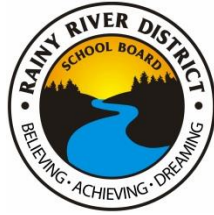


# APPENDIX B

## Special Education Plan Review Survey (2014-2015)



## SPECIAL EDUCATION PLAN – FEEDBACK SURVEY 2014-2015

**\*An integral part of facilitating change and growth is feedback from various sources. As Stakeholders, your feedback is always welcomed and appreciated.**

*Please feel free to share your comments, thoughts and suggestions through this survey and return/send a copy to the Special Education Administrator's Office by e-mail or postal mail at :*

**Kelly Forbes**  
**Special Education Administrator**  
**522 Second St. East**  
**Fort Frances, ON**  
**P9A 1N4**  
**Phone: 807-274-9855 ext. 4994**  
**Fax: 807-274-8391**  
**email: Kelly.forbes@mail.rrdsb.com**

**If you have any questions regarding this survey or need access to Special Education Services, please contact Kelly Forbes, Special Education Administrator for the Rainy River District School Board.**

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**Please indicate the Stakeholder group that you are a representative of: (check box)**

<i>SCHOOL REPRESENTATIVE</i>		<i>AGENCY REPRESENTATIVE</i>		<i>OTHER STAKEHOLDERS</i>	
Teacher	<input type="checkbox"/>	Autism Support Program	<input type="checkbox"/>	Parent	<input type="checkbox"/>
Principal	<input type="checkbox"/>	CCAC	<input type="checkbox"/>	First Nations Partner	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>	FACS	<input type="checkbox"/>	SEAC Member	<input type="checkbox"/>
SERT	<input type="checkbox"/>	Health Support Services	<input type="checkbox"/>	Board Member	<input type="checkbox"/>
School Council	<input type="checkbox"/>	Weechi-it-te-win	<input type="checkbox"/>	Other Agency (please specify) _____	<input type="checkbox"/>

**GUIDING QUESTION #1:** Model of Special Education

Special Education in the Rainy River District School Board follows a model of inclusion and integration of students into the regular classroom whenever possible. Through Individual Education Plans (IEPs), accommodations, curriculum modifications, personnel support and differentiated instruction, students with special needs are most often taught in the same classroom environment with their peers.

*Do you feel this model of Special Education best meet the needs of exceptional pupils?*

**Yes**

**No**

*Comments :*

**GUIDING QUESTION #2 :** Programs and Services

The Rainy River District School Board focuses on ensuring equitable access to special education services, including timely professional assessments, special individualized programming, access to special equipment or assistive technology, and coordination with professional agencies within the community and province.

*Do you feel that students in the Rainy River District School Board have appropriate access to necessary services in the community and within the board?*

**Yes**

**No**

*Comments :*

**GUIDING QUESTION #3** : Individual Education Plans

The Individual Education Plan (IEP) has been a focus of professional development in the Rainy River District School Board over the last two years. Special Education Resource Teachers and Classroom Teachers work collaboratively to develop and revise IEPs throughout the year in order to follow the development and progress of the student.

*Do you feel that the current Individual Education Plans (IEPs) meet the needs of exceptional students within the Rainy River District School Board?*

**Yes**

**No**

*Comments :*

**GUIDING QUESTION #4** : Communication with Stakeholders

The Rainy River District School Board utilizes a variety of communication systems to provide special education information to the community and stakeholders. Board and school websites, newsletters, SEAC minutes, Board meeting minutes, services brochures and guides, as well as direct consultation conferences are some of the regular forms of communication.

*Are the current communication practices meeting the needs of stakeholders?*

**Yes**

**No**

*Comments :*