

SCHOOL DISTRICT #71 (COMOX VALLEY)



Operations Manual
Student Services Department

Revised September 2009

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SCHOOL DISTRICT NO. 71 (COMOX VALLEY)

POLICY MANUAL

POLICY:	7002
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STUDENT SERVICES

The Board of School Trustees believes that all students, including those with special needs and those challenged by circumstance, are fully participating members of a community of learners. Consistent with current legislation, the Board believes that Student Services programs and services should be provided throughout the K-12 system in the most inclusive setting possible, notwithstanding that in some specific circumstances alternative programs or service models may be requested, as appropriate and/or beneficial to the student.

Toward this end, the Board authorizes the development of specialized services and programs supporting the curricular and behavioural goals of individual students with unique needs, groups of students, and schools in general.

The Student Services Department shall describe these services and programs through an operations manual. These shall be consistent with the Ministry of Education’s policies and procedures, except when adapted to local circumstance or when constrained by the limitations of financial and temporal resources. Any significant variation from ministry policies and procedures shall be approved by the Board of School Trustees.

The Board believes that there should be a continuum of educational services which may include school and district-level programs.

Principals administer the educational programs in a school and are required to adhere to the *Student Services Department Operations Manual* or receive prior approval for variance. The Student Services Department is required to provide direction, support, and advice to schools regarding program implementation, evaluation and review.



OPERATIONS MANUAL—STUDENT SERVICES

Comox Valley School District

1. Introduction

- 1.1 The purpose of this manual is to provide a reference for operations of the Student Services Department. It provides a framework for the provision of student services in School District No. 71.
- 1.2 All procedures and guidelines contained in this operations manual are superseded by, and governed by, Ministry of Education (ministry) regulations.

Readers are referred to *Special Education Services: A Manual of Policies, Procedures and Guidelines* for a detailed description of ministry expectations.

2. Goal of Student Services

- 2.1 The goal of the Student Services Department is to provide support for students with special needs to achieve their individual potential by supporting inclusionary practice and developing specialized programs and services.
- 2.2 The Student Services Department also endeavors to provide, to all students and staff, information and awareness about students with disabilities and their needs.
- 2.3 The Student Services Department also provides school-based services that are available to support and enhance student learning. These services are non-categorical (available to all students) and include: learning support teachers, counselors, English as a second language/dialect (ESL/ESD) teachers, child and youth care support workers, and home/school support workers.

3. Scope of Services and Programs

- 3.1 The Student Services Department provides programs and services for students with special needs.
- 3.2 As defined by the Ministry of Education, students with special needs have disabilities of an intellectual, physical, sensory, emotional or behavioural nature; learning disabilities, or they have exceptional gifts or talents.
- 3.3 Supplementary services are provided for students who meet Ministry of Education criteria in the following categories (see Appendix A for ministry criteria for each category) ([School District No. 71 link for category descriptions is http://sd71.bc.ca/sd71/stud_serv/IEP/](http://sd71.bc.ca/sd71/stud_serv/IEP/)):

Supplementary Services — Ministry Designations:

- A. Students with Multiple Disabilities: Students who are Physically Dependent with Multiple Needs (Dependent)
- B. Students with Multiple Disabilities: Students who are Deaf/Blind
- C. Students with Moderate to Severe/Profound Intellectual Disabilities
- D. Students with Physical Disabilities or Chronic Health Impairments
- E. Students with Visual Impairments
- F. Students who are Deaf or Hard of Hearing
- G. Students with Autism
- H. Students Requiring Intensive Behaviour Support
- K. Students with Mild Intellectual Disability
- Q. Students with a Learning Disability
- R. Students requiring Moderate Behaviour Support / Mental Illness
- P. Students who are Gifted

Non-categorical services:

- Learning Support Teachers (elementary and secondary)
- Counselling (elementary and secondary)
- Special Health Services (Speech and Language, Physiotherapy and Occupational Therapy)
- Assessment Services (School Psychology)
- English as a Second Language

4. District Services

- 4.1 Low Incidence Coordinator
- 4.2 Student Services Technology
- 4.3 School Psychology
- 4.4 Speech and Language Pathology
- 4.5 Physiotherapy
- 4.6 Work Experience
- 4.7 Occupational Therapy
- 4.8 Elementary Behaviour Resource
- 4.9 Gifted Education
- 4.10 Teacher of the Deaf
- 4.11 Teacher of the Visually Impaired

5. School-Based Services

- 5.1 Learning Support Teachers (Elementary and Secondary) - blended Learning Assistance/Resource Model
- 5.2 Elementary Counselling
- 5.3 Secondary Counselling
- 5.4 English as a Second Language/English as a Second Dialect

6. Referrals

Referrals for district-level services (see Section 4 — District Services) are to be made to the Student Services Department on the *Student Services Referral Form* (available on the “Resources” tab on the school district website - see Appendix C).

All referrals for district-level services require the informed consent of parents.

7. Identification and Assessment

- 7.1 Early assessment is encouraged as an essential element of successful educational planning. Assessment includes:
 - 7.1.1 Classroom-based assessment and intervention by the classroom teacher
 - 7.1.2 Level B assessment by learning support teachers
 - 7.1.3 Consultation and Level C assessment by school psychologists
 - 7.1.4 Specialist assessment by allied health personnel (speech/language pathologist, occupational therapist, physiotherapist)
 - 7.2 Parent consultation and consent in relation to assessments is dealt with in Section 16.
 - 7.3 Criterion-referenced assessment at the classroom level is encouraged for the purpose of planning instruction, adapting or modifying instruction, and providing remediation.

