

Student Services Special Education Resource Manual

(Revised)

2010

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Introduction

The assessment, identification and plan development for students with special needs can be a complex enterprise.

The Special Education Resource Manual was developed to provide school and district personnel with practical information regarding the policies, procedures and guidelines related to the delivery of services to students with special needs in the Chilliwack School District.

The manual is based upon *Special Education Services: A Manual of Policies, Procedures and Guidelines* (Ministry of Education, September 2008) and *Every Principal's Guide to Special Education in British Columbia*.

Both documents reflect best practices in the delivery of services to students with special needs.

The School District 33 Special Education Resource Manual includes information regarding:

- The role and function of School-Based Teams
- Ministry of Education definitions of students with special needs
- Assessment
- Identifying students with special needs
- Protocols for documentation and record keeping
- Individual Education Plans
- Transitions for students with special needs
- The roles and responsibilities of school-based and district Special Education personnel
- District resources and services
- Provincial resources and services
- Supporting forms and documents

We hope that Principals, Vice-Principals, Learning Assistance Teachers, Resource Teachers, Counsellors, and classroom teachers will find the manual practical and useful.

Part 1:
Identifying & Planning
for
Students with
Significant Learning Challenges
and/or
Special Needs

Vision Statement

In the Chilliwack School District, service delivery for students with special needs is founded on the belief that children and young people function best in a healthy classroom environment, within a healthy school, within a healthy community.

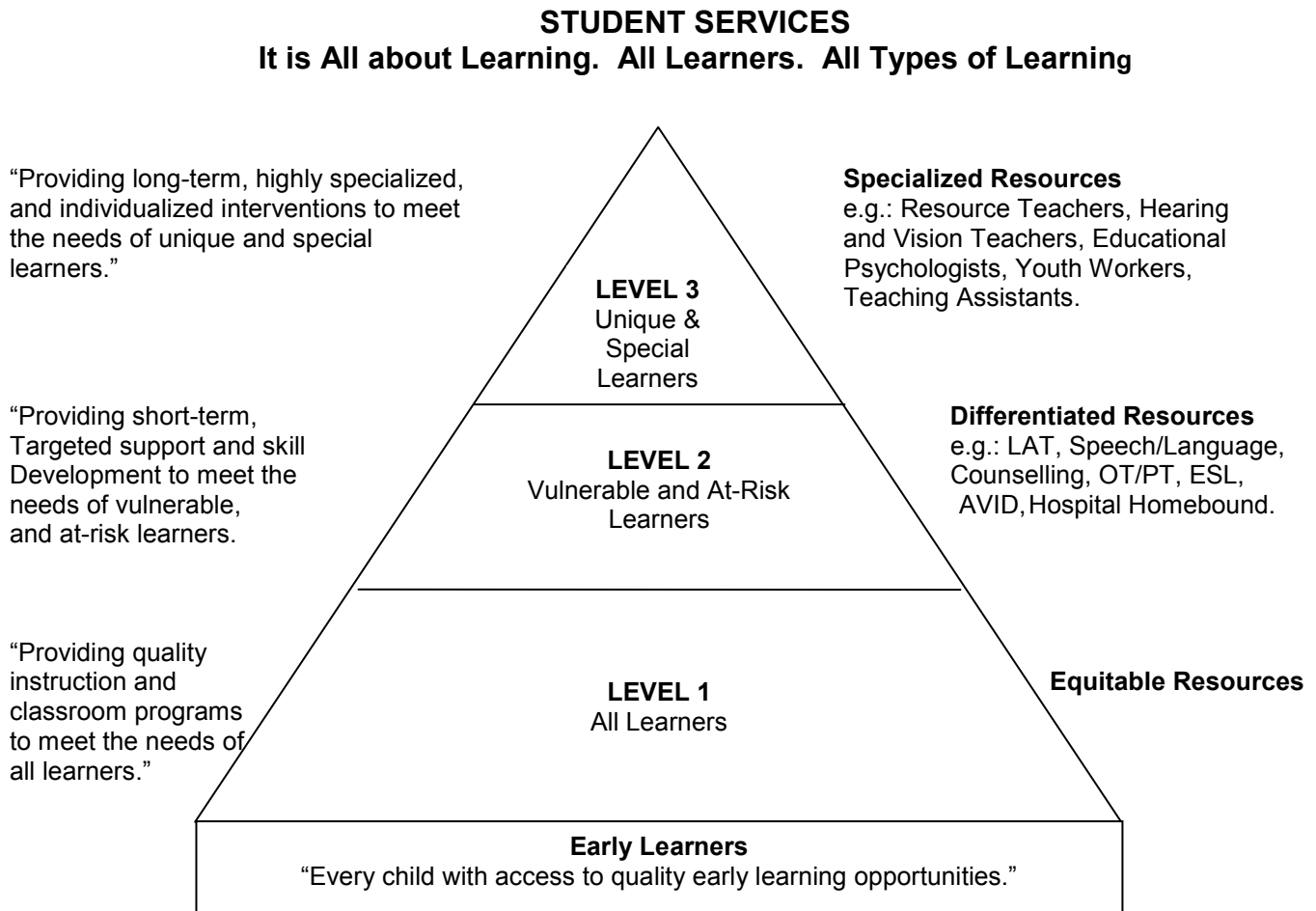
With few exceptions, children and youth with special needs are integrated into regular classrooms within neighbourhood schools.

As a department, we believe in:

- Viewing the child/youth holistically
- Focusing on the unique strengths, abilities and needs of the child/youth
- Including teachers, parents, and students (when appropriate), in the planning process
- Integrating and coordinating services and resources
- Sharing decision-making, academic and social development
- Working with the school, home and community to support the child/youth in his or her environments

Service Delivery

Our service delivery model emphasizes collaboration and coordination among home, school, district and community partners.



The School-Based Team plays the lead role in supporting the teacher, parent and child, or youth, by:

- Gathering information
- Assessing skills and areas of weakness
- Identifying goals
- Making plans that delineate strategies, interventions and resources
- Accessing and coordinating a continuum of services and resources
- Documenting plans and interventions
- Monitoring progress and revising the plan as needed

In turn, Student Services and community agencies/services support students, teachers and parents through School-Based Teams. At each level of intervention—school, district and community—the goal is for services to work collaboratively to best meet the needs of individual students.

Identifying Students with Special Needs

Who decides what the criteria are for identifying a student with special needs?

The Ministry of Education requires school boards to:

- Identify students with special needs
- Report the number of students in the district with special needs to the Ministry twice yearly (October and February)

The Ministry has developed provincial standards regarding the identification of students with special needs:

“Students with special needs have disabilities of an intellectual, physical, sensory, emotional or behavioural nature, or have a learning disability or have exceptional gifts or talents.”

While the overall definition is quite general, the criteria for each Ministry category are very specific.

See page 19 for a complete list of Ministry categories and a help sheet for submitting category information is on page 114.

What about students who require extra support, but who don't meet the specific criteria that the Ministry has developed?

These students may receive Learning Assistance, and may require adaptations.

How are students with special needs identified? Who identifies them?

Identifying students with special needs is a collaborative process among school, district, community and provincial partners.

Teachers play an important role in the early identification of students with special needs. Parents provide valuable information about how their child functions in various settings, including school. School-based and district specialists bring their knowledge and expertise to the identification process; they work with teachers, parents and community partners to identify and plan for students with special needs.

Some students are already identified before they enter the public school system. For many students, however, identification involves a lengthy process of assessment and planning with the Core School-Based Team through the Case Conference process.

At the school level, the Principal is responsible for ensuring that all students with special needs are identified and have an IEP developed for them.

School-Based Teams need to be knowledgeable about Ministry criteria regarding the identification of students with special needs. The School-Based Team oversees the development and delivery of plans, programs and services to students with special needs.

The School Psychologist must be consulted prior to placing a non-ministry student on a modified IEP for the first time.

At the district level, the District Principal of Student Services or designate has the responsibility and authority to designate Ministry categories for students with special needs.

How do schools keep track of students with special needs?

The Ministry of Education keeps track of which students in each school district meet the criteria for special education designation. School districts are required to report the number of students in each category to the Ministry in October and February.

The Ministry reserves the right to audit school districts to ensure that the students they report actually meet Ministry criteria.

In September and January, schools receive a database printout from Student Services with the names of those students who currently meet the Ministry criteria for special needs, and who are presumed to be attending the school.

The database printout also includes the names of students who do not meet Ministry criteria for special needs, but who have:

- A Red File at Student Services (2.00 RF)
- Been referred for Hospital Homebound or Speech/Language Services from Student Services personnel (2.50 NRF)
- English as a Second Language (3.00 SF/ESL)
- English as a Second Dialect (3.00 SF/ESD)
- At Risk for graduation (3.00 SF)

Schools are responsible for checking the database printout to:

- Ensure that the students listed are still in attendance
- Correct any errors (contact Student Services when code discrepancies occur)
- Add the names of any new students with special needs
- Attach supporting documentation with a Student Profile Form or Category Change Form
- Return the completed documents to Student Services by date requested.

Who enters the Ministry category into BCeSIS?

District Principal of Student Services, or designate is the only one responsible for entering or removing determination of eligibility.

Where does the database information go?

A printout of the finalized database is sent back to the school. In September and January, schools are required to report a summary of their students with special needs on the 1701 Electronic Form, and forward it to the District Administration Office, attention Manager of Finance. This information is then sent on to the Ministry of Education.

Student Services maintains a complete list of all students in the school district who meet the Ministry criteria for special needs, who receive services or who are at-risk for graduation.

What about new students who arrive during the school year?

Schools can identify new students with special needs as the year unfolds.

In these cases, the information and supporting documentation are forwarded from the Principal to Student Services. The District Principal of Student Services or designate reviews and verifies the information. The student's name and category is then added to the district database and the category is entered on BCeSIS.

It is the School's responsibility to inform and forward the necessary supporting documentation to Student Services when a new student from out of district enters their school with a category in BCeSIS.

School-Based Teams

What is the Ministry of Education's definition of a School-Based Team?

The Ministry of Education expects that all schools in British Columbia will have a School-Based Team.

Ministry definition: The School-Based Team carries out further assessments and develops and implements support strategies to assist the classroom teacher in meeting the student's needs. If additional assistance is still needed the School-Based Team may decide to make a referral to district-based services or community professionals and services.

Members of the School-Based Team should be chosen based on their ability to provide information or support the student's program. In some cases, such as when the student has needs in only a specific area, the team may be limited to the principal, the teacher(s), the parent and, if appropriate, the student. In other cases, such as when the student has multiple needs, the team may be extended to include educational and related services personnel required to assist the student in achieving educational goals.

Who are students with special needs?

Students with special needs are those children/youth who have significant disabilities and/or significant learning challenges in the following areas:

- Intellectual
- Physical
- Sensory
- Emotional/behavioural

Or have

- A learning disability or,
- Exceptional gifts or talents

Many, but not all, of these students will meet the criteria for a Ministry of Education special needs category.

