus on a question and if comments are from individuals alone
- All comments should be considered as information to be considered.

Stakeholder Group Meetings

Benefits
Meetings of this type are useful after survey findings are analyzed and the review team needs to gather more information on issues which may have emerged in the survey results.

Limitations
The sample of people who participate in such meetings may not represent all opinions, and that strong opinions of a few people can color a meeting adversely

Stakeholder groups may include:
- Parents of students in particular groups, i.e., students with special needs
- school trustees
- generalist and special education staff at the secondary level

Structure
The same type of operating structure can be applied to stakeholder group meeting as that described in the section above on focus groups, but the inherent interests of the participants must be taken into consideration by the review teams.

<u>Interviews</u>

Benefits
When evidence is to be gathered from one person (district treasurer) or from a small group of people (district administrators), interviews may be the best choice for method. This approach can lead to information and insights that would otherwise not be available.

Limitations
Comparisons and generalizations should be made with a great deal of caution, if at all.

Observations
The interviewer needs to inspire confidence in the interviewee both in terms of freedom from bias and ability to seek crucial information.

APPENDIX D:
District High Incidence Student File Review

Overview:
The district's administrator/s responsible for student services and/or special education, along with a team of professionals appointed by the administrator/s responsible for student services and/or special education, should conduct the review. The actual process used for conducting the review, including the size and composition of the review team, will vary, depending on a district's preference.

Selection of files:
1. The number of files reviewed will depend upon district size:
    − Small districts (2000 or fewer total students) should review 20 files;
    − Medium districts (2001 to 7,000 total students) should review 40 files;
    − Large districts (7,001 to 15,000 total students) should review 80 files; and
    − Extra-large districts (over 15,000 total students) should review 120 files.

2. Files must be those of students who were reported by the school district in a special education category within the last year.

3. To the maximum extent possible, randomly select files based on the numbers/categories indicated below:
    − Mild Intellectual Disability 25%
    − Gifted 25%
    − Learning Disability 25%
    − Moderate Behavior Support/Mental Illness 25%

4. The sample should include files from a variety of grade levels and school sites.

If the district does not have enough student files to meet criteria #3 above, select additional files from one of the other identified categories.

General Instructions:
1. Complete one file review sheet (see attached) for each file reviewed.
2. After the team has conducted the file reviews, the administrator/s responsible for special education should complete the file review summary sheet.
3. Copies of individual file reviews and summary sheet, in electronic or hard copy, should be maintained by the district for at least one year in the event the Ministry asks to review the files as part of a high incidence audit.

File Review Summary Sheet

School District No. ___

CONFIDENTIAL

District High Incidence Student File Review List

#	PEN Number	First Name	Last Name	DOB	Spec Ed Category	ESL	Ab. Ed.
1							
2							
3							
4							
5							
6							
7							
8							
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10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
Etc.							

_____

Signature of the Administrator Responsible for Special Education

District Special Education File Review Sheet - CONFIDENTIAL –

Date: _____	
File #: ☐ District: _____	School:
_____	
Student: _____	PEN#: _____
DOB: _____ Grade: _____ Sp. Ed. Category: _____	ESL: ☐ Ab. Ed. ☐

List the assessment tools/sources used for determining eligibility:	

For student with special needs, there is documented evidence that all of the following have been met:

A current IEP is in place, dated after September 30, previous school year.	Y/N ☐
A parent was offered the opportunity to be consulted about preparation of the IEP.	Y/N ☐
The student has been appropriately assessed and identified by the school district as meeting the criteria of the special education category as described in *Special Education Services, A Manual of Policies, Procedures and Guidelines.*	Y/N ☐
The IEP has individualized goals and measurable objectives.	Y/N ☐
The IEP describes strategies to meet these goals/measurable objectives that are listed.	Y/N ☐
The IEP lists adaptations and or modifications	Y/N ☐
The IEP goals correspond to the category in which the student is identified.	Y/N ☐
The student is being offered learning activities in accordance with the IEP.	Y/N ☐
The student is receiving special education services to address the needs identified in the assessment documentation as described in *Special Education Services, A Manual of Policies, Procedures and Guidelines (2008).* These services are outlined in the IEP and relate to the identified needs of the student. (Note: Reduction is class size is not by itself a sufficient service).	Y/N ☐

The student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student. (Note: Reduction is class size is not by itself a sufficient service).	Y/N ☐
Progress monitoring data in relation to the IEP goals is in the file and available for review.	Y/N ☐
A review date is indicated.	Y/N ☐

Because many students with special needs are also reported as ESL or Aboriginal, the following is provided to be used in the review of those files.