Where feasible, Ministry of Education Performance Standards should be used for students with special needs.
 - 7.4 Pre-referral consultation by school psychologist will occur within the limits of available time.
 - 7.5 Level C psycho-educational assessment will be provided at the district level.
 - 7.6 Level B assessment at the school level must precede Level C assessment. Priorities for Level C assessment will be reviewed regularly but priority must be given to referrals for special needs designation and secondary school adjudication.
 - 7.7 Parents have the right to seek assessment from an external source at their own expense.
 - 7.8 The results and recommendations of such testing will be respectfully and objectively considered.
-

8. Designation of Students with Special Needs

- 8.1 Designation of students in Ministry Categories A, B, C, D, E, F, G, and H are the responsibility of an administrative officer within the Student Services Department.
- 8.2 In order for a student to meet eligibility criteria there must be:
 - 8.2.1 Documentation to support that the student has been appropriately assessed and identified as meeting the criteria of a special education funding category.
 - 8.2.2 A current IEP and Case Manager
 - 8.2.3 Additional, on-going special education service
- 8.3 Student Services is responsible for collecting data for the Form 1701 submission. Funding is based on September 30th enrollment figures and recalculated in February.

9. Placement of Students with Special Needs (Ministerial Order M150/89, Amended M397/95)

- 9.1 An administrator will offer to consult with a parent of a student with special needs regarding the placement of the student in an educational program.
- 9.2 A student with special needs will be offered a program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.

10. Case Review (this section is under revision)

11. School-Based Teams

- 11.1 The school-based team is an ongoing team of school-based personnel who have a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies, and to coordinate support resources for students with special needs within the school.
- 11.2 The Student Services Department will provide teacher release time annually to school-based teams for the review of students with special needs within the limits of available financial resources.
- 11.3 The classroom teacher should consult with parents, and where appropriate the student, regarding concerns and progress. If these efforts prove insufficient to meet the student's educational needs the teacher should begin a process of collaborative planning with school-based personnel. For many students, such collaborative planning and the resulting interventions will successfully address the student's needs. However, if this is not the case, the teacher can approach the school-based team for further assistance.
- 11.4 In support of students with special needs, district specialist teaching staff will attend school-based team meetings as required.
- 11.5 School-based team meetings are to be held on a regular basis. Minutes are kept to record the proceedings and decisions of the school-based team.
- 11.6 Referrals for assessment services should come through the school-based team.

12. Case Managers

- 12.1 For students who are managed at the school level, it is the responsibility of the school-based team to appoint a case manager .
- 12.2 For students managed at the district level, a case manager will be designated by Student Services administration.
- 12.3 The case manager is responsible for, but not limited to:
 - IEP-writing, chairing team meetings
 - obtaining resources, services and agency coordination
 - instructional program supervision
 - communication with parents, and
 - support for educational assistants.

13. Supervision

- 13.1 Day-to-day administration of educational programs for students with special needs is the responsibility of the building administration.
- 13.2 School-based administrators are required to adhere to the operational guidelines of the Student Services Department.

14. Paraprofessional Staff

- 14.1 Educational assistants will be assigned to schools in support of students with low incidence disabilities based on assessed need and availability of resources.
(See Appendix E re: Educational Assistant Roles & Responsibilities.)
 - 14.2 Resource aides will be assigned to schools to provide support to the full range of students with special needs according to available financial resources.
 - 14.3 Conflict of Interest:

The Student Services Department believes that a conflict of interest occurs when an employee:

 - 14.3.1 seeks an educational assistant assignment working with his/her own child, foster child, or child otherwise in his/her care, or
 - 14.3.2 accepts work as a foster parent or respite worker working with the same student(s) that he or she supports through his or her school district employment.
 - 14.4 Supervision of CUPE Workers
 - 14.4.1 CUPE members work under the **employment supervision** of an administrator. Employment supervision means the responsibility to hire, assign and transfer, evaluate job performance, discipline an employee or terminate employment.
 - 14.4.2 CUPE members often work under the **instructional supervision** of a member of the Comox District Teachers' Association (CDTA). The educational assistant's work shall be assigned, directed and supervised by the teacher to whom the educational assistant is assigned.
 - 14.4.3 Any concerns regarding paraprofessional performance should be reported to the appropriate school administrator.
 - 14.5 Notwithstanding a worker's rights under the *Workers' Compensation Act*, it is expected that educational assistants who have concerns regarding their personal safety during the conduct of their employment will follow school district health and safety protocols.
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15. Student Records

- 15.1 Each *Student Services Referral Form* will generate a confidential district-level file.
 - 15.1.1 All confidential files will be kept in locked filing cabinets at the Student Services offices.
 - 15.1.2 Confidential files must contain the confidential student information required to support a ministry special needs designation.
- 15.2 A cumulative school file will be maintained at each school for each student and will contain a record of all school-based services and outside referrals.
 - 15.2.1 The school administrator is responsible for the establishment and maintenance of a Permanent Record Card (PRC) or Permanent Student Record (PRC) and cumulative school file for each student registered at the school.
 - 15.2.2 After graduation, a school cumulative file may be melded with the confidential file. Only relevant confidential and educational programming material will be kept (eg. PRC/PSR, latest IEP, psycho-educational assessment, medical information, agency referrals).
- 15.3 Controlled Access:
 - 15.3.1 Student Services professional staff will have access to confidential files on a need-to-know basis.
 - 15.3.2 School-based professional staff will have access to confidential files on a need-to-know basis. Prior permission must be obtained from a Student Services administrator and the access log must be signed.
 - 15.3.3 Parents have a right to examine all student records kept by the Board pertaining to the student while accompanied by a Student Services administrator or a person designated to interpret the records.
 - 15.3.4 Agency personnel may access a child's confidential file only with signed parent consent and in the presence of a relevant Student Services professional staff member.
 - 15.3.5 Records are to be examined in the presence of a member of the B.C. College of Teachers who is qualified to interpret them.
- 15.4 Removal of Confidential Files
 - 15.4.1 Confidential files may not be removed from the Student Services offices.
 - 15.4.2 A copy of documents in a student's confidential file may, on request, be provided to the parent on the authority of a Student Services administrator.
- 15.5 Retention of Files

Confidential files will be kept for a minimum of seven (7) years after graduation or school leaving.
- 15.6 Accuracy of Information
 - 15.6.1 All staff must make every reasonable effort to ensure that personal information about a student and family is accurate and complete.
 - 15.6.2 Students or parents who believe that there is an error or omission in personal file information may request that the information be corrected or annotated.
 - 15.6.3 Parents wishing documentation to be removed from a confidential file must make the request in writing.
 - 15.6.4 The decision to remove any documentation from a confidential file will be made by a Student Services administrator.