Whose responsibility is it to ensure that the school has a School-Based Team?

Principals are responsible for ensuring that a School-Based Team is operational in the school. In School District 33 we define School-Based Teams as **Core School-Based Teams**.

What is a Core School-Based Team? Who are its members?

The term Core School-Based Team, also known as Clearinghouse, refers to a consistent, multi-disciplinary team of school personnel responsible for overseeing programs and services at the school level for **all** students who need specific support and interventions.

At the elementary level, the membership of the Core School-Based Team consists of:

- Principal and/or Vice-Principal(s)
- Learning Assistance Teacher
- District Counsellor
- Resource Teacher
- Can also include Speech Pathologist and other specialized Itinerants as required.

Often, middle and secondary schools have larger Core School-Based Teams that include the full range of school-based special services and personnel such as:

- Principal and/or Vice-Principal(s)
- Learning Assistance Teacher(s)
- Counsellor(s)
- Educational Assistant(s)
- Resource Teacher(s)
- Aboriginal Program Teacher(s)
- Aboriginal Educational Assistant(s)
- Other school-based specialists

It is important that there is a *consistent team* at the school who knows and understands the needs of the students, and whose membership represents a multi-disciplinary approach.

The Core School-Based Team needs to be familiar with:

- Legal requirements, policies, procedures and guidelines regarding the delivery of services to students with special needs
- District protocols with community agencies and services (e.g. Child and Youth Mental Health, Ministry of Children and Family Development)
- Best practices in adapting and modifying curriculum to meet the needs of diverse learners
- Recent research as it relates to supporting students with intellectual, physical, sensory, emotional/behavioural challenges or have a learning disability or, exceptional gifts or talents
- How resources in the district and at the school level are generated and allocated.

What does the Core School-Based Team do?

The Core School-Based Team meets on a regular basis. These meetings are often referred to as Clearinghouse meetings.

At Core School-Based Team meetings many students and service delivery issues are discussed.

Specifically, the team:

- Plans for and coordinates services for students at the school level
- Assigns case managers for students with special needs
- Ensures that IEPs are developed for students with special needs
- Accesses and coordinates resources for the school (e.g. Educational Assistant time)
- Initiates referrals to district services (e.g. School Psychologist)
- Initiates referrals to community services for students in keeping with inter-ministerial protocols (e.g. Child and Youth Mental Health)
- Maintains documentation regarding planning and assessment for individual students,
- Oversees the assessment of students

What is a Case Conference Team?

What about School-Based Team meetings that focus on extended planning for a specific student?

On a case-by-case basis, the Core School-Based Team--or parts of the team-- expands to include:

- The student's teacher(s)
- The student (if applicable)
- The parent(s) or legal guardian(s)
- Other school-based personnel, as needed (e.g. Educational Assistant)
- District student services staff, or representatives from community services/agencies, as needed

These meetings are referred to as Case Conference Meetings.

What happens at Case Conference meetings?

The expanded School-Based Team meetings provide a venue for extended collaborative problem solving and planning and/or IEP development with the teacher(s), parent(s) and others regarding an individual student.

The process usually results in:

- Written recommendations, strategies and action plans or IEP development/refining
- The identification of who will be responsible for carrying out recommended actions
- A date for a follow-up meeting, if required

Who usually coordinates the Core School-Based Team?

The Learning Assistance Teacher usually coordinates the Core School-Based Team at the elementary level.

In larger schools where there is more than one Learning Assistance Teacher, or where there is a large Core School-Based Team, it is important to identify who will be responsible for the coordination role.

In some schools, the coordination role is shared.

Generally, how is a Core School-Based Team set up?

The Principal and/or Vice-Principal and school staff collaborate to decide:

- When and where meetings will be held
- How agendas will be set
- Who will attend
- Who will be responsible for chairing and recording
- Where documentation will be kept
- How information regarding Core School-Based Team activities or Case Conference meetings will be communicated to staff

Who can refer to the Core School-Based Team?

There should be a school protocol in place that makes it possible for anyone – teachers, parents, and district or community personnel – to refer a student to the Core School-Based Team.

How do referrals to the Core School-Based Team work?

Most schools have a written referral process. The referral form is usually brief, and includes:

- Date of referral
- Basic demographic information
- Reason for referral
- Summary of strategies or interventions that have been tried
- How the Core School-Based Team can assist (e.g. academic assessment)

Some small schools accept verbal referrals. However, the advantage of a written referral is that it provides a written record of the concerns.

The completed referral is then forwarded to the coordinator of the Core School-Based Team.

How do Core School-Based Teams coordinate their efforts with District Student Services?

The role of District Student Services Special Education staff is to support students, parents and teachers through the Core School-Based Team and/or Case Conferences. District Student Services personnel offer an array of specialized services (for specific roles and responsibilities, see Part 2).

Many schools have found it helpful to invite District Student Services special education staff to a Core School-Based Team and/or Case Conference meeting in order to:

- Clarify roles and responsibilities
- Discuss the logistics of where, when and how district personnel will work in the school
- Identify who will be the main contact at the school
- Discuss how information from district personnel will be relayed to school staff
- Clarify how referrals to district staff will be made
- Clarify how services at the school and district level will be coordinated

What is a Care Team?

An inter-agency Care Team is an on-going group of school, district and community members who meet to collaboratively develop a plan for a student whose complex needs cross the domains of school, home and community.

While Core School-Based Teams are focused on school-related issues for special education support for students, Care Teams coordinate programs and services related to all aspects of an individual student's life.

Care Teams often include:

- Ministry of Children and Family Development
- Fraser Valley Aboriginal Children & Family Services Society (FVACFSS)
- Child and Youth Mental Health
- Community Services
- Probation
- Private therapists
- Cultural workers
- Youth workers
- Other community services, agencies or resources

The Care Team approach is considered best practice for community service providers, and is in keeping with the service mandate of the Ministry for Children and Family Development.

Core School-Based Team Roles and Responsibilities

Effective Core School-Based Teams are well organized and productive. All participants are clear about their roles and responsibilities.

1. Parents/Legal Guardian

Under the BC School Act, parents are entitled:

- To be informed of their child's performance, attendance and behaviour at school
- To examine all records pertaining to their child while accompanied by the Principal, or a person designated by the Principal to interpret the records
- To be offered the opportunity to meaningfully consult in Individual Education Planning for their child
- To be informed when their child receives a Ministry special needs designation

The BC Special Needs Order (M150/89) requires parents to be consulted regarding the placement of their children with special needs.

2. Principal

The roles and responsibilities of the Principal are outlined in detail in the Ministry of Education document Special Education: A Manual of Policies, Procedures & Guidelines. Ultimately, the Principal is responsible for the educational program for all students. He/she:

- Is responsible for ensuring that the school has a functioning Core School-Based Team
- Is responsible for the safety and well-being of all staff and students
- Oversees the placement of students
- Ensures that parents are regularly provided with reports about their child's progress
- Ensures that the school is organized to provide a series of school-based targeted interventions or opportunities to support students with unique or special learning needs
- Ensures that teachers receive the information they need to work with students with special needs
- Ensures that individualized planning and programming takes place for students who require it
- Ensures that these programs for students are implemented

Core School-Based Team Roles and Responsibilities continued...

3. Classroom Teacher

The classroom teacher:

- Designs, supervises and assesses the education program for students, including those students with special needs, in collaboration with school and district personnel
- Provides instruction and adapts materials to address individual student needs
- Evaluates and reports student progress
- Uses assessments for the purpose of planning and intervention
- Works collaboratively with the School-Based Team, district personnel and community partners to meet the needs of students with special needs through the case conference process

4. Learning Assistance Teacher

The roles and responsibilities of the Learning Assistance Teacher are outlined in detail in the Ministry of Education document *Special Education: A Manual of Policies, Procedures and Guidelines*.

The Learning Assistance Teacher, as a member, and typically the coordinator of the Core School-Based Team:

- Helps organize, maintain and integrate services at the school
- Provides a link to district services on behalf of the team
- Assists in the identification, assessment, planning, implementation, reporting and evaluation related to students who have special needs
- Works closely with teachers and the Core School-Based Team to plan for, organize and access support services for students with special needs
- Assists teachers as they adapt and modify materials to meet the needs of students
- Assists with the development of Individual Education Plans for students with special needs (as determined by the Core School-Based Team)
- Provides instruction for identified students in collaboration with classroom teachers, as determined in consultation with the Core School-Based Team
- In consultation with the Core School-Based Team assumes case management duties for students with high incidence special needs (e.g. Students with Learning Disabilities Students with Mild Intellectual Disabilities and Gifted Students)
- Provides criterion-referenced or norm-referenced assessment (Level B) to assist the Core School-Based Team with identification and planning
- Provides systematic observation and collection of behavioural/academic data to be used in planning

Core School-Based Team Roles and Responsibilities continued...

5. Counsellor

The roles and responsibilities of the counsellor are outlined in detail in the Ministry of Education document *Special Education: A Manual of Policies, Procedures and Guidelines*.

At the elementary level, schools share the services of District Elementary Counsellors. District Elementary Counsellors attend Core School-Based Team meetings to support planning and interventions for students. For a more detailed description of the District Elementary Counsellor role, please see Part 2.

At the middle and secondary level, counsellors are school-based. A counsellor representative usually attends Core School-Based Team meetings on behalf of the counselling department.

In terms of the Core School-Based Team, the counsellor:

- Plans collaboratively with students, educators, parents, community agencies and other professionals in the development of goals and effective strategies to promote the educational, social, emotional and career development of students
- In consultation with Core School-Based Teams, assumes the case management duties for students requiring Intensive Behaviour Support/Serious Mental Illness or Moderate Behaviour Support/ Mental Illness in the development of IEPs (as determined by the School-Based Team)
- Assists the Core School-Based Team in the access to and coordination of community services and resources according to inter-ministerial protocols
- Provides support to other educators in implementing Health & Career Education and Planning 10
- Provides short-term counselling to students and their families
- Refers students and their families to community resources, when appropriate

6. Educational Assistant

The Educational Assistant:

- Works under the general supervision of the Principal and direction of the teacher
- Performs a variety of functions which range from personal care to assisting the teacher with instructional programs
- Assists in the collection of data for the purposes of preparing individual plans or supporting the teacher's evaluation of a student's progress
- Performs health-related procedures
- Helps to implement and support the IEP

SCHOOL-BASED TEAM

SAMPLE AGENDA

(60 minutes)

1. Introductions (2 minutes)

- The chair person welcomes the participants and introduces him/herself
- The chair person asks participants to introduce themselves and give a brief description of their role or relationship to the student

2. Purpose of the Meeting (5 minutes)

- The chair person gives a brief overview of the agenda and asks if there are any additions
- The chair person notes that someone will keep minutes of the meeting and distribute them to all participants at the end of the meeting
- The chair person outlines the general, overall purpose of the meeting—information sharing and problem-solving
- The chair person reviews the specific reasons for the meeting (e.g. teacher concerns regarding academic progress; parent concern about social difficulties with peers)
- The chair person reviews the time-line for the meeting

3. Background Information (10 minutes)

- The chair person asks the parent(s) and teacher(s) (and any other participant(s) who knows the student) to provide background information such as:
 - General health and medical history
 - School history (overall achievement and attitude)
 - General interests and preferences

4. Areas of Success (10 minutes)

- The chair person asks the parent(s) and teacher(s) (and any other participant(s) who knows the student) to provide specific examples of when and under what circumstances the student is successful, for example:
 - During structured lessons that are teacher directed
 - When completing tasks that are hands-on
 - When relating to peers who are older
 - When working independently
 - During music and art
 - When closely supervised by a Educational Assistant

5. Areas of Concern/Difficulty (10 - 15 minutes)

- The chair person asks the parent(s) and teacher(s) (and any other participant(s) who knows the student well) to comment on specific areas of concern, for example:
 - Unable to focus during independent seatwork
 - Has missed 26 days of school in 6 months
 - Is only completing 25% of assigned work in Humanities
 - Refuses to comply with reasonable adult requests without arguing
 - Has difficulty relating to peers without hitting and pushing
- If participants are unable to be specific in their comments, the chair person asks clarifying questions to get more detailed information:
 - Could you give us an example of what “off the wall” looks like?
 - Could you describe a typical playground incident?
 - When did you first notice this change in attitude?
 - What does “absolutely no written work” mean?

