



NLSD#113

CHILDREN'S SERVICES HANDBOOK 2009 - 2010

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SECTION 1: AN OVERVIEW OF NORTHERN LIGHTS SCHOOL DIVISION

1.1 Definition of Students with Special Needs

A very broad definition of students with special needs will be used.

1.2 Organization Chart Relative to Supporting Students with Special Needs

In the provision of educational programming for students with special needs, a team approach will be emphasized. Student support teams may be developed from personnel in the following categories:

Children's Services

Superintendent of Education

Coordinator of Special Needs

Consultants

Educational Psychologists

Special Needs Assistant

Responsive Services & Social Development Consultants

Career Guidance Program Consultant

Curriculum Consultants

Contracted Consultants

Speech-Language Pathologist

Therapeutic Counsellor

Occupational Therapist

Physiotherapists

Consultants for those with a Visual Disability

Consultants for those with a Hearing Disability

School Staff

Principals
Vice-Principals
Teachers
Tutors
Teaching Assistants

Additional School Based Personnel in Large Schools

Resource teachers
PLC Teachers
Social workers
Career Guidance Counselors
Student Support Workers

Additional Itinerant Personnel for Smaller Schools

Itinerant Resource Teachers

Other Agencies

Social Services

Health

Justice

1.3 Parent/Guardian Involvement

It is important that the school staff actively seeks the participation of parents/guardians and ensures that parents/guardians are informed about the program, progress, and assessment of their children.

The school staff is expected to encourage parental involvement by carrying out the following responsibilities:

1. Provide parents/guardians all pertinent information relating to the Special Needs program in understandable terms and in their predominant language
2. Seek to develop a home-school program for children who need additional support
3. Consider all information given by parents/guardians in decision-making for program planning
4. Encourage parents/guardians to visit the classroom to help them understand their child's learning environment
5. Arrange for formal and informal meetings with the parents/guardians
6. Obtain written parental permission for all referral(s) and explain why the referral(s) are required
7. Arrange interviews for parents/guardians to meet with the psychologist, Speech and Language Pathologist or other consultants who have assessed the child
8. Help parents/guardians understand the implications of physical, emotional or intellectual disabilities that make learning difficult for their child
9. Invite parents to attend training and information sessions when appropriate.
10. Seek parents input on Personal Program Plans.

1.4 Parent /Guardian Responsibilities

Parents/guardians are encouraged to support school staff by carrying out the following responsibilities:

1. Organize time and space at home to facilitate learning
2. Attend meetings and interviews with school staff
3. Ensure that their children attend school regularly and are diligent in doing their work
4. Participate in home-school programs, when possible
5. Alert the school staff to any illness, situational factors, or medication that may affect the child's performance in school or attendance
6. Encourage positive student and community attitudes toward the school and encourage respect for school staff.

SECTION 2: EARLY CHILDHOOD

2.1 Assessment of Four Year Old Children Requesting Early Entry to Kindergarten

Children who are four years of age with January birthdays prior to the school year may be enrolled in Kindergarten under the following conditions:

1. There is sufficient space in the classroom to accommodate the student;
2. The parents and the child agree to meet with the Division Educational Psychologist (or competent person designated by the Superintendent of Education) prior to school opening for the purpose of discussing and assessing the advisability of the child commencing Kindergarten;
3. From information gained in the discussion and assessment stage, the Educational Psychologist shall make a recommendation in writing to the Superintendent of Education with respect to admittance;
4. The decision with respect to admittance shall be made by the Superintendent of Education;
5. The request must be made in writing and be received by Central Office by March 31 of the school year prior to the intended year of registration.

2.2 Entry Screening of Pre-Kindergarten and Kindergarten Students

To establish benchmarks, to assist with identifying students who may need a comprehensive assessment, and to assist the teachers with program planning, each Pre-Kindergarten, Head start Partnership, and Kindergarten student will receive an assessment with the Brigance Preschool Screen II or the Brigance K & 1 Screen II. The assessments must be done only by the classroom teacher. (A substitute should be arranged for the classroom teacher while he/she is doing the testing and scoring.) The results will be submitted to the Coordinator of Special Needs by October 15.

2.3 Early Entrance to Intensive Support

Early Entrance pertains to 3- and 4-year-old students who because of Intensive Needs will benefit from Intensive Support.

1. If the student is not already attending a prekindergarten program operated by Northern Lights School Division #113 or prekindergarten – Aboriginal Head Start Partnership Program, the parents/guardians of the child with Intensive Needs should approach the Principal and Resource Teacher about admission and eligibility for Intensive Support.
2. The Resource Teacher will send all diagnostic reports verifying a disability to the Coordinator of Special Needs.
3. The Coordinator of Special Needs may advise the Resource Teacher of additional assessments that are required.
4. The Coordinator of Special Needs will advise the Principal in writing if the child meets the criteria to qualify for intensive support and the support that is required.

2.4 Programming and Support for Students Granted Early Entrance Because of Intensive Needs

The same procedures and conditions as those applied to school-age children will be followed for students who qualify for Early Entrance to Intensive Support. These conditions include:

1. The completion of an Impact Assessment and a Personal Program Plan (PPP)
2. Instructional staff with appropriate training is utilized for program planning and implementation
3. Programming support and/or assessments may be provided by consultants from the Northern Lights School Division #113

2.5 Early Entrance Orientation

The orientation program establishes contact among the school principal, the Resource teacher, the Kindergarten teacher and the parents/guardians. It provides a means for the exploration of alternatives available to the child. During this time, the child's needs will be discussed and the school personnel decide on the type of programming required. Programming requirements and relevant materials shall be outlined. The program is coordinated by the resource teacher. The parents/guardians are encouraged to participate in the PPP process.

SECTION 3: IDENTIFICATION OF STUDENTS WITH SPECIAL NEEDS

The Northern Lights School Division #113 affirms the importance of early and accurate identification of students with special needs. The proper and timely identification of students with special needs creates the best opportunity for optimal instructional programs and positive learning outcomes. In the school setting, the initial identification of these students is made through teacher observations. Initial assessments should be done by the classroom teacher and resource teacher. When necessary, specialists from outside the school can further describe, specify, and confirm the area(s) of special needs.

The Northern Lights School Division #113 believes that sound intervention practices lead to better and more effective ways of helping the student with behavioural or learning difficulties. In the event that a referral outside of the school is considered necessary, a thorough documentation of short term small group intervention will increase validity of the assessment and appropriate programming recommendations by diagnosticians.

