



Department: Programs and Services
Section: Special Education

Scope:

This administrative procedure applies to all staff whose responsibilities include identification, program planning, and/or delivery of program and services to students with special needs, and to legal guardian(s) of such students.

Responsibility:

It is the responsibility of the Director of Programs and Services to ensure this administrative procedure is implemented by school principals.

Implementation:

This administrative procedure will be implemented by school principals, assisted as needed by appropriate school staff, and by the Coordinator of Student Services, assisted as needed by regional Student Services staff.

Procedures:

1. (a) For a student not having been identified as having special educational needs, the classroom teacher shall utilize the standard procedures of the classroom in presenting new material and evaluating for learning.

(b) When observations of student behaviour and/or learning warrant, the classroom teacher shall utilize available materials and alternative methods of teaching to attempt to find approaches that will facilitate the student's learning.

(c) The classroom teacher shall consult with legal guardian(s) and other in-school staff (fellow teachers, Resource teachers, Guidance Counsellors, Problem-Solving Team members) who might be able to assist with helpful materials or strategies, and shall apply such accommodations as appropriate.

(d) If classroom monitoring and evaluation indicates that a difficulty still exists for the student, the teacher shall inform the legal guardian(s) and complete *Form AP403.c - Request for Consultation* and give it to the principal.
2. The principal shall sign *Form AP403.c - Request for Consultation* and send it to the Coordinator of Student Services.
3. The Coordinator of Student Services is responsible for receiving *Form AP403.c - Request for Consultation* and forwarding it to the requested staff member.
4. (a) The requested staff member shall consult with the teacher either by telephone or in a personal meeting, and shall offer recommendations as appropriate.

(b) The teacher(s) shall implement such additional recommendations.
5. (a) The teacher shall ensure that program accommodations are placed in the student's Cumulative Record Card and that a copy is sent to the legal guardian(s), using *Form AP403.e - Suggested Possible Accommodations (or equivalent school-based form)*.

- (b) Since provincial curricular outcomes for the student have not been altered, the teacher(s) shall ensure that program accommodations are not recorded on student report cards or transcripts.
6. If ongoing monitoring and evaluation indicates that the accommodations have not resolved the difficulty and that formal assessment is necessary, the teacher shall follow Administrative Procedure AP403.4 - Student Identification and Assessment beginning with section 2 (a).
 7. (a) When a student arrives at a school having been previously identified as requiring an Individual Program Plan, the principal (or designate) shall schedule a Program Planning Team meeting to determine the student's present programming needs.

(b) Minutes of this and subsequent meetings shall be recorded using *Form AP 403.d - Minutes of Student Problem-Solving Meeting (or equivalent school-based form)* and placed in the student's Resource File.
 8. The principal shall assign a member of the Program Planning Team to be the facilitator for the Program Planning Team for the remainder of the current school year.
 9. (a) The facilitator shall ensure that the Program Planning Team prepares an Individual Program Plan for the student, using *Form AP403.b - Individual Program Plan*.

(b) The facilitator shall ensure that persons who are responsible for implementing parts of the IPP are involved in developing the outcomes, deciding on strategies and evaluation procedures.

(c) The facilitator shall ensure that the IPP includes:
 - i) a summary of strengths and needs of the student
 - ii) annual individualized outcomes (goals)
 - iii) specific individualized outcomes (objectives)
 - iv) services recommended for the student:
 - a) educational strategies
 - b) special materials or equipment
 - c) human resources
 - d) transition
 - e) evaluation
 - v) the responsibilities of each participant in the plan
 - vi) dates when the plan will be reviewed
 - vii) signatures of those who have developed the plan.
 10. The facilitator shall ensure that the student's plan and file are monitored, that all follow-up is properly completed, and that required new planning is done as appropriate.

11. (a) The facilitator shall confer on a regular basis with each member of the Program Planning Team to determine that member's conclusions regarding his or her progress in delivering the plan and the student's success in learning.
- (b) The facilitator shall schedule a meeting of the Program Planning Team at least twice per year and no more than four times per year (unless two or more team members agree that an additional meeting is necessary) to review student progress and make changes in the IPP if needed.

Related Guidelines: The Education Act, Sections 25, 26, 38

- Department of Education - Special Education Policy Manual
- Department of Education - Public School Programs
- AVRSB Policy BP402.11 and Administrative Procedure AP403.4- Student Identification and Assessment
- AVRSB Manual for School-Based Program Planning Teams
- Human Rights Act and Regulations

Associated Forms:

- *Form AP403.b- Individual Program Plan*
- *Form AP403.c- Request for Consultation*
- *Form AP403.d- Minutes of Student Problem Solving Meeting (sample)*
- *Form AP403.e- Suggested Possible Accommodations (sample)*

Monitoring:

- It is the responsibility of the Director of Programs and Services (or his/her designate) to have this administrative procedure reviewed on an annual basis.
- The AVRSB Education Committee, board members, principals, classroom and resource teachers, parental organizations and other appropriate groups/individual(s) will be consulted when revision of major significance are made to this policy and administrative procedure.
- Sufficient time shall be provided to ensure that person, as above, have appropriate opportunity to react to such recommended revisions.
- The Director of Programs and Services shall ensure that results of the monitoring of the policy and administrative procedures are recorded, in writing, and forwarded to the Superintendent of Schools for review.
- It is the responsibility of the Superintendent of Schools to report results of the monitoring process to the Board.
- This Administrative Procedure will be monitored annually

Superintendent Approved: March 28/02

Ref: BP 403.3, Appendices Forms AP 403.b, AP 403.v. Sz[403.f, AP403.e, Appendices Terms of Reference: Program Planning Team

Monitoring Date: Annually

Revised: