

STUDENT SERVICES

GOVERNANCE POLICY

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1.0 PRINCIPLES

- 1.1. The South Shore Regional School Board (SSRSB) believes in the philosophy that every student, regardless of individual differences, has the right to an appropriate public education that aims to develop to the fullest extent possible, each individual's abilities, talents, and skills. To this end, the SSRSB shall attend to the cognitive, emotional, social, and physical development of each student, believing that every person is a contributing member of the larger community.
- 1.2. The SSRSB believes and recognizes that students differ in their learning strengths and challenges, and endorses that all students have the right to have their individual learning needs met
 - in the company of their peers, and
 - in the most inclusive educational environment appropriate to the individual strengths and challenges of the student.
- 1.3. The SSRSB believes that the goal of inclusive schooling is to facilitate the membership, participation, and learning of all students in school programs and activities. The support services that are designed to meet students' diverse educational needs should be coordinated within the neighborhood school and, to the extent possible, within grade level/subject area classroom (Special Education Policy, 2008).

2.0 POLICY FRAMEWORK

- 2.1. This policy complies with the Education Act and other related provincial acts and policies.
 - 2.1.1. Youth Criminal Justice Act
 - 2.1.2. Freedom of Information and Protection of Privacy Act
 - 2.1.3. Nova Scotia Department of Education Handbook for Transportation of Students with Special Needs, 2011
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 - 2.1.5. Nova Scotia Department of Education School Board and Ministerial Appeal Guide, 2009
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- 2.1.18. Supporting Student Success Fact Sheets
- 2.1.19. Nova Scotia Department of Education Supporting Student Success: The Program Planning Process: A Guide for Parents, 2009
- 2.1.20. Nova Scotia Department of Education Supporting Student Success: Transition Planning for Students with Special Needs: The Early Years through to Adult Life, 2005
- 2.1.21. Violence in the Workplace Procedure (SSRSB, Human Resources Department)

3.0 AUTHORIZATION

The Superintendent is authorized to issue procedures in support of this policy.

STUDENT SERVICES

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1.0 DEFINITIONS

Access to School Records – The SSRSB shall provide access to records in accordance with the provisions of the Education Act and Regulations, the Freedom of Information and Protection of Privacy Act (FOIPOP), and the Students Records Policy, 2006.

Age of Majority Act – Every person attains the age of majority, and ceases to be a minor, on attaining the age of nineteen years.

Assistive Technology – The use of both low level and high level technologies to support students and their learning.

Community of Schools – Community of Schools is the framework for delivery of Special Education Services in the SSRSB based on geographical areas, student population, and feeder school systems. Referrals for services of Student Services staff (speech-language pathologist, severe learning disabilities specialist, school psychologist, AT Specialist, OT/PT, and Health Needs) are made to the Community of Schools and Student Services staff from each of the geographical areas to develop action plans based on priorities and need.

Consultant – An individual who aids and supports principals and teachers in the program planning process as they work to meet the learning needs of students.

Coordinator of Race Relations, Cross Cultural Understanding, and Human Rights (RCH) – An individual who oversees the implementation and monitoring of the SSRSB's Race Relations, Cross Cultural Understanding, and Human Rights.

Coordinator of Student Services – An individual who supervises Student Services staff and oversees the supports to schools in planning and the implementation of programs and services for students with special needs.

Core Program Planning Team – A school based team who meets regularly to support students and teachers.

Director of Programs and Student Services – An individual who has responsibility for administering the funding and overseeing planning and the implementation of programs for special education programs and services as per Policy 1.6 Nova Scotia Department of Education’s Special Education Policy, 2008.

Formal Assessment – An individual assessment performed by a qualified professional using formal assessment instruments such as standardized tests, as well as other sources of information. It is intended to produce diagnostic information about the student’s ability. Formal assessment instruments have standardized procedures for administration, scoring, and interpretation. They may be “norm-referenced”, meaning that they are normed on a representative sample of students and provide age- or grade-level scores, standard scores, or percentiles that allow the educator to compare a student with other students of the same age and grade.

Individual Program Plan (IPP) – For those students who cannot meet the prescribed outcomes in the PSP, an IPP shall be developed. IPPs should include a student profile, information about the child’s strengths and challenges, transition plan, annual individualized outcomes, specific individualized outcomes, materials and strategies, areas of responsibility, review dates, and signatures. The principal or vice-principal, classroom teachers, other staff involved with the student, family, and students themselves, should have input into the development and implementation of the IPP.

Individual Program Planning Team – A group formed to support an individual student in need.

Informal Assessment – Classroom teachers provide informal assessment information (i.e.: observation, running records, checklists, portfolios, classroom and provincial assessments administered as part of the provincial PSP, research studies, and/or provincially administered assessments), which forms the basis of a comprehensive profile of students strengths and challenges.

Instructional Adaptations – A record describing instructional modifications and/or adaptations that do not affect the integrity of the PSP.

Learning Disabilities – A generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communication, reading, writing, spelling, calculation, social competence, and emotional maturation. (Learning Disabilities Association of Canada, reprinted with permission)

Liaison for Students with Health Care Needs – An individual who coordinates support for the health needs of a defined population of students in the SSRSB.

Occupational Therapists – Health professionals who help people perform daily occupations within the realm of self-care, productivity, and leisure. The goal of school-based OT is to maximize a student's occupational performance in school. Physical, developmental, sensory, learning, and/or perceptual challenges may affect occupational performance. Occupational therapists may recommend task adaptations, task modifications, and/or assistive devices to increase successful functioning in school.

Physiotherapists – Health professionals primarily concerned with the prevention and alleviation of movement dysfunction. The goal of the school-based physiotherapist is to enhance the student's individual capacity for functional movement, thereby maximizing independence. Physiotherapists may recommend alterations in physical positioning to promote optimal physical access, environmental modifications to promote maximal independence for students who have identified mobility concerns, and/or mobility aids or devices that assist in the prevention and alleviation of movement dysfunction.

Program Plan – The program plan will include the adaptations, supports, and/or interventions required based on the strengths and challenges of the student that will assist the student to meet the prescribed curriculum or individualized curriculum outcomes. Monitoring of the program plan will be the responsibility of the PPT. Students will not be placed, retained, or accelerated without a program plan being developed and put into effect.

Resource Teacher – A teacher who supports individual students or groups of students with special education programming based on the students' strengths and challenges. Resource teachers offer a broad continuum of services, which may include responsibilities for co-teaching, learning centres, and/or supporting students with behavioral challenges. (See Supporting Student Success: Resource Programming and Services section on Resource Teachers Competencies.)

School Psychologist – Trained individuals who work with school staff and family to support the social, emotional, behavioral, and learning needs of children within the school context. All psychologists must be registered with the Nova Scotia School Board of Examiners in Psychology to practice psychology in Nova Scotia.

Severe Learning Disabilities (SLD) Specialist – Trained individuals who provide direct service to students who have been identified with a severe learning disability.

Speech-Language Pathologist (SLP) – Trained individuals who provide direct/indirect speech-language services to students and collaborate with teachers and family in developing and/or implementing speech and language programming.

Student Services Staff – Individuals who provide support to schools including coordinators, consultants, SLPs, school psychologists, SLD specialists, AT specialists, facilitators, and others.

Students with Special Needs – A student with exceptionalities identified by the SSRSB as requiring additional program planning in the learning process to meet the student’s individual strengths and challenges; or one who is enrolled in and receiving an education program provided by the SSRSB for which the program planning process has been followed.

Teacher Assistant – An individual who works with teachers and other staff in the school setting to provide support to students with special needs who are identified through the program planning process as requiring support with medical and personal care and/or safety/behavior management (see Teacher Assistant Guidelines, Department of Education).

Transition Plan – Part of the IPP process for special needs students and should begin when a student enters the school system. The Transition Plan is designed to assist students passing into a new environment. Transition planning must be documented on the IPP.

Transition Planning Team – A group of individuals who assist the student during periods of transition.

2.0 AFFIRMATION OF RESPONSIBILITIES

The SSRSB affirms that it has a responsibility to the extent possible to:

- Educate all staff (support staff, administration, and teachers) and families about the SSRSB Student Services Policy.
- Develop quality programs and services for individuals on the basis of their strengths and needs as determined by various aspects of the student’s development (social, emotional, cognitive, and physical).
- Promote the active participation of families and students in the development and support of programming, in cooperation with school staff, in an effort to promote a community awareness, acceptance, and support of student strengths and challenges.
- Provide programming materials, financial support, professional development, and human resource support within the existing budget to ensure the strengths and challenges of all students are met.
- Encourage cooperation and partnerships with other service agencies.

This policy has been established to fulfill the mandate given to school boards by the Department of Education. It is intended to guide Regional Student Services staff and schools within its jurisdiction in programming and service delivery for all students. It is consistent with Special Education Policy, 2008 and supporting guideline documents, and SSRSB policies.

2.1. Educational Funding

2.1.1. In addition to a program formula funding grant, the SSRSB will utilize the Department of Education’s Special Education Formula Funding Grant to assist with the costs of programs and services for student with special needs as per Policy 1.3 of the Special Education Policy, 2008.

2.1.2. The SSRSB recognizes the Special Education Policy, 2008 outline of students for whom special education funding shall be used as those students who are assessed as having any of the following exceptionalities and/or special needs:

- cognitive impairments
- emotional and behavioral disorders
- learning disabilities
- physical disabilities and/or health impairments
- speech impairments and/or communication disorders
- sensory impairments – vision, hearing
- multiple disabilities
- giftedness

2.2. Home Tutor Services for Students with Medical Needs

Under special circumstances, and when approved by the Director of Programs and Student Services, the SSRSB will provide home tutors for students under the care of a medical doctor.

2.3. Outside Agencies

2.3.1. The SSRSB will participate in locally developed transition and interagency committees composed of agency representatives who are in a position to provide assistance within the community.

2.3.2. The SSRSB will share information regarding a student with an outside agency only when the Interagency Consent Form to Obtain and Release Confidential Information is completed in accordance with the provisions of the Education Act and Regulations, the Freedom of Information and Protection of Privacy Act (FOIPOP), and the Student Records Policy, 2006.

2.4. Professional Development

The SSRSB supports the professional development of staff focused on the acquisition of competencies required for meeting the needs of all students.

2.5. Program Planning

2.5.1. The SSRSB will establish a process for identification, assessment, program planning, and evaluation for students with special needs.

2.5.2. The SSRSB will ensure that individual program planning teams are established at the school level, and that they will develop, implement, and monitor programming for students with special needs.

2.5.3. The SSRSB will ensure that an individual program plan (IPP) will be developed and implemented for students for whom adaptations are not sufficient to address their strengths and challenges, and the provincial curriculum outcomes are not applicable and/or attainable as per Student Services Policy, Policy 2.6.

2.5.4. The SSRSB will provide qualified school-based and regional student services personnel.

2.6. Teacher Assistants

2.6.1. The SSRSB will provide teacher assistants in some settings to support identified students who have exceptionalities outlined in the Special Education Policy, 2008 and meet the requirements outlined in these Procedures.

2.6.2. The SSRSB ensures that teacher assistant services follow the Nova Scotia Department of Education's Teacher Assistant Guidelines.