3.1 School Interventions prior to requesting an in-depth assessment

1. When the classroom teacher suspects that the student has a problem, she/he should develop a clear description of the problem. The description should include information from anecdotal, health, attendance and other records, including previous test results.
2. The Teacher Assistant Team (TAT) comprised of the classroom teacher, the resource teacher, PLC teacher and a school administrator is utilized to consider strategies to address the difficulties of the student.
3. New strategies, including the adaptive dimension in the classroom, resulting from the TAT consultations are implemented.
4. If after the adaptive dimension has been used within the classroom, it proves to be insufficient to meet the student needs, then the Teacher Assistant Team consider a short term group intervention.
5. If a short term small group intervention proves insufficient to meet the student's needs, then consideration should be given for an in-depth assessment.

3.2 Referral Process

A referral to the Special Needs staff at Central Office or to outside agencies for an in-depth assessment should only be made after the process described in section 3.1 has been tried and documented.

A parent or guardian may initiate a request for a referral through the school principal. Such a request must then be routed through the process described in section 3.1, before being referred to Central Office specialists.

Routing of Referral

The following procedural sequence for referrals shall be followed:

1. Classroom Teacher
2. Resource Teacher
3. Parent
4. Principal
5. Coordinator of Special Needs

All referrals shall be accompanied by the appropriate documentation. All pertinent data shall be included. The reason for the referral shall be clearly stated and the student shall be described as precisely as possible.

3.3 Assessment of Students

A referral to the speech-language pathologist or educational psychologist shall include a medical history, i.e. ear infections, an audiological history, the language spoken in the home, and grade retention(s), if any, and shall include the recent results of The Peabody Picture Vocabulary Test administered by the resource teacher.

1. Parental consent for assessment of the student and for release of confidential information shall accompany the referral.
2. A student identified for intensive support should receive an achievement assessment administered by the resource teacher once per year.
3. A student identified for intensive support due to a developmental delay, intellectual disability, pervasive developmental disorder, prenatal substance exposure, substance-related disorders, or a language comprehension disorder should receive a comprehensive cognitive assessment at least once every three years.
4. At the time of the assessment by an educational psychologist, the results of a recent achievement test done by the resource teacher will be given to the educational psychologist. Age-based norms should be used to determine the standard scores and grade equivalents.
5. Consultation with a Children's Services Unit member shall determine the efficacy of more frequent testing.

3.4 Categories of Intensive Support

Provincially Developed Categories

Blind or Visual Impairment: Has a measured loss of central visual acuity that is 20/70 or less in the student's better eye with proper correction; or that the student's field of vision is not greater than 20 degrees at the widest diameter.

Deaf or Hard of Hearing: Has a hearing loss greater than 34 decibels in the better ear; or has a unilateral hearing loss which is 50 decibels or more and there is significant delay in speech and language.

Intellectual Disability: Student scores below 50 plus 5 on an individualized standard assessment and demonstrates a significant deficit in adaptive behavior on an individual assessment.

Mental Health Impairment: Requires a diagnosis of mood disorder, anxiety disorder or personality disorder.

Multiple Disabilities: Student meets criteria for two (2) or more of the following – VI, D/HH, ID, OD, PDD and PHI.

Orthopaedic Disability: Mobility is seriously restricted; student is limited in self help, requires

specialized transportation, or requires technological aids to access the curriculum.

Pervasive Development Disorder: Requires a diagnosis of Autism, Asperger's Disorder, Rhett's Disorder, Childhood Disintegrative Disorder or Pervasive Developmental Disorder- Not Otherwise Specified

Physical Health Impairment: The student's physical health limits or doesn't permit school attendance for at least three months, or may require personal/care supervision to ensure health and safety.

Prenatal Substance Exposure: Requires a diagnosis of FAS, pFAS, ARND, or ARBD or that the student has prenatal exposure to drugs.

Substance – related Disorders: Students must have a diagnosis of substance use or a substance induced disorder.

Other: Diagnosed/undiagnosed condition

Additional Locally Developed Categories:

Other – Developmental Delay: For student 7y.11m years of age and under with a composite standard score of 70 or less on the ABAS or a similar instrument.

Other – Impaired Verbal Comprehension: with a verbal IQ or verbal comprehension on a cognitive assessment of 55 or less.

Other – Auditory Processing Disorder: with a diagnosis from an audiologist.

Other – Visual Processing Disorder: with a diagnosis from an ophthalmologist.

Other – Maladaptive Externalizing Behaviours: To be identified under this category, a student will require on the Behaviour Assessment for Children (BASC) a T-score for the composite of externalizing behaviours of 70 or greater *and* on the Wisconsin Card Sorting Test (WCST) a Standard Score for Perseverative Responses of 70 or less.

SECTION 4: SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

4.1 Supports for students with Academic Problems

The Building a Community of Learners Program is a Response to Intervention approach that strives to improve student achievement in literacy and numeracy through professional learning communities. The literacy and numeracy components are part of division wide strategy that implement the Core Curriculum subjects of English Language Arts and Mathematics in grades 1-9, through the provision of common resources, instruction and assessment. The Professional Learning Communities (PLCs) component requires teachers to work collaboratively to engage in collective inquiry and data based dialogue in Tier I instruction and assessment in literacy and numeracy. PLCs are required to collaboratively develop and implement with rigor / fidelity Tier II interventions for students who do not achieve.

Tier 1: Curriculum Based Core Instruction (100 % of students)

Student Readiness

1. **Brigance in Pre Kindergarten and Kindergarten:** This readiness component aims to identify language development and provide a screen for all students in pre-kindergarten and kindergarten.
2. **Emergent Literacy in Grades 1:** This readiness component and assessment identifies student literacy development in oral language, recognition of letters and sounds, phonemic awareness, concepts of print, and word recognition.

Literacy

The literacy program strives to enhance language and literacy development from grade one to grade nine. The literacy program enhances the Core Curriculum subject of English Language Arts in grades through the provision of balanced “scaffolded instruction” or varying degrees of teacher support in modelled, shared guided and independent language components (reading, writing, speaking, listening, viewing, and representing.)

1. **Guided Reading in Grades 1 - 9:** This differentiated instruction component is a required component of a balanced literacy program. Students are provided instruction at the “Zone of Proximal Development” after being assessed using Saskatchewan Rivers SD criteria for reading levels (1-27). Students move up in reading levels after demonstrating proficiency in several assessments in decoding (minimum 98%) and comprehension (minimum 83%) in a minimum of three assessments in each level.

Numeracy

Throughout Northern Lights School Division, all students in grades one to nine are required to receive instruction in mathematics in alignment with a division wide scope and sequence. This facilitates student transitions and also professional collaboration. At the end of each unit students are required to complete a common assessment. Data from this assessment is entered on a database for analysis. The minimal criteria (weighted score) for each outcome is 3 out of 5.