6. Goal Setting and Possible Solutions (7 – 10 minutes)

- The chair person asks the team to choose one or two of the top concerns and rephrase them as goals, for example:
 - Student will attend school every day unless she is ill
 - Student will manage himself when he’s angry without swearing and hitting
 - The team will gather more information about what may be preventing the student from focusing during class time
- The chair person asks the team to brainstorm specific solutions that may help achieve the goals.

7. Action Plan (5 – 6 minutes)

- The chair person helps the team choose specific actions and ensures that the team identifies who will be responsible for carrying them out, for example:
 - Medication review with Paediatrician – Parent(s)
 - Achievement Testing – LAT
 - Adapt workload – Teacher(s)
 - Limit homework to 45 minutes – Parent(s) and Teacher(s)
 - Provide close supervision during transitions – Teacher(s) & TA
 - Provide copy of psychiatrist report for school – Parent(s)
 - Have peer scribe during Social Studies – Teacher(s)
 - Have student choose a time-out spot – Teacher(s) and Counsellor

- Observe student during independent seatwork – LAT
- Conduct a Functional Behaviour Interview with parents – Counsellor
- Seat student near the front – Teacher(s)
- Monitor effects of new medication – Teacher(s) and Parent(s)
- Phone the school if student has a bad morning – Foster Parent(s)
- Invite 1 – 2 member(s) of Student Services to attend next meeting – LAT

8. Wrap-Up (1 – 2 minutes)

- The chair person summarizes the action plan
- The chair person helps the team decide on a time and place for a follow-up meeting, if required
- The chair person thanks everyone for attending and participating

Student Identification Categories & Codes

MINISTRY CATEGORIES - 100 SERIES

Low Incidence - Level 1

DEP	A	Physically Dependent
DB	B	Deaf / Blind

Low Incidence - Level 2

MOD ID	C	Moderate to Severe/Profound Intellectual Disability
PH-HEALTH	D	Physical Disabilities/Chronic Health Impairments
VI	E	Visual Impairment
HI	F	Deaf or Hard of Hearing
ASD	G	Autism Spectrum Disorder

Low Incidence - Level 3

INT BEH	H	Intensive Behaviour Intervention/Serious Mental Illness
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High Incidence

MILD ID	K	Mild Intellectual Disability
LD	Q	Learning Disability
MOD BEH	R	Moderate Behaviour Support / Mental Illness
GIF	P	Gifted

LOCAL CATEGORIES

The **2.00 AND 3.00 series** are local Student Services Identification Codes for students who do not fit any of the Ministry Categories. The 2.00 series indicates Direct Involvement and has a code of "X". The 300 Series is for students that are involved in the **English As A Second Language** Program (code 17), **English As A Second Dialect** Program (code 17.1), or have been identified as being "**At Risk**" (code 33) but that have had no district involvement.

2.00 RF/(descriptor) [SEE LIST OF DESCRIPTORS BELOW] (Code X)

- Y There is a District Red File
- Y No Ministry Category
- Y descriptor of concern; eg: learning disability, behaviour, ADD, etc.
(Eg: 2.00 RF/LD = Red file has been opened; learning challenges, some assessments)

2.50 NRF/(descriptor) (Code X)

Y No Red File

Y No Ministry Category

Y There is involvement with District Student Services

Y There is a Student Services Department file

(Eg. 2.50 NRF/SLP = No Red File, Speech Language Pathologist has information)

3.00 SF/(descriptor) (Code 17, 17.1, 33)

% No Red File

% School File Only

% No District information or involvement

% May be English as a Second Language student

% May be English as a Second Dialect student

% May be Ministry Category, not yet identified

% Descriptor of concern; eg: At Risk for Graduation (Student Profile to be sent to Student Services.) Professional opinion of SBT, classroom teacher or LA that the student is at-risk for not graduating

DESCRIPTORS

PT Physiotherapist

OT Occupational Therapist

SLP Speech Language Pathologist

HH Hospital/Homebound Teacher

VI Teacher of Visually Impaired

HI Teacher of Deaf and Hard of Hearing

PSY School Psychologist

ACAD Academic concerns

BEH Behavioural concerns

REF Referred to District Student Services (with descriptor of service requested) eg. REF PSY, SLP - referred for school psychologist and speech language pathologist).

Documentation & Student Records

Why is there so much documentation required for students with special needs?

Schools and districts have both a legal and a professional responsibility to demonstrate that every effort is made to meet the individual educational needs of students.

The documentation should reflect the continuum of assessment, intervention and planning that schools undertake on behalf of students with special needs.

The School Act, School Act Regulations, and Ministerial Order (M190/91) outline specific requirements with respect to the maintenance, storage, and retrieval of student records, including those for students with special needs. Board Policy outlines expectations regarding Student Records.

At the school level, the Principal is responsible for ensuring that students are receiving the assessment, planning and services they need.

The Ministry reserves the right to audit school districts in order to ascertain if students with special needs are being identified and offered individual education programming.

Parents have the right to be part of the identification and planning process, and to have access to documentation and records regarding their child.

What are the components of the “student record”?

Generally, the “student record” consists of four components:

- Permanent Student Record (G4)
- Student Record Inclusions
- Other records a school maintains on a student
- Individual teacher’s personal file

What is the Permanent Student Record?

The *Permanent Student Record* documents the history of the student’s education. The Permanent Student Record is to be retained for 55 years at the School District Office.

What are Student Record Inclusions?

Student Record Inclusions are documents (or copies of documents) that are used to help plan or support the Individual Education Plan of the student.

The following inclusions must be listed on the *Permanent Student Record Form 1704* and be kept in the *Student Record File*:

1. Health services information as indicated by a medical alert
2. Court orders as indicated by a legal alert
3. Support Services information (e.g. psycho-educational testing, speech, language, hearing, vision, occupational and physiotherapy tests, special education technology assessments, and psychological and psychiatric assessments and documents supporting adjudication requests)
4. Legal documents such as name change or immigration
5. Notification that the student has an Individual Education Plan
6. Notification that the student is registered as a Home Schooler

The following may be listed on the *Permanent Student Record Form 1704*:

1. Records of information which an educator deems relevant to the educational program of the student
2. Award information
3. Request for Learning Services
4. Records of team meetings, as appropriate.

What is the Student Record File?

The Ministry requires that a *Student Record File*, also called the G4, be established and maintained for each student enrolled in school. The *Student Record File* contains copies of current records used in the planning and administration of the student's education program.

The *Student Record File* should contain, at a minimum:

1. Student record inclusions as listed on form 1704 (as above)
2. Student progress reports
3. Registration form and supporting documents (birth certificate, ESL, immigration data, etc.)
4. A copy of the current Student Learning Plan
5. A copy of the current Individual Education Plan (if applicable)
6. A copy of the student's transition plan (if applicable)
7. A copy of the AIP (Annual Instructional Plan) for ESL students
8. Other Alerts (such as Speech services, Hearing services, Threat Assessment)

Records should be retained in the *Student Records File* until the year in which the student reaches the age of 25.

Do not put sensitive documents in the G4 file. Refer to page 25 for a list of document distribution.

What does “Other Records” mean?

Other records a school maintains on a student need not be recorded on the Permanent Student Record Form 1704 nor stored unless asked to do so.

Examples would be IPASS sheets, disciplinary records, records of team meetings, letters of introduction.

What about the Teacher’s Personal File?

Teachers may keep a personal file on a student. There is no requirement to record the contents of the *Teacher’s Personal File* on the Form 1704.

What other records are there for a student who has special needs?

In the Chilliwack School District, students who meet the criteria for a Ministry designation for special needs also have a Confidential Red File that is housed in a central location at Student Services.

What’s in a Confidential Red File?

The Confidential Red File is a record of all the assessments, planning and intervention for a student with special needs. It includes school, district, community and, in some cases, provincial documentation.

The school district also maintains Confidential Red Files for those students who have had district assessments.

Individual specialists at Student Services also maintain files for students (for example, Speech Pathologists).

What about school files for students with special needs?

Students with special needs have a Student Record File, or G4. Much of the documentation required for students with special needs does not go in the G4.

As well, at the school level, documentation and information regarding students with special needs might be in the:

- Learning Assistance File
- School-Based Team File
- Resource Teacher File (at middle and secondary)
- Other School-Based Specialists’ Files

It is recommended that schools maintain one file at the school for students with special needs that is complete and confidential. In many schools, this is the School-Based Team File or LA File.

Who is responsible for making sure that documentation is complete and goes to the right file for students with special needs?

It is the responsibility of the Principal to make sure that students with special needs are identified, their individual needs are met, and records for students are current. Principals also ensure that individualized programs are developed for students with special needs and the programs are implemented.

The Principal, in consultation with the School-Based Team, assigns a Case Manager for every student with special needs. It is the responsibility of the Case Manager, on behalf of the School-Based Team, to keep documentation current and to ensure that the student's files are complete.

Which documents go where?

The files of students with special needs contain a wide variety of documents that reflect the assessment, planning and intervention that the school, district and community have undertaken in order to meet the individual needs of the student.

Sensitive documents are not to be placed in the G4 File.

Please consult the chart on the next page for a detailed list of which documents should be housed in specific files.