15. Student Records (cont'd)

15.7 Transfer of Records

- 15.7.1 Confidential files will be transferred to another BC public school board or educational jurisdiction only with signed parental consent and institutional request.
- 15.7.2 Transfer of records between schools within the district will be arranged by direct contact between specialist staff and/or administrators.
- 15.7.3 At the request of a receiving principal outside of the BC public school system, or within the independent schools system, and only with a signed parental consent, a copy of the PRC/PSR, cumulative school file and confidential files will be forwarded.
- 15.7.4 Copies of students' records will be provided where statutory declaration or a court order requires the release of such records.

16. Parent Consultation and Consent

16.1 Consultation/Consent for Services

- 16.1.1 Parents will be consulted whenever the services outlined below are intended to be offered to a student. However, if it is believed that such consultation would not be in the best interests of the student the matter should be referred to the Director of Student Services for discussion. If as the result of the discussion it is agreed that consultation will not be in the best interests of the student, then no consultation will occur. (It should also be noted that Board Policy 6014 supersedes any consultation with parents.)
 - Ongoing and formalized school-based specialist services (counselling, learning support)
 - District-level services (school psychology, behaviour resource services, speech and language pathologist, physiotherapist, teacher of the deaf, teacher of the visually impaired, Challenge program)
 - Referrals are made to community-based services
- 16.1.2 Consultation involves advising the student's parent that the school intends to offer the services to the student with enough detail so that the parent understands the scope of the services to be offered.
- 16.1.3 Consultation with the parent must be documented on the appropriate district or school level referral form. (Referral forms are available on Student Services website.)
- 16.1.4 Parent consent is required when a student is referred for a Level C or specialized assessment, e.g. psycho-educational assessment, speech and language assessment, BASC, occupational therapy assessment, physiotherapy assessment. The reason for and nature of the assessment must be discussed with the parent and the appropriate parent consent forms must be completed and signed.
- 16.1.5 If parents disagree with the services to be offered, as described in Section 16.1, the matter will be referred by the school administrator to the director of student services.

16.2 Consent for Release of Confidential Information

- 16.2.1 A *Consent for the Release of Confidential Information Form* must be completed by the parent/legal guardian (or student if over the age of 19 years) to allow confidential file information to be shared with outside agencies or private practitioners. (See Appendix D.)
 - 16.2.2 Notwithstanding the above, it is understood that student information will be released to the appropriate authorities when there is a legal obligation to do so.
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17. Individual Education Plans (IEPs)

- 17.1 Where required by *Minister's Order 638/95 (Individual Education Plan Order)*, an IEP will be developed.
- 17.2 An IEP is a written plan developed for a student that describes the program modifications and/or adaptations for the student and the services to be provided. It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries, and/or community agencies.
- 17.3 IEPs are to be working documents and must be updated at least annually.
- 17.4 Students on an IEP must be evaluated consistent with their personal learning goals.
 - 17.4.1 Where a student with special needs is expected to achieve or surpass the expected learning outcomes set out in the provincial curriculum, regular letter grading practices and reporting procedures will be followed.
 - 17.4.2 Where a student is on a modified curriculum, anecdotal reporting will be used in addition to letter grades that reflect student progress on their modified curriculum.
- 17.5 IEPs will utilize a standard cover sheet. (See http://sd71.bc.ca/sd71/stud_serv/IEP/.)

18. Other Ministries

The school board desires and encourages inter-ministry cooperation in the planning and delivery of programs and services to students with special needs and their families.

19. Appeal Procedures

- 19.1 Consistent with the [Board Appeals Bylaw](#) (09/09/03), all parents have the right to appeal any decision of an employee of the board that significantly affects the education, health, or safety of a student.
 - 19.1.1 It is expected that parents will attempt to resolve conflict or differences with the teacher, before approaching the administration.
 - 19.1.2 It is expected that school administrators will refer parents to the teacher for initial resolution of issues or concerns.
 - 19.1.3 It is expected that appeals will be directed to the person with the next level of administrative responsibility.
- 19.2 It is permissible for parents to include an advocate or resource person in the appeal process by giving prior notice.
- 19.3 If a parent or a student is not satisfied after the Board of Education has made a decision on the appeal, the board's decision can be appealed to a Superintendent of Achievement.
(For additional information please refer to the ministry website: <http://www.studentappeals.gov.bc.ca/>.)

20. Transportation of Students with Special Needs

Special needs bussing may be provided to and from school for students with low incidence disabilities who require supervised assistance, a lift-equipped vehicle, or who are attending a district program.

21. Transportation Assistance

Transportation assistance may be provided to the parent of a student with special needs when:

- 21.1 The student is eligible for bussing and cannot be accommodated on the contracted bus service, or
- 21.2 A student is enrolled in a district level special education program, and cannot be accommodated within existing services.

22. Field Trips

- 22.1 Provision for the inclusion of students with special needs must be a consideration for all travel arrangements; however, it is not intended that inclusionary practice should eliminate, reduce or limit travel opportunities that would normally exist.
- 22.2 Educational assistant supervision will be provided at a level commensurate with the in-school level of support.
 - 22.2.1 Where field trips are beyond the regular working hours or involve overnight stays, education assistants have a right of choice to participate.
 - 22.2.2 Parents may assist in the provision of supervision on field trips.
- 22.3 Please refer to [Board Policy 6031 \(Student Travel\)](#), *Regulations* [6031R1](#), [6031R2](#), [6031R3](#), [6031R4](#) and [Management Regulation 6031MR1](#) for guidance.