2.7. Service Delivery Model

2.7.1. The SSRSB will ensure delivery of special education programs and services through its regional student services administrative structure.

2.7.2. The regional student services administrative structure will make informed decisions, and make recommendations regarding funding and the allocation of resources based on the exceptionalities of students within the SSRSB.

2.7.3. Allocation of resources at the school level will be the responsibility of the school's Core Program Planning Team in accordance with this policy.

2.8. School Board Appeals

The SSRSB will provide an appeal process to address an unresolved dispute between the school and family of a student with special needs, providing that the grounds for such meet the requirements, pursuant to the Education Act, 1996, Ministerial Education Act Regulations and the School Board and Ministerial Appeal Guide, 2009.

2.9. Specialized Equipment

2.9.1. Specialized equipment and materials, not normally provided for regular school programs, for individual students directly related to accessibility and educational needs, including assistive technology, will be provided on a case-by-case basis, within the existing budget.

2.9.2. The SSRSB will not provide funds for equipment or personal care items related to health and physical care needs.

2.10. Student Records

The SSRSB will maintain student files and provide access to records in accordance with the provisions of the Education Act, 1996 and Regulations, Freedom of Information and Protection of Privacy Act (FOIPOP), Youth Criminal Justice Act, Students Records Policy, 2006, and Policy 2.9 of the Special Education Policy, 2008.

2.11. Transportation

Any student identified through the program planning process as requiring special transportation due to their exceptionality outlined in section 370.1 b. (above) shall be conveyed from home to school at the SSRSB's cost as per the Handbook for the Transportation of Students with Special Needs.

3.0 PROGRAMMING AND SERVICE DELIVERY

3.1. Background

All students need the knowledge and skills to lead independent and purposeful lives. Students will attain these skills to varying degrees depending on the interaction among several factors, including the nature and degree of the student's exceptional needs, the motivation of the student, and the cooperation and communication among school, families, and community support systems.

Programming may be developed for students with exceptionalities in the areas of:

- English as a second language
- Cognitive impairments
- Emotional impairments
- Learning disabilities
- Physical disabilities and/or other health impairments
- Speech impairments and/or communication disorders

Support at the school level should be available, when necessary, to assist classroom teachers in meeting the needs of students. School-based teams may include classroom teachers, resource teachers, school counselors, school administrators, and teacher assistants. Peer helpers and volunteers may also play a role in supporting students and teachers. SSRSB personnel may also be involved to assist the teachers, families, and students in planning an appropriate educational program.

Every effort must be made to involve families from the outset and throughout all aspects of student services, including identification, assessment, program planning, and evaluation. Parental/Guardian consent (notwithstanding the Age of Majority Act) is required for formal individual assessments of students or service delivery outside the regular classroom.

Careful records should be kept of the decisions and resulting actions affecting the educational program of students receiving student services support and the results of interventions and adaptations. Maintenance of records within the appropriate student files are in accordance with the Nova Scotia Department of Education Special Education Policy, Policy 2.9, and the Nova Scotia Department of Education Student Records Policy, 2006.

Programs and services provided by resource teachers are intended to assist students in achieving the learning outcomes of the PSP curriculum or, in the case of students with an IPP, their individualized outcomes. Collaboration is critical to ensuring the essential relationship between support and outcomes. This is facilitated through the participation of both resource teacher(s) and classroom teacher(s) in the program planning process as outlined in Policy 2.2 of the Special Education Policy, 2008.

Throughout the development of programming, the principle of “only as special as necessary” should guide the decisions regarding the level of intervention and the recommended services for the student. This principle is outlined in detail in Appendix X of Supporting Student Success: Resource Programming and Services.

3.2. Program Planning Process

The Program Planning Process is a team approach to planning appropriate education for students with special needs. There are eight stages in this process as found on page 28 of the Special Education Policy, 2008.

It is through the program planning process that students with special needs are supported in the achievement of the outcomes of the Public School Program (PSP) and/or the student’s

individual program plan (IPP), which is developed when adaptations are no longer sufficient for meeting the strengths and challenges of an individual student. If student performance indicates that extra planning and changes to PSP outcomes are necessary, an IPP may be developed to include any or all of the following:

- Deletion of curriculum outcomes
- General curriculum outcomes at a significantly different outcome level
- Addition of new outcomes (may include behavioral outcomes)

The term “challenges” refers to the specific gaps and deficits of the student. The PPT defines the annual outcomes by pinpointing the priority areas and then develops specific strategies to meet the unique challenges of the student. The term “strengths” refers to the student’s specific areas of strength related to their individual challenges in meeting the outcomes and not to the student’s personal attributes. Strengths are used to develop the strategies the student uses to meet the outcomes.

3.3. Core Program Planning Team

The role of the Core Program Planning Team (PPT) is to coordinate services, support the teachers, and support programming for individual students. The Core PPT is a school-based standing committee and shall consist of the following:

- principal;
- at least one classroom teacher;
- program support teacher; and
- guidance counselor, where available.

Responsibilities

Principal:

- Set agenda for Core Program Planning Meeting.
- Establish time and place for meeting and inform all team members.
- Chair meetings.

Core Team:

- Receive referrals; prioritize and recommend for consideration.
- Keep meeting notes (see Appendix “A”, Core Program Planning Notes form).
- Recommend students for support services and organize these services; identify personnel who will serve as the IPP Team to develop the IPP or Instructional Adaptations (IA).
- Review students for the purpose of developing transition plans and assign a person to be responsible for organizing the transition plan meeting.
- Provide an appeal process for families who desire a programming option unavailable to their child, in accordance with the Nova Scotia Department of Education School Board and Ministerial Appeal Guide (see School Board Appeal in this document).
- Make application to the Director of Programs and Student Services for teacher assistant(s).

Referral Process

When any student is identified as requiring additional interventions to meet his/her strengths and challenges, the classroom teacher uses available material to explore and implement a range of strategies and documented adaptations to facilitate the learning process.

If the classroom teacher requires further support to meet the needs of any student, he/she may refer to the Core PPT. Students may be referred by families, self-referrals, teachers, school counselors, school administration, Student Services staff, or other non-school agencies.

The initial meeting of the Core PPT provides an opportunity to present, clarify, and discuss all available information about the student's strengths, challenges, related issues, and concerns. It includes the brainstorming of ideas that may enhance student and teacher success.

3.4. Individual Program Planning Team

The role of the Individual Program Planning (IPP) Team is to deal with a specific student in need. The IPP Team shall consist of the following:

- principal;
- teacher(s) of the referred student;
- resource teacher(s); and
- family.

The IPP Team may also include, but not be limited to, the following:

- Student;
- School psychologist;
- School counselor;
- Speech-language pathologist;
- Assistive Technology Specialist;
- School support staff;
- Applicable outside school agencies;
- Teacher assistant (upon request to the principal);
- Coordinator of Student Services
- SSRSB consultants; and
- SSRSB specialists.
- Liaison for Students with Health Care Needs

Responsibilities

Principal

- Chair, facilitate meeting, or designate a chair.
- Submit any specific requests from the IPP in writing to the Coordinator of Student Services.

IPP Team:

- Assist classroom teachers in the development, implementation, monitoring, and evaluation of programs for all students;

- Keep meeting notes. There is an IPP Notes form included in Appendix “A” of this policy;
- Recommend support services and make appropriate referrals;
- Recommend additional services;
- Develop/Monitor/Review/Distribute IPPs, which include Transition Plans and Individual Adaptations.
- Designate personnel responsible for writing the IPP and Individual Adaptations.

3.5. IPP Reviewing and Reporting

A review of an IPP should take place prior to each reporting period. Students on IPPs receive reports the same time as students following the PSP.

During an IPP review, the IPP Team determines, from the evidence, whether the outcomes have been achieved, if they should be continued, and/or if additional outcomes are required. Responsibilities for evaluating individual student progress are as follows:

- The IPP Team is responsible for evaluating the progress a student is making toward the achievement of outcomes on their IPP.
- Individual teachers are responsible for ongoing evaluation of their designated responsibility area.

3.6. Individual Adaptations

Adaptations are strategies and/or resources put in place to accommodate the learning needs of an individual student. The student’s strengths and challenges are the foundation upon which they are developed. They are planned, implemented, and evaluated to enable a student to achieve within the public school curriculum outcomes or the enhanced capacity of a student within the public school curriculum outcomes.

Developing Adaptations at the Classroom Level

- Student is identified as requiring additional planning to meet his/her needs.
- Classroom/Subject teacher explores strategies and available resources. This may include discussions with other professionals, such as resource teacher, S-LP.
- Results are recorded and documented on the adaptations form and included in the student’s cumulative record, but not on the report card.

Developing Adaptations through a Program Planning Team

- If the adaptations do not produce the desired results, it may be deemed that the student requires more and/or different adaptations.
- The teacher makes a referral to the PPT.
- The PPT develops adaptations.

Adaptations and Assessment

Adaptations made available to the student during any of the Nova Scotia assessments or examinations must be in place before the administration of the assessment or examination. There is an application process for the Read Aloud adaptation for the NSC 12 and NSC

Communications 12. Refer to http://plans.ednet.ns.ca/files/PLANS/PLANS_Adaptations.pdf for more detailed information.

3.7. Transition Planning

“Transition is the passage from one stage to another and is a lifelong process.” (Transition Planning for Students with Special Needs: The Early Years through Adult Life)

Transition occurs when students move from home to school, grade to grade, school to school and finally from school to community.

- 3.7.1. Transition Planning shall be a collaborative, well researched, individualized process which is designed to assist students to move smoothly from one environment to another.
- 3.7.2. Transition Planning is part of the IPP process for each student with special needs and shall begin when a student enters the school system.
- 3.7.3. Transition Planning for school to community should begin when a student enters grade 7.
- 3.7.4. A transition plan is incorporated into the student’s IPP. The responsibility for the development of an individualized transition plan is shared among all members of the student’s PPT. If a student does not have an IPP, the transition plan will be developed as per Policy 2.2 of the Special Education Policy, 2008.
- 3.7.5. The Transition Planning Team consists of:
 - Those members serving on the student’s IPP Team, as well as the receiving teacher(s) and/or representative from the Core Planning Team of the receiving school.
 - The team may include, with parental/student permission, outside agencies, which have been or will become involved in the student’s life.
 - It is the role of this team to assist students during periods of transition (i.e.: home to school, grade to grade, elementary to junior high, junior high to senior high, school to work and community).
- 3.7.6. When a student with special needs transfers from one school to another within the SSRSB, a transition planning meeting shall occur. The meeting shall occur prior to that student commencing classes and shall include personnel from both sending and receiving schools.

3.8. Students with Significant Behavior Challenges

Significant Behavior Challenges refers to excessive and chronic disruptive behaviors that consistently interfere with student learning and/or the learning of others; and/or safety of self and others. Interventions should be based on the principle that the student’s behavioral challenges are most likely the result of a skill deficit.

- 3.8.1. A significant behavior challenge is identified when the student does not respond to the usual classroom interventions.
- 3.8.2. The teacher makes a referral to the Core PPT.
- 3.8.3. The Core PPT will take the appropriate action, which should include conducting a program planning meeting involving the appropriate personnel.