Document Distribution

DOCUMENT	RED FILE	CONFIDENTIAL SCHOOL FILE (e.g. SBT, LAT)	STUDENT RECORD FILE G4
Care Team Minutes	X	X	
CAST Minutes (Chilliwack Autism Support Team)	X	X	
Category Review Form	X	X	
Category ID Form	X	X	X
Child & Youth Mental Health Reports	X	X	
Community Services & Agencies Reports	X	X	
Counsellor/Therapist Reports	X	X	
DIST Reports (District Integrated Support Team)	X	X	
Early Intervention: IPASS			X
Educational Psychology Reports	X	X	
Health Unit Reports	X	X	
Hearing & Vision Testing/Screening	X	X	
Individual Education Plan & IEP Review	X (Copy)	X (Copy)	X (Original)
Interagency Referral Form	X	X	
Learning Disabilities Program Screening Report	X	X	X
Medical Reports	X	X	
Paediatrician Reports	X	X	
PISP (Provincial Integrated Support Program)	X	X	
Provincial Resource Centre for the Visually Impaired	X	X	
Pre-School Reports	X	X	

DOCUMENT	RED FILE	CONFIDENTIAL SCHOOL FILE (e.g. SBT, LAT)	STUDENT RECORD FILE G4
Private Therapists	X	X	
Provincial Resources & Services	X	X	
Physio/OT Reports & Assessments	X	X	
Referral to Student Services	X	X	
Referral Confirmation Form		X	
Report Cards			X
Reports from other school districts	X	X	
Samples of student's work			X
School-Based Team Minutes	X (for students in Level 1,2,3)	X	
SET-BC (Special Education Technology)	X	X	
Speech & Language Reports	X (if a Red File exists)	X	
Student Profile Form	X	X	
Student Services Alert (eg. Speech Pathology, OT/PT, etc.)			X
Transition Meeting Form (District form)	X (for students in Level 1,2,3)	X	

*** Please note any suicide, risk and/or threat assessment documents are stored in a separate file housed at Student Services.**

Accessing Student Records

Can parents access any student records?

Section 9 of the School Act entitles a student and the parents of a student of school age to *examine all records kept by a board pertaining to that student* while accompanied by the Principal, or a person designated by the Principal to interpret the records.

Beyond this right, access to the entire student record is limited to Principals (or designates) and teachers of the student.

Are there any exceptions?

Yes. If the Principal feels that the disclosure of certain information could harm the safety, mental or physical health of the student or of another person, that information may be withheld under the *BC Freedom of Information and Protection of Privacy Act* (Section 19.1.a and 19.1.b).

Persons providing health services, social services, or other support services under Section 106 of the School Act also have access to the *Permanent Student Record*. Written permission from the student's parent or legal guardian is preferred, but not required by law.

Principals are legally authorized to disclose student records to ministries and agencies providing these services.

Who can access the Confidential Red File at Student Services?

As with other types of student records, parents/legal guardians and school personnel have access to Confidential Red Files.

School personnel may view and copy Red File documents (some restrictions may apply) at Student Services. However, the Red File may not be removed from the Student Services building.

Parents/legal guardians who wish to view their child's Red File must have their child's principal's permission and are asked to make an appointment at least 7 days in advance. It is recommended that the student's Case Manager accompany the parent/legal guardian. If parents/legal guardians wish to have photocopies of all or part of the Red File, a nominal fee may be charged.

Outside agencies or school districts may request all or part of a student's Confidential Red File, only with the written permission of the parent/legal guardian (see *Consent for Release of Information* form). The signature of the parent/legal guardian must be original, not faxed or photocopied.

Funding for Programs and Services for Students with Special Needs

The Ministry of Education provides supplementary funding for students with “unique learning needs”. This is additional funding over and above the base funding that the District receives for every student enrolled in the District.

The criteria for identifying students with special learning needs are very specific. The descriptions of these types of needs and which “category” they fit in is outlined in the Ministry of Education document, A Manual of Policies, Procedures and Guidelines. These students are identified and reported to the Ministry in the Sept. 1701 enrollment.

Students with special needs fall into two broad categories:

1. **Low Incidence special needs** - though a cluster of very different disabilities (e.g. deafness; autism spectrum disorder; physical disability), what is common about them is they occur relatively infrequently (low incidence), they are typically “visible disabilities”, the incidence of such disabilities may not be equal across school boards, and they generally require greater resources to serve. (Now in funding category - Levels 1, 2, 3.)
2. **High Incidence special needs** - though a cluster of very different special needs again (e.g. learning disabilities, behaviour disabilities, gifted), what is common about them is they occur with relative frequency (high incidence), they are typically “invisible disabilities” - language often used in the disability community, the prevalence of these special needs is fairly stable and constant across school districts, and they are generally less expensive to serve. (Now in base funding allocation.)

Level 1 - Dependent Handicapped/Deaf Blind

Level 2 - Moderate Intellectual Disabilities, Physical Disabilities/Chronic Health Impairment, Visual Impairments, Autism Spectrum Disorder, Deaf/Hard of Hearing

Level 3 - Intensive Behaviour Interventions/Severe Mental Illness

This supplemental funding comes to the School District as part of the total budget. The District, in its budget process, then allocates the money for all programs and services. These include special education teacher staffing, supplies, transportation, facilities adaptations, and Educational Assistant staffing.

The Principal, in consultation with the School-Based Team, has the responsibility to allocate the special education staffing time (including educational assistants) at the school, based on the needs of the identified students. Medical and safety needs are considered priority.

The Ministry reserves the right to audit school districts to ensure that the additional funding is being allocated to services that support students with identified categories. The Ministry requires supporting documentation of the type of disability, the impact of the disability, the needs of the student as outlined in the IEP and the services provided. This process ensures equity across the province.

Identification & Assessment Process

The identification and assessment of students who may require special planning, or who may meet Ministry criteria for special needs, is an on-going, *collaborative process*.

STEP 1: CLASSROOM ASSESSMENT

Assessment begins in the classroom. All students receive on-going, classroom assessment.

This ongoing assessment includes what the teacher typically uses to plan units and lessons, to evaluate progress, and to report to parents.

Teachers use:

- Curriculum-based assessment
- Performance Standards
- Assessment portfolios
- School-wide testing (FSA, CTBS)
- Informal checklists

From this information, teachers may need to differentiate instruction for some students.

At this stage of the assessment process parents need to be consulted and the nature of their child's difficulties explained.

STEP 2: CONSULTATION with LEARNING ASSISTANCE

Learning Assistance Teachers can provide extended consultation, informal assessment and assistance with planning for students who are not meeting widely held expectations. Learning Assistance Teachers may also provide alternate materials that may be helpful for classroom teachers to use when meeting the individual needs of students, or groups of students.

STEP 3: SCHOOL-BASED TEAM CONSULTATION & ASSESSMENT

For *some* students, a referral to the Core School-Based Team may be needed.

Core School-Based Teams can provide:

- Consultation with the team

And/or

- Assessment by the Learning Assistance Teacher (Level B Assessment, see p. 33),
Counsellor and/or Resource Teacher

For most students, the nature of the difficulty will be clear enough to allow for individual planning and intervention.

However, with *some* students, the nature of the problem remains unclear. In these cases, further consultation and assessment are required.

STEP 4: SCHOOL-BASED CONSULTATION WITH DISTRICT STUDENT SERVICES and/or COMMUNITY RESOURCES

When Core School-Based Teams are still concerned about a student, they may request a consultation with District Student Services staff such as:

- Speech & Language Pathologist
- School Psychologist
- Hearing Itinerant
- Physio/Occupational Therapist
- District Principal, Student Services
- Other Student Services Staff

School-Based Teams may invite District Student Services staff to attend a Case Conference meeting in order to review files, assess progress, review interventions and determine the need for further assessment.

As well, Core School-Based Teams may also consider referrals to community services/agencies such as:

- Family Physician
- Paediatrician
- Child & Youth Mental Health
- Community Services

in order to gather additional information that will assist in the planning process.

Students who require this level of planning and intervention need

- An Individual Education Plan with specific adaptations and/or modifications (NOTE: School Psychologist must be consulted prior to placing Non-Ministry students on a modified IEP)
- School-based resources to support the plan
- Careful monitoring and follow-up by the School-Based Team

STEP 5: FORMAL and/or IN-DEPTH CORE ASSESSMENT

For a few students, additional consultation, assessment, and planning may be required.

These students may need formal Level C Assessment (see p. 33) in order to determine the exact nature of the difficulties.

A School Psychologist completes Level C Assessment.

As well, Core School-Based Teams may request in-depth assessment by community or provincial agencies such as:

- Sunnyhill Assessment Team
- Children's Hospital
- Fraser Health Assessment Network (FHAN)
- ICCP (Intensive Community Care Plan)

There are specific community protocols that schools need to follow for these types of assessments.

Levels A, B & C Assessments

What is Level A Assessment?

Level A assessment refers to the basic assessments that can be completed at the school level:

- Rating scales
- Teacher observations
- Curriculum-based assessment
- Portfolios
- Samples of work
- File review
- Consultation with School Psychologist for informal assessment
- Teacher designed tests and exams
- Some standardized assessments designed for group administration

What is Level B Assessment?

Level B assessment can be administered only by those who have *specific training in the administration, scoring and interpretation of educational tests* such as Resource Teachers, Speech & Language Pathologists, and Learning Assistance Teachers (see p. 36 for a list of recommended assessments for LATs).

How are Level C Assessments different from Level A & B Assessments?

Level C assessments are administered and interpreted by qualified personnel, such as an Educational Psychologist, who have experience and advanced graduate level training in the field specific to the tests.

Some examples:

Cognition

- Test of Nonverbal intelligence - 3rd Edition (TONI - 3)
- Screening Assessment for Gifted Elementary Students (SAGES)
- Ravens
- Weschler Preschool & Primary Scales of Intelligence - 3rd Edition (WPPSI - III)
- Stanford Binet V
- Weschler Intelligence Scales for Children - 4th Edition (WISC - IV)
- Weschler Adult Intelligence - 3rd Edition (WAISI - III)
- Woodcock Johnson Cognitive Tests - III (WJ - III)
- Children's Memory Scale
- Differential

Adaptive Behaviour/Attention/Personality

- Vineland Adaptive Behaviour Scale - II
- Adaptive Behaviour Assessment System (ABAS - II)
- Conner's Rating Scale 3
- Behaviour Assessment System for Children (BASC)
- Children's Depression Inventory
- Behaviour Rating Inventory of Executive Functioning

Learning Assistance Assessment Tools

The “Core” list is recommended for all schools in the Chilliwack School District. The “Optional” list represents a variety of assessments that should be available to LATs.

Core:

(Check indicates where the assessment can be used appropriately.)