23. Student Discipline

- 23.1 It is expected that an identified student with special needs presenting with behavioural concerns will have those concerns addressed in an IEP or behaviour plan.
- 23.2 The tolerance for unacceptable behaviour for students with special needs must consider:
 - 23.2.1 The nature of the disability
 - 23.2.2 The level of supervision
 - 23.2.3 The appropriateness of the task/program
 - 23.2.4 The consequence of the discipline.
- 23.3 Where formal discipline is required, a student must be disciplined in accordance with the expectations of [Board Policy 6020 \(Student Behaviour\)](#) and its *Regulations* [6020R1](#), [6020R2](#) and [6020R3](#).

See 19.3 (page 8) for appeal process information.

24. Student Suspension

- 24.1 Suspension is a strategy within the context of progressive discipline. It is expected that:
 - 24.1.1 Appropriate interventions will have been progressively tried prior to suspension.
 - 24.1.2 Definite suspensions will normally precede indefinite suspensions.
 - 24.2 A student may be suspended from school when his/her behaviour is in open opposition to authority, as delegated by the Board of Education and outlined in [Board Policy 6020 \(Student Behaviour\)](#) and its *Regulations* [6020R1](#), [6020R2](#) and [6020R3](#).
 - 24.3 The principles of due process and procedural fairness must be afforded to the student.
 - 24.4 The grounds for suspension must be clearly stated in the letter of suspension written to the parents/guardians.
 - 24.5 Other agency personnel involved with the student should be consulted prior to the use of an indefinite suspension.
-

24. Student Suspension (cont'd)

- 24.6 During the period of suspension:
- 24.6.1 A meaningful education program or intervention plan must be offered.
 - 24.6.2 Planning must be undertaken for successful re-entry or transition to the next placement.
- 24.7 Students removed from school under [Section 91\(6\) of the School Act](#) will be provided with an educational program.

25. Transitions

- 25.1 The importance of planned, structured support during times of transition to and from the K-12 system is essential for students with special needs. To this extent, the Student Services Department will:
- 25.1.1 Coordinate the transition of children with special needs from pre-school programs by:
 - holding parent orientation sessions
 - establishing eligibility for funding according to ministry criteria
 - initiating assessments
 - establishing confidential files
 - sharing information with receiving schools.
 - 25.1.2 Support post-secondary transitions through:
 - participation in inter-agency planning committees
 - liaison with post-secondary educational and work-related programs
 - consultation with schools regarding individual students.
- 25.2 The importance of planned, structured support is also essential within the K-12 system. To this extent, the Student Services Department will, within the limits of available resources:
- provide release time for IEP planning
 - facilitate student orientation visits
 - facilitate staff consultation and observation.
- 25.3 It is expected that transitions will be dealt with in the context of the IEP planning process for all students with special needs.

26. Participation in Provincial Assessments

- 26.1 It is expected that students with special needs will participate in provincial assessment programs according to program guidelines.
- 26.2 Exemptions to participation can only be authorized by an administrator and will consider:
- 26.2.1 The meaningfulness of the experience to the student, and
 - 26.2.2 Pragmatic considerations of the testing schedule.

27. Physical Restraint

- 27.1 Physical restraint is a judicious control measure that may be applied temporarily to a student by an employee or specialized service provider. Should physical restraint be necessary, it is expected that it would be executed in a manner consistent with non-violent physical crisis intervention procedures (CPI) when:
- 27.1.1 There is an immediate risk for the health and safety of the student in question, other students or other adults or children;
 - 27.1.2 The restrainer believes that safe control cannot be established using other means;
 - 27.1.3 The level of force utilized is kept to a minimum;
 - 27.1.4 The action is motivated by care and protection.
- 27.2 Any physical restraint applied should be accompanied by controlled, unemotional and reassuring statements that give reasons for the restraint along with a description of the student behaviour necessary for the restraint to cease.
- Whenever possible, two or more adults should be involved or present.
- 27.3 Students who may require physical restraint must have a plan included in their Individual Education Plan.
- 27.4 When physical restraint has been utilized, one of the adults involved shall complete a *Critical Incidence Report* form and file it according to the instructions..

28. Kindergarten Screening

The Student Services Department seeks the early identification of students whose communication skills put them at social and academic risk. Children entering kindergarten will undergo a screening of their speech and language skills.

29. Special Education Technology (SET-BC)

- 29.1 SET-BC is a provincial resource program established to provide assistive technology for students who demonstrate restricted access to the curriculum due to:
- Physical disabilities
 - Visual impairments
 - Autism
 - Moderate to profound intellectual disability
- 29.2 Referral process:
- A teacher may refer a student to the school district's SET-BC screening committee through their school-based team.
 - The school-based team (which may include a parent) should use the *SET-BC Screening Checklist* to help determine the student's eligibility, strengths and needs.
 - If the student is chosen to receive SET-BC services, the school-based team will be asked to complete a *Request for Service* form.
 - The school-based team will then take part in developing a Collaborative Action Plan with the SET-BC consultant.

The SET BC consultant will assist the team to determine what strategies and technology best meet the needs of the student.

29. Special Education Technology (SET-BC) (cont'd)

- 29.3 The school district's SET-BC screening committee meets three times per year (in September, January, May) to prioritize referred students.
- 29.4 This service operates on a quota system determined annually by SET-BC.

30. Staff Credentials

- 30.1 The Student Services Department will seek to ensure that all professional staff meet the minimum criteria outlined for specialist positions in Ministry of Education, "*A Manual of Policies, Procedures and Guidelines.*"
- 30.2 Student Services administrators will be consulted by school based administrators in the short-listing and interviewing of learning assistance/resource teachers and counsellors.

31. Program Reviews

- 31.1 It is expected that programs will be routinely reviewed by program staff on an annual basis. Annual goal setting and review is required for all programs.
- 31.2 All programs and services are subject to review by Student Services administration as part of program planning and budget development.
- 31.3 Periodically, the review of individual programs or services may be elevated to board-level goals.