3.8.4. Individualized behavioral adaptations and/or outcomes are developed and incorporated into the IPP or IA.

3.8.5. Plans are implemented, monitored, and reviewed on a regular basis.

3.9. The Use of Time-Out and Physical Interventions

Time-out lies within a continuum of behavioral interventions to assist students to self-regulate or control their own behavior. Time-out can range from quiet time in the regular classroom to, at the most restrictive end of the continuum, a designated time-out room.

3.9.1. The use of time-out is decided through the Program Planning Process and is guided by the Guidelines for Use of Designated Time-Out Rooms in Nova Scotia Schools.

3.9.2. The PPT is responsible for continually monitoring, evaluating, reviewing, and documenting the use of time-outs.

The use of appropriate physical intervention is in accordance with the Non-Violent Crisis Intervention Training Program, the student's plan, and SSRSB policies.

Violence in the workplace is an occupational health and safety hazard and the SSRSB provides a Violence in the Workplace Procedure through the Human Resources Department.

3.10. Students with English as a Second Language

3.10.1. Eligibility

The following students are eligible for ESL support:

- Students whose first language is not English.
- Students whose lack of English language proficiency impedes their ability to access the curriculum and interact with others, both in and out of school.
- Students attending school as part of an exchange program or the Nova Scotia International Student Program are not eligible to be referred.

3.10.2. Referral Process

3.10.2.1. An ESL student new to the school community should complete an "ESL Student Profile and Language Survey" and then be referred to the Core PPT for consideration of an "ESL Oral Language Proficiency and Literacy Assessment of Nova Scotia". (Complete forms are included in Appendix "A" of this policy.)

3.10.2.2. Any other student whose lack of English language proficiency appears to be an impediment to academic success is referred to the Core PPT.

3.10.2.3. The student's core PPT will recommend, where appropriate, teacher adaptations, and/or resource support to support the student in the classroom.

3.10.2.4. If deemed necessary, the student will be recommended for the "ESL Oral Language Proficiency and Literacy Assessment of Nova Scotia" (Level A).

3.10.2.5. Test results will be reported to the student's family and to the core planning team.

3.10.2.6. Test results may indicate the need for ESL tutoring in addition to the above mentioned supports. An English as a Second Language (ESL) Tutor Application Form, with supporting documentation (ESL assessment results,

Core Program Planning Notes), should be forwarded to the Consultant of the International Student Program.

- 3.10.2.7. The English as a Second Language (ESL) Tutor Application Form must be completed by the Core PPT and forwarded to the Consultant of the International Student Program with Core Planning Notes and ESL Assessment Report.

3.10.3. English as a Second Language (ESL) Tutor Services

- 3.10.3.1. This service will be allocated in ten (10) hour allotments.
- 3.10.3.2. Instructors will be under the direction of, and in consultation with, the classroom teacher(s) and/or Program Support Teacher (PST) and others as assigned by the Student Development Team.
- 3.10.3.3. Requests for additional ten (10) hour allotments need only to resubmit ESL Tutor application form.

3.11. Enrichment Programming

Programming decisions for students with identified gifts and talents are made in the context of program planning, the same as for any student with special needs. In some cases, when regular differentiated instructional practices and/or adaptations are no longer meeting the needs of the students, an IPP may be required.

For further information on identification and planning, refer to the SSRSB's (Draft) A Resource Guide for Developing Enrichment Programming and the Nova Scotia Department of Education's document Gifted Education and Talent Development.

3.12. Rehabilitation Services

As employees of South Shore Health, occupational therapists and physiotherapists provide school-based consultative rehabilitation services to the students of the SSRSB.

3.12.1. Referral Process

- 3.12.1.1. A child may be referred for a physiotherapy assessment when they:
- have difficulty with gross motor activities such as walking, running, jumping, ball skills, balance, stair climbing, and accessing playground equipment.
 - have difficulty with coordination.
 - appear to be limp or rigid.
 - require an assistive device to sit, stand, or transfer from one surface to another.
 - have difficulty participating in physical education class.
 - have sensory issues that impact function.
- 3.12.1.2. A child may be referred for an occupational therapy assessment when they:
- have difficulty with fine motor activities such as buttoning, zipping, cutting, or handwriting.
 - hold their pencil poorly, or have difficulty writing.

- change hands when writing or cutting.
 - need changes to their environment to make a task easier (for example, a chair that helps them sit up straighter).
 - have difficulty toileting, dressing, or eating.
 - have difficulty copying from the board or they reverse letters or numbers (visual perception or motor planning issues).
 - have sensory issues that impact function.
 - require adaptive equipment to enable participation in school activities.
- 3.12.1.3. Student's name is brought before the school PPT for possible referral to occupational therapy/physiotherapy (OT/PT).
- 3.12.1.4. The Rehabilitation Services (Occupational Therapy/Physiotherapy) referral form, located in Appendix "A", must be filled out by the Core PPT. The completed form is to be sent to OT/PT through Community of Schools.
- 3.12.1.5. Permission forms for Rehabilitation Services and a release of information form for the SSRSB must be signed prior to the student being seen by OT/PT.
- 3.12.1.6. Action plans for all referrals received are formulated at the Community of Schools meeting. Actions may include:
- an assessment done with the student at school.
 - an observation done with the student at school.
 - a consultation with the school and/or family.
- 3.12.1.7. Following the Community of Schools meeting, an action plan will be forwarded to the school, family, and South Shore Health.
- 3.12.1.8. Reports will be developed and shared by the OT/PT with school staff and family.

3.13. Assistive Technology Services

The SSRSB provides a range of assistive technology strategies and services to students within the context of the collaborative program planning process and in accordance with the Special Education Policy, 2008 and Assistive Technology: Supporting Student Success.

3.13.1. Referral Process for Early Intervention for Assistive Technology Services

Children with severe disabilities require early intervention in regards to Assistive Technology (AT) to ensure a smooth transition to grade primary. Early intervention of AT services will enhance identification of equipment, training, and funding needs of each child, as well as the needs of each school.

- 3.13.1.1. An AT service provision can be provided to children six (6) months prior to entering grade primary. AT services include assessments, consultations, observations, and/or training.
- Physical access issues (i.e.: cerebral palsy)
 - Severe communication disorders (non-verbal, Downs Syndrome, etc.)
 - Autism Spectrum Disorder
 - Global Delay

- 3.13.1.2. Early intervention programs from Lunenburg and/or Queens; Speech-Language Pathologist's in the SSRSB (identified by primary screening), and/or the school principal can initiate a referral requesting AT services in the spring prior to the child's entry in to grade primary.
 - 3.13.1.3. The referral shall be submitted directly to the AT Specialist of the SSRSB.
 - 3.13.1.4. The referral is copied to the principal and Coordinator of Student Services. Once an assessment is approved, a parent/guardian permission form must be completed.
 - 3.13.1.5. An assessment conducted by the AT Specialist shall take place at the Assistive Technology Centre (ATC). Family or Early Intervention Program staff shall be responsible for transportation to and from the ATC. An AT Assessment report will be completed based on the outcomes of the assessment and submitted to the referring agency (Early Intervention Program), principal, and/or Coordinator of Student Services. An action plan will be implemented based on the assessments. The action plan will be part of the AT Assessment report.
 - 3.13.1.6. The AT Assessment report will be shared with members of the Community of Schools team by the AT Specialist.
- 3.13.2. Referral Process for Students Currently Enrolled in School
- 3.13.2.1. The PST, classroom teacher, or family may refer a student for Assistive Technology AT. The referral must go through the PPT at the school level.
 - 3.13.2.2. Once recommended at the PPT stage, the Referral Form for Assistive Technology Informal Assessment, found in Appendix "A", should be completed.
 - 3.13.2.3. The completed referral form shall then be sent to the Community of Schools.
 - 3.13.2.4. A specific response, with accompanying action plan, will be formulated at the Community of Schools meeting for all referrals received and could include an:
 - assessment with the student at the ATC or the school the student is attending.
 - observation with the student at the ATC or at the school the student is attending.
 - 3.13.2.5. Shortly after the Community of Schools meeting, an appointment for the student will be arranged by the ATC staff.
 - 3.13.2.6. ATC staff will complete an observation or assessment at the ATC or the student's school. At the time of the assessment or observation, ATC staff will also review necessary files and discuss specific issues with staff.
 - 3.13.2.7. Written reports on Assistive Technology recommendations shall be sent to the schools to be reviewed with the family and IPP Team.
 - 3.13.2.8. Once the written report is received by the school, the AT Specialist shall review the report with the family and/or the contact designated on the referral form and/or the IPP Team.

- 3.13.2.9. Action plans for implementation of recommended AT will be discussed with the student's team. Implementation will include placement of AT, training of the team on the AT recommended, and discussion of implementation processes.

4.0 SCHOOL BOARD APPEAL

Issues arising regarding programming for students with special needs are addressed through the program planning process. Should unresolved disputes arise regarding:

- the SSRSB's decision not to proceed with the development of an IPP for the student;
- the proposed or existing IPP outcomes for the student; or,
- the proposed or existing placement of the student in respect of the education programs provided by the SSRSB;

the family, student (if 19 years or older), or school staff may make a verbal request to the school principal for a discussion meeting with the IPP Team. The school principal will arrange a mutually agreeable time and place for the discussion meeting within seven (7) school days of the verbal request. The discussion meeting will focus on the factors causing the dispute, with intent to resolve contentious issues. Outcomes of the discussion meeting will be recorded and forwarded to the family and a copy will be kept in the student's confidential file. All efforts should be made to resolve the dispute through discussion and mediation before an appeal is requested.

Step 1: When the discussion of the meeting is unsatisfactory, the family, student (if 19 years or older), or principal may write a letter to the Superintendent of Schools requesting a formal appeal. The reason(s) for the appeal and the supporting documentation should accompany the request. This should occur within thirty (30) working days of the establishment or review of the IPP.

Step 2: Upon receipt of a request, the Superintendent should forward a copy of School Board and Ministerial Appeal Guide, Department of Education, and Student Services Policy and Procedures, SSRSB, to the family within ten (10) working days.

Step 3: The Superintendent reviews the request within fifteen (15) working days to determine whether the program planning process has been followed. If the process has been followed and the appeal is based on the outcomes and/or placement as outlined in section 53 (3), Ministerial Education Act Regulations, the Superintendent will request that a School Board Appeal Committee (Appeal Committee) be established, as per Policy 1.8 of the Special Education Policy. This hearing must be held no later than forty (40) working days after the request for an appeal. If the decision of the Superintendent is to refer back to the program planning process, this is also communicated in writing to the appropriate parties. This may include a directive from the Superintendent to proceed with program planning where it has not occurred. It is recommended that this take place within ten (10) working days of receipt of the request for appeal.

Step 4: The decision of the Appeal Committee shall be communicated in writing within ten (10) working days of the appeal hearing and the chair will notify the appellant of his/ her right to request a Ministerial appeal, which must be submitted to the Minister of Education no later than thirty (30) days after the date of the decision of the Appeal Committee.

The Appeal Committee will include three (3) members. It will be chaired by an external designate of the Superintendent and will consist of two other members who have not been previously affiliated with the issues under the appeal. That is, they are not or have not been an employee of the SSRSB or have provided contracted services to the SSRSB or parent within three years of the appeal date. It is recommended that the family and the school designate one member each.

