

Annual Review of Special Needs by the Principals



Annual Review by Principals of Administrative Procedures Relating to Special Needs: to be Submitted to the Superintendent of Education responsible for Special Needs and the Coordinator of Special Needs by October 15th.

School	
Principal	
Date of Completion	

1. Describe the systematic school-wide process that is monitored by the administrators to ensure that all students with special needs are identified.

2. Describe the ongoing administrative procedure to ensure that the special needs of all students are being addressed.

3. Describe the administrative monitoring to ensure that the Personal Program Plans (PPP's) of all students designated for intensive support are being implemented by the teachers.

4. Describe the administrative procedure to ensure that there is entry testing of the kindergarten students, as described in 2.2 of the Special Needs Handbook and the results are submitted to the Coordinator of Special Needs by September 30.

5. Describe the administrative monitoring to ensure that all students designated for intensive support are receiving support from the tutors daily and from the resource teachers one-on-one at least once per week.

6. Describe the administrative procedure to ensure that a record is maintained regarding each contact the student identified as requiring intensive support had, or a school staff member had, on behalf of such a student with a psychologist/psychometrician, speech-language pathologist, occupational therapist, physiotherapist, special needs assistant, behavioural consultant, psychiatrist, counselor, social worker, social services representatives, police, justice representatives, or other non-school support services.

7. When do the resource teachers have formal meetings with the teachers and tutors of students designated to receive intensive support once per week?

8. When do the administrators have formal meetings with the resource teachers once per week?

9. Describe the procedure to ensure that all students are enrolled in the appropriate level of programming, based on their ability; gifted, regular, modified, alternate, or Life Skills.

10. Describe the administrative procedure to ensure that all students enrolled in modified, alternate, or functional integrated courses or programs have an NLSD application approved by a parent, principal, and the Superintendent of Education responsible for Special Needs and the Coordinator of Special Needs.

11. Describe the administrative procedure to ensure that all three- and four-year-old students are entered on the MAT.

12. Describe the administrative procedure to ensure that all students enrolled in modified, alternate, functional integrated courses or programs are correctly entered on the MAT in the appropriate courses and program.

13. Describe the administrative procedure to ensure that for modified, alternate, and functional integrated the teachers are using the latest course-outlines written by NLSD teachers and approved by Ministry of Education.

