



STUDENT SERVICES GOVERNANCE POLICY

CONTENTS

- 1.0 PRINCIPLES**
- 2.0 POLICY FRAMEWORK**
- 3.0 AUTHORIZATION**

1.0 PRINCIPLES

1. PRINCIPLES

- 1.1. The South Shore Regional Centre for Education (SSRCE) 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 SSRCE 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 SSRCE 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 SSRCE 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

This policy complies with the Education Act and other related provincial acts and policies.

- 2.1. Youth Criminal Justice Act
- 2.2. Freedom of Information and Protection of Privacy Act
- 2.3. Nova Scotia Department of Education (EECD) Handbook for Transportation of Students with Special Needs, 2011
- 2.4. Nova Scotia Ministerial Education Act Regulations
- 2.5. Nova Scotia EECD School Board and Ministerial Appeal Guide, 2009
- 2.6. Nova Scotia EECD Special Education Policy, 2008
- 2.7. Nova Scotia EECD Student Records Policy, 2006

- 2.8. Nova Scotia EECD Supporting Student Success: Resource Programming and Services, 2006
- 2.9. Nova Scotia EECD Teacher Assistant Guidelines, 2009
- 2.10. Nova Scotia EECD Supporting Student Success: Assistive Technology, 2006
- 2.11. Nova Scotia EECD Supporting Student Success: Gifted Education and Talent Development, 2010
- 2.12. Nova Scotia EECD Guidelines for English as a Second Language Programming and Services, 2003
- 2.13. Nova Scotia EECD Supporting Student Success: School Psychology Guidelines, 2009
- 2.14. Nova Scotia EECD Guidelines for Use of Designated Time-Out Rooms in Nova Scotia Schools, 2009
- 2.15. Nova Scotia EECD Supporting Student Success: Provincial School Code of Conduct and School Code of Conduct Guidelines, 2008
- 2.16. Nova Scotia EECD Public School Programs, 2004
- 2.17. Nova Scotia EECD Supporting Student Success: Speech-Language Pathology Guidelines, 2010
- 2.18. Supporting Student Success Fact Sheets
- 2.19. Nova Scotia EECD Supporting Student Success: The Program Planning Process: A Guide for Parents, 2009
- 2.20. Nova Scotia EECD Supporting Student Success: Transition Planning for Students with Special Needs: The Early Years through to Adult Life, 2005
- 2.21. Violence in the Workplace Procedure (SSRCE, Human Resources Department)

3.0 AUTHORIZATION

The Regional Education Director is authorized to issue procedures in support of this policy.

STUDENT SERVICES

ADMINISTRATIVE PROCEDURES

CONTENTS

- 1.0 DEFINITIONS
- 2.0 AFFIRMATION OF RESPONSIBILITIES
- 3.0 PROGRAMMING AND SERVICE DELIVERY
- 4.0 REGIONAL EDUCATION CENTRE APPEAL
- 5.0 ASSESSMENT
- 6.0 STUDENT RECORDS
- 7.0 WRITTEN REQUESTS AND RECOMMENDATIONS FROM OUTSIDE AGENCIES
- 8.0 HOME TUTOR SERVICES FOR MEDICAL REASONS
- 9.0 SPECIALIZED EQUIPMENT/ACCESSIBILITY REQUEST
- 10.0 TEACHER ASSISTANTS
- 11.0 TRANSPORTATION
- 12.0 RESPONSIBILITIES

1.0 DEFINITIONS

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

- Educate all staff (support staff, administration, and teachers) and families about the SSRCE 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 SSRCE by the EECD. It is intended to guide SSRCE's 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 SSRCE policies.

Access to School Records – The SSRCE 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 SSRCE 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 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 EECD 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 student's 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 SSRCE.

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.

Race Relations, Cross Cultural Understanding, and Human Rights (RCH) Division – A division within SSRCE which oversees the implementation and monitoring of the SSRCE's Race Relations, Cross Cultural Understanding, and Human Rights.