The Chair of the Appeal Committee shall arrange a time and place for the hearing within the SSRSB, not later than forty (40) working days after receiving the written request for appeal. An extension of the forty (40) day period may be permitted during July and August.

The place in which the appeal takes place shall not be a public court and no person shall be permitted to be present other than the parties, their counsel or other representatives, and other such persons as the SSRSB Chair may require or permit to be present.

The Chair of the Appeal Committee is responsible for ensuring that the Appeal Committee hears the appeal. The Chair must also ensure that proper procedures are followed that will allow a member to make a prompt, fair, and unbiased decision.

- 4.1. Prior to the hearing, one should expect the Chair to:
 - 4.1.1. Inform promptly all parties of the place, date, and time of the hearing. Expected duration of the hearing should also be stated.
 - 4.1.2. Provide those involved with all records and documentation relevant to the appeal and the process to be followed in reasonable time to review beforehand.
 - 4.1.3. Determine attendees at the meeting, including family, advocate, if requested, involved parties from the school concerned, as well as others deemed relevant to the discussion as determined by the chairperson, in consultation with the family and school personnel.
 - 4.1.4. Designate a person to record who is in attendance and the proceedings of the meeting.

- 4.2. At the hearing, one should expect the Chair to:
 - 4.2.1. Make introductions of all participants present.
 - 4.2.2. Outline the issue(s) being decided and the parameters that form the basis of the appeal.
 - 4.2.3. Set the rules of order to be followed during the Appeal Committee Meeting.
 - 4.2.4. The Chair should explain his/her role in the appeal and that of other representatives. This should include an outline of the extent to which each side may question one another and other witnesses.
 - 4.2.5. Inform those involved that the hearing will continue as follows:
 - 4.2.5.1. The person making the appeal (called the appellant) may open with a presentation or statement.
 - 4.2.5.2. The appellant may call witnesses and present evidence to support the appeal.
 - 4.2.5.3. The person presenting the differential viewpoint (called the respondent) may make an open presentation or statement.
 - 4.2.5.4. The respondent may call witnesses and present evidence to support the respondent's position.

- 4.2.5.5. The appellant may make an oral or written summary of the reason(s) why the appeal should succeed.
 - 4.2.5.6. The respondent may make an oral or written summary of the reason(s) why the decision should stand.
 - 4.2.5.7. The appellant and the respondent and their witness(es) may present their information without undue interference and interruption.
- 4.3. After the hearing, one should expect the Chair to:
- 4.3.1. State, in writing, the decision arrived at by the Appeal Committee, as soon as possible, outlining the facts of the case and the relevant legislation and/or policy. This decision should be forwarded to all parties as soon as possible. It is recommended that this take place within ten (10) working days of the appeal.
 - 4.3.2. Should the family appeal be unsuccessful, advise the family of the regulations regarding the Ministerial Appeal Process (sections 53-61, Ministerial Education Act Regulations). In addition, the written decision of the Appeal Committee and a copy of the IPP should be forwarded to the Director of Programs and Student Services within ten (10) working days of the appeal hearing.
- 4.4. Prior to the hearing, one should expect the respondent and appellant to:
- 4.4.1. Gather and make available to the Chair pertinent records and documents in reasonable time to review and disseminate to involved parties in the appeal.
 - 4.4.2. Inform the Chair of those whom they wish to attend the meeting.
 - 4.4.3. Ensure that information shared is kept confidential.
- 4.5. At the hearing, one should expect the respondent and appellant to:
- 4.5.1. Arrive in time for the meeting.
 - 4.5.2. Observe rules of order and time limits outlined by the Chair.
 - 4.5.3. Be respectful of others and polite to all present.

The Appeal Committee shall observe the confidentiality of all documents and records.

Upon completion of the appeal, the Appeal Committee may request appropriate changes to the IPP for the student.

When a dispute regarding an IPP cannot be resolved by means of the SSRSB's appeal procedures, the family or Superintendent may make a request, in writing, that the Minister of Education establish a Board of Appeal to provide a ruling on the program. This must be done within twenty (20) working days after receipt of the decision of the Board level appeal. For further information on the Ministerial Appeal process, reference the Nova Scotia Department of Education's School Board and Ministerial Appeal Guide.

5.0 ASSESSMENT

5.1. Background

There are two broad categories of assessment, both requiring specific qualifications to administer. These two categories are informal and formal assessments.

Informal Assessment – Classroom teachers provide informal assessment information (i.e.: observation, running records, checklists, portfolios, classroom and provincial assessments administered as part of the provincial PSP, research studies, and/or provincially administered assessments), which forms the basis of a comprehensive profile of students strengths and needs.

Formal Assessment – An individual assessment performed by a qualified professional using formal assessment instruments, such as standardized tests, as well as other sources of information. It is intended to produce diagnostic information about the student’s ability. Formal assessment instruments have standardized procedures for administration, scoring, and interpretation. They may be “norm-referenced”, meaning that they are normed on a representative sample of students and provide age- or grade-level scores, standard scores, or percentiles that allow the educator to compare.

5.2. Protocol

- 5.2.1. A student can be referred for an assessment through the Program Planning process.
- 5.2.2. It is the responsibility of the Core Planning Team to prioritize referrals for formal assessment by school-based professionals and/or referrals for formal assessment by SSRSB-based professionals to be sent to the Community of Schools.
- 5.2.3. In the case of assessment by school-based professionals, it is the responsibility of the school principal/designate to sign and forward the “Referral Form for School Based Testing” to the appropriate school-based assessor. It is the responsibility of the assessor to ensure that the family has signed the “Parent/Guardian Consent for School-Based Testing” form before proceeding. This form can be found in Appendix “A” of this policy and is valid for the current school year.
- 5.2.4. In the case of assessment by SSRSB-based professionals, it is the responsibility of the school principal and PPT Chair to sign and forward the appropriate referral form to the Community of Schools for consideration. After an action plan regarding the assessment is received from the Community of Schools, the school should then ensure that the family has signed the appropriate consent form before any assessment proceeds.
- 5.2.5. The assessor conducts the appropriate assessment requested and writes a formal report with recommendations.
- 5.2.6. It is the responsibility of the assessor to ensure that the family is are fully informed of the contents and results of the report and have signed an “Acknowledgement of Assessment Results” form found in Appendix “A” of this policy.
- 5.2.7. It is the responsibility of the resource teacher/school counselor to ensure that the report is placed in the student’s confidential file. The date of entry into the file should be noted.
- 5.2.8. The IPP Team meets to discuss the student’s assessment results and consider future programming.

5.3. Level of Tests and Qualifications of Assessor

This information does not apply to classroom and provincial assessments administered as part of the provincial PSP, research studies, and/or provincially administered assessments.

	Level A Assessments	Level B Assessments	Level C Assessments
Description	These are assessments that can be administered with the aid of the manual, which outlines the administration procedures.	These are assessments that require specific training for administration, scoring, and interpretation. Level B assessments require training in the areas of statistics/measurement. Level B assessments are standardized assessments of academic achievement.	These Level C assessments are restricted tests indicating intellectual/cognitive ability and social/ emotional well-being.
Administered By	Generally, these assessments refer to screening and criterion – referenced tests administered by classroom teachers and program support teachers.	These assessments are administered by classroom teachers and program support teachers, guidance counselors, and school administrators. Level B assessments are standardized achievement assessments.	These assessments require advanced training, generally restricted to Registered or Candidate Registered Psychologists in Nova Scotia.
Training and Administration Requirements	<ul style="list-style-type: none"> • Valid Nova Scotia Teacher’s License. • Familiarity with the specific instrument used. • Knowledge about topic of assessment. • Ability to follow administration procedures set out in manual. 	<ul style="list-style-type: none"> • Valid Nova Scotia Teacher’s License. • Completed the SSRSB’s thirty (30) hour Level B Assessment course. • Completed Principles of Assessment at the graduate level. <p>or,</p> <ul style="list-style-type: none"> • Graduate course work in: <ol style="list-style-type: none"> 1) test principles such as reliability, validity, test construction, norm groups, and types of scores, 2) administration, 3) interpretation; <p>or,</p> <ul style="list-style-type: none"> • As determined by the Board’s Coordinator of Student Services after considering comparable training and graduate course work. 	<ul style="list-style-type: none"> • Valid Nova Scotia Teacher’s License. • A minimum of a master’s degree or equivalent, which includes supervised experience/ practicum and course work in: <ol style="list-style-type: none"> 1) the test principles of reliability, validity, test construction, norm groups, and types of scores; 2) administration; 3) interpretation. <p>or,</p> <ul style="list-style-type: none"> • Graduate course work: <ol style="list-style-type: none"> 1) in test principles such as reliability, validity, test construction, norm groups, and types of scores, 2) in administration, 3) as determined by the Board’s Coordinator of Student Services. • Fulfillment of any additional training requirements as stipulated by the assessment publisher and/or the School Board.
Purchaser Eligibility	These assessments must be ordered by the school, School Board, or the person directly responsible for administration.	These assessments are available to individuals meeting the above training standards and to agencies where qualified assessment users are employed.	These assessments are restricted to individuals who meet the training requirements above.
Storage and Access	Protocols and reports generated from criterion referenced assessments (e.g.: Brigrance) must be securely stored as per Board direction. Access to reports is limited to	Any reports generated from these tests must be securely stored in the Student Confidential File with access limited to qualified personnel as per the Student Records Policy, 2006. All protocols are to be stored, at the	A copy of the report generated from these tests must be securely stored in the Student Confidential File and access limited to qualified personnel as per the Student Records

	Level A Assessments	Level B Assessments	Level C Assessments
	qualified personnel as per the Student Records Policy, 2006, in a secure manner, as per the Student Records Policy, 2006.	school level, in a secure manner, as per the Student Records Policy, 2006.	Policy, 2006. The original report and associated protocols must be stored in a secure manner, as per the Student Records Policy, 2006.
Examples (include, but are not limited to):	Alberta, Brigance, Active Readers, Active Young Readers Assessment Resource, Supporting Early Literacy Learners Resource	Keymath, Woodcock Johnson Reading Mastery Note: Although the Wechsler Individual Achievement Test – Second Edition (WIAT II) is a Level B assessment, the SSRSB, along with other Nova Scotia public school boards, limits its use to psychologists only. This is because it is co-normed for use the Wechsler Intelligence Scales and assists in the diagnosis of learning disabilities.	Intelligence Scales (e.g.: Wechsler Intelligence Scales, Woodcock Johnson Intelligence test, Stanford-Binet Intelligence Test)
Consent	No consent required for curriculum/classroom based assessment related to the PSP (e.g.: observation survey, Active Young Readers assessments). Parent/Guardian informed written consent must be received prior to administration when using standardized, formal assessment created testing company in order to more fully assess the learner’s profile (such as Alberta and Brigance).	Parent/Guardian informed written consent must be received prior to administration of Level B assessments, as per Policy 2.4 of the Special Education Policy.	Parent/Guardian informed written consent must be received prior to administration of Level C tests, as per Policy 2.4 of the Special Education Policy.

6.0 STUDENT RECORDS

Schools collect and maintain personal information of students in the form of cumulative records, confidential files, and other files (e.g.: youth criminal justice record). Confidentiality of information and access to records is subject to the Education Act, the Freedom of Information and Protection of Privacy Act, the Youth Criminal Justice Act, and Special Education Policy, 2008, Policy 2.9.