Adaptive Dimension / Record of Adaptations

The adaptive dimension includes making adjustments in the education program at the classroom level (ie. instruction, learning environment, or resources) to accommodate student's learning needs. The Records of Adaptations are required for specific students and are kept by the classroom teacher. They will be needed for transitions between tiers.

Transition from Tier 1 to Tier 2: Professional Learning Communities (PLCs)

All schools in Northern Lights School Division #113 are required to develop professional learning teams. Organization depends on the size of school and could be by grade, groups of grades or the whole school.

Professional learning communities (PLCs) are significantly different from teaching in isolation. The purpose of a PLC is for teachers to collaboratively engage in collective inquiry and data driven dialogue to focus on actions that will improve student learning. Teachers in a PLC share best teaching practices and establish SMART goals for student learning. A PLC team develops an intervention plan for students that have not learned. Each teacher contributes and is entitled to support from the team in working with students who have not learned outcomes. PLC meetings should focus on numeracy and literacy after each reporting period.

A meeting and intervention form are required to be followed by all PLC teams. The three corollary questions for each PLC which form the basis of each meeting are as follows:

1. What is it that we want students to learn?

- a. Numeracy: Review objectives for the upcoming math unit, preview common assessment.
- b. Literacy: Review levels of student reading and reading comprehension strategies.

2. How will we know when students have learned?

- a. Numeracy: Discuss data derived from the previous math unit, which students have learned, what outcomes have been learned, share teaching strategies.
- b. Literacy: Discuss the progress students are making in reading levels and attainment of comprehension strategies as indicated on the NLSD Comprehension Assessment, share teaching strategies.

3. What will we do when students have not learned?

- a. The Professional Learning Team completes a *Tier 2 intervention plan* on the NLSD form for students who are at lower reading level criteria, making slow progress in reading, or achieving less than 3 out of 5 on outcomes in math. Intervention plans identify which students receive interventions, the frequency and schedule of interventions times. The intervention plan has a beginning and end date.
 - i. **Selective Interventions:** For students who have few outcomes or are close to criteria in math or reading and are carried out with fidelity by the classroom teacher and where appropriate by other staff, volunteers or peer tutors.
 - ii. **Intensive Interventions:** For students who have several outcomes or are significantly lower than criteria for the grade and are carried out with fidelity by the Literacy Numeracy Catalyst Teacher or if able, the Resource Teacher.

In school administrators in each school are to ensure that time is scheduled for meetings, minutes are kept and interventions are created. The Numeracy Literacy Catalyst Teacher can facilitate meetings when groups are experiencing difficulty with the process. In large schools, it is advisable for a representative of each PLC to have a follow up leaders meeting with in school administrators.

Tier 2- Group / Targeted (Selective and Intensive) Interventions (20% of students)

Interventions are administered with fidelity. Selective interventions in the classroom should be frequent and be conducted with students for about 60 minutes per week. Probes (one minute assessments) of student progress should be used. Intensive interventions by the Numeracy Literacy Catalyst teacher should be in small groups, conducted daily if possible and up to 150 minutes of time per week. Interventions last for about a month.

At the end of the intervention, students are reassessed to determine their response to intervention. Student response can be categorized three ways:

1. **Significant Progress:** Students attain criteria or smart goal- return to Tier 1
2. **Slow Progress:** Students repeat Tier 2 (Selective or Intensive) intervention
3. **No Progress:** Student moves from selective to intensive intervention or repeats.

When students make no progress after a repeated intensive intervention, they should be considered for transition to Tier 3.

Transition from Tier 2 to Tier 3: Teacher Assistance Teams (TAT)

A teacher assistance team involves the resource teacher and other staff (student support worker, social worker etc) to consider the needs of the student and a referral where warranted to Special Needs at the central office. The referral needs to include the record of adaptations from Tier 1/II and also the intervention planning sheet and intensive intervention log from Tier II.

4.2 Supports for Students with Social, Emotional, or Behavioural Needs

Tier 1: School-wide Prevention Programs for 100% of the students

Ideally, these programs will be delivered by classroom teachers with the support of other professionals

Tier 2: Small Group and one-on-one Support for approximately 25% of the students

Ideally, this support will be delivered by centrally based counselors.

Tier 3: Intensive One-On-One Therapy for approximately 5% of the students

Ideally this therapy will be provided by a centrally based highly trained therapist.

4.3 Impact Assessment Profile and Personal Program Plan

Needs Assessment

An Impact Assessment Profile (needs assessment) must be done for each student who receives a diagnosis which meets the criteria for intensive support. The needs assessment should be done by a team. The team should include several of the following: parents, classroom teachers, resource teachers, social workers, career guidance counsellors, and others if needed. The needs assessment should address the following areas of development:

Areas of Impact/Development

1. Learning capacity
2. Current Learning Achievement
3. Communication
4. Independence / Problem Solving / Work Habits
5. Motor Skills / Sensory
6. Safety
7. Personal / Social Well-being
8. Physical Health / Medical Personal Care
9. Transition
10. Other

The needs assessment should consider the reports from psychologists, Speech-Language Pathologist and other specialists.

Preparation of Electronic Personal Program Plans (ePPP's)

All schools will be using the most current version of the Personal Program Software to create the ePPP's. This software can be found on the computer in the Resource Teacher Office.

ePPP Quick Reference List

1. The PPP's must be developed by a team including the resource teacher and others.
2. The PPP's must address the needs identified in the Impact Assessment.
3. The current level of the student's performance shall be stated for each skill addressed.
4. Expected outcomes should be written using SMART criteria (Specific, Measurable, Achievable, Relevant, and Time-related)
5. Each year the PPP's must have a year end transition plan.
6. The PPP's must include a section on the sources of support, such as resource teacher, tutor, Division specialists, outside agencies, and assistive technology when appropriate. The supports must be identified in the areas of need in the Impact Assessment.
7. The role of each team member providing support must be explained.
8. The PPP's should include a Record of Adaptations.
9. PPP's must be submitted to the Coordinator of Special Needs by May 31st.
10. Support from the resource teacher and tutor
11. If a student has been identified as requiring intensive support, then he/she must receive one-on-one support from the resource teacher at least once per week.
12. If a student who has been identified as requiring intensive support has been assigned a tutor, then he/she must receive tutor support every day.