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 SSRCE 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 SSRCE 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, EECD).

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. AFFIRMATION OF RESPONSIBILITIES

2.1. Educational Funding

- 2.1.1 In addition to a program formula funding grant, the SSRCE will utilize the EECD'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 SSRCE 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 SSRCE will provide home tutors for students under the care of a medical doctor.

2.3 Outside Agencies

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

2.5.2 The SSRCE 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 SSRCE 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 SSRCE will provide qualified school-based and regional student services personnel.

2.6 Teacher Assistants

2.6.1 The SSRCE 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 SSRCE ensures that teacher assistant services follow the Nova Scotia

Department of Education and Early Childhood Development's Teacher
Assistant Guidelines.

2.7 Service Delivery Model

- 2.7.1 The SSRCE will ensure delivery of special education programs and services through its student services division.
- 2.7.2 The SSRCE's student services division will make informed decisions, and make recommendations regarding funding and the allocation of resources based on the exceptionalities of students within the SSRCE.
- 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 Appeals

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

2.10. Student Records

The SSRCE 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 SSRCE'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. SSRCE 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 EECD Special Education Policy, Policy 2.9, and the Nova Scotia EECD 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
- school 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 EECD School Board and Ministerial Appeal Guide.
- 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, they 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
- SSRCE consultants; and
- SSRCE 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 their 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 SSRCE, 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 SSRCE policies.

Violence in the workplace is an occupational health and safety hazard and the SSRCE 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 SSRCE's (Draft) A Resource Guide for Developing Enrichment Programming and the Nova Scotia EECD'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 SSRCE.

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, zippering, 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 SSRCE 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 SSRCE 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 SSRCE (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 SSRCE.

- 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 REGIONAL CENTRE APPEAL

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

- the SSRCE'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 SSRCE;

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 Regional Executive Director 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 Regional Executive Director should forward a copy of School Board and Ministerial Appeal Guide, EECD, and Student Services Policy and Procedures, SSRCE, to the family within ten (10) working days.

Step 3: The Regional Executive Director 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 Regional Executive Director will request that a SSRCE 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 Regional Executive Director 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 Regional Executive Director 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 their 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 Regional Executive Director 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 SSRCE or have provided contracted services to the SSRCE 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 SSRCE, 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 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 SSRCE's appeal procedures, the family or Regional Executive Director 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 EECD'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 student's 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 SSRCE-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 SSRCE-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 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, school 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 SSRCE’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 SSRCE’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 SSRCE’s Coordinator of Student Services. • Fulfillment of any additional training requirements as stipulated by the assessment publisher and/or the SSRCE.
Purchaser Eligibility	These assessments must be ordered by the school, SSRCE, 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.: Brigance) must be securely stored as per SSRCE direction.	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	A copy of the report generated from these tests must be securely stored in the Student Confidential File and access limited to qualified personnel

	Level A Assessments	Level B Assessments	Level C Assessments
	Access to reports is limited to qualified personnel as per the Student Records Policy, 2006, in a secure manner, as per the Student Records Policy, 2006.	protocols are to be stored, at the school level, in a secure manner, as per the Student Records Policy, 2006.	as per the Student Records 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 SSRCE, 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 SSRCE 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 the 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 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 SSRCE
- 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 SSRCE, 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 SSRCE, 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 SSRCE staff, who are considered under need to know, access to confidential files requires the FOIPOP process. Contact the SSRCE'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 school system, records are to be archived.

Student records must be transferred in a secure manner, such as SSRCE 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 SSRCE 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 SSRCE 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 SSRCE 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 SSRCE equipment pool.
- 9.1.6 Equipment allocated to a learning centre through this application process is the property of the SSRCE 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
 - SSRCE Bus Evaluation Procedures, Students with Mobility/Safety Limitations

12.0 RESPONSIBILITIES

It shall be the responsibility of the Regional Executive Director to ensure these administrative procedures are followed.