32. Job Descriptions (CUPE)

- 32.1 It is the responsibility of the Student Services administration to maintain current job descriptions in accordance with job evaluation guidelines.
- 32.2 Current job descriptions can be found in the *School District No. 71 (Comox Valley) Job Description Manual (CUPE)*.

33. Other Relevant District Policies

- 33.1 Medical Alert and Administration of Medication

Please refer to [Board Policy 6011 \(Management of Medical Conditions in Schools\)](#), and *Management Regulations 6011MR1 (Management of Medical Conditions in Schools)* and [6011MR2 \(Anaphylaxis, Allergies, and Life-Threatening Allergies in Schools\)](#).

- 33.2 Tri-Ministry Protocols

Please refer to [Board Policy 6014 \(Child Abuse and Neglect\)](#) and *Board Regulation 6014MR1 (Child Abuse)*.

APPENDIX A

MINISTRY of EDUCATION SPECIAL NEEDS CATEGORIES

(See School District No. 71 website for category descriptions and definitions - [http://sd71.bc.ca/sd71/stud_serv/IEP/.](http://sd71.bc.ca/sd71/stud_serv/IEP/))

Program Code		Meaning
Level 1	A	Physically Dependent
Level 1	B	Deaf & Blind
Level 2 (Low Incidence)	C	Moderate/ Profound Intellectual Disability
	D	Physical Disabilities or Chronic Health Impairment
	E	Visual Impairments
	F	Deaf or Hard of Hearing
	G	Autism
Level 3	H	Intensive Behaviour Interventions / Serious Mental Illness
High Incidence	K	Mild Intellectual Disability
	Q	Learning Disability
	R	Moderate Behaviour Support/ Mental Illness
	P	Gifted

Note 1: Students must be reported in the funding category according to the definition, identification and service delivery found in the Special Education Services: A Manual of Policies Procedures and Guidelines (1995).

Note 2: The Ministry provides supplemented job training funds for school-aged secondary students with Moderate to Severe/Profound Intellectual Disabilities and Mild Intellectual Disabilities only.

(See School District No. 71 website for category descriptions and definitions - [http://sd71.bc.ca/sd71/stud_serv/IEP/.](http://sd71.bc.ca/sd71/stud_serv/IEP/))

APPENDIX B**LEVELS OF TESTING****Level A: Classroom Level**

- This is a basic level of testing and is typically carried out by classroom teachers.
- No specialized training is required.
- E.g. Curriculum-based tests, teacher prepared tests, group achievement tests

Level B: Learning Assistance (school level)

- This level involves the administration and interpretation of standardized tests for diagnostic and programming purposes
- Specialized training in test administration and interpretation is required as part of a learning assistance / remedial education major.

Level C: Psycho-educational Assessment (district level)

- This is an advanced level of testing utilizing sophisticated individualized testing instruments.
- Certification as a school psychologist is required.

Other specialized assessments:

- Other specialized assessments may be required, eg. speech and language, physiotherapy.
- Only those possessing appropriate professional qualifications may conduct such assessments.

APPENDIX C

School District No. 71 (Comox Valley)
Student Services

Suite 171 – 2345 Mission Rd.
Courtenay, B.C. V9N 9H1
Telephone (250) 338-1481
Fax (250) 334-2986

REFERRAL FORM FOR DISTRICT LEVEL SERVICES

STUDENT: _____ Date of Birth: _____ Male [] Female []
(Last//First) (Day-Mon-Year – e.g. 11-Apr-2001)

SCHOOL: _____ Grade: _____ PEN: _____

Parent/Guardian: _____

Address: _____

Postal Code: _____ Phone No. _____

[] Current Confidential File at Assessment Centre
[] Initiate Confidential File

Discussed with Parent/Guardian []
Date: _____ by _____
Discussed with School-Based Team []
Date: _____ by _____
Team Members

Services Requested:
[] Behaviour Resource Services *
[] School Psychology *
[] Speech and Language
[] Swim Program
[] Other:

* Please attach appropriate documentation.

Comments/Details:

Administrator _____

Date _____

Referral Received: _____
Referral # _____

APPENDIX D



CONSENT FOR RELEASE OF INFORMATION

I, _____ hereby consent to the release of the

 (parent/guardian)
 following information:

for the purpose of: _____

This information is considered confidential and will be treated accordingly.

Student Name: _____

Date of Birth: _____

Person/Agency releasing information: _____

Person/Agency receiving information: _____

Date: _____

Signature: _____

Address: _____

Relationship to student: _____

APPENDIX E**ROLES AND RESPONSIBILITIES OF TEACHERS AND EDUCATION ASSISTANTS:
A BCTF/CUPE JOINT PAPER**

BCTF and CUPE B.C. recognize that teachers and education assistants play a key role in programs for students with special needs. This paper is intended to assist teachers and education assistants in establishing a co-operative, respectful working relationship to ensure the success of students with special needs.

Education assistants work under the general direction of a teacher in the school, and under the supervision of an administrative officer. Overall, the relationship between teachers and education assistants has seen the development of a more collegial model.

“Teacher” in this document refers to all teachers including classroom teachers, special education support teachers, learning assistance teachers and other non-enrolling teachers.

“Education Assistant” in this document refers to all education assistants and paraprofessionals who are working with teachers to support students with special needs.

This joint statement elaborates the roles and responsibilities of teachers and education assistants as defined initially by and within the confines of the British Columbia School Act and Regulations, Ministry of Education Special Education Policy, Procedures and Guidelines, and Collective Agreements of both BCTF, its locals and CUPE B.C. with the employing school district/BCPSEA.

Education assistants are supervised in regard to the employment relationship (e.g., evaluation reports, discipline) by an administrative officer, not the teacher with whom the education assistants work.
Section 18 of the School Act:

1. Boards may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act and in the Regulations.
2. Persons employed under subsection (1) shall work under the general supervision of a teacher or administrative officer.