4.4 Criteria for Allocating Tutors

1. Each year Central Office staff will determine the maximum number of tutors for the Division based on the level of Intensive Support funding received from the Ministry of Education.
2. The number of tutors initially allocated to a school will be based on the number of Impact Assessments and PPP's accepted for designation by May 31st. To be accepted for designation the following conditions must be met:
 - a) The Impact Assessment and the PPP must be completed in an appropriate manner and have the appropriate signatures. **For students who are on a life-skills program, the NLSD Personal Life-skills plans must be submitted with the ePPP's.**
 - b) The student must be receiving an appropriate amount of school support.
 - c) The student must be receiving an appropriate amount of Central Office support.
 - d) There must be documentation that the student is receiving an appropriate amount of outside agency support or there is documentation that the school is making an appropriate level of requests for support to outside agencies (more than four times per year).
 - e) The student must have a past attendance of at least 50%

3. Initially, the number of tutors allocated to a school will be determined by the number of Impact Assessments and PPP's accepted for designation by May 31st being multiplied by a decimal fraction. The allocation will then be rounded to a half or full position.
4. On October 1, the tutor allocation will be adjusted down to take into account designated students that did not return to school.
5. On October 1, the tutor allocation will be adjusted up to account for students who have been recently assessed or for students who are new to the school and come with documentation supporting a designation and for whom Impact Assessments and ePPP have been submitted by September 30. **The allocation of tutors will not be adjusted up because of Impact Assessments and PPP's that are submitted late.**
6. Shortly after the beginning of each month, for each designated student, there will be a review of the attendance and support from outside agencies.
7. The tutor allocation will be adjusted down because of designated students whose attendance was less than 50% in the previous month or for whom there has not been an appropriate level of support from outside agencies or there is insufficient documentation that the school is making an appropriate level of requests for support to outside agencies.
8. The tutor allocation will be adjusted up because of designated students whose attendance was less than 50% in the previous month, but in the most recent month the attendance is above 50% or for whom in an earlier month there had not been an appropriate level of support from outside agencies nor documentation that the school was making an appropriate level of requests for support to outside agencies and in the most recent two month block there has been an appropriate level of support from outside agencies or there is documentation that the school is making an appropriate level of requests for support to outside agencies.
9. The amount of tutor time that each student needing Intensive Support will be determined by the Principal and Resource Teacher.
10. Tutors can only be assigned to assist teachers with implementing Personal Program Plans of students identified as needing Intensive Support.
11. If a school goes over its maximum number of tutors, the excess will be charged to the school's decentralized budget
12. The Principal must keep the Coordinator of Special Needs informed of the deployment of the tutors in writing and updated after each change.

Record of Support

The principal must ensure that a record is maintained regarding each contact a student identified as requiring intensive support had or a school staff member had on behalf of the student with a psychologist, psychometrician, speech-language pathologist, occupational therapist, physiotherapist, psychiatrists, counselor, social worker, social services representatives, police justice representatives, or other non-school support services. It is mandatory that all such contacts be properly documented.

4.5 Supports for Students Who are Gifted and Talented

Students identified as gifted or talented demonstrate high performance or show potential through advanced development in one [or more] of the following areas: specific academic aptitude, advanced thinking ability, visual or performing arts ability, psychomotor ability, and psychological and cultural leadership ability (Saskatchewan Education, Special Education Policy Draft, 1996, p.77).

Teachers may request a psycho-educational assessment of a student in order to identify a student as “gifted”, to help clarify strengths and limitations of that student, and to help plan for appropriate programming. In some cases, counseling and/or remedial assistance may be needed to support a gifted student with learning disabilities or with social, emotional, or behavioural needs.

The assessment may include an individual intelligence test, student/teacher interviews, an interest inventory, a learning preference checklist, and other testing and observational data as deemed appropriate by the examiner and school personnel. Referrals may be initiated and completed by the classroom teacher, the resource teacher or by parental request and sent to the Coordinator of Special Needs.

The following statements should be considered when programming for gifted students:

1. The needs of the vast majority of gifted learners can be met in their regular classrooms and through various school and extracurricular activities. Applications from The Adaptive Dimension (Saskatchewan Education, 1996) will address most of the qualitatively different demands of these students, i.e. learning experiences at an appropriate level and pace.
2. Some of the students with exceptional abilities may also benefit from a part-time “pull-out” program to provide training and activities, which include:
 - a. Critical thinking: divergent/convergent thinking
 - b. Creative problem solving
 - c. Deductive and inductive reasoning and
 - d. Opportunities to enhance and enrich their particular ability/talent/aptitude(s).

4.6 Profile of Special Programs

- Enrichment Programs
- Modified Classes
- Alternate Classes
- Senior Life Skills Program
- Individual Learning Program (Junior Alternate Programs)
- Junior Life Skills Programs
- Behaviour Programs
- Distance Education School

4.7 Assistive Technology

Central Office will pay for Assistive Technology from Intensive Support funds only if the school has received prior approval through the use of the Assistive Technology prior approval form. After the form is completed it should be submitted to the Coordinator of Special Needs.

Only items costing one hundred dollars (\$100.00), or more, should be included on the prior approval form.

The Resource Teacher must submit to the Coordinator of Special Needs an inventory of all assistive technology in the school by April 15. Lost items may be charged to the school.

4.8 Placement Outside the Division

1(a) Criteria

All other possibilities and alternate school placements must be explored before outside placement is considered. In accordance with The Education Act [Section 184, 2.1.1 (2), (3), (4), (5), and (6)], a student may be placed outside of the Northern Lights School Division #113 jurisdiction if the student meets one or more of the following criteria:

1. The student, when in the opinion of the Director/Deputy Director, Superintendent and Coordinator of Special Needs, is incapable of responding to the instruction offered in the school program; or whose presence is detrimental to the education and welfare of other students in the program (Section 184, 2.1.1a)
2. The student is so seriously handicapped that the student is unable to benefit from the programs offered by the Division (Section 184, 2.1.1b)
3. The situational factors (social, emotional, familial) are so detrimental that the student's health and welfare are at stake.

1(b) Conditions

The following conditions must be met before a student is placed outside of the Northern Lights School Division #113's jurisdiction:

1. Parental or guardian consent for alternative placement is given.
2. The outside placement selected can offer a more appropriate program for the individual student.
3. The student can maintain his/her cultural and community ties.

2. Procedure for Outside Placement

1. The teachers and/or parents must make referrals to the school principal
2. The principal, in consultation with the Director/Deputy Director, Superintendent and the Coordinator of Special Needs, makes a recommendation for outside placement
3. A placement will be found in an outside community, school and home setting to match the needs of the child. The choice of outside placement is also determined, when possible, by the closeness to the home community.

SECTION 5: SCHOOL ACCOUNTABILITY

5.1 Quality Indicators

Indicators of an effective special needs program within schools are varied. Several aspects of program effectiveness indicators are listed below.

The following quality indicators may be evaluated in every school:

1. Organization
2. Programming
3. Student outcome and other factors
4. Case load
5. Record Keeping & Student Files

Special Needs Team

A team approach rather than an isolated program approach is indicative of an effective special needs program. All members should be fully aware of their roles and responsibilities. An effective team must have frequent communication between various team members.