Norm referenced:	Elementary	Middle School	Senior Sec.
Peabody Picture Vocabulary Test	✓	✓	✓
Kaufman Test of Educational Achievement II	✓	✓	✓
Key Math Diagnostic Inventory	✓	✓	✓
Gray's Oral Reading Test (GORT-3)		✓	✓
Gifted Inventory (Hawthorne)	✓	✓	✓
Emotional Behaviour Diagnostic Survey (Hawthorne)		✓	✓

Criterion referenced:	Elementary	Middle School	Senior Sec.
Jerry John's Reading Inventory	✓	✓	✓

OPTIONAL:

Norm referenced:	Elementary	Middle School	Senior Sec.
Test of Written Language (TOWL-3)		✓	✓
L.D. Evaluation Scale (Hawthorne)	✓	✓	✓
Test of Language Development	✓	✓	✓
Phonological Awareness Test (diagnostic)	✓		
Wide Range Achievement Test (WRAT)			
Informal:	Elementary	Middle School	Senior Sec.
Alberta Diagnostic Inventory	✓	✓	
Dolch 220 Word Lists	✓		
Kottmeyer Diagnostic Spelling Tests	✓		
Phonemic Awareness Test (early primary)	✓		
P.M. Benchmarks	✓		
Enright Inventory of Basic Arithmetic Skills	✓		

Individual Education Plans

What is an Individual Education (IEP) Plan?

An IEP is defined by the Ministry of Education as ...

“A documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.”

The IEP is a vehicle for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies.

Typically an IEP includes individualized goals with measurable objectives, adaptations and/or modifications where appropriate, the strategies to meet these goals, and measures for tracking student progress in relation to the goals. It also documents the special education services being provided as these relate to the student's identified needs.

Some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning for educational modifications, adaptive technologies, or health care plans. The IEP will reflect the complexity of the student's need and, accordingly, can be brief or more detailed and lengthy.

An IEP is not:

- Written in stone
- A daily plan, or a description of everything that will be taught to one student
- A means to monitor the effectiveness of teachers
- A report card (however, the report card should comment on progress towards IEP goals)

What is the purpose of an Individual Education Plan?

The development of the IEP serves a number of purposes:

- It formalizes planning decisions and processes, linking assessment with programming.
- It provides teachers, parents and students with a record of the educational program for an individual student with special needs, and serves as the basis for reporting the student's progress.
- It serves as a tool for tracking individual student learning in terms of agreed-upon goals and objectives.

- It documents the relationships between any support services being provided and the student's educational program.
- It provides parents and students with a mechanism for input into the individualized planning process.
- It assists teachers in monitoring and reporting on student growth. (Progress on Goals used at reporting times.)

What must the Individual Education Plan contain?

The IEP document does not describe every aspect of a student's program. It makes reference to those aspects of the educational program that are modified or adapted, and identifies the support services to be provided. IEP learning outcomes are often described as goals and objectives.

The IEP must include the following:

- the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- be accompanied by measurable objectives developed for each goal to enable IEP review and evaluation;
- a list of the adaptations to educational materials, instructional strategies or assessment methods;
- the present levels of educational performance of the student;
- the setting where the educational program is to be provided;
- the names of all personnel who will be providing the educational program and the support services for the student during the school year;
- the period of time and process for review of the IEP;
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and
- plans for the next transition point in the student's education (including transitions beyond school completion) and linkages to Graduation Portfolio during Grades 10-12.

Who must have an IEP?

All students with special needs must have an IEP. There are **three** instances in which an exception can be made:

- the student with special needs requires no adaptation or only minor adaptations to educational materials, or instructional or assessment methods;
- the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs;
- the student with special needs requires in a school year, 25 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

How are Individual Education Plans developed?

Teachers have found that it is best to incorporate the IEP development and implementation into the regular routines of planning, evaluating and reporting that occur for all students.

For the process to work, there must be on-going collaboration among teachers, principals, support personnel, parents, students and district/community agencies.

Who should be on the Individual Education Planning team?

The IEP planning team can and should vary depending upon the needs of the student.

Participants usually include

- The student's Case Manager
- Classroom teacher(s)
- School Principal
- Parents/legal guardians
- Student (if appropriate, usually starting at around Gr. 6)
- School-based and district personnel, as needed

Members of the planning team should be chosen based on their ability to provide information or to support the student's program. In some cases, such as when the student has needs in only a specific area, the team may be limited to the principal, teacher, the parent, and if appropriate, the student.

In other cases, such as when the student has complex or multiple needs, the planning team may be extended to include educational and related services personnel to assist with assessment and planning.

The IEP team develops a common understanding of the student's strengths, interests, and needs. Together the team shares information and observations of the student's behaviour and learning in a variety of settings.

What is the role of the parent on the team?

Parents have the right to be **meaningfully consulted** and the responsibility to participate in the process of determining the educational goals and services provided for their child.

The Individual Education Plan Order (M638/95) requires parents to be offered the opportunity to consult on the development of their child's IEP.

Parents provide a unique perspective about the student's personality, development and learning; they are an integral part of the planning team.

How is the Individual Education Plan implemented?

The student's Case Manager has the role of coordinating the implementation of the IEP.

This includes

- Organizing and chairing the IEP planning meeting
- Ensuring that a regular process for monitoring the student's progress is established
- Ensuring that meeting records are kept and distributed
- Ensuring that the IEP is filed as per requirements

When a student has multiple or severe needs, it is essential that services (e.g. Mental Health, probation, public health) be coordinated to avoid duplication, and to ensure consensus regarding goals, consistency in interventions and an integrated approach to service delivery.

What are the steps in writing an Individual Education Plan?

The following steps are suggested when writing the IEP

- Identify priorities for the student
- Determine SMART goals
 - S = Specific
 - M = Measurable
 - A = Action-oriented
 - R = Relevant
 - T = Time bound
- Break the goals down into short-term measurable objectives
- Determine what strategies will be used and what resources will be required to assist the student to reach the objectives
- Establish ways of assessing the student's progress
- Establish dates for reviewing the IEP

Transition Planning

What is meant by a transition?

A transition is the passage of students from one environment to another at key points in their development.

Typical transitions for students with special needs include

- Pre-school to Kindergarten
- Grade to grade within the same school
- School to school
- Elementary to middle school
- Middle to secondary school
- Secondary to workplace/community/post-secondary

What kind of planning is needed for a transition?

Transitions require planning to ensure that all elements of the IEP are continued.

The IEP of a student with special needs should include plans for major transitions.

Typically, such transitions require a separate meeting, or series of meetings, to ensure that the receiving teacher(s) and school understand the unique needs of the student, and that planning is continuous.

Who is responsible for organizing transitions for students with special needs?

The Principal, in collaboration with the Core School-Based Team, is responsible for ensuring that all students, including those with special needs, have appropriate planning for major transitions.

Students with mild needs are usually included in the typical transition planning that schools have designed for all students (e.g. year-end grade placement meetings, articulation meetings).

However, when a student has multiple or complex needs, there should be a transition process initiated by the Core School-Based Team and carried out by the student's Case Manager.

Who should be involved in transition planning?

Usually the transition process includes all, or part, of the Core School-Based Team as well as

- The student's Case Manager
- The student (as appropriate)
- Parents/legal guardian
- Teacher(s) - current and receiving
- Educational Assistant(s)
- Other school and district personnel, as needed
- Community services personnel, as needed

When planning transitions to a new school, it is important that some, or all, of the Core School-Based Team at the receiving school is involved in the transition process.

What does a good transition process include?

Good transitions have the following characteristics

- Information regarding the student's history, strengths and needs is shared with relevant personnel
- IEP goals are shared
- Specific strategies are developed to ensure a smooth transition to the new environment

Good transitions depend on developing a good working relationship with the new team. Parents, the student and the receiving teacher will all feel confident about the transition when there is a supportive team around them.

See Transition Forms page 124-129.

Preschool Transition Protocol

The school district has a formal transition process for students with special needs transitioning to Kindergarten. Our aim is to provide the most safe, effective and comfortable transition for students with special needs entering our system. Key elements of this process are to:

- Ensure that parents of transitioning students are well informed about the programs and resources available to support students with special needs.
- Develop a personal connection between parents and the school
- Provide information to the schools in a timely manner to allow appropriate transition planning to occur at the school level
- Obtain and organizing documentation of special needs to allow categorization of students for funding purposes.
- Organize transition meetings between preschool and school teams

Students Involved with Supported Child Care

February/March

At Individual Family Service Plan meetings, coordinated by Supported Child Care, parents of transitioning students are given the booklet *Is Your Child with Special Needs Starting Preschool Soon?*, the letter of introduction from the school district and the release of information form. Parents fill out the preschool registration form and return it to the Coordinator of Supported Child Care. Parents are requested to register their children in schools as soon as possible (usually the neighbourhood school).

The District Principal of Student Services or designate meets with the Coordinator of Supported Child Care to discuss incoming students. A memo is sent to Principals and Core School-Based Teams informing them of the names and possible funding categories of students with special needs expected to transition to their school. The Core School-Based Team opens a confidential file and assigns a Case Manager. *An appropriate member of the Core School-Based Team (usually the Case Manager) contacts the parents regarding transition planning.*

Assessment and compilation for documentation from Ministry categories continues.

April/May

Core School-Based Teams continue planning for transition of students with special needs. Depending on the needs of the students, this might include observation of the student in the preschool setting by the Case Manager and/or the Kindergarten Teacher; visits of the student to the school; and a transition meeting. The Supported Child Care consultant will be able to help in coordinating this process.

Timeline for Preschool Transition for Principals

As received	Let District Principal of Student Services, or designate, know of any students entering Kindergarten with special needs.
February/March	Initial list of students and possible categories sent to School-Based Teams SBT opens confidential file SBT assigns a Case Manager (see flow chart) The Case Manager contacts the parent re transition planning.
April/May	Planning for the transition of students and begin documentation submissions to Student Services.

Best Practices in Transitions

Effective Preschool-Kindergarten Transitions

- Help the student feel comfortable and successful in the new environment
- Provide time and opportunity for the child's story to be told to the receiving school team
- Build a connection/develop trust between the parent and the school
- Allow the teacher understand the child's learning profile (strengths, needs, learning style)
- Allow the teacher understand the child's current level of functioning in all areas of development
- Make the teacher aware of strategies that have been successful in the past
- Leave the teacher with a clear understanding of how to work with the student in September
- Ensure that any physical changes to the school needed to allow access to the facility and the curriculum are made
- Ensure that needed equipment is available
- Ensure that needed training is available to staff
- Ensure that referrals for support services (e.g. PT, OT, SLP) are made in a timely manner
- Ensure that all documentation and paperwork needed to allow support to be provided to the child is complete
- Create the possibility of follow-up support from last year's team

Effective Elementary, Middle and Secondary School transitions

It is recommended that schools take particular care when transitioning students with special needs to the middle or secondary school. Parents and students are often anxious about leaving the security of the current setting. Careful transition planning ensures the least amount of disruption for the student and family. Please see pages 124-129 for transition forms to assist with the process.