Schools are required to include a list of the contents of the confidential file using the form provided in Appendix “A” of this document.

Refer to the Student Records Policy, 2006. This policy provides clear direction regarding roles and responsibilities for the completion, access, correction, or removal of information, security, maintenance, storage, transfer, retention, and destruction of student records.

The following includes information regarding the most frequently asked questions. Other answers can be found in the provincial policy.

The principal has responsibility for all student records management for their respective school, including the following:

- Making every reasonable effort to ensure that the information is accurate and up to date;
- Ensuring that each student registered in the school has a cumulative record and, whenever necessary, a confidential file and youth criminal justice record;
- Ensuring that all student records and any and all copies are maintained with a high degree of security to avoid unauthorized access, use, alteration, disclosure, or disposal;
- Ensuring that all students who transfer out of the school have a current and complete student record to provide to the receiving school;
- Ensuring transfer of student records are done so in a secure manner, such as SSRSB internal mail, secure electronic transfer, or a secure public or private mail service;
- Ensuring that student records of students who have graduated, left school without graduating, or transferred out of the province or public school system will be maintained with the same level of security as the student records of students currently in attendance; and
- Maintaining a tracking system for files entering and leaving the school.

6.1. Cumulative Record

The recorded information related to a student's educational progress that is not placed in the student's confidential file.

6.1.1. Contents

The cumulative record must contain:

- Demographic information, including:
 - complete legal name; legal documentation must be presented to the school
 - date of birth, gender, and provincial student number
 - civic address, mailing address, and phone number
 - family information, including names, relationship, civic address, and phone numbers
- Dates of enrolment, transfer, withdrawal, and graduation
- Identification of services provided by the school and the SSRSB
- Program information, including special programs such as French Immersion, and IPPs
- Record of academic progress, including report cards and transcripts as appropriate
- Attendance reports
- Pertinent medical information that directly affects the educational programming, health, and safety of the individual or others
- Indication of any other files held by the school that relate to the student, except the youth criminal justice record
- Record of adaptations (see Policy 2.2, Special Education Policy, 2008)
- Custody documents
- Legal documents pertaining to legal name change

The cumulative record may also contain the following, subject to the Student Records Policy, 2006, when appropriate:

- Current photograph of student
- Referrals, reports, parental consent forms, and correspondence to and from the SSRSB, and outside service providers not deemed to be sensitive or not required to be included in the confidential record
- Documentation supporting foreign students
- Student participation in extracurricular activities written in the comment section

6.1.2. Access

Access is considered on a need to know basis and is determined by relevancy for delivery of programming, provision of services, and safety and security of students, staff, and members of the school community.

6.1.3. Transfer of Records

6.1.3.1. Within Province – Public Schools

Upon receipt of a completed Request for Student Record (Appendix B of Student Records Policy, 2006):

- The original school must retain a copy of the cumulative and any confidential records.
- The school sends the original(s) or transfers the data electronically to the requesting public school.

Upon receipt of acknowledgement that the cumulative and any confidential records were received (Appendix C of Student Records Policy, 2006), the school must securely shred the photocopies or delete electronic records.

- If appropriate written consent for the transfer cannot be obtained from the family through reasonable efforts, the principal should seek advice from the Director of Programs and Student Services regarding the transfer of the cumulative and any confidential records.

6.1.3.2. Within Province – Non-Public Schools, Agencies, and/or Organizations

Upon receipt of a written request for a cumulative and confidential record, or specific parts, accompanied by a consent form signed by student's family, the school must:

- print the cumulative and any confidential records;
- retain and archive the originals; and
- send the printed or photocopied record to the requesting non-public school, agency, or organization.

6.1.3.3. Out-of-Province Public and Non-Public Schools, Agencies, and/or Organizations

Upon receipt of a written request for a cumulative and any confidential record, or specific parts, accompanied by a consent form signed by student's family, the school must:

- print the cumulative and any confidential record;

- retain and archive the originals;
- send the printed or photocopied record to the requesting non-public school, agency, or organization.

6.2. Confidential Record

All recorded information related to the student's educational programming that is judged to be highly sensitive, as determined under the Student Records Policy, 2006 or as determined by the school principal or designate.

6.2.1. Contents

The student confidential record must contain the following, if applicable:

- Psychological, psychiatric, psycho-educational, psycho-social, assistive technology, and formal speech-language assessment reports
- IPP Team meeting notes and related confidential information
- Notices relating to student suspension
 - suspension notices under five days should be destroyed after six years
 - suspension notices for five days or more for severely disruptive behavior are kept during the student's enrolment in the public school system
- Confidential case conference reports, both from within the school system and from agencies outside the school system
- Third-party information, from an outside agency or professional, who is a recognized service provider and not employed by the SSRSB, such as:
 - Letters and/or assessments from Family and Children's Services
 - Assessments from psychologists, mental health clinicians, hearing and speech clinicians, occupational therapists, physiotherapists, medical doctors, and social workers
 - Referrals, reports, correspondence, and informed consent from the family

6.2.2. Access

Access is considered on a need to know basis and is determined by relevancy for delivery of programming, provision of services, and safety and security of students, staff and members of the school community. With the exception of designated SSRSB staff, who are considered under need to know, access to confidential files requires the FOIPOP process. Contact the SSRSB's FOIPOP Manager for more information.

6.2.3. Transfer of Records

This is the same as the Cumulative Record, but requires a higher degree of security. FOIPOP regulations need to be considered when transferring a confidential record.

6.3. Youth Criminal Justice Record

6.3.1. Contents

The Youth Criminal Justice Record must contain the following, if applicable:

- Court documents, including probation documents
- Restorative justice plans or plans describing extrajudicial measures

- All case conference notes and notes pertaining to extrajudicial measures under the Youth Criminal Justice Act (YCJA)
- All other records in which a student is identified as being investigated or convicted or as receiving programs or services under this Act
- All recorded information pertaining to the federal YCJA and services or programs from the criminal justice system in which a student is identified

6.3.2. Security and Maintenance

All student records and any and all copies must be maintained with a high degree of security to avoid unauthorized access, use, alteration, disclosure, or disposal. This includes records of students who have left the school. Schools should identify secure areas for reviewing the records.

As stated in the Student Records Policy, 2006 and outlined in the Education Act, 1996, student records cannot be destroyed. When a student leaves the public schools system, records are to be archived.

Student records must be transferred in a secure manner, such as SSRSB internal mail, secure electronic transfer, or a secure public or private mail service. Schools must track where and to whom the parts of the student record have been sent.

7.0 WRITTEN REQUESTS AND RECOMMENDATIONS FROM OUTSIDE AGENCIES

- 7.1. All requests and recommendations from outside agencies shall be made in writing and forwarded to the Core PPT.
- 7.2. The Interagency Form to Obtain and Release Records must be completed and signed by the family in order to share information for the purpose of assessment and treatment between the SSRSB and the agency in question.

8.0 HOME TUTOR SERVICES FOR MEDICAL REASONS

The Director of Programs and Student Services is responsible for reviewing applications, allocating, and monitoring funds for students requiring home tutor services. The Home Tutor Application Form is in Appendix “A” of this document.

9.0 SPECIALIZED EQUIPMENT/ACCESSIBILITY REQUEST

9.1. General

- 9.1.1. Specialized equipment and materials, not normally provided for regular school programs for individual students or groups of students, directly related to educational needs, will be provided on a case-by-case basis, within the existing budget.
- 9.1.2. Upon recommendation from the IPP Team, the school principal will make a request to Student Services using the SSRSB Learning Centre Equipment/Supplies Funding Request Form. Annual expenditures over \$200 must be pre-approved by Student Services prior to purchasing.
- 9.1.3. A copy of this request will be kept in the student’s confidential file when the request for equipment is made for an individual student.

- 9.1.4. Equipment can be allocated by the SSRSB to follow the student throughout the student's school career or otherwise, as determined by the IPP Team.
- 9.1.5. Upon completion of the public school program by the student, the equipment will return to the SSRSB equipment pool.
- 9.1.6. Equipment allocated to a learning centre through this application process is the property of the SSRSB and must be returned upon the closure of the learning centre.

9.2. Accessibility Requiring Structural Changes

- 9.2.1. Early in the transition process, the Coordinator of Student Services must be contacted when there is need for structural changes for accessibility.
- 9.2.2. The Coordinator of Student Services will work with the Director of Operations to ensure that required work is completed within transition timelines.
- 9.2.3. Prior to a work plan being approved, Rehab Services must be consulted.

9.3. Assistive Technology Equipment

- 9.3.1. Specialized equipment and materials recommended for a student by a PPT as a result of an AT assessment will be loaned to the student, when available, through the ATC.
- 9.3.2. Equipment will be returned to the ATC when no longer required by that student.

10.0 TEACHER ASSISTANTS

- 10.1. Teacher Assistants are assigned to schools based on the special needs of students within their buildings. Schools are required to make application to the Coordinator of Student Services by completing the Students with Intensive Needs Support Application form.

Step 1 Core Planning Teams complete the Student Needs Rubric.

Step 2 If a student has scores of 3 and 4 on the Student Needs Rubric, the Student Information Form is completed and submitted with supporting documentation as indicated on the form.

- 10.2. Core Planning Teams at the school level are responsible for assigning students in their building.
- 10.3. School principals are responsible for supervision of students based on the guidelines set out in the Teacher Assistant Guidelines.

11.0 TRANSPORTATION

- 11.1. Special conveyance arrangements are to be incorporated in the IPP and subject to review as per the IPP.
- 11.2. Members of the Transportation Department will be invited to the PPT meeting when specialized transportation arrangements are necessary.
- 11.3. PPTs must complete the following forms:
- Identification of Students with Special Needs Inventory
 - SSRSB Bus Evaluation Procedures, Students with Mobility/Safety Limitations

12.0 RESPONSIBILITIES

It shall be the responsibility of the Superintendent to ensure these administrative procedures are followed.

STUDENT SERVICES POLICIES & PROCEDURES

APPENDIX “A”

For the purposes of the Policy Review process, Appendix “A” of this document will be updated based on the provincial Student Information System templates.

**SOUTH SHORE REGIONAL SCHOOL BOARD
REFERRAL FOR CORE PROGRAM PLANNING TEAM
PROBLEM SOLVING SESSION**

Student Name: _____	Date of Birth (dd/mm/yy): _____
School: _____	Grade: _____

Referred by: _____ **Date:** _____

Background and brief summary of concerns:

What interventions and/or adaptations have been tried, and what successes and difficulties have resulted?

What specific request is being made?