The index to the *School Act* and related legislation uses the term *education assistant* to identify the paraprofessional role. There are, however, numerous other titles in use within the province. CUPE B.C. is actively seeking changes to Section 18 of the current School Act in order to standardize job titles to *Education Assistant* and to reflect current employment relationships as reflected in CUPE B.C. collective agreements.

1. Special Education Policy, Procedures and Guidelines

The following excerpts are taken from the Ministry of Education's [*Special Education Services: A Manual of Policies, Procedures, and Guidelines*](#).

“The teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student.” (B.3)

“Teachers are expected to design programs for students with special needs. Education assistants play a key role in many programs for students with special needs, performing functions, which range from personal care to assisting the teacher with instructional programs. Under the supervision of a teacher they may play a key role in implementing the program.”

“While education assistants may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents.” (B.3)

2. Collective Agreements

Teachers and education assistants are covered by collective agreements between the unions that represent them and the employer. Many of these agreements have provisions that set out some conditions relevant to roles and responsibilities. Collective agreements must be followed and take precedence.

3. The Role of the Ministry of Education and School Districts in Ensuring Conditions for Success of Students with Special Needs

Teachers and education assistants agree that the responsibility of the Ministry of Education and the school district is paramount in ensuring the necessary conditions for students with special needs to succeed in schools. These conditions include but are not limited to:

- 3.1 Provision of adequate resources to maintain an appropriate learning environment.
- 3.2 Availability of a suitable workspace to accommodate the learning activities of those working with students with special needs.
- 3.3 Access to appropriate information regarding the student, the Individual Education Plan (IEP), as well as techniques and strategies necessary to carry out the respective responsibilities of each in relation to students' programs.
- 3.4 Provision of appropriate inservice on instructional and behavioural techniques and strategies.
- 3.5 Adequate release time for members of the school based team, and adequate time within the school day for members of the student specific support team, including the teacher and the education assistants, to participate as required in the process of developing, implementing and monitoring the IEP.

4. Teachers' and Education Assistants' Working Relationship: General Responsibilities

Inherent in the *School Act* and *Special Education Policy, Procedures and Guidelines* is the teacher's responsibility for designing, implementing and evaluating the educational program, and the education assistant's role to assist teachers in this responsibility. Both the teacher and the education assistant facilitate the inclusion of students with special needs. It is their joint role to encourage the student to become an independent learner and member of the classroom, school, and community.

4. Teachers' and Education Assistants' Working Relationship: General Responsibilities (cont'd)

In order to foster a cooperative, respectful working relationship, education assistants need to be aware of those responsibilities that are specific to teachers.

Similarly, teachers need to be aware of job descriptions and the parameters of the responsibilities of education assistants.

To provide effective support for students with special needs, teachers and education assistants work together and share responsibility to:

- 4.1 Develop a positive, respectful working relationship.
- 4.2 Meet standards of professional and ethical conduct in relation to students, parents, and colleagues.
- 4.3 Advocate for conditions of success for students with special needs.
- 4.4 Advocate for the protection of the legal and human rights of students and their families.
- 4.5 Follow guidelines established by the school/district to protect the safety and well-being of children and youth.
- 4.6 Maintain positive supportive professional relationships within the education community.

5. Specific Responsibilities

The following are some specifics of the roles and responsibilities of teachers and education assistants, and some roles and responsibilities that they share.

5.1 Designing programs and planning and organizing learning experiences for students with special needs

TEACHER	SHARED	EDUCATION ASSISTANTS
<ul style="list-style-type: none"> • Designs instructional program. • Develops IEPs - Identifies responsibilities of individual members of student specific support teams in terms of participating in the development, implementation and monitoring of the programs as described in the IEP. 	<ul style="list-style-type: none"> • Discuss learners' strengths and weaknesses and consider best possible areas of program focus. • Attend program planning meetings, based on school and district policies, to assist with developing IEPs and transition plans for children and youth with special needs. 	<ul style="list-style-type: none"> • Shares relevant information about the performance and behaviour of individual learners to support IEP, transition and program design.
<ul style="list-style-type: none"> • Plans learning activities. 	<ul style="list-style-type: none"> • Discuss objectives and goals. • Discuss and clarify the ways in which the education assistants can assist the teacher with instructional programs, classroom management and expectation setting for students. 	<ul style="list-style-type: none"> • Gathers relevant information through working with student or students to provide feedback into the planning process.
<ul style="list-style-type: none"> • Determines appropriate modifications and adaptations in line with IEP. 	<ul style="list-style-type: none"> • Work together to adapt/modify curriculum and resource material. 	<ul style="list-style-type: none"> • Adapts strategies to accommodate individual learner needs/styles.
<ul style="list-style-type: none"> • Provides instructional learning resources. • Monitors and advocates for the appropriate resources necessary for the education assistant to carry out his/her duties. 	<ul style="list-style-type: none"> • Collaborate in setting priorities for learning resource development. 	<ul style="list-style-type: none"> • Assists with development of instructional learning resources.
<ul style="list-style-type: none"> • Reviews and reinforces learning activities for concept and skill development. 	<ul style="list-style-type: none"> • Review learning resources together to clarify and share experiences and expectations. 	<ul style="list-style-type: none"> • Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help students master concepts and skills.
<ul style="list-style-type: none"> • Develops school-based learning goals for individuals and groups. 	<ul style="list-style-type: none"> • Plan activities to meet goals. 	<ul style="list-style-type: none"> • Assists students with learning activities and/or independent study projects developed by teacher/team. • Monitors and reports to teacher/team on the implementation of the program.
<ul style="list-style-type: none"> • Designs learning and skill development goals for worksites and other community-based settings. 	<ul style="list-style-type: none"> • Plan activities to meet goals. • Share resources and concerns. 	<ul style="list-style-type: none"> • Supports learning and skill development activities in worksite and community-based settings.
<ul style="list-style-type: none"> • Establishes work plan priorities. 	<ul style="list-style-type: none"> • Review plan daily and weekly. • Set consultative meeting times. 	<ul style="list-style-type: none"> • Follows priority plan • Keeps teacher up to date on the implementation of the program.
<ul style="list-style-type: none"> • Provides the education assistant with the requisite information regarding the classroom management structure, discipline plan and expectations for students. 	<ul style="list-style-type: none"> • Discuss and clarify classroom management structure, discipline plan and expectations for students. 	<ul style="list-style-type: none"> • Carries out work within developed structures and plans, being consistent with expectations for students. (IEP)