Middle School Entry Recommended Transition Cycle

Date	Activity	Type of Student						
		Typical	Low Incidence	Moderate or Intensive Behaviour	Learning Disability	Mild Int. Disability	Gifted	No Category
October	Transition goals written into IEP=s for grade 6 students		T	T	T	T	T	T
November - May	Family of Schools Meetings for grades 6s & 7s with teachers, parents and students - include students with Special Needs (e.g. Breakfast Meetings, after school, etc)	T	T	T	T	T	T	T
	It is recommended that the focus of one Family of Schools meeting be students with special needs (e.g. teachers, parents, Educational Assistants, LAT=s, Resource Teachers, Counsellors, Administrators, Student Services personnel)		T	T	T	T	T	T
Early January	Middle School SBT contacts feeder schools to set up time for team to team planning meetings in late January		T	T	T	T	T	T
Late January	School Based Teams meet to plan transition process with Resource Teachers & Counsellors (relationship to regular process, plan additional visits, determine case manager & who needs to be involved, determine schedule of meetings, and identify case managers)		T	T	T	T	T	T
February - June	Individualized transition activities as planned (e.g. visits to Middle School, maintenance requests, meetings, etc)		T	T	T	T	T	
January/February	Middle School Principal(s) with representative grade 7s visit(s) feeder schools (review courses, procedures, time tables, sports & clubs, electives)	T	T	T	T	T	T	T
February/March	Counsellor(s) from Middle School visit(s) the grade 6 classes with registration forms	T	T	T	T	T	T	T
April/May	Parent Information Night	T	T	T	T	T	T	T
May	Special activity at the Middle School for all grade 6 students (e.g. Gym Blast) - involve Students with Special Needs & support personnel, as appropriate	T	T	T	T	T	T	T

Middle School Entry Recommended Transition Cycle continued

Date	Activity	Type of Student						
		Typical	Low Incidence	Moderate or Intensive Behaviour	Learning Disability	Mild Int. Disability	Gifted	No Category
April/June	Middle School Resource Teacher to meet with individual parents of Students with Special Needs (home or school)		T					
	Articulation meetings between Middle School and Elementary SBTs, including grade 6 teachers and grade 7 teachers, if possible. Info collated on Transition Forms.	T	T	T	T	T	T	T
	Team to team meetings for individual Students with Special Needs as per January Transition Plan		T	T	T	T	T	T
May/June	Grade 6 students visit Middle School (tour of school with Leadership Students)	T	T	T	T	T	T	T
	Students with Special Needs hand time-tabled by Middle School		T	T	T	T	As needed	As needed
	Advisory Teachers buddy in-coming grade 7 students with grade 8 or 9 peers	T	T	T	T	T	T	T
End of August	Middle School may plan a Prep Day for new grade 7 students with Middle School personnel (school orientation, binder organization, binder use, etc)	T	T	T	T	T	T	T
	Individualized visits for students with very specialized needs, as needed		T	T				
September	Copy of transition forms given to grade 7 teachers	T	T	T	T	T	T	T
	Grade 7 Activity Day or Retreat (team building)	T	T	T	T	T	T	T
	Follow up meeting for grade 6 & 7 teachers to share information and complete the transition cycle	T	T	T	T	T	T	T
	School Based Team meetings including Core teachers and parents to tell/hear the child=s story		T	T				
October/November	Middle School provides feedback to feeder schools re: student progress	T	T	T	T	T	T	T

Acceleration, Extension & Retention of Students with Special needs

What is current Board Policy regarding acceleration?

Generally, students progress through the grades with their same-age peers. On occasion, and with sufficient evidence and consultation with the Core School-Based Team and family, students may be accelerated.

Students may be accelerated in one or more specific subjects or grades when they display exceptional ability or performance.

For a student to be accelerated they must:

- Show an exceptional degree of competence in the learning outcomes of the core curriculum,
- Possess a level of social/emotional maturity that would encourage a successful transition,
- Demonstrate an age appropriate understanding, involvement and commitment to the acceleration process,
- Have the support of the Core School-Based Team who will consider the following:
 1. The recommendation of the current teacher(s) and the receiving teacher(s),
 2. School-based and district assessments,
 3. The recommendation of the parents,
 4. Other appropriate or relevant information,
 5. The provision for on-going support and evaluation of the student's progress, as part of the IEP process.

For more information, see *Board Policy 527*, or *Board Regulation 527.1*

What is current Board Policy regarding retention of students with special needs?

Chilliwack School District supports and promotes the integration of students with special needs with their same-age peers. Usually, then, students with special needs would progress through the grades to school completion with their age group.

Board Regulation 607.1 states “only in **exceptional** circumstances may students be retained for an extra year in elementary and middle school grades.”

The decision to retain a student with special needs would require the agreement of the Core School-Based Team, including the principal, the parents, as well as the District Principal, Student Services.

The Core School-Based Team, in conjunction with the student's Case Manager, would need to consider a number of factors such as:

1. The recommendation of the current teacher(s) and the receiving teacher(s),
2. School-based and district assessments,
3. The recommendation of the parents,
4. Other appropriate or relevant information,
5. The provision for on-going support and evaluation of the student's progress, as part of the IEP process.

Retention decisions need to be carefully documented by the Core School-Based Team.

For more information, see Board Policy 607.1 (AR)

(Intake of) Low Incidence Students New to the District

1. Parent to contact neighbourhood school to schedule a placement meeting.
2. The school based team will collect information to determine if a category is in place for the student.
3. School based team will then assign a Case Manager, develop a plan and compile the documentation necessary to meet ministry criteria. This documentation will then be submitted to Student Services. (See page 114 for a help sheet for this process.)

Note:

Inclusion at middle/secondary school involves a team of up to 20 individuals (8 Classroom Teachers, 8 Educational Assistants, 1 Counsellor, 1 Administrator, 1 TAG Teacher and 1 Case Manager/Resource Teacher). It is not a simple process and, in order to meet contract language, safety codes (in shop, cooking and tech ed classes) and class numbers, there is significant planning involved.

Students are welcome at anytime, but intake is most successful during semester turnaround (beginning of February) or September for semestered schools.

ESL/ESD Student Registration Procedure for Parents

Your child may be eligible for ESL support services from the Chilliwack School District. To find out if your child/children can receive this service, please follow the directions below **BEFORE REGISTERING AT A SCHOOL.**

1. Call and make an appointment at the School Board Office with the District ESL Coordinator.

This office is located across from the Chilliwack Airport on Airport Road.

Address: **8430 Cessna Drive,
Chilliwack, B.C.**

Telephone: **604 792-1321**

2. Please bring either your child=s Canadian **Birth Certificate** or **Immigration forms** or **Permanent Resident Card** to the appointment.
3. Bring your child with you for this interview. The interview and assessment of English are between a 2 hour to 1 hour long.
4. Contact the assigned school to make an appointment for Registration and Reception. Please take your child=s **Immigration documents** or **Birth Certificate** to the school also.

If your child can receive ESL support, he/she will receive support either in the regular classroom or through the ESL program offered by the school. The primary goal of this program is to support your child=s English Language development.

Part 2:

Support Services for Students with Special Needs

Introduction to Service Delivery

In the Chilliwack School District some services for students are school-based. At elementary schools, school-based services include Learning Assistance Teachers, Resource Teachers and Educational Assistants.

At secondary schools, school-based services include Learning Assistance Teachers, Counsellors, Educational Assistants, and Resource Teachers.

Other special services for students are district-based.

These include

- Speech and Language Pathologists
- Occupational/Physiotherapists
- School Psychologists
- Teacher of the Deaf and Hard of Hearing
- Teacher of the Visually Impaired
- Elementary District Counsellors
- Hospital/Homebound Teacher
- Gifted & Talented Helping Teacher

Referral for these services is usually through the Core School-Based Team.

School-Based Support Services

Learning Assistance Teachers

Learning Assistance is a School-Based service designed to support classroom teachers and their students who have mild to moderate difficulties in learning.

Learning Assistance provides a coordinated and integrated set of support services that include

- School-based consultation
- Collaborative planning
- Coordination with the Core School-Based Team
- Instruction
- Assessment
- Evaluation

Learning Assistance Teachers help organize, maintain, and integrate services in the school, and as a member of the Core School-Based Team, provide the major link with support services available at the district level.

He/she assists with pre-referral interventions and works closely with teachers and the Core School-Based Team to plan for, organize and access support for students with special needs.

For more information, refer to *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

Middle/Secondary Counsellors

The aim of school counselling programs is to facilitate the educational, personal, social, emotional and career development of students in schools and in the community.

School Counselling is a service that provides a continuum of preventative, developmental, remedial, and intervention services and programs.

The School Counsellor's roles include:

- Counselling
- Consultation
- Co-ordination
- Education

The relative emphasis given to these services varies and reflects the needs of each school.

School Counselling services should be co-ordinated with services provided in the school (e.g. Youth Worker) and in the community by other ministries (e.g. mental health services) according to local and/or inter-ministerial protocol agreements.

Schools should establish referral procedures for educators, students and their families to access the services of School Counsellors.

School Counsellors are usually members of the Core School-Based Team, and assist in the access to and coordination of school, district and other community services for students.

For a more detailed description of School Counselling services, see *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

Elementary/Middle/Secondary Resource Teachers

Resource Teachers I provide Case Management services to students with a Low Incidence Disability.

Specifically, Resource Teachers provide the following services for Low Incidence Students:

- IEP development
- Level A and B Assessment
- Direct instruction of some students
- Transition planning
- Coordination of school and district services
- Coordination of provincial agency support
- Consultation to Core School-Based Teams, classroom teachers, Educational Assistants and parents
- Program development
- Documentation

For more information, refer to *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

Educational Assistants

Educational Assistants work under the general direction of a teacher, and under the supervision of the Principal.

Educational Assistants are assigned by the Principal (in collaboration with the Core School-Based Team) to support students.

Educational Assistants:

- Share relevant information about the performance and behaviour of students to support the IEP, transition and program design
- Implement strategies to accommodate individual learning needs/styles
- Assist students with learning activities
- Support learning and skill development activities in community settings
- Facilitate student learning individually and in small groups
- Carry out personal and health care routines as directed

For more information on the role of the Educational Assistant, refer to *Special Education Services: A Manual of Policies, Procedures and Guidelines* and *Roles and Responsibilities of Teachers and Educational Assistants: A BCTF/CUPE Joint Paper*.

District Student Services

NAME OF SERVICE: **Category Review**

LOCATION: Student Services

MANDATE: To review referral packages from school-based teams to determine whether a student's needs are commensurate with Ministry of Education criteria for categorization. The Category Review Team reviews services to date and provides, if necessary, any further recommendations.

WILL ACCEPT REFERRALS FROM:

School-Based Teams

REFERRAL PROCEDURE:

To **change a category** complete the "Category Change " form on page 86.

For a **new** student complete the Student Profile form on page 85.

Attach Ministry ID check list, updated IEP, outside assessments, updated school assessments, School-Based Team minutes, and Planning Tools where appropriate (Learning Disability, Behaviour, Autism and Physical Disability or Chronic Health).