For a student **also** receiving an Aboriginal Education Program, there is documented evidence that **all** of the following have been met:	
• the student has self-identified as being of Aboriginal Ancestry (First Nations, status and non status, Métis, and Inuit).	Y/N ☐
• the parent or guardian of the student has been consulted.	Y/N ☐
• the Aboriginal Education Programs and Services have involved the Aboriginal communities in planning and delivery.	Y/N ☐
• the Aboriginal Education Program is in addition to any other programs and services to which the student is eligible.	Y/N ☐
• the Aboriginal Education Programs and services provide a continuum of substantive learning experiences and/or support services throughout the school year.	Y/N ☐
For a student **also** receiving an ESL program, there is documented evidence that **all** of the following have been met:	
• a current annual English (French) language proficiency assessment, dated after September 30 of the previous school year, confirming that the student's use of English (French) is sufficiently different from standard English that he or she is identified as requiring specialized services to develop intellectually, to develop as a citizen and to achieve the expected learning outcomes of the provincial curriculum.	Y/N ☐
• a current annual instructional plan, dated after September 30 of the previous school year.	Y/N ☐

• a specialist teacher is involved in the development of the instructional plan and participates in a regular review of that plan during the school year (at minimum, at each student reporting period).	Y/N ☐
• additional ESL (FLS) services are being provided.	Y/N ☐
• adaptations, when provided within mainstream classrooms, address the ESL/FSL needs identified in the student's English Language (French Language) proficiency assessment.	Y/N ☐
• a schedule or list documenting the ESL/FSL services provided by an ESL/FSL specialist teacher, teacher or teacher's assistant.	Y/N ☐
• the student's progress in the acquisition of English (French) proficiency is in all Student Progress Reports.	Y/N ☐
Miscellaneous additional information (optional):	

APPENDIX E: TEACHER SURVEY

Background

You are a ...

	Yes	No
K-3 teacher	O	O
4-7 teacher	O	O
8-12 teacher	O	O
Non-enrolling teacher	O	O
Teacher on call	O	O
Case Manager	O	O

Indicate the number of students under the following categories of special need that you have had in your class in the current school year:

Number of Students

LOW INCIDENCE CATEGORIES

► Physically Dependent (Dependent Handicapped), Deaf/Blind ☐

► Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder ☐

► Intensive Behaviour Intervention or Serious Mental Illness ☐

HIGH INCIDENCE CATEGORIES

► Learning Disability, Mild Intellectual Disability, Moderate Behaviour Support/Mental Illness ☐

► Gifted ☐

Are you are a case manager? If yes, how many students are on your caseload? Of these students, how many are Low Incidence and High Incidence students?

	Caseload	Low Incidence Students	High Incidence Students
Please indicate the number of students ...	☐	☐	☐

Support Staff

1. I have had one teacher assistant working in my classroom in the past year.

O Yes   O No   O Don't Know   O Not Applicable

2. I have had two teacher assistants working in my classroom in the past year.

O Yes   O No   O Don't Know   O Not Applicable

3. I have had more than two teacher assistants working in my classroom in the past year.

O Yes   O No   O Don't Know   O Not Applicable

The Individual Education Plan

1. I understand the difference between adaptations and modifications.

O Yes   O No   O Don't Know   O Not Applicable

2. The goals, objectives and strategies of IEPs are well articulated to me.

	All the time	Most times	Sometimes	Few times	At no time	N/A
Choose one	O	O	O	O	O	O

3. I am offered the opportunity to have input into the IEP.

	All the time	Most times	Sometimes	Few times	At no time	N/A
Choose one	O	O	O	O	O	O

4. I am invited to meetings to discuss IEPs.

	All the time	Most times	Sometimes	Few times	At no time	N/A
Choose one	O	O	O	O	O	O

5. I attend IEP meetings for the students I teach.

	All the time	Most times	Sometimes	Few times	At no time	N/A
Choose one	O	O	O	O	O	O

6. The IEP takes into consideration my priorities for my students.

	All the time	Most times	Sometimes	Few times	At no time	N/A
Choose one	O	O	O	O	O	O

7. I am involved in reviewing the IEP.

	All the time	Most times	Sometimes	Few times	At no time	N/A
Choose one	O	O	O	O	O	O

8. The implementation of IEPs is possible with the resources available to me.

	All the time	Most times	Sometimes	Few times	At no time	N/A
Choose one	O	O	O	O	O	O