Program Development

Impact Assessment and Personal Program Plan development involves teamwork, coordination and cooperation among staff (principal, teachers, tutors, resource staff, parents and consultants). All members of the Special Needs team should be aware of the objectives, procedures and behavioural expectations for each student.

The plan should clearly state goals and objectives for each student consistent with needs identified during the assessment.

The plan outlines definite outcomes for each student and these outcomes are monitored by the resource staff, teacher and tutor.

Personal Program Plan Outcomes

Student outcomes are the most important quality indicators of the special needs program. With effective team support and intervention, the following outcomes should be evidenced:

1. Student performance, competencies, behaviors and attitudes improve.
2. Students have a more positive self concept and increased self esteem.

3. Students with special needs develop more positive attitudes toward school work and more effective social skills.
4. Attendance, retention and suspension rates of students with special needs should compare favorably with those of other students.

Resource Teacher Caseload

The resource room caseload should be a maximum of twenty-five (25) students at any one time for a full-time Resource teacher and a maximum of thirteen (13) at any one time for a part-time position. It is important that these guidelines are followed since resource staff need time for assessment, liaison work, administrative and coordination functions. Resource teachers should be afforded sufficient time to complete the paperwork associated with “priority tasks”.

Record Keeping and Student Files

It is mandatory that the results of achievement testing and diagnostic testing, referrals, assessment reports from specialists, and personal program plans are placed in special education files of students.

The special needs files of students are confidential and must be treated confidential. These files must be maintained in secure file cabinets, which must be locked when not in use. Anything less is unlawful.

The resource teacher should keep record of which students have a special needs file. The special needs files of former students can be destroyed when a former student turns 30 years-of-age. The destruction of files must be done in such a manner that there is no risk that the confidentiality of the files will be jeopardized. A permanent record must be maintained of the names of former students whose files have been destroyed and those present when they were destroyed.

Team collaboration

Collaborative team meetings must held regularly and the participants can be several of the following, but are not limited to:

- School administrator(s);
- Resource teacher(s);
- PLC + Numeracy teacher(s);
- Classroom teacher(s);
- Special Education support staff (tutors);
- Counsellors;
- Social Workers;
- Central Office Personnel;
- Representatives from Outside Agencies.

Minutes are taken during every collaborative meeting. Schools may be asked to show evidence of the held collaborative meetings.

Medication

Some students need to be administered medication during school hours. A designated school staff professional administers the medication. This professional keeps a record of when and which dosage was administered to the student. The medication is kept in a lockable cabinet, which is kept locked when not in use.

5.2 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.

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 2.3 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 Life Skills 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, Life Skills 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 Life Skills the teachers are using the latest course-outlines written by NLSD teachers and approved by Ministry of Education?
14. Describe the procedures for the safe administration and storage of medication.

5.3 Annual Tutor Evaluations

The Annual Tutor Evaluation form can be found on the NLSD#113 website. This form needs to be completed annually between March 15 and March 31. The deadline for submitting the forms to Central Office is March 31.

5.4 Approvals for Students to Take Special Programs

All applications for students to take modified or alternate courses or the Life Skills program must be approved by the parents, principal, and Superintendent of Education responsible for Special Needs and the Coordinator of Special Needs.

SECTION 6: THE PROCESS FOR APPEAL BY PARENTS/GUARDIANS

6.1 Process

The following process is provided for parents/guardians to appeal decisions regarding program placement by the Northern Lights School Division #113. Subject to the provision under Section 186 (1) of The Education Act, the following process is implemented for the resolution of appeals:

1. Staff of this Division must attempt to resolve parental concerns collaboratively before beginning a formal dispute resolution process.
2. Parents/guardians who wish to resolve a disagreement, subject to the condition stated in Section 186 (1), after failing to resolve the disagreement through discussions with school officials, must request a third party review process. A request for a third party review process will not be accepted after 10 days following discussions.

6.2 Selection of the Third Party

The following requirements must be met regarding the selection of the third party:

1. The person selected must be one who has not had discussions regarding the disagreement or similar disagreements. The third party must maintain a neutral position until a decision can be made.
2. The parent/guardian will nominate three persons as possibilities for a third party and will present them to the Director. The Director will determine if one of the three persons is acceptable and will notify the parent/guardian of the selection within 7 days of the nomination.
3. If none of the nominated persons are acceptable to the Director, he will suggest three possible candidates to the parent/guardian. The parent/guardian will then determine which one of the three candidates is acceptable.
4. This process will continue until a third party is selected.

6.3 Third Party Reports Decision to the Director

The third party will receive submissions from the parent/guardian and the school division staff. The submissions may be supplemented by representations from other parties from either the parent/guardian or the school division staff. The third party will render a decision to the Director of Education within 20 days of the submission based on the information presented in accordance with The Education Act.

6.4 Director Reports Third Party Decision to the Board of Education

The recommendations of the third party following the review process will be made to the Board of Education by the Director at the next board meeting following the submission. The Board of Education will review the recommendations at that time and make a decision.

6.5 Cost of the Third Party Appeal Process

Parents/guardians pay the cost for the representation of persons acting on their behalf and for one-half of the costs of the third party.

The Division pays for the representation of persons acting on their behalf and for one-half of the costs of the third party.

SECTION 7: RESPONSIBILITIES AND EXPECTATIONS OF THE SPECIAL NEEDS TEAM

7.1 Superintendent of Education

The Superintendent of Education responsible for Special Needs exercises overall supervision of the Special Needs program.

7.2 Coordinator of Special Needs

The Coordinator of Special Needs reports to the Superintendent of Education responsible for Special Needs. The Coordinator of Special Needs has the following responsibilities, expectations and qualifications:

Responsibilities

1. Monitors whether the needs of students with special needs are being met in the schools
2. Monitors the NLS #113 Special Needs Programs
3. Coordinates the Central Office Special Needs Team (Educational Psychologists, Speech-Language Pathologists)
4. Oversees tutor allocations for students with designated disabilities and coordinates tutor training
5. Maintains regular communications with the Ministry of Education, Children's Services.
6. Collects and submits the necessary data to the Ministry of Education, Children's Services to access funding for Special Needs
7. Is the contact person for outside agencies in matters relating to Special Needs?
8. Provides Special Needs consultation, in-service, and professional development for resource teachers
9. Coordinate the work of the secretary of the Children's Services Unit
10. Coordinates the revision and update of the Special Needs Handbook (formerly the Special Education Master Plan)
11. Assists with psychological assessments and programming for students with special needs as time permits

Expectations

1. Works closely with senior administration, school principals, student services, resource teachers, and parents/guardians
2. Keeps up-to-date on research and issues relating to Special Needs

Qualifications

1. Have educational training at the graduate level and experience in Special Needs or Educational Psychology
2. Meets the requirements for membership in Saskatchewan College of Psychologists
3. Have a valid Saskatchewan Professional teaching certificate.