Action Taken:

- ___ Referral to Individual Program Planning Team
- ___ Copy to Confidential File
- ___ Referral to Coordinator of Student Services

Copy to:

- Confidential File**
- Core Team Binder**

SOUTH SHORE REGIONAL SCHOOL BOARD

INDIVIDUAL ADAPTATIONS

Student Name: _____	Date of Birth (dd/mm/yy): _____
School: _____	Grade: _____

Implementation Date: _____ **Review Dates:** _____

Individuals Involved in Planning: _____

Reason for Adaptations: (check (✓) one or more)

- Environmental
- Class Organization
- Motivational
- Assessment/Evaluation
- Presentation/Instructional
- Resources (Human & Material)

Elaboration: (include Adaptations Checklist or description of adaptations)

Signatures:

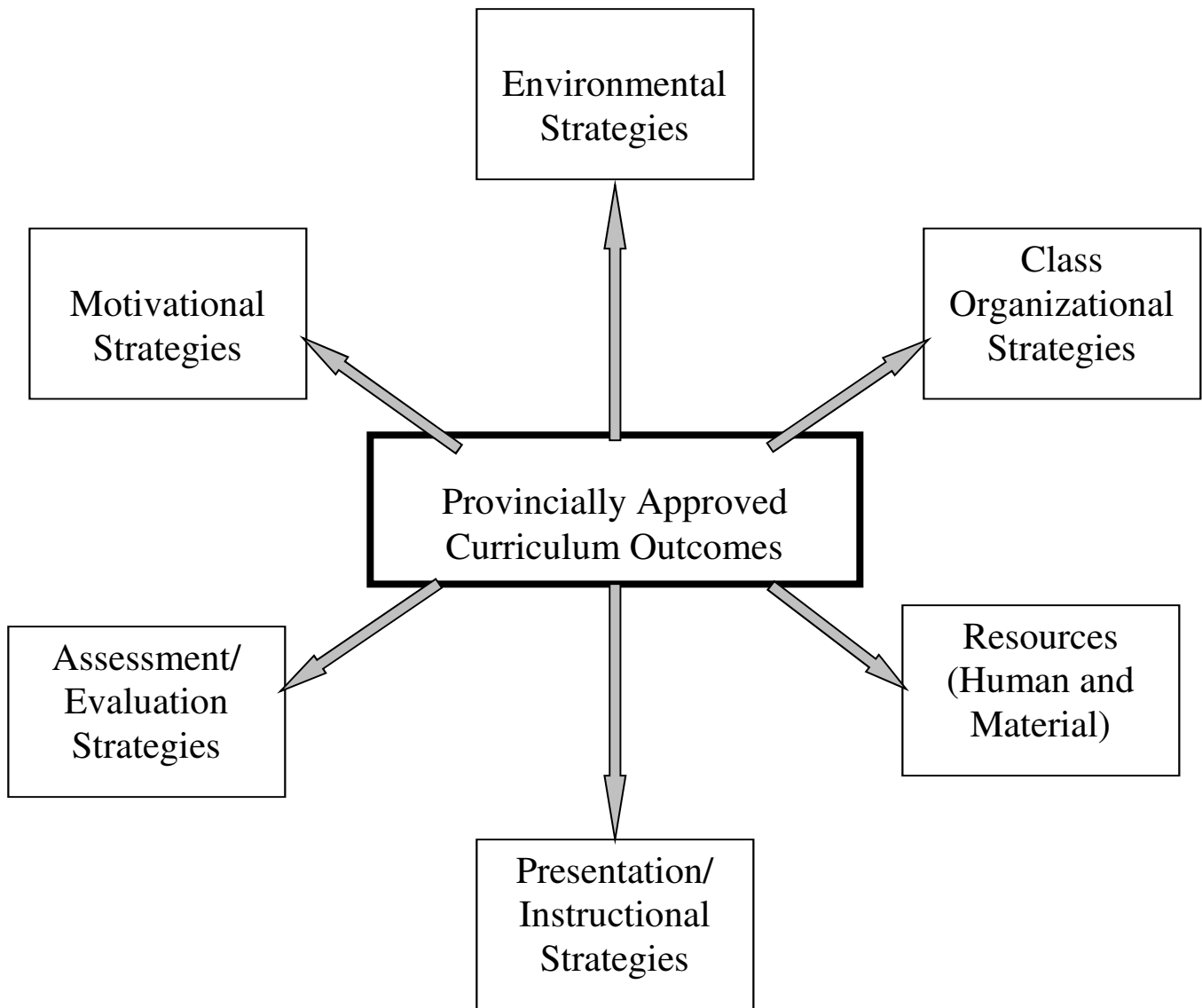
Student*: _____	Date: _____
Teacher: _____	Date: _____
Resource Teacher: _____	Date: _____
Principal: _____	Date: _____
Parent/Guardian: _____	Date: _____

* Signature as deemed appropriate.

Copy to:

- Cumulative File

Figure 1: Adaptations
(No changes to provincially approved Curriculum outcomes):*



*Adapted with permission, from Teachers' Guide to Pre-referral Intervention, Government of Newfoundland & Labrador, Division of Student Support Services. 1996.

SOUTH SHORE REGIONAL SCHOOL BOARD

INDIVIDUAL PROGRAM PLAN

PART 1

Student Name: _____ School: _____
Student ID: _____ DOB: _____ Grade: _____
Parent/Guardian: _____
Address: _____
Phone: (h) _____ (w) _____ (c) _____ Implementation Date: _____

Program Planning Team Members:	Position:

Student Profile: Description of Exceptionality

Assessments:	Date:

Summary of:	Strengths:	Needs:
Academic/ Cognitive		
Communication (expressive/receptive)		
Social/Behavioral		
Physical/Motor		

Parent/Guardian Initial: _____

Services Provided:

Service	Provider	<u>Time Per Day Cycle</u>	Location

Special Materials/Equipment Provided:

Check applicable boxes and attach:

- | | |
|--|--|
| <input type="checkbox"/> Schedule/Timetable Attached | <input type="checkbox"/> Emergency Response Plan |
| <input type="checkbox"/> Health Care Plan | <input type="checkbox"/> Medication |
| <input type="checkbox"/> PBSP | <input type="checkbox"/> IPP for all subject areas |
| <input type="checkbox"/> IA | <input type="checkbox"/> IPP for _____ |

SIGNATURES

IPP Agreement

I/We agree to the Individualized Program Plan (IPP) developed for _____
and implemented during the _____ school year.

_____	_____	_____
Parent/Guardian	School Personnel	Principal
_____	_____	_____
Implementation Date	Review Date	Review Date

Copy To:

- Classroom Teacher(s)
- Parent/Guardian
- Cumulative Card

SOUTH SHORE REGIONAL SCHOOL BOARD

INDIVIDUAL PROGRAM PLAN

PART 1

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Subject/Curriculum Area: _____

Annual Outcome#1

Specific Outcome		
Assessment		
Strategies		
Materials		
Personnel		
Specific Outcome Evaluation	Date	
	Date	
Comments		

Specific Outcome Evaluation Key:

- A. The student consistently demonstrates achievement of this outcome during the current reporting period.
- B. The student is consolidating knowledge, skills, and attitudes required by this outcome.
- C. The student is demonstrating initial understanding, knowledge, skills, and attitudes required by this outcome.
- D. The student is experiencing difficulty with this outcome.
- N/A This outcome was not addressed in the current reporting period.

Parent/Guardian Initial: _____

SOUTH SHORE REGIONAL SCHOOL BOARD

INDIVIDUAL PROGRAM PLAN

PART 3 – TRANSITION PREPARATIONS

Moving from _____ to _____
(school/program) (school/program)

Meeting Dates: _____

Transition Team Members: (sending and receiving)

Sending Team Members

--

Receiving Team Members

--

Special Arrangements:

- | | |
|---|---|
| <input type="checkbox"/> Tour Facility | <input type="checkbox"/> Transfer of Equipment |
| <input type="checkbox"/> Bussing/Conveyance | <input type="checkbox"/> Professional Staff On-Site Visit |
| <input type="checkbox"/> Orientation Day(s) | <input type="checkbox"/> Specialized Training |
| <input type="checkbox"/> Transfer of Files | <input type="checkbox"/> Modification of Facilities |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |

Transition Goals	Personnel	Review Dates	Comments

Goals for Independence	Personnel	Review Dates	Comments

All IPP Courses (Grade 10, 11, and 12) must be documented and attached to the transcript. All students, including those on full IPP, must meet the 18 credit requirements for graduation diploma as outlined in the Public School Program.

Projected Graduation Date (for senior high only): _____

Parent/Guardian Initial: _____

SOUTH SHORE REGIONAL SCHOOL BOARD

INDIVIDUAL PROGRAM PLANNING NOTES

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Date of Meeting: _____ Time: _____ Person(s) Present: _____

Agenda Item(s):

ACTION:	TIME LINE:	PERSON RESPONSIBLE:

Signatures:

Parent/Guardian: _____

Date: _____

Principal: _____

Date: _____

Copy to:

Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD

**NOVA SCOTIA HIGH SCHOOL TRANSCRIPT ATTACHMENT
INDIVIDUAL PROGRAM PLAN (IPP)**

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Student ID: _____ Grade: _____

School Address: _____

Phone: _____ Fax: _____

The following is a list of the student's annual outcomes for the graduating year for all areas designed in the Individual Program Plan (IPP).

***Note: This must include reference to the 18 credits. This document must be attached to interim transcripts for application to secondary institutions and must be attached to all final transcripts.**

Year	Area	Annual Outcomes

SOUTH SHORE REGIONAL SCHOOL BOARD

PARENT/GUARDIAN CONSENT FOR SCHOOL BASED TESTING

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Phone: _____ Fax: _____

Parent(s)/Guardian(s): _____

During a Program Planning meeting your child has been referred for an individual assessment to obtain more information about his/her school achievement. Upon receipt of consent, the testing will involve having the student work in a one on one situation with the Program Support Teacher. The information obtained from the testing will be shared with you, and a report will be written documenting the assessment results. The purpose of the testing is to assist in programming.

I hereby give permission for _____ (student's name) to receive the following individual assessment(s) for the purpose of programming:

English as a Second Language (ESL) N.S. Oral Proficiency and Literacy Assessment

Name of Qualified Test Administrator: _____

I do do not consent to _____ (student's name) receiving the above indicated testing/assessments, and I understand that the involved school staff may be consulted and will receive information regarding the results.

Signatures:

Parent/Guardian: _____ Date: _____

Principal: _____ Date: _____

Copy to:

Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD

REFERRAL FOR SCHOOL BASED TESTING

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Referred by: _____ Referral Date: _____

Referral Reason: _____

Previous Assessments: _____

Relevant History: _____

Signature:

Principal: _____

Date: _____

Copy to:

Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD

TESTING REPORT FORM – SCHOOL BASED TESTING

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Date Test Administered: _____

Qualified Test Administrator: _____

Test Administered:

1) _____

2) _____

3) _____

4) English as a Second Language (ESL) N.S. Oral Proficiency and Literacy Assessment

Relevant Background Information: _____

Testing Behavior/Observations: _____

Test Results/Scores: _____

Interpretation of Test Results: _____

Recommendations/Suggestions Based on Results: _____

Signature:

Assessor: _____

Date: _____

Principal: _____

Date: _____

Parent/Guardian: _____

Date: _____

Copy to:

Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD
REFERRAL FOR PSYCHOLOGICAL SERVICES

School: _____ Date (dd/mm/yy): _____

Student's Legal Name: _____ Grade: _____

Date of Birth (dd/mm/yy): _____ Student's Provincial ID Number: _____

Parent(s)/Guardian(s): _____ Phone: _____

Address: _____

Nature of the concern(s):

- experiencing difficulty with meeting grade level outcomes
- behavioral difficulties
- emotional/social difficulties
- other _____

Reason for Referral by Program Planning Team (main concern to be addressed): _____

Previous testing and/or assessments (instruments and date): _____

Date of last hearing and vision checks: hearing _____ vision _____

Are there any physical concerns? _____

Does the student have a diagnosis (ADHD, LD, etc.)? _____

Medications: _____

Briefly outline the student's performance (i.e. class tests, assignments, project work), and work habits.