Comment:

Resources & School Based Team

1. There is a reasonable amount of collaboration time.

	Strongly Agree	Agree		Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	O	O	O	O	O	O	

2. Human resources (Learning Assistant, Resource Teacher, Teacher Assistant, SLP, OT, PT, Vision, Deaf & Hard of Hearing) are available to meet the needs of students with special needs.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	O	O O	O	O	O	

3. My students receive district services within a reasonable time frame.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	O	O O	O	O	O	

4. I know how to access the School Based Team.

O Yes   O No   O Don't Know   O Not Applicable

5. I participate in the School Based Team for the students I teach.

	All the time	Most times	Sometimes	Few times	At no time	N/A
Choose one	O	O	O	O	O	O

Why or Why Not?

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Satisfaction
Teacher Survey
1. I am satisfied with the safety of students with special needs at school.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	O	O O	O	O	O	

2. I am satisfied with my school's response to bullying and harassment for students with special needs.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	O	O O	O	O	O	

3. I am satisfied with the way student discipline is handled by my school for students with special needs.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	O	O O	O	O	O	

4. My school provides a positive, caring and supportive learning environment for students with special needs.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	○	○ ○	○	○	○	

5. I am satisfied with my safety at school when working with students with special needs.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	○	○ ○	○	○	○	

6. Students with special needs are treated with respect by staff.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	○	○ ○	○	○	○	

7. Students with special needs are treated with respect by other students.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disgree	N/A
Choose one	○	○ ○	○	○	○	

General

1. What is not working well with respect to INCLUDING students with special needs in your class?

2. What is working well with respect to INCLUDING students with special needs in your class?

3. In your opinion, is the model for student support working in your school? Please elaborate.

4. Taking into account financial limitations, do you have any suggestions for using available resources (school and district) more effectively?

5. Comment on any concerns / issues that you are experiencing in your work that you feel the review committee should consider.

6. Comment on successes that you are experiencing in your work that you feel the review committee should consider.

APPENDIX E: SPECIAL EDUCATION PARENT / GUARDIAN

Background:

*Special Education categories: Autism, Deaf or Hard of Hearing, Gifted, Intensive Behaviour Intervention or Serious Mental Illness, Learning Disability, Mild Intellectual Disability, Moderate Behaviour Support or Mental Illness, Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Physically Dependent, Visual Impairment

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If any of the questions do not apply choose "Not Applicable", or you are unsure, please leave blank.

1. My child is a:

	Yes	No
K-3 student	○	○
4-7 student	○	○
8-12 student	○	○

2. My child has been identified by the school district as having special needs.

○ Yes   ○ No   ○ Don't Know

3. I know which of the above special education categories my child has been reported in (refer to the top of this page).

○ Yes   ○ No   ○ Don't Know

4. My child's program will result in completing school with a:

	Yes	No	Don't Know
Dogwood Graduation Certificate	○	○	○
School Leaving Certificate	○	○	○

Individual Education Plan (IEP)

1. My child has an Individual Education Plan.

○ Yes   ○ No   ○ Don't Know   ○ Not Applicable

2. I understand the process of the IEP and the role it plays in my child's education.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

3. The IEP is developed within a reasonable time frame.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

4. The IEP is reviewed on an ongoing basis.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

5. I am offered the opportunity to have input into the IEP.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

6. I understand the difference between adaptations and modifications.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

7. I am invited to meetings to discuss my child's IEP.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

8. I attend my child's /children's IEP meetings.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

9. The IEP takes into consideration my priorities for my child.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

10. The goals on the IEP reflect my child's needs.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

11. The educational activities reflect the goals and objectives outlined in the IEP.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

12. The educational activities are ADAPTED to meet my child's individual needs.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

13. The educational activities are MODIFIED to meet my child's individual needs.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

14. My child has opportunities to choose how he/she will learn.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

Student Profile:

My child is making progress at his/her level in:

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Reading	O	O	O	O	O
Written Expression	O	O	O	O	O
Speaking/Communication	O	O	O	O	O
Second Language	O	O	O	O	O
Mathematics	O	O	O	O	O
Science	O	O	O	O	O
Social Studies	O	O	O	O	O
Physical Education	O	O	O	O	O
Fine Arts (i.e. Drama, Art, Music)	O	O	O	O	O
Applied Skills (i.e. Home Ec., Tech. Ed.)	O	O	O	O	O
Computer Technology	O	O	O	O	O
Career Preparation/Work Experience (i.e. ACE IT, Board Authorized)	O	O	O	O	O
Life Skills (i.e. School/Community Safety, Cooking)	O	O	O	O	O
Self Care (i.e. Dressing, Toileting, Personal Care)	O	O	O	O	O
Transitions: Health and Career Education (i.e. Sexual Health, Drug Awareness)	O	O	O	O	O
Respecting and caring for others	O	O	O	O	O
Developing Independence	O	O	O	O	O
Accepting responsibility	O	O	O	O	O
Working cooperatively with others	O	O	O	O	O
Understanding the importance of continuing to learn throughout his/her life	O	O	O	O	O
Developing positive social skills	O	O	O	O	O
Developing appropriate behaviours	O	O	O	O	O
Developing self-esteem	O	O	O	O	O

Services / Support:

1. The school takes into consideration input from other professionals.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

2. My child receives support from a school resource or special education teacher.

○ Yes   ○ No   ○ Don't Know   ○ Not Applicable

3. My child receives support from a teacher assistant or childcare worker.

○ Yes   ○ No   ○ Don't Know   ○ Not Applicable

4. Please indicate any District service(s)your child is receiving?

☐ Teacher of the Visually Impaired   ☐ Occupational Therapist

☐ Educational Psychologist   ☐ Teacher of the Deaf & Hard of Hearing

☐ Speech Language Pathologist   ☐ Special Education Technologist

☐ Physiotherpist   ☐ Speech Language Pathologist's Assistant

☐ Don't know

5. I am satisfied with the TYPE of service/support my child receives.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

6. I am satisfied with the AMOUNT of service/support my child receives.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

7. I am aware of the community based resources that can support my child.

○ Yes   ○ No   ○ Don't Know   ○ Not Applicable

8. I am aware of the district support services available to my child.

○ Yes   ○ No   ○ Don't Know   ○ Not Applicable

9. The wait time to receive a district assessment is reasonable.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

10. My child receives appropriate district services in a reasonable time.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	○	○	○	○	○

Home/School Communication

1. I receive progress reports at each reporting period.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

2. The progress reports reflect the goals and objectives outlined in the IEP.

	All the time	Most times	Sometimes	Few times	At no time
Choose one	O	O	O	O	O

3. I am invited to attend parent/teacher interviews.

	All the time	Most times	Sometimes	Few times	At no time
Choose one	O	O	O	O	O

4. I attend parent/teacher interviews.

	All the time	Most times	Sometimes	Few times	At no time
Choose one	O	O	O	O	O

5. I receive ongoing communications from the school.

	All the time	Most times	Sometimes	Few times	At no time
Choose one	O	O	O	O	O

6. I provide the school with relevant information about my child on a regular basis.

	All the time	Most times	Sometimes	Few times	At no time
Choose one	O	O	O	O	O

General

1. I am satisfied with my child's safety at school.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

2. I am satisfied with my school's response to bullying and harassment.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

3. I am satisfied with the way student discipline is handled by my child's school.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

4. My child's school provides a positive, caring and supportive learning environment.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

5. My child is treated with respect by staff.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

6. My child is treated with respect by other students.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

7. My child has opportunities to develop friendships.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

8. My child is included in school events as appropriate.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

9. I receive sufficient information about school programs and events.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

10. I have the opportunity to participate in school planning.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

11. In general, I am satisfied with my child's school.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Choose one	O	O	O	O	O

Comments

If you would like to comment on curriculum, IEP, services, budget impact or other aspects of your child's special education program, please do. Additional comment page(s) will be accepted.

1. Area(s) that I have some concerns about...

2. **Something that really works for my child is...**

3. **Do you have any other comments you would like to add?**

APPENDIX F: ANNOTATED REFERENCE

Creighton, T. B. (2007). *Schools and Data, The Educator's Guide for Using Data to Improve Decision Making, Second Edition*. Thousand Oaks, CA: Corwin Press.
This book aims to support school leaders in acquiring and using effective strategies for data collection and analysis.

Disproportionality Self-Study Checklist. (2009). Office of the Superintendent of Instruction, State of Washington. Special Education. http://www.k12.wa.us/SpecialEd/programreview/SelfStudy.aspx

Effective Practices for Students with Disabilities that Significantly Affect Function. (2003). Rhode Island College. http://www.sherlockcenter.org
A collection of ten well researched strategies that have been used with many different student populations.