4. Possess a strong background in assessment; programming for children with social, emotional, and behavioral problems would be an asset
5. Have knowledge of cross-cultural issues.

7.3 Secretary of the Children's Services Unit

The work of the Special Education Secretary is coordinated by the Coordinator of Special Needs.

Duties and Responsibilities

1. Typing form letters
2. Receive incoming calls for the Unit and answer some of the questions
3. Processing referrals
4. Mail out reports
5. Weekly-process referral status reports
6. Monthly-prepare a list of outstanding referrals
7. Monthly-process itineraries, timesheets, and consultant reports
8. Code & process expense claim forms, requisitions and invoices
9. Maintaining student files
10. Preparing a summary every month of the attendance of students receiving intensive support
11. Faxing, photocopying, collating
12. Process incoming mail on a daily basis
13. Distributing copies of memos, letters & faxes
14. Maintain an up-to-date list of tutors and the students they work with
15. Enter the names of students receiving intensive support into the SDS database
16. Score computerized protocols
17. Maintain a record of tutor training
18. Ordering test protocols as needed
19. Coding letters for central office filing
20. Provide some services for the Room + Board worker
21. Back up for the Deputy Director's secretary and for others at the Superintendent of Education's request.
22. Assist the Coordinator of Special Needs and the Superintendent of Education of Special Needs in organizing conferences, workshops and meetings.
23. Make hotel reservations, and travel and flight arrangements for Central Office Special Needs Personnel.

7.4 Educational Psychologist/Psychometrician

Educational Psychologist/Psychometrician will respond to referral concerns relating to special needs. These concerns may require the following services:

1. Identify specific learning, behavioral, emotional, and psychological difficulties through in-depth assessments;
2. Write assessment reports, which include assessment results, interpretations and recommendations;
3. Communicate assessment results to teachers, parents, and consulting personnel through meetings and written reports;
4. Do follow-up consultation and/or assessments to ensure consistent and appropriate intervention strategies;
5. Refer to outside agencies in consultation with the Coordinator of Special Needs;
6. Keep the Coordinator of Special Needs apprised on the status of students;
7. Provide assistance in programming for individual students at the request of school personnel.

Some other responsibilities may include:

1. School-based in-service
2. Division-wide screening
3. Consultation with schools to purchase pertinent resource materials
4. Conduct assessments to screen students for specific programs
5. Assess students to determine qualification for high cost funding
6. Respond to consultation requests on specific groups of students
7. Assist the Resource teacher in developing programs for high cost and special needs students
8. Perform other duties pertaining to special needs as assigned by the Coordinator of Special Needs.

Expectations

1. Work closely with the Resource teacher, the administration, and the parents of special needs students within each school
2. Have case conferences as required with other personnel from within the Division, or with other agencies who are working with the same student
3. Do ongoing professional development to keep apprised of new research and information pertaining to his/her area of work. This professional development includes subscribing to professional journals and attending conferences pertaining to Special Needs
4. Collaborate and consult with others in the area of Special Needs and professionals in other areas of expertise as required
5. Refer students for assessment and/or intervention to professionals in other areas as required
6. Organize schedules to maximize the time spent in each location
7. Communicate schedule changes to the Coordinator of Special Needs as they become apparent
8. Consult with the school principal and the Coordinator of Special Needs prior to recommending intervention strategies of an administrative nature.

Qualifications

1. Possess a valid Saskatchewan professional teaching certificate
2. Preference will be given to persons who qualify to be a member of the Saskatchewan Educational Psychologists' Association (SEPA), and for registration with the Saskatchewan College of Psychologists.

7.5 Speech and Language Pathologist

The Speech and Language Pathologist will respond to referral concerns relating to speech and language difficulties. These concerns may require the following services:

1. Identify specific speech problems, including voice quality, disorted speech sound, stuttering / fluency and selective mutism;
2. Write assessment reports, which includes the assessment results, interpretations and recommendations;
3. Communicate assessment results to teachers, parents/guardians, and consulting personnel through meetings and written reports;
4. Do follow-up consultation and/or assessments to ensure maximum growth through appropriate programming;
5. Make referrals to outside agencies in consultation with the Coordinator of Special Needs;
6. Keep the Coordinator of Special Needs apprised on the status of students;
7. Conduct informal assessments such as observations when appropriate;
8. Participate in case conferences with outside agencies.

Some other responsibilities may include:

1. School-based in-service
2. Division-wide screening of at-risk students for speech and language problems
3. Consultation with schools to purchase pertinent resource materials
4. Perform other duties pertaining to speech and language as assigned by the Coordinator of Special Needs.

Expectations

1. Work closely with the Resource teacher, the administration, and the parents/guardians of special needs students within each school
2. Work with personnel (from other agencies or within the Division) who are working with the same student
3. Do ongoing professional development to maintain updated information pertaining to his/her area of work. This professional development includes subscribing to professional journals and attending conferences pertaining to speech and language
4. Collaborate and consult with others in the area of speech and language and with professionals in other areas of expertise when required
5. Make referrals to professionals in other areas for assessment and intervention when required
6. Organize schedules to maximize the time spent in each location
7. Communicate schedule changes to the Coordinator of Special Needs as they become apparent

8. Consult with the principal of the school and the Coordinator of Special Needs prior to recommending intervention strategies of an administrative nature.

Qualifications

The Speech and Language Pathologist must qualify to be a member of the Speech and Language Pathologist and Audiologist Association of Saskatchewan as required by the Speech and Language Pathologist and Audiologist Act.

7.6 Special Needs Assistant

Responsibilities

1. Be knowledgeable of the information in the Special Needs Handbook and when necessary be able to interpret it to others;
2. Assist school principals and resource teachers develop procedures that will ensure that all students with special needs are identified;
3. Advise teachers on the use the Adaptive Dimension as it relates to students with special needs;
4. Assist teachers to decide which students need a referral;
5. Work with teachers to ensure that procedures as described in section 3.1 are being appropriately used;
6. Be a mentor to resource teachers on the selection and administration of various standardized tests;
7. Help teachers interpret reports from specialists;
8. Mentor teachers in completing Impact Assessments and writing Personal Program Plans;
9. Assist in the ongoing training of tutors;
10. Monitor the progress of each student who is on a Personal Program Plan;
11. Help to identify areas relating to special needs where resource teachers, classroom teachers, or tutors need professional development;
12. Other related duties may be assigned from time to time by the Coordinator of Special Needs or the Superintendent of Education.