DESCRIPTION OF SERVICE:

The Category Review team consists of a School Psychologist, District Principal of Student Services, Student Services Co-ordinator, and any other support staff as deemed necessary.

The process involves extensive review of all attached reports.

NAME OF SERVICE: Teacher of the Deaf & Hard of Hearing

LOCATION: Student Services

MANDATE: To act as Case Manager for Ministry identified Deaf and Hard of Hearing students, and to provide the necessary support services to best meet the needs of the hard of hearing student within his/her school setting.

WILL ACCEPT REFERRALS FROM:

- District Principal of Student Services or designate
- Core School-Based Team Chairperson
- Learning Assistance Teacher
- Parents of preschool children
- Audiologist

REFERRAL PROCEDURE:

1. Student Services Referral Form, page 116
2. Phone calls from above individuals

DESCRIPTION OF SERVICE:

- Work directly with deaf and hard of hearing students who require assistance with language, speech, auditory training, social and emotional development,
- Monitor hard of hearing students who are not receiving direct service,
- Provide consultative services to parents, teachers, counsellors, educational assistants and other personnel when required,
- Offer in-service to promote a greater understanding of hearing impairment and its educational implications for teachers and students,
- Provide hearing screening for students from grade 1 – 12 upon referral from Core School-Based Teams, Learning Assistance teachers, classroom teachers, or parents.

NAME OF SERVICE: District Counsellor - Elementary

LOCATION: Student Services

MANDATE: The Elementary School Counsellor supports the emotional, social and intellectual development of students by working with school staffs to provide a continuum of preventative, developmental, remedial, and intervention services within the school. As well, School Counsellors facilitate referrals to community resources and agencies according to inter-ministerial protocol agreements.

WILL ACCEPT REFERRALS FROM:

Schools need to establish clear referral processes for accessing School Counsellors. Generally, School Counsellors accept referrals through the Core School-Based Team from parents, teachers, Principals, students, or other agencies.

REFERRAL PROCEDURE:

Referrals are usually processed through Core School-Based Teams and counselling services are determined in consultation with the team.

DESCRIPTION OF SERVICE:

Counsellors provide the link between the school-based and district/community resources and programmes.

The four roles of the Elementary School Counsellor are:

- Counselling
- Consultation
- Coordination
- Education

The relative emphasis given to these four roles will vary with the needs and demands of individual schools and will be determined in consultation among the Principal, the Core School-Based Team and the Counsellor.

For further information regarding the role of School Counsellors, see *Special Education: A Manual of Policies, Procedures and Guidelines*.

NAME OF SERVICE: Hospital Homebound Teacher Program

LOCATION: Student Services

MANDATE: The Hospital Homebound Program is a support service designed to meet the needs of students who are unable to attend school for medical, psychological or behaviour reasons. Students with health problems are first priority. The goal of this program is to keep students as academically current as possible with classmates.

WILL ACCEPT REFERRALS FROM:

- Student Services Staff
- School Staff
- Core School-Based Teams
- Hospital Staff
- School District Administrative Staff
- Parents

REFERRAL PROCEDURE:

Medical students - phone call or letter to Student Services, or Hospital Homebound Teacher. Parents will sign referral form at initial meeting.

Non-medical students - Students must be screened through Core School-Based Teams, including the Hospital Homebound teacher. Approval by a District Principal of Student Services or designate and a work plan need to be in place before commencement of service. Parents will sign referral form at initial meeting.

DESCRIPTION OF SERVICES:

- Consult and collaborate with classroom teacher and provide feedback to him/her on a regular basis.
- Collect assignments from classroom teacher and provide tutoring/teaching to students.
- Act as a liaison person between school and home and other agencies when needed.
- Mark any materials and/or exams for which keys are provided and return completed work to classroom teacher. Monitor tests when necessary.
- Provide emotional support to relieve anxieties caused by illness and isolation from classmates and worries about returning to school.

NAME OF SERVICE: Occupational Therapy

LOCATION: Student Services / Child Development Centre

MANDATE: To offer service for students with motor difficulties in the following areas: fine motor skills, activities of daily living (self-care, and life skills); mobility, i.e. wheelchair and adaptive equipment at home and school, including access to bathrooms, desks; and offer input regarding vocation, leisure activities and safety.

WILL ACCEPT REFERRALS FROM:

Core School-Based Teams

Please note that teachers, Resource Teachers, parents, physicians, children's facilities staff (e.g. BC Children's Hospital, Sunny Hill), should direct their referral requests to the Core School-Based Team.

REFERRAL PROCEDURE:

All therapy referrals for Student Services and CDC are submitted to Student Services using the "Students Services Referral" form page 116.

DESCRIPTION OF SERVICE:

As needed, usually consultative, itinerant in home, school and community. Consultative to C.A.S.T. (Chilliwack Autism Support Team) and SET-BC (Special Education Technology - BC).

For more information, refer to Appendix: Protocol between School District #33 and Fraser Valley Child Development Centre.

NAME OF SERVICE: Physiotherapy

LOCATION: Student Services / Child Development Centre

MANDATE: To offer service for students with motor difficulties affecting gross motor skill development; ability to walk; maintain or increase movement and strength; monitor position and posture; teach exercise programs; teach transfer and mobility techniques; and advise re: braces, crutches, walkers, wheelchairs; adapted P.E.; safety and fitness.

WILL ACCEPT REFERRALS FROM:

Core School-Based Teams

Please note that teachers, Resource Teachers, parents, physicians, children's facilities staff (e.g. BC Children's Hospital, Sunny Hill), should direct their referral requests to the Core School-Based Team.

REFERRAL PROCEDURE:

All therapy referrals for Student Services and CDC are submitted to Student Services using the "Student Services Referral" form page 116.

DESCRIPTION OF SERVICE:

As needed, usually consultative, itinerant in home, school and community. Consultative to C.A.S.T. (Chilliwack Autism Support Team) and SET-BC (Special Education Technology-BC)

NAME OF SERVICE: **School Psychologist**

LOCATION: Student Services

MANDATE: The School Psychologist, through collaborative consultation, assists with pre-referral interventions, provides assessments for students referred through consultation, and provides in-service and training in the areas of educational assessment.

WILL ACCEPT REFERRALS FROM:

School Psychologists are available to consult with Core School-Based Teams. A consultation may result in further planning/intervention, and/or referral for assessment. Psycho-educational assessment is undertaken only after there has been considerable pre-referral assessment and pre-referral intervention.

REFERRAL PROCEDURE:

Referrals for assessment are made through the Core School-Based Team, in consultation with the School Psychologist, and must include parental involvement. Please use the "Student Services Referral" form, page 116, with attached School Psychologists insert, page 118, signed by the parent and the School Psychologist. Include an LD Planning Tool, page 174, and an IEP with the referral.

DESCRIPTION OF SERVICE:

School Psychologists assist in the gathering and analysis of information about students who have been referred to the Core School-Based Team. School Psychologists gather information through consultation, and informal/formal assessment. Informal assessment services include observations, file reviews, interdisciplinary consultation, and interviews.

Formal assessment services include administration and interpretation of Level C tests.

Psycho-educational assessments serve diagnostic and planning functions for students identified through the Core School-Based Team. These assessments are intended to assist teachers and parents to better understand the nature of the child's need, developmental factors, and implications for educational, social, emotional and career decisions. **The School Psychologist must be consulted prior to a non-ministry category student being placed on a modified IEP for the first time. Any modifications used must be documented in the IEP.**

Assessment information should be used for planning, for goal setting, for the development of interventions and strategies, and for evaluation and reporting purposes.

Other services:

Psychologists can assist school and district staff in providing in-service training for professional and Educational Assistant staff, and participate or assist in program evaluation and research activities.

For further information regarding the role of the School Psychologist, see *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

NAME OF SERVICE: **Resource Teacher**

LOCATION: Schools

MANDATE: To provide case management services to students with a Low Incidence Disability. (Please see Ministry of Education's *Special Education Manual of Policies, Procedures and Guidelines* for information on Low Incidence).

WILL ACCEPT REFERRALS FROM:

All students with a Low Incidence Disability must have a Case Manager.

REFERRAL PROCEDURE:

Students are usually referred directly to a Resource Teacher or through the Core School-Based Team.

DESCRIPTION OF SERVICE:

Case Management services for Low Incidence Students include:

- Coordination of multi-disciplinary team
- Coordination of provincial agency student support
- Development of the Individual Education Plan and maintaining all Ministry required documentation in student files
- Consultation services for School-Based Team, classroom teachers, Educational Assistants and parents
- Level A and B assessments
- Development of programs
- Transition planning

NAME OF SERVICE: **Student Services Co-Ordinator**

LOCATION: Student Services

MANDATE: To provide consultation and coordination of services to schools as they plan to address the needs of their students.

REFERRAL PROCEDURE:

Contact directly

DESCRIPTION OF SERVICE:

- Review of Ministry categories
- Coordination of district multi-disciplinary teams
- Liaison with provincial programs and community agencies
- Consultation to Core School-Based Teams, classroom teachers, or resource teachers re: individual situations
- Consultation to Alternate Education
- Support for Resource Teachers, Learning Assistance Teachers, Counsellors
- Development of district processes, procedures, and initiatives
- Organization and provision of training in the area of Student Services
- Participation in community and regional special education committees

NAME OF SERVICE: **Speech Language Pathology**

LOCATION: McCammon Elementary

MANDATE: To assist School-Based Teams through the provision of Speech Language Services within School District #33.

WILL ACCEPT REFERRALS FROM:

Core School-Based Team

REFERRAL PROCEDURE:

Submit the "Student Services Referral" form, page 116, with attached Speech Language Pathology Insert, page 119, signed by your Speech Pathologist.

The Core School-Based Team in conjunction with the Speech Language Pathologist prioritizes referrals for assessments and programming.

DESCRIPTION OF SERVICE:

- To provide assessment/consultation/programming on a referral basis, in conjunction with the Core School-Based Team and other district personnel.
- To work as part of multi-disciplinary teams to provide the speech and language component, e.g. Chilliwack Autism Support Team, and Early Intervention Committee.
- To serve as a resource to the Core School-Based Team, including parents, school and district personnel, and other professionals, in the areas of programming, strategies, and continued education.

For more information see Appendix "Guidelines for Making Referrals to the Speech Language Pathologist".

NAME OF SERVICE: Teacher of Students with Visual Impairments

LOCATION: Student Services

MANDATE: To provide the necessary support services to best meet the needs of the integrated visually impaired student within his/her school setting.

Visual impairment means:

- a visual acuity of 6/21 (20/70) or less in the better eye after correction
- a visual field of 20 degrees or less
- any progressive eye disease with a prognosis of becoming one of the above
- an uncorrectable visual problem or reduced visual stamina such that the student
- functions throughout the school day as if his/her visual acuity is limited to 6/21 or less.