5. Specific Responsibilities (cont'd)**5.2 Implementing programs for students with special needs: Delivery of service**

TEACHER	SHARED	EDUCATION ASSISTANT
<ul style="list-style-type: none"> Instructs, supervises and facilitates student learning. 	<ul style="list-style-type: none"> Discuss successful practice. 	<ul style="list-style-type: none"> Facilitates student learning individually and in small groups.
<ul style="list-style-type: none"> Develops individualized, appropriate, behavioural program. Models techniques for education assistants to use in providing instructional and behavioural assistance. 	<ul style="list-style-type: none"> Discuss specific philosophy, techniques, strategies and appropriate language. 	<ul style="list-style-type: none"> Implements the techniques and strategies as demonstrated. Documents, monitors and reports to teacher/team on implementation of the program.
<ul style="list-style-type: none"> Defines the use of specific techniques, strategies and appropriate language, as required in individual situations. 	<ul style="list-style-type: none"> Discuss specific techniques, strategies, and appropriate language. 	<ul style="list-style-type: none"> Implements specific techniques, strategies, and appropriate language.
<ul style="list-style-type: none"> Seeks assistance of administrative officer to provide a workplace for the education assistant. 	<ul style="list-style-type: none"> Discuss workplace settings. 	<ul style="list-style-type: none"> Monitors effectiveness of workplace settings and reports changes to teacher and/or administrative officer.

5. Specific Responsibilities (cont'd)**5.3 Assessing, evaluating, reporting and recording student progress**

TEACHER	SHARED	EDUCATION ASSISTANT
<ul style="list-style-type: none"> Ensures assessment and learner profiles are current. 	<ul style="list-style-type: none"> Discuss information. 	<ul style="list-style-type: none"> Carries out functional (informal) assessment activities to assist the teacher in developing learner profiles.
<ul style="list-style-type: none"> Convenes/attends meetings of student specific support team. 	<ul style="list-style-type: none"> Discuss information with the entire team. 	<ul style="list-style-type: none"> Attends meetings of student specific support team during the school day.
<ul style="list-style-type: none"> Evaluates progress according to goals of IEP. 	<ul style="list-style-type: none"> Exchange information. 	<ul style="list-style-type: none"> Observes and documents learner strengths, achievements and needs through daily learning activities. Assists in the collection of data for the purpose of evaluating student progress.
<ul style="list-style-type: none"> Reports to parents (a) informal, ongoing, and (b) formal written reports. 	<ul style="list-style-type: none"> Discuss relevant confidential information. 	<ul style="list-style-type: none"> Provides information to teacher for home/school formal/informal communications.
<ul style="list-style-type: none"> Maintains required school, school district and provincial records. 	<ul style="list-style-type: none"> Clarify data requirements. 	<ul style="list-style-type: none"> Assists in maintaining learner records required by school, school district or provincial policy.

5. Specific Responsibilities (cont'd)

5.4 Developing supportive environments: For learners, their families, school and district staffs

TEACHER	SHARED	EDUCATION ASSISTANT
<ul style="list-style-type: none"> • Documents and shares workplace concerns. 	<ul style="list-style-type: none"> • Discuss concerns to facilitate early problem solving through informal and regularly scheduled meetings during the work-day. 	<ul style="list-style-type: none"> • Documents and shares workplace concerns.
<ul style="list-style-type: none"> • Remains current in school, district and provincial policies and procedures. • Reviews and monitors that policies are being implemented. • Shares information. 	<ul style="list-style-type: none"> • Follow guidelines established by the school/district to protect the safety and wellbeing of children, youth and staff. 	<ul style="list-style-type: none"> • Remains current in school, district and provincial policies and procedures. • Reviews and monitors that policies are being implemented. • Shares information.
<ul style="list-style-type: none"> • Shares current student related information on behaviour, social, emotional and physical health on an as need basis. • Requests that appropriate health or other training is provided to support staff. 	<ul style="list-style-type: none"> • Maintain confidentiality. • Support occupational and physiotherapists, speech-language pathologists, vision and hearing impaired specialists and nurses in the delivery of required services. • Follow established protocol and collective agreements regarding administration of medicine and/or medical procedures. 	<ul style="list-style-type: none"> • Carries out personal and health care routines as directed. • Carries out specific procedures only if appropriate training has been provided. • Follows all established reporting procedures.

APPENDIX F

PROTOCOL FOR VISITING PROFESSIONALS TO SCHOOLS

Students identified in Ministry Categories Level 1, 2 and 3 often have large teams of professionals from a variety of community and government agencies working to provide integrated services.

When appropriate, these individuals are included on school teams. They are included in team meetings and may be in the schools for the following purposes:

- consultation with teachers and other school professionals, administrators and parents
- observation of the student for planning purposes.

Visits made to the school are planned and organized through the student's school team, typically by the case manager. It is expected that the visit is purposeful, planned and specific to the needs of the individual student.

It is important that this communication occur in order that there is consistency between the student's home and school team so that services are truly integrated between home, school and community.

School principals must be informed when community professionals will be assisting schools.

APPENDIX G

MEANINGFUL CONSULTATION

(Source: 2008 Resource guide from BC CASE and the Ministry of Education)

Meaningful consultation is not a structure; rather it is a process that underpins educational decision making. Meaningful consultation is necessary when decisions are made that will have an impact on a student's educational program, and it is essential that this process includes the student's family and/or caregivers. To the extent appropriate to the student's age and ability, the student should also participate in the process.