Desirable qualifications

1. Graduate training in Special Education, (Educational) Psychology or Speech & Language Pathology;
2. Eligible for a Saskatchewan Teaching Certificate;
3. Eligible for Special Education Certification by the Ministry of Education;
4. A number of years experience working with Special Needs Students.

7.7 Classroom Teachers

Responsibilities

The classroom teacher is ultimately responsible for the education and the general welfare of all the students enrolled in his/her class, including students with special need. This responsibility includes performance of the following tasks:

1. Tier 1: Use the adaptive dimension as the initial response for students who have special needs.
2. Tier 2: Keep up-to-date records of achievement and anecdotal records of behavior for her/his students.
3. Tier 3: Initiate referrals for students with academic and other school adjustment problems
4. Tier 3: To read any reports generated as a result of referrals and complete the Special Needs Services Follow-Up Report
5. Tier 3: Implement the recommendations of the assessment report
6. Tier 3: Work closely with the Resource teacher, the tutor and the parent/guardian of designated students to develop Personal Program Plans.
7. Tier 3: Monitor daily the work of tutors supporting students in his/her class
8. Tier 3: Meet weekly with the resource teacher weekly to monitor the progress of students with special needs.
9. Tier 3: Communicate regularly with the parents/guardians students with special needs.

Expectations

The teachers should demonstrate:

1. Knowledge of the special needs of students within his/her classroom.
2. An awareness of the needs of students with special needs and designated students with disabilities.
3. Use of inclusionary practices with students having special needs.
4. Regular consultation with the Resource teacher regarding students with special needs and designated student needs.

7.8 Resource Teachers

Duties Responsibilities will include the following:

1. Conduct screening assessments to identify all students with special needs.
2. Assist classroom teachers with the use of the adaptive dimension.
3. Assist with the development of short-term, small-group interventions.
4. Assess students experiencing academic and school social, emotional, or behavioural problems in order to assist teachers with interventions
5. Assist with preparation of referrals requesting assessments of students by specialists and submit the referrals to the Coordinator of Special Needs

6. Receive the reports from specialists and ensure that the appropriate teachers and the parents/guardians are aware of the recommendations and the implications
7. Provide support to students designated for Intensive Support one-to-one at least once per week
8. Have a formal meeting with the teachers and tutors of students designated at least once per week. Resource teachers are responsible for the orientation, ongoing in-house training, monitoring, and coaching of tutors.
9. Keep administration informed through a formal meeting on a weekly basis of Special Needs Issues
10. Monitor the progress of students who are receiving Intensive Support and keep up-to-date records on their progress to provide continuity and direction for the classroom teachers and tutors
11. Maintain and/or gather from other school staff, contact logs which documents contacts with outside professionals and agencies for every student receiving Intensive Support. This summary contact log needs to be submitted to Central Office at the end of each month.
12. Ensure that there are adequate special needs materials and tests in the resource room. Only original protocols are used to assess students. A procedure has to be put in place to make sure enough original assessment protocols are on hand. Protocols are ordered out of the school decentralized budget. All assessment materials are kept confidential.
13. Be in regular contact with parents/guardians and be the contact person for parents/guardians in matters relating to Special Needs
14. Be the contact person and liaison between and support personnel such as Educational Psychologists, Speech-Language Pathologists Occupational Therapists, Physiotherapists, the Coordinator of Special Needs, and outside agencies in the matters relating to Special Needs.
15. Participate in the development of procedures to implement policies in the NLSD #113 Special Education Needs Handbook.

Priority Tasks for Resource Teachers

Many of the duties of the resource teachers that are listed in the Special Needs Handbook occur on an on going basis and require time in the resource teachers' schedules daily or weekly; however, there are some priority tasks which when they occur ample time must be set aside for the resource teachers to attend to them; other duties may need to be suspended, including direct service to students.

The resource teachers' should monitor the results from the literacy and numeracy programs. Achievement testing and referrals may be an option for students who are falling behind. After priority tasks are completed and time permits, resource teachers may provide direct support to students who are falling behind in the literacy or numeracy programs but are not identified as students requiring Intensive Support.

At their weekly meeting, principals and resource teachers need to discuss the progress on priority tasks and whether there is a need for a temporary alteration in the resource teachers' schedules. If the priority tasks are on schedule for completion, the principal and resource teachers should discuss whether the resource teachers have time to provide direct support to students who are falling behind in the literacy or numeracy programs but are not identified as students requiring Intensive Support. If the resource teacher and the principal are unable to reach agreement on the scheduling of the resource teacher's time, then the superintendent of education should be consulted.

Priorities from the beginning of the school year until September 30:

1. Prepare late applications for students wanting to take Modified or Alternate courses or the Life Skills Program Program.
2. Prepare Impact Assessments and PPP's for new students and submit to Central Office

3. Distribute the Brigance testing material to the Pre-K and K teachers and provide any necessary advice on the administration of the test.

Priorities from October 1 until October 10

1. Prepare referrals for assessment by educational psychologist for those students who are identified as needing Intensive Support under the categories Intellectual Disability or Impaired Verbal Comprehension whose previous assessment by an educational psychologist will be five or more years old by the end of the school year.¹

Priorities from January 5 until January 31

1. Prepare referrals for assessment by an educational psychologist for those students who are being considered for modified or alternate courses or the functionally integrated program, if they have not had an assessment within five years.
2. Prepare applications for students to take modified or alternate classes in semester two, if the applications were not previously submitted.

Priorities from February 1 until February 28

1. Prepare tutor evaluations

Priorities from March 5 until March 10

1. Prepare an inventory of Assistive Technology

Priorities from May 1 until May 31

1. Prepare applications for students wanting to take modified or alternate courses or the Functionally Integrated Program during the next school year.
2. Hold meetings with teachers, tutors, parents, and principal to review the effectiveness of the current PPP and prepare Impact Assessments and PPP's for the next year.²
3. The Impact Assessments and PPP's must be submitted submit to Central Office by May 31st.

Notes:

¹ From time to time through out the year, other referrals will need to be prepared.

² On average, it takes approximately one to two days to do the Impact Assessment, prepare the PPP (including meetings), and obtain signatures.

- Prior to each visit of an educational psychologist or speech-language pathologist, time must be set aside for the resource teacher to do testing.
- When therapists visit the school, resource teachers must have adequate time to work with the therapists.

Qualifications

Resource teachers must adhere to the specified qualifications: These include 18 credit hours in Special Education. The courses must include 3 credit hours in each of the following areas:

1. speech or language
2. individual assessment of students with exceptionalities
3. programming for students with exceptionalities

Additional courses may be selected from, but not limited to, such areas as:

1. an overview of exceptionalities
2. collaboration or teamwork
3. behavior management
4. other categories of exceptionality.

Excellent communication, organization and collaboration skills are necessary in order to work effectively with the school and with outside personnel.