WILL ACCEPT REFERRALS FROM:

- District Principal of Student Services or designate
- Core School-Based Team Chairperson
- L.A. Teacher, Classroom teacher
- Visually Impaired Program at Sunny Hill Hospital

REFERRAL PROCEDURE:

- Phone call for consultation
- Completion of page one of "Student Services Referral" form
- Reports from medical personnel

DESCRIPTION OF SERVICE:

- Works directly with visually impaired students who require assistance in specialized skills not ordinarily offered, such as Braille, visual efficiency training, typing, living skills, social and/or emotional development, orientation and mobility, etc., when appropriate.
- Provides consultative services to Core School-Based Teams, parents, teachers, counsellors, and other personnel when required.
- Assists as a liaison person between home, school and outside agencies involved to maintain effective continuous communication.
- Offers in-service to promote a greater understanding of visual impairment and its educational implications to teachers and students.
- Assists in the provision of specialized materials such as Braille, tapes, large print texts, equipment etc. from the Ministry (P.R.C.V.I. and SET-BC).

District Programs & Services

NAME OF SERVICE: **CAST (Chilliwack Autism Support Team)**

LOCATION: Student Services

MANDATE: To provide consultation and planning support to teams working with Low Incidence students who have Autism Spectrum Disorders such as Autism, Asperger's Syndrome, Rett syndrome, childhood disintegrative disorder and pervasive developmental disorder not otherwise specified (PDDNOS).

WILL ACCEPT REFERRALS FROM:

Core School-Based Team

REFERRAL PROCEDURE:

Student Services Referral Form, page 116, with CAST ✓.

If it is determined by the CAST team that a POPARD consult would be of benefit, each school based team would be notified by a CAST member and required to compile the paperwork for the POPARD referral.

DESCRIPTION OF SERVICE:

The CAST team is a trained team of School District personnel consisting of District Principal of Student Services or designate, School Principal, a Resource Teacher, Speech Language Pathologist, Occupational Therapist, and School Psychologist.

They work at times with an Educational Consultant from the Provincial Outreach Program for Autism and Related Disorders (POPARD).

Team members collaborate with the School-Based Team to

- Observe students
- Assist in developing educational programming
- Assist in developing strategies for behaviour management
- Provide information to help in understanding the needs of students with Autism Spectrum Disorders
- Provide written recommendations
- Provide follow-up support
- Provide in-service to team members

NAME OF SERVICE: **DIST (District Inclusion Support Team)**

LOCATION: Student Services

MANDATE: To provide consultation and planning services to school-based students with complex behavioural concerns. To assist in the development of appropriate programming and meaningful inclusion for these students.

WILL ACCEPT REFERRALS FROM:

Core School-Based Teams

REFERRAL PROCEDURE:

Student Services Referral Form, page 116.

DESCRIPTION OF SERVICE:

DIST is a multi-disciplinary team of School District personnel. The team consists of District Principal of Student Services or designate, a Resource Teacher, Speech Language Pathologist, Occupational and/or Physical Therapist, School Psychologist, school principal or designate.

Team members collaborate with the Core School-Based Teams to:

- Observe students,
- Assist in developing appropriate education programming,
- Assist in developing strategies for behaviour management,
- Assist in developing strategies to maximize meaningful inclusion,
- Facilitate long range and/or transition planning,
- Provide written recommendations,
- Provide follow-up support,
- Provide in-service to team members.

NAME OF SERVICE: **ESL** (English as a **S**econd **L**anguage)

LOCATION: All schools

MANDATE: To provide assessment and instruction for identified ESL students.

WILL ACCEPT REFERRALS FROM:

Students who are new to the School District.

REFERRAL PROCEDURE:

This procedure will determine child's level of English as a Second Language and school placement before entry into school.

1. Student/family contact with School District #33
2. Referral to Student Services, District ESL Teacher for screening.
Parent will:
 - bring child to this approximately 45 minute interview
 - bring either child's Canadian Birth Certificate **or** Landed Immigration forms **or** Permanent Resident Card to the appointment
 - after this meeting contact the assigned school to make an appointment for Registration and Reception
3. District ESL Teacher will:
 - look at documentation
 - get personal data
 - get school data
 - do an Initial Screening Assessment of English ability
 - assign a school
4. District ESL Teacher contacts school to:
 - inform the school
 - discuss implication for placement
 - forward documentation
 - arrange bussing
5. School personnel or on site ESL Teacher will arrange registration with parent/guardian.
6. A school program is developed.

DESCRIPTION OF SERVICE

The program includes assessment of the English level, placement in a learning environment appropriate to the needs, instruction in English, and regular reporting to parents. Teachers who have training in ESL methodology deliver ESL services at the school sites.

Provincial Programs & Services

NAME OF SERVICE: Nursing Support Services

LOCATION: Heath Unit, Chilliwack

MANDATE: Nursing Support Services are provided by the Ministry of Health as part of a protocol with the Ministry of Education. The purpose of the Nursing Support Program is to enable students with special needs that require a transfer of nursing function, to attend school, by ensuring that their health, safety and best interest is met.

WILL ACCEPT REFERRALS FROM:

Public Health Nurses

REFERRAL PROCEDURE:

Core School-Based Teams should contact the Public Health Nurse assigned to their school for evaluation of the student's needs.

DESCRIPTION OF SERVICE:

The Nursing Support Services coordinator works with families to develop a care plan, then trains and certifies Educational Assistants to carry out the procedures required.

NAME OF SERVICE: **PISP** (Provincial Integration Support Program)

LOCATION: Victoria, B.C.

MANDATE: PISP is funded by the Ministry of Education. Their mandate is to provide assessment, planning and consultation services for students with severe/profound disabilities who are in inclusive settings.

WILL ACCEPT REFERRALS FROM:

School Based Team using district referral form, page 116, and PISP insert found in the Appendix section of this binder.

REFERRAL PROCEDURE:

Core School-Based Teams should consult with their district PISP partner in order to complete the referral forms.

DESCRIPTION OF SERVICE:

PISP is an outreach service.

The PISP Team includes a Special Education Teacher, a Speech and Language Pathologist, an Occupational Therapist, and a Physiotherapist.

Their consultant assesses the student in their local school, meets with parent(s), teachers, and other School District personnel to set goals and plan programs. The assessment and consultation phase usually consists of a one day visit with a follow up meeting during the school year.

This can be followed by periodic reviews by the PISP team if requested by the Core School-Based Team.

NAME OF SERVICE: **ARC-BC** (Accessible Resource Centre - BC)

LOCATION: Vancouver, BC

MANDATE: To provide BC students with perceptual disabilities and the educators supporting them with high quality digital alternate format materials based on the BC K-12 curriculum.

WILL ACCEPT REFERRALS FROM: School based team supporting students with perceptual disabilities or a visual impairment.

REFERRAL PROCEDURE:

Teachers access ARC-BC through their website http://setbc.org/setbc/curriculum/arc_main.html Teachers must complete on-line modules and identify students that resources will be used for. Email will be sent to District Partner for verification then ARC-BC will email teacher confirming access.

DESCRIPTION OF SERVICE: The goal of ARC-BC is to provide BC students with perceptual disabilities and the educators supporting them with high quality digital alternate format materials based on the BC K-12 curriculum.

ARC-BC is jointly managed and supported by SET-BC (Special Education Technology - BC) and PRCVI (Provincial Centre for the Visually Impaired) and works in consultation and partnership with BC school districts, other alternate format procucers and publishers to provide recommended and requested materials in a timely manner.

NAME OF SERVICE: **POPARD** (Provincial Outreach Program for Autism & Related Disorders)

LOCATION: Victoria, B.C.

MANDATE: POPARD is funded by the Ministry of Education. Their mandate is to provide consultation and planning services for students in the Autism Spectrum Disorder category who are in inclusive settings.

WILL ACCEPT REFERRALS FROM:

Chilliwack Autism Support Team.

REFERRAL PROCEDURE:

Core School-Based Teams should consult with their District POPARD partner in order to complete the POPARD referral forms found in Appendix of this binder.

DESCRIPTION OF SERVICE:

POPARD is an outreach service.

Their consultant observes the student in their local school, meets with parent(s), teachers, and other School District personnel to set goals and plan programs. The observation and consultation phase usually consists of a one-day visit with a follow up meeting during the school year.

This can be followed by periodic reviews by the CAST team if requested by the Core School-Based Team.

NAME OF SERVICE: **Provincial Outreach Program for Students with Deafblindness**

LOCATION: Richmond School District

MANDATE: To provide support, consultation, training and education to teams working with students who are deafblind.

WILL ACCEPT REFERRALS FROM:

Special Education Resource Teachers, in conjunction with Core School-Based Teams

REFERRAL PROCEDURE:

Referrals for this service should be made by contacting the Coordinator of the Deafblind Outreach team at 604-668-7810, or email at <deafblind@sd38.bc.ca>. The Coordinator will be able to answer any questions about the Outreach program and get you started on making the referral for services. If there are any questions about the program, the Coordinator will be able to answer them. The coordinator may arrange for a pre-visit to meet the student and the school team, and help in filling out the forms if required.

DESCRIPTION OF SERVICE:

A consultant from the program will meet with school teams to discuss possible needs and the support required.

Support options include

- Transition planning
- Staff development and education
- Information and resources
- Regular consultation with the classroom teacher
- Programming suggestions for successful inclusion
- Assistance with educational assessment
- Supporting the liaison among the school, community and home

NAME OF SERVICE: **SET-BC** (Special Education Technology **BC**)

LOCATION: Regional Offices throughout the Province - Our regional office is in Vancouver. A satellite office is located in Chilliwack at Student Services.

MANDATE: SET BC is funded by the Ministry of Education. Their mandate is to provide technology to students with physical disabilities and visual impairments. They will loan assistive technologies (reading, writing, and communication tools) where those are required to ensure students' access to educational programs, and to assist School Boards in providing the necessary training for students and educators in the use of these technologies.

WILL ACCEPT REFERRALS FROM:

Core School-Based Teams for students in the categories: Dependent Handicapped, Deaf/Blind, Moderate to Severe/Profound Intellectual Disabilities, Physical Disabilities or Chronic Health Impairment, Visual Impairment, Autism Spectrum Disorder.

REFERRAL PROCEDURE:

Student Services referral, page 116, along with SET-BC referral obtained from District Partner of SET-BC.

A local team in conjunction with our SET-BC Partner, meet three times a year to review referrals for technology. Resource Teachers have the SET-BC referral forms. Completed referral forms (both Student Services Referral with SET-BC referral) are submitted to Student Services. The District SET-BC screening committee will decide which referrals to send on to SET-BC for service.

DESCRIPTION OF SERVICE:

Only students in the above mentioned categories receive technology from SET-BC.

The technology is for three purposes:

- as a tool to support written output
- as a tool to access curriculum
- as a communication device

SET-BC also provides:

- training and ongoing support to teams with SET-BC equipment
- district-level workshops on special education technology
- website (www.setbc.org) that includes resources on special education equipment, software, and ideas for implementation

Part 3:

Forms