Every Principal's Guide to Special Education in British Columbia. (2002). Vancouver, BC: BC School Superintendent's Association. Found at:
http://www.bcssa.org/PDFs/Resources/SpecEd.EPG.2002.pdf
A guide intended to provide practical information to help principals and other leaders in special education in their schools and districts.

Guide to Adaptations and Modifications. (2009). Victoria, BC: BC Ministry of Education. Found at:
http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf
A plain language explanation of adaptations and modifications.

Individual Education Planning for Students with Special Needs, A Resource Guide for Teachers. (2009). Victoria, BC: BC Ministry of Education. Found at:
http://www.bced.gov.bc.ca/specialed/iepssn.htm
This resource guide is an updated version of the 1996 Ministry of Education resource guide *Individual Education Planning for Students with Special Needs*. It provides information and strategies that align with professional practice and current legislation. The guide is designed for teachers involved in developing and implementing Individual Education Plans (IEPs).

Kowalski, J. T. and Lasley II, T.J. (2009). *Handbook of Data-Based Decision Making in Education*. New York, NY: Routledge.
This book focuses on how educators can use data to make decisions at both the policy and practice levels. The Handbook is divided into three major sections: Theoretical and Practical Perspectives, Building Support for Data Based Decisions, and Data Based Applications. Includes a section on building data-driven district systems.

Management Competencies Special Education Modules. (2009). Vancouver, BC: British Columbia Education Leadership Council. Found at: http://www.bcelc.ca/pages/mcspecialed.html
The Management Competencies Special Education Program is intended to help school principals and vice-principals become aware of and develop a deeper understanding of Special Education. The content areas, co-developed with input from BCELC, BCSSA, BCPVPA, and BC CASE, may be taken in whole or in part depending upon the needs of the district. The content areas listed below are offered through a combination of direct instruction, individual and group activities, discussions, and group sharing.

Program Quality Indicators for Students with Developmental Disabilities: A Guide For Self-Review and Quality Improvement. (2007). Adapted by the Metro Chapter from a tool prepared by the University of the State of New York). Vancouver, BC: British Columbia Council of Administrators of Special Education, Metro Chapter.

Rose, D. and Meyes, A. (2002) *Teaching Every Student in the Digital Age. Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Special Education Services, A Manual of Policies, Procedures and Guidelines. (2009). Victoria, BC: BC Ministry of Education. Found at: http://www.bced.gov.bc.ca/specialed/ppandg.htm
This resource conveys policies, procedures, and guidelines that support the delivery of special education services in British Columbia's public schools

SD No. 38 (Richmond). (2008). *Inclusion Review 2008, What Are We Learning? What Can Be Done?*. Richmond, BC: SD No. 38 (Richmond). Found at: http://www.sd38.bc.ca/District%20News%20Files/Inclusion/Inclusion%20Review%20Report.pdf?FCItemID=S05CD745A
Report summarizes information gathered from the Richmond community, about people's experiences, perceptions, beliefs, concerns and recommendations regarding inclusion, both as a social value and as a set of educational practices.

SD No. 42 (Maple Ridge). (2008). *Special Education Review "Looking to our Future – Honouring Our Past."* Report on Implementation of "Moving to Action in the Present." 2008. Maple Ridge, BC: SD No. 42 (Maple Ridge). 2Found at: http://www.sd42.ca/system/files/081017-spedreview.pdf
In regard to a comprehensive review of all services and structures to support students with special needs, this document reports on the feedback from the recommendations, the implementation process to date, and directions for further implementation.

SD No. 68 (Nanaimo-Ladysmith). (2003). *Student Support Services Review*. Nanaimo, BC: SD No. 68 (Nanaimo-Ladysmith). Found at: http://www.sd68.bc.ca/edocuments/SD68News/publications_/specialeducatio-1/SpecialEducationReviewReport.pdf
Report summarizes results of a district wide review of student support services.

SD No. 70 (Alberni). (2007). *Special Education Review, School District 70 (Alberni).* Port Alberni, BC: SD No. 70 (Alberni). Found at: http://www.sd70.bc.ca/_News/Zigler%20Report%20Port%20Alberni%20%20Jan%2008%20FINAL%20MAR%2020.pdf
 Report on a district wide independent review of services and supports for students with special needs

Wellman, B. and Lipton, L. 2004. *Facilitating Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Arlington, MA: MiraVia.
This book offers school leaders a practical toolkit for structuring and facilitating collaborative inquiry with and about data. This resource presents a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understandings of both problems and possible solutions.