What interventions have been tried to date (i.e.: Resource, Reading Recovery, Speech-Language, Instructional Modifications/Adaptations, IPP, etc.)?

- | | |
|--|--|
| <input type="checkbox"/> Reading Recovery | <input type="checkbox"/> SLP Assessment |
| <input type="checkbox"/> IA (please include) | <input type="checkbox"/> Assistive Technology |
| <input type="checkbox"/> IPP (please include) | <input type="checkbox"/> Psycho-educational Assessment |
| <input type="checkbox"/> PBSP | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Resource Teacher Services | <input type="checkbox"/> IWK |
| <input type="checkbox"/> Support | <input type="checkbox"/> OT/PT |
| <input type="checkbox"/> Pediatrician | <input type="checkbox"/> Other (please specify): _____ |

Is attendance a factor? Yes No

If yes, explain: _____

Describe relationships with peers: _____

Describe relationships with teachers: _____

Describe behaviors at school (e.g.: socially isolated, active, restless): _____

Strengths (academic, social, behavioral)	Needs (academic, social, behavioral)

Additional comments: _____

To be completed by the Program Planning Team:

Discussed at program Planning Team Meeting

Date: _____

Signature:

PPT Chair: _____

Date: _____

Principal: _____

Date: _____

Copy to:

- Community of Schools
- Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD

PARENT/GUARDIAN CONSENT FOR PSYCHOLOGICAL SERVICES

School: _____ Date (dd/mm/yy): _____

Student's Legal Name: _____ Grade: _____

Date of Birth (dd/mm/yy): _____ Student's Provincial ID Number: _____

Parent(s)/Guardian(s): _____ Phone: _____

Address: _____

Service(s) recommended by the Program Planning Team:

- Formal Psycho-Educational Assessment
- Behavioral Consultation/Assessment
- Counseling (Group/Individual)
- Other: _____

(Please see Page 2 of 4 for a description of these services.)

It is important for you and your child to understand that participation in the above activities is voluntary; your child cannot be required to participate. You and/or your child also have the right to discontinue the process at any time. You have a right to a copy of any reports that are produced from this assessment. If you decide to allow your child to participate, information on his/her participation will become a permanent part of your child's records.

Parent(s)/Guardian(s), please complete:

I/We consent to _____ receiving the above indicated service, and I/we understand that specific school staff may be consulted, and that information about the referral will be placed in the student's confidential file. I understand that this information will be discussed at program planning team meetings and may be used to program for my child. In the case of an assessment, a written report would be placed in the student's confidential file.

Parent(s)/Guardian(s) Signature(s)

Date

I/We do not consent to _____ receiving the above indicated service.

Parent/Guardian Signature

Date

Copy to:

- Psychologist**
- Confidential File**

What is involved in a Psycho-educational assessment?

An individual psycho-educational assessment completed by a School Psychologist will include the use of tests, observations, and discussions with the student in a one-to-one situation at the school. Depending on the referral, the assessment may include intellectual, developmental, academic, and/or social-emotional tests and concerns. An assessment may include a review of school history, classroom observations, as well as interviews with the student, family, school personnel, and outside agencies, such as family physicians and/or community services. Discussion with school staff and a review of all student records are involved. The family will be asked to provide information about their child. Meetings with the Program Planning Team (including the family and student) to review the results and clarify information will occur once the assessment is completed. The written report completed by the School Psychologist is placed in the student's confidential file and provided, upon request, to the family.

What is involved in counseling?

Counseling services can often help students cope with life experiences that are impacting their ability to perform to their potential. Conversations between the student and the psychologist are protected under confidentiality. However, the goal of all counseling services is to promote student well-being and healthy communication between the student and the significant individuals in their lives. The Canadian Code of Ethics for Psychologist (2000) states that there are three exceptions to confidentiality. These are:

1. when disclosure is required to prevent clear and imminent danger to the client or others,
2. when legal requirements demand that confidential material be revealed, and
3. when a child is in need of protection.

Counseling services offered at the school level are usually short-term.

What is involved in a Behavioral Consultation/Assessment?

Often, the behavior of a student can have an impact on their ability to perform to their potential.

Many times, a referral to the School Psychologist for a behavioral consultation/assessment may be needed. An assessment may include the use of tests, observations, and/or discussions with the student in a one-to-one situation at the school. An assessment may include a review of school history, classroom observations, as well as interviews with the student, family, school personnel, and outside agencies, such as family physicians and/or community services. Discussions with school staff and a review of all student records are involved. The family will be asked to provide information about their child. Meetings with the Program Planning Team (including the family and student) to review the results and clarify information will occur once the assessment is completed. The written report completed by the School Psychologist is placed in the student's confidential file and is provided, upon request, to the family.

SOUTH SHORE REGIONAL SCHOOL BOARD

MEDICAL AND DEVELOPMENTAL HISTORY

(To be completed by Parent/Guardian)

Student Name: _____ Date of Birth (dd/mm/yy): _____

Family Doctor: _____

1. Did you have difficulty during the pregnancy and/or birth of your child?

Yes No If yes, please provide relevant details. _____

2. Has your child had any serious illnesses or been hospitalized?

Yes No If yes, please provide relevant details. _____

3. Is your child on medication?

Yes No If yes, please provide relevant details. _____

4. At what age did/was your child:

Crawl _____ Walk _____ Say first word _____

Speak sentences _____ Toilet trained _____

5. Any unusual behaviors (e.g.: temper tantrums, repetitive movements, fears, etc.)? _____

6. Have vision and hearing been assessed? If so, when? Were there any problems? _____

7. Is there a family history of any learning problems?
 Yes No If yes, please provide relevant details. _____

8. Has your child been referred to or seen by any of the following?
 Program Support Teacher Speech-Language Pathologist IWK

Signature:

Parent/Guardian: _____ Date: _____

SOUTH SHORE REGIONAL SCHOOL BOARD
REFERRAL FOR SPEECH-LANGUAGE SERVICES

Student Name: _____ Sex: Male Female
Date of Birth (dd/mm/yy): _____ Age: _____
School: _____ Grade: _____
Parent(s)/Guardian(s): _____
Address: _____
Phone: (home) _____ (work) _____ (cell) _____

Date Discussed at Program Planning Team Meeting: _____
Description of Difficulties and Comments: _____

Teacher's estimation of severity: Mild Moderate Severe

Child has also been referred to or is being seen by:
 Psychologist PST IWK Other _____

Date of most recent hearing test (dd/mm/yy): _____
Date of most recent language assessment (dd/mm/yy): _____
Date of most recent IPP: _____
Date of most recent IA: _____

Signature:

Principal: _____ Date: _____
Classroom Teacher: _____ Date: _____

Check Appropriate Box(es):

1. LANGUAGE

- Difficulty understanding oral language (i.e. following directions, understanding classroom discussion)
- Difficulty using oral language to express thoughts or ideas (i.e. limited vocabulary, poor grammar)
- Difficulty with phonological awareness skills (i.e. rhyme, sound/letter correspondence, segmenting, blending, spelling, decoding)

2. ARTICULATION

- Mispronounces one or more sound(s), difficult to understand

3. FLUENCY

- Difficulty controlling the fluency and rate of speech (i.e. stuttering, cluttering)

4. VOICE

- Voice characteristics such as hoarseness, nasality, too low/high pitch

5. HEARING

- Known or suspected hearing loss. EXPLAIN: _____

6. OTHER _____

Copy to:

- Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD

**PARENT/GUARDIAN CONSENT FOR
SPEECH-LANGUAGE PATHOLOGY SERVICES**

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Parent(s)/Guardian(s): _____

Address: _____

I/We consent to _____ (student's name) receiving any of the following Speech-Language Pathology service(s) as deemed necessary:

- Assessment/Evaluation
- Consultation
- Speech-Language Therapy
- Home Program

Signature:

Parent/Guardian: _____

Date: _____

Copy to:

- Confidential File**



**REFERRAL FORM FOR LIAISON FOR STUDENTS
WITH HEALTH CARE NEEDS**



Student Information *(Please complete all sections or referral will be returned for completion.)*

Student Name: _____ Male Female

Date of Birth (dd/mm/yy): _____ Grade: _____

Mailing Address (include postal code): _____

Civic Address: _____

Parent(s)/Guardian(s): _____

Phone: (home) _____ (work) _____ (cell) _____

School Information

School: _____ Phone: _____ Fax: _____

Person Making Referral: _____

Diagnoses (if known) and specific reason for request: _____

This Section Must Be Completed by Parent/Guardian

Additional Comments/Information: _____

Family Physician: _____ Other involved health providers: _____

Parent/Guardian Permission:

I do hereby consent to the referral of my child for assessment and subsequent intervention deemed appropriate by the above professional(s) indicated. I agree that all relevant therapeutic information, including assessments, regular progress reports, and audiovisual documentation may be exchanged among any professionals involved in the school, the School Board, South Shore Health, and other health professionals or external agencies, if deemed necessary. I understand I will be advised of any assessment results and/or planned or ongoing intervention regarding my child, and that I may ask for and receive regular updates.

Signature:

Parent/Guardian: _____ Date: _____

Teacher: _____ Date: _____

Principal: _____ Date: _____

Date Referral Forwarded: _____ Date Received: _____

Copy to:

Confidential File

Student Name: _____ Grade: _____
 Health Card Number: _____ Date of Birth (dd/mm/yy): _____
 School: _____ Teacher: _____
 Parent(s)/Guardian(s): _____
 Address: _____
 Phone: (home) _____ (work) _____ (cell) _____

Please use the charts below to guide your thinking about how your student compares to others his/her age. Score each item for level of independence, level of concern, frequency of concern (i.e.: how often the concern is impacting the student throughout the school day), and probability or likelihood of the area of concern leading to a behavioral or safety issue towards self or others.