*“At its heart, meaningful consultation is about interactive, two-way communication and dialogue. Such consultation is undertaken to seek information, advice and/or informed opinion for consideration **prior** to decision making.”*

[Lower Mainland Directors of Student Support Services, 1998]

Guiding Principles for Meaningful Consultation

“The family is the expert on the child.”

School teams bring to the decision making process expertise on curriculum, educational programming, and knowledge of the interaction of the student in the school setting: families bring an in-depth understanding of the needs of their children.

“Mutual respect is essential for meaningful consultation.”

Mutual respect is characterized by an understanding that all individuals involved in the consultative process have a contribution to make. Families and school representatives may enter the process with differing levels of need, strength and skill. Mutual respect is best maintained when all participants recognize that everyone is working to achieve best/balanced decisions and the best outcome for the child.

“Everyone participates as an equal partner.”

The process often means creating an atmosphere that allows all participants to feel that they have the opportunity to express their point of view and that their opinions and input are respected. It also means recognizing that some participants may have their own constraints (e.g.: past history and past school experiences, different values and cultural expectations, transportation and time availability needs). The opportunity to ‘put heads together’ signals a shared responsibility for the student's well-being.

“Meaningful consultation does not mean parties cannot disagree.”

The process of meaningful consultation does not suggest a right of veto or assume that, at times, a mutual agreement may not be possible. Rather, it is a way to work through such situations towards a decision or action that includes a means of assessing the effectiveness of the consultation, and to provide follow-up.

What Meaningful Consultation IS

Meaningful consultation includes families in making decisions about their child's education. It is facilitated by ongoing dialogue and participation in planning processes with school teams. It is characterized by a willingness on the part of the school and the family to openly discuss decisions and options available, and a willingness to listen to each other and work collaboratively toward best/balanced decisions. It is also characterized by clear communication of the results to all participants, including the decision reached or action taken, with the rationale for the decision. It is usually not a one-time process, but should fulfill a specific need for input regarding a decision under consideration. When done well, parents feel that the school team is listening to them and that their experience, knowledge and ideas have been taken into consideration.

What Meaningful Consultation IS NOT

Meaningful consultation is not the delivery of a preconceived decision or plan. It is not persuasion, nor is it a large group of professionals discussing what is best without actively seeking the views and engaging in dialogue with interested/affected individuals and other key sources of information. Meaningful consultation is not a process whereby families are only included in order to document that consultation has taken place. Meaningful consultation is neither a right of veto nor does it require all parties to come to an agreement about decisions when made.

APPENDIX G

FREQUENTLY ASKED QUESTIONS—MEANINGFUL CONSULTATION

“When do we use meaningful consultation?”

Because meaningful consultation is a process that underpins all interactions with families, it follows that informal consultation should be initiated early and then maintained in the relationship. More formal consultation that includes families as active partners may be considered for any situation that involves decisions around the educational programs of students. Some examples of these situations could be:

- Deciding to adapt or modify a program
- Individual education planning
- Moving to a different program or class
- Involving the school psychologist, counsellor or other professional with the student
- Referring the student to Special Education programs and services

“At what point is meaningful consultation concluded?”

Ideally, meaningful consultation continues until a solution satisfactory to all parties is reached. However, the purpose of meaningful consultation is to facilitate informed decision making, not to make the decision itself. A meaningful consultation is to facilitate informed decision making, not to make the decision itself. A meaningful consultation process is concluded when those individuals making the decision communicate the results clearly to all contributors, including the decision reached or action taken, and the rationale for the decision.

“What if the individual/s affected do not agree?”

The school and families may choose to continue to work toward consensus. While aiming to achieve best balanced decisions, an interim decision can include some of the ideas developed through the consultative process. Meaningful consultation does not remove the responsibility that rests with a school board to provide an educational program that meets the needs of each student in a school district. However, an informed decision making process, based upon a meaningful dialogue should include a commitment to review a decision after a trial period and a willingness to reconsider the decision based upon new information.

“What if one party is not willing to engage in meaningful consultation, but wants his or her own way?”

When all parties listen carefully to others, it is often possible to find some middle ground. Sometimes this process means listening to the content of the message and putting aside the method of delivery (e.g.: threatening language, anger extreme emotion). Meaningful consultation is about respectfully hearing what others have to say. It is not about any one side “winning.”

APPENDIX H

PROCEDURES FOR “OUT OF SERVICE” ELEVATORS USED BY SPECIAL NEEDS STUDENTS

Contact the Maintenance Department at 338-7475 and identify the nature of the problem. The Maintenance Department will then assess the elevator problem, send a qualified technician and order parts, etc.

Contact Student Services at 338-1481. Advise them that the elevator is out of service. Student Services will provide direction to the staff working with the student(s).

APPENDIX I

EARTHQUAKE CONSIDERATIONS FOR SPECIAL NEEDS STUDENTS

One segment of the school population that is left out of the written school guidelines for earthquake preparedness is students with special needs. Students with conditions that require medication, special diets and supplies in order to sustain life, dignity or reasonable comfort have not been given adequate consideration in planning for disasters that cause isolation. What could be an inconvenience for able-bodied students could be a major threat to students who have special needs.

Develop evacuation plans for students with mobility, visual and hearing impairments, students with autism and students with intellectual disabilities considering the following:

- Back-up medication and supplies should be kept on hand and be easily accessible during an emergency.
- The student should have in their possession an individual emergency card describing their special needs (i.e. disability, medications, attendant needs, allergies, primary physician).
- Any power requirements for sustaining specialized equipment, if power is off for extended periods of time, should be considered.
- Specific staff should be assigned to individual students, with some back-up provisions.
- Involve students with special needs in all drill activities. Special needs students should implement “duck and cover” actions which have been adapted for their specific needs (i.e. students in wheelchairs should be in doorway, with brakes on and head covered with book, arms or hands).