Professional Development

Central Office will provide \$250.00 of reimbursement for professional development for each resource teacher each year. This reimbursement is provided after communication with the Coordinator of Special Needs.

7.9 Tutors

TITLE OF POSITION	Tutor
REPORTS TO	Principal or designate
BASIC FUNCTION	Assist the classroom teachers, in implementing the Personal Program Plans of students identified as requiring intensive support.
SUPERVISION OF STAFF	This position does not involve supervision of staff.
REQUIRED SKILLS AND ABILITIES	Ability to work in a cooperative manner with staff, students, parents and the general public. Ability to work with children in a patient manner. Ability to maintain confidentiality. Ability to work independently.
DUTIES AND RESPONSIBILITIES	Without restricting the generality of the general description below, the tutor shall perform such duties and responsibilities

as may be assigned including but not restricted to the following:

- Under the direct supervision of the teacher, deliver programs to individual students and/or groups of students as may be assigned.
- Assist in planning of students PPP's with classroom and resource room teachers.
- Implement material and suggestions given by classroom and resource teachers.
- Assist in daily planning and carry out daily plans in conjunction with classroom teachers and resource room teachers.
- In conjunction with the teacher, maintain records of progress for each student.
- Help carry out goals and objectives for each student.
- Provide an oral report of the student's progress during meetings with classroom and resource room teachers.
- Work with parents whenever possible.
- Participate in in-service workshops to upgrade tutor resource skills.
- Supervise students as per schedule.
- Supervise students in the classroom, at play, at lunch or in rest areas during recreational activities and outdoor trips on one-to-one or group basis.
- Based on the needs of the individual students, provide designated disabled students with assistance in dressing, eating, personal care, and transportation.
- Under the direct supervision of the teacher or other support professionals, assist designated disabled students in the development of fine and gross motor abilities and basic life skills by demonstrations, physical assistance or manipulation.
- Follow guidelines set out in the Code of Ethics established and adopted by administration and/or Board of Education.
- Other related duties as may be assigned by the Principal or designated.

QUALIFICATIONS

Tutor or Teacher Aide 1, 2, or 3

- Valid driver's license.

JUDGEMENT, INDEPENDENCE

And CLIENT/PEER CONTACT

Confidentiality

The tutor is expected to respect the confidential nature of the position by avoiding discussion of any topics that are not formally communicated to the public by the administration of the school or the school division. Information regarding a student, staff member or board member must not be discussed in public or with any person not authorized to receive that information. Exchange of personal information within the system shall be on a “need to know” basis. Breaching confidentiality is a serious violation of acceptable conduct and is grounds for disciplinary action up to and including termination of employment with the Board of Education.

Independence

The tutor is expected to work independently and be self-directed with minimal supervision.

Working Cooperatively with Other Staff on Common Assignments or Tasks

This position involves working closely with other personnel on a daily basis. This organization believes in working as a team to provide quality service to students, their parents and the general public in the Northern Lights School Division.

Responsibility for Quality of Assigned Work

The tutor is responsible for the quality of their work and is expected to seek clarification and directions on any matters or concern. The effectiveness of this position is dependent upon the efficient, accurate and timely relay of information. The “first impression” image of the organization is dependent upon the quality of the work in this position.

CONDITIONS OF EMPLOYMENT

1. Tutors are employed on a temporary basis.
2. Tutors may be laid off with two weeks notice.
3. All tutors will be laid off at the end of the school year.
4. The principal may recall tutors at the beginning of the new school year if there is a need.

7.10 Principal

The principal is ultimately responsible for the day-to-day supervision of Special Needs personnel, for students with special needs and for designated students.

These responsibilities include the following tasks:

1. Advocate for students with special needs to acquire sufficient and appropriate human resources, technological equipment and other aids.
2. Be aware of the specific needs of the designated students
3. Meet with the Resource teacher on a weekly basis to discuss the Special Needs program within his/her school.
4. Encourage a close working relationship of staff and parents/guardians of students with special needs.
5. Encourage a close working relationship with the Division Special Needs Team.
6. Encourage a close working relationship of staff with outside agencies.
7. Establish hours of work for tutors based on Board Policy 4.2.0 in Terms and Conditions of Employment and provide general supervision of tutors.
8. Develop procedures within the school to carry out the policies in the NLSD #113's (see section 4.2 of the Special Needs Handbook)
9. Encourage ongoing professional development of Special Needs staff.

APPENDIX A: SPECIAL NEEDS IMPORTANT DEADLINES

September 10	Deadline for the submission by the Principal and Resource Teacher to the Coordinator of Special Need student: applications to take modified or alternate courses or the Lifeskills Program.
September 15	Deadline for the Coordinator of Special Needs to advise the Ministry of Education: which schools are offering which modified and alternate course and the Lifeskills Program.
October 15	Deadline for the submission by the Resource Teacher to the Coordinator of Special Needs: the results of the entry testing of the kindergarten students.
October 15	Deadline for the submission by the Principal to the Superintendent of Education responsible for Special Needs and the Coordinator of Special Needs: the Annual Review of Administrative Procedures Relating to Special Needs (see section 5.2).
February 20	Deadline for the submission by the Principal and Resource Teacher to the Coordinator of Special Need student: applications to take modified or alternate courses for the second semester, if not included in the June/September application.
February 28	Deadline for submission by the Principal and Resource Teacher to the Coordinator of Special: Needs Tutor Evaluations.
March 15	Deadline for the Principal and/or Superintendent to advise the Coordinator of Special Needs: Which schools intent to offer a Life Skills program during the following year.
March 15	Deadline for the Resource Teacher to submit to the Coordinator of Special Needs an inventory of assistive technology in the school.
May 31	Deadline for submissions by the Teachers of Pre-Kindergarten and Northern Pre-Kindergarten/Head start: the Annual Reports.
May 31	Deadline for the submission by the Resource Teacher to the Coordinator of Special Needs: the Impact Assessments and Personal Program Plans for students identified for Intensive Support.

APPENDIX B: SPECIAL NEEDS FORMS

All the forms have been moved to the NLSD#113 Website.

1. Referral to NLSD#113 Children's Services Unit: This referral form needs to be completed in order to refer a student for assessment by a professional.
2. Application Forms for Qualitatively Different Programs: This forms need to be completed to apply for placement in a Modified, Alternate, Senior Life Skills, Individual Learning Programs (Junior Alternate) or Junior Life Skills Program.
3. Tutor Performance Evaluation Form: This form needs to be completed once a year to evaluate Tutor Performance.
4. Informal Checklist of Adaptive Behaviour: This form is a progress monitor for students in Life Skills Programs.
5. Form for the Annual Review of Special Needs by the Principal.