Level of Independence	Level of Concern	Frequency of Concern	Probability of Behavioral/ Safety Issue
0 Independent	1 No concerns	1 Never/Seldom (<25%)	1 None
1 Independent with an aid (e.g.: pencil gripper, walker)	2 Mildly concerned	2 Occasionally (>25%)	2 Low
2 Requires minimal support	3 Moderately concerned	3 Frequently (> 50%)	3 Medium
3 Requires moderate support	4 Very concerned	4 Always (>75%)	4 High
4 Requires maximal support			
n/a not applicable			

Classroom Productivity

Activities	Level of Independence	Level of Concern	Frequency of Concern	Probability of Behavioral / Safety Issues
Able to complete handwritten work clearly and in an appropriate amount of time				
Able to express thoughts in a written format (e.g.: journal writing, composing sentences, stories, etc.)				
Able to copy from the board (e.g.: letters, numbers, words, sentences, etc.)				
Able to efficiently use the computer for written work				
Able to complete art activities (e.g.: coloring, cutting, gluing, etc.)				
Able to participate in classroom routines (e.g.: hanging up clothing, organizing tokens, organizing and locating school materials, etc.)				
Able to easily manipulate school tools (e.g.: scissors, pencil, pencil sharpener, crayons, glue, math manipulatives, etc.)				
Able to transition/switch between class activities (e.g.: circle time to gym to reading to snack to outdoors)				
Other:				

Comments: _____

Self-Help Activities

Activities	Level of Independence	Level of Concern	Frequency of Concern	Probability of Behavioral / Safety Issues
Able to access and put away backpack and outdoor clothing				
Able to retrieve, set up and clean up snack and lunch in a timely manner				
Able to efficiently feed self, using utensils				
Able to remove outdoor clothing (coat, snow pants, hat, mitts, boots) and put on indoor shoes				
Able to put on outdoor clothing (coat, snow pants, hat, mitts, boots/shoes, etc.)				
Able to complete bathroom routine				
Other:				

Comments: _____

Mobility/Gross Motor Skills

Activities	Level of Independence	Level of Concern	Frequency of Concern	Probability of Behavioral / Safety Issues
Able to move safely around the classroom (maneuvering around desks, chairs, classmates, etc.)				
Able to move freely inside the school (managing hallways, doors, elevators, ramps, stairs) with no physical barriers				
Able to move freely outside on the school property (managing playground equipment, sporting fields, curbs, walkways, stairs, ramps) with no physical barriers				
Able to remain seated in classroom chair				
Able to move between a standing or seated position and the floor; able to maintain a seated position on the floor				
Able to move between sitting on a chair and standing				
Able to move on and off the toilet				
Able to access, participate in, and use equipment appropriately in Physical Education or other recreational school activities				
Able to access and get on and off the school bus, taxi, etc.				
Able to stand and wait, then walk in line with classmates				
Other:				

Comments: _____

Additional Information: _____

Signature:

Teacher: _____

Date: _____

Principal: _____

Date: _____

**** Please include parent input whenever appropriate. ****

SOUTH SHORE REGIONAL SCHOOL BOARD

**REFERRAL FOR
ASSISTIVE TECHNOLOGY INFORMAL ASSESSMENT**

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Parent(s)/Guardian(s): _____

Address: _____

Phone: (home) _____ (work) _____ (cell) _____

Referred by: _____ Contact Person of School: _____

Phone: _____ Email: _____

Goals for Technology Use: _____

Area(s) of Need:

- | | | | |
|---------------------------------------|-----------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Math | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Vision | <input type="checkbox"/> Hearing | <input type="checkbox"/> Cognitive | <input type="checkbox"/> Positioning and Seating |
| <input type="checkbox"/> Organization | <input type="checkbox"/> Physical | <input type="checkbox"/> Recreation | <input type="checkbox"/> Activities of Daily Living |

Student's Strengths (Physical, Cognitive, Emotional): _____

Student's Needs: (Physical, Cognitive, Emotional): _____

Background Information:

Check supports this student has accessed:

- | | | | | |
|------------------------------|------------------------------|---------------------------------------|-----------------------------------|------------------------------|
| <input type="checkbox"/> IPP | <input type="checkbox"/> IA | <input type="checkbox"/> BMP | <input type="checkbox"/> SLD | <input type="checkbox"/> SLP |
| <input type="checkbox"/> PST | <input type="checkbox"/> PSA | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Guidance | |

Reading Recovery: Successfully Discontinued Unsuccessfully Discontinued

Other testing completed and results (e.g.: Brigance, CELL): _____

AT used in the past (if applicable): _____

Setting for use of AT: Classroom Learning Centre Other: _____

Please note difficulties in the following areas where appropriate:

Reading

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Letter Recognition | <input type="checkbox"/> Rhyming | <input type="checkbox"/> Vocabulary |
| <input type="checkbox"/> Phonemic Awareness | <input type="checkbox"/> Fluency | <input type="checkbox"/> Sight Word Recognition |
| <input type="checkbox"/> Phonological Sequencing | <input type="checkbox"/> Motivation | <input type="checkbox"/> Sound/Symbol Correspondence |
| <input type="checkbox"/> Comprehension | <input type="checkbox"/> Memory | <input type="checkbox"/> Background Knowledge |
| <input type="checkbox"/> Other: _____ | | |

Writing

- | | | |
|---|--|--|
| <input type="checkbox"/> Visual Skills | <input type="checkbox"/> Fine Motor Skills | <input type="checkbox"/> Spelling Skills |
| <input type="checkbox"/> Organization and Attention | <input type="checkbox"/> Written Expression/Mechanics Skills | |
| <input type="checkbox"/> Other: _____ | | |

Math

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Patterns and Relationships | <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Number Sense |
| <input type="checkbox"/> Fractions and Decimals | <input type="checkbox"/> Word Problems | <input type="checkbox"/> Computation |
| <input type="checkbox"/> Geometry Spatial | <input type="checkbox"/> Measurement | <input type="checkbox"/> Reasoning |
| <input type="checkbox"/> Other: _____ | | |

Classroom strategies utilized to date to address the issues noted above: _____

What technology is available for the student's use within the school setting? _____

Other comments: _____

Signature:

Principal: _____

Date: _____

Copy to:

- Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD

**PARENT/GUARDIAN CONSENT FOR
ASSISTIVE TECHNOLOGY INFORMAL ASSESSMENT**

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Parent(s)/Guardian(s): _____

Address: _____

I/We hereby give permission for _____ (student's name) to receive an Assistive Technology Informal Assessment.

I/We consent to _____ (student's name) receiving the above indicated Assistive Technology Informal Assessment and I understand that the involved school staff may be consulted and will receive information regarding the results/services, which will then be shared with me/us (parents(s)/guardian(s)).

Signature:

Parent(s)/Guardian(s): _____ Date: _____

SOUTH SHORE REGIONAL SCHOOL BOARD

ACKNOWLEDGEMENT OF ASSESSMENT RESULTS

School Based Speech-Language Psychological Assistive Technology

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____

Parent(s)/Guardian(s): _____

Parent(s)/Guardian(s):

I/We acknowledge the receipt of these results, dated _____, of the following assessments _____ for _____ (student name) and agree to have these results filed in the student's confidential file.

Assessor:

Results of the assessment were shared with _____ on _____ (date).

Signature:

Assessor: _____

Date: _____

Parent(s)/Guardian(s): _____

Date: _____

Copy to:

Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD

**INTERAGENCY CONSENT FORM TO
OBTAIN AND RELEASE CONFIDENTIAL INFORMATION**

I, _____
(full name of parent/guardian)

of _____
(address)

authorize the sharing of information for the purpose of assessment/treatment among

(Department/Agency)

and (please initial appropriate Department/Agency below):

_____ Department of Justice

_____ Department of Community Services

_____ South Shore Health – Mental Health Program

_____ Family & Children’s Services of Lunenburg County

_____ Family & Children’s Services of Queens County

_____ Addiction Services

_____ South Shore Regional School Board
69 Wentzell Drive
Bridgewater NS B4V 0A2

_____ Other: _____

_____ Exceptions: _____

Client’s Name: _____ Date of Birth (dd/mm/yy): _____

Signature(s):

Client: _____ Date: _____

Parent(s)/Guardian(s): _____ Date: _____

Witness: _____ Date: _____

Location: _____

All of the above agencies are bound by strict policies of confidentiality and cannot release or receive your personal information without your authorized consent.

SOUTH SHORE REGIONAL SCHOOL BOARD
TUTORIAL SUPPORT APPLICATION

(To be completed by a Medical Doctor. Please print.)

Student Name: _____ Date of Birth (dd/mm/yy): _____

Address: _____

School: _____ Grade: _____ Age: _____

Medical History: _____

Is this student, in your medical opinion, able to attend school full- or part-time? Yes No

If "No", please explain: _____

What were the precipitating factors leading to this student not being able to attend public school?

Prognosis? How long do you anticipate this student being out of public school? _____

What restrictions are there for the student to attend school? _____

Doctor's Name: _____ Signature: _____

Address: _____ Date: _____

***Return completed form to school principal.**

SOUTH SHORE REGIONAL SCHOOL BOARD

**ENGLISH AS A SECOND LANGUAGE (ESL)
STUDENT PROFILE AND LANGUAGE SURVEY**

Student Name: _____ Male Female
Name to be used in class: _____ Date of Birth (dd/mm/yy): _____
Country of Origin: _____ Date of Arrival in Canada (dd/mm/yy): _____
Student's Status (check appropriate box):
 Unknown Canadian Citizen Landed Immigrant Refugee

Name of Parent(s)/Guardian(s): _____
Home Address: _____
Postal Code: _____ Telephone Number: (h) _____
Telephone Numbers: (w) _____ (c) _____

Emergency Contact Person: _____
Phone: (home) _____ (work) _____ (cell) _____
Bilingual Contact (if available): _____
Relationship to Student: _____ Language(s) Spoken: _____
Phone: (home) _____ (work) _____ (cell) _____

If the parent(s)/guardian(s) do not speak English, it is important that this Student Profile and Language Survey be administered with an interpreter who speaks and understands the language of the ethno cultural group to which the parent(s)/guardian(s) belong. The survey should be administered in the home or in the school as soon as possible after the student is enrolled in school. Once completed, it should become a part of the student's cumulative file.

If additional space is needed, please use an additional sheet.

1. Which language(s) did your son or daughter learn when he/she first began to talk? _____

2. Which language(s) does your son/daughter use at home? _____

3. Which language(s) do you use to speak with your son/daughter? _____

4. Have you noticed any unusual use of the native language by your son/daughter? _____

5. What kind and amount of school did your son/daughter have prior to coming to Canada? _____

6. Has your son/daughter had any formal instruction in English? If so, how many years? _____

7. Can your son/daughter read in his/her native language? _____
8. Can your son/daughter write in his/her native language? _____
9. Name some of your son's/daughter's interests, hobbies, or special skills. _____

10. Does your son/daughter have any health problems? _____

SOUTH SHORE REGIONAL SCHOOL BOARD
ENGLISH AS A SECOND LANGUAGE (ESL)
APPLICATION

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____ Age: _____

Parent(s)/Guardian(s): _____

Phone: (home) _____ (work) _____ (cell) _____

Nationality/Language: _____

Date discussed at Program Planning Team: _____ Date Requested: _____

Competency in English (as determined by ESL Assessment):

Initial application for 10 hours Pre-Beginner Beginner Intermediate Advanced Independent

Request for an additional 10 hours Pre-Beginner Beginner Intermediate Advanced Independent

Brief description of other concerns: _____

ESL Assessment Report Included

Core Planning Notes Included

Signature:

Assessor: _____

Date: _____

Principal: _____

Date: _____

Please forward this form to the Consultant for Race Relations, Cross Cultural Understanding, and Human Rights.

Approved by: _____

Date: _____

Signature: _____

Number of Hours: _____

Copy to:

Confidential File

SOUTH SHORE REGIONAL SCHOOL BOARD

CONFIDENTIAL FILE CONTENTS

Student Name: _____ Date of Birth (dd/mm/yy): _____

School: _____ Grade: _____ Age: _____

Date Entered dd/mm/yy	Type of Report	Date of Report dd/mm/yy	Signature

This form is to be included in all students' Confidential Files.