



Tri-County

Regional Centre for Education

STUDENT SERVICES POLICIES & PROCEDURES

Approved by the Tri-County Regional Centre for Education – July 2006

Dates / Timelines

1. School Program Planning Team – Monitors at least once a year students with Adaptations p. 9
2. March 1 - forward to receiver schools, names of students recommended for Support..... p. 6
3. April 1 – respond to feeder schools p. 6
4. School Program Planning Team meetings minimum once per month p. 6
5. Individual Program Planning Team must meet no later than June to begin developing Individual Program Plans for next year and to complete, at least an interim plan p. 8
6. Individual Program Plans must be finalized within six weeks of the beginning of the school year..... p. 8
7. Need for an Individual Program Plan during the year - plan must be finalized within six weeks of decision / 3 weeks in the case of semestered courses p. 8
8. Individual Program Planning Teams must meet twice each academic/semester year to formally review plans p. 8
9. Area schools provide SLD documentation to Coordinator of Student Services by April 15 p. 12, 90
10. PSA Application by April 1 for students currently enrolled and by May 1 for students enrolling in Primary..... p. 78

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Preamble

The Student Services Policies and Procedures Manual has been established to fulfill the mandate given to Tri-County Regional Centre for Education by the Department of Education, Province of Nova Scotia. This Student Services Policy reflects and responds to the current provincial Special Education Policy, The Education Act and the current Public Schools Program documents. It is consistent with provincial and other Tri-County Regional Centre for Education Policies.

The Tri-County Regional Centre for Education Student Services Policy is intended to guide schools within its jurisdiction, in meeting the needs of students who require additional programming and service delivery.

Philosophy

The Tri-County Regional Centre for Education will ensure quality education for all our students enabling them to reach their full potential.

The Tri-County Regional Centre for Education is committed to the philosophy that every student, regardless of individual differences, has the right to a public education which aims to develop, to the fullest extent possible, each individual's abilities, talents and skills.

To this end, the schools shall attend to the cognitive, emotional, social, and physical development of each student, believing that every person is a contributing member of the larger community.

The Tri-County Regional Centre for Education believes and recognizes that students differ in their learning needs. It endorses the right of all students to have those needs met in an inclusive educational environment designed to meet their needs and to enhance their self-worth.

I

PROGRAMMING AND SERVICE DELIVERY

Statement of Commitment to Provision of Programming and Services

The Tri-County Regional Centre for Education affirms that it has a responsibility, to the extent possible, to:

- Develop programming and services for students on the basis of their needs as determined by examining various aspects of the individual's growth and development (social, emotional, cognitive and physical).
- Promote the active participation of parents/guardians and students in the development and support of programming, in co-operation with staff, in an effort to promote awareness, acceptance and support of student needs as well as a sense of community.
- Provide programming materials, financial support, professional development and human resources to support the needs of all students.
- Encourage co-operation and partnerships with community members and other service agencies.

Overview of Programming & Services

Student Services support the development and provision of educational opportunities for children and youth with or without exceptionalities. Exceptionalities may be:

- Cognitive
- Emotional
- Social
- Physical and/or other health concerns
- Speech and/or communication disorders
- Sensory (e.g. vision, hearing)
- Multiple challenges
- Giftedness

All students need the knowledge and skills to lead independent and purposeful lives. Students will attain these to varying degrees depending on the interaction among several factors, including the nature and degree of the student's exceptional needs, the motivation of the student, and the cooperation and communication among school, parents/guardians and community support systems. Adaptations to curriculum, methodology, facilities, equipment, materials and/or other support may be necessary in order for students with exceptional needs to learn to their potential.

Students with exceptionalities can have most, if not all, of their needs met in regular classrooms through the use of a variety of teaching and evaluation strategies, materials, and support personnel.

Some students may require additional services on an ongoing basis for most of their school experience; others may require these services on a short-term or periodic basis. The number of personnel involved will vary according to the needs of the student within the school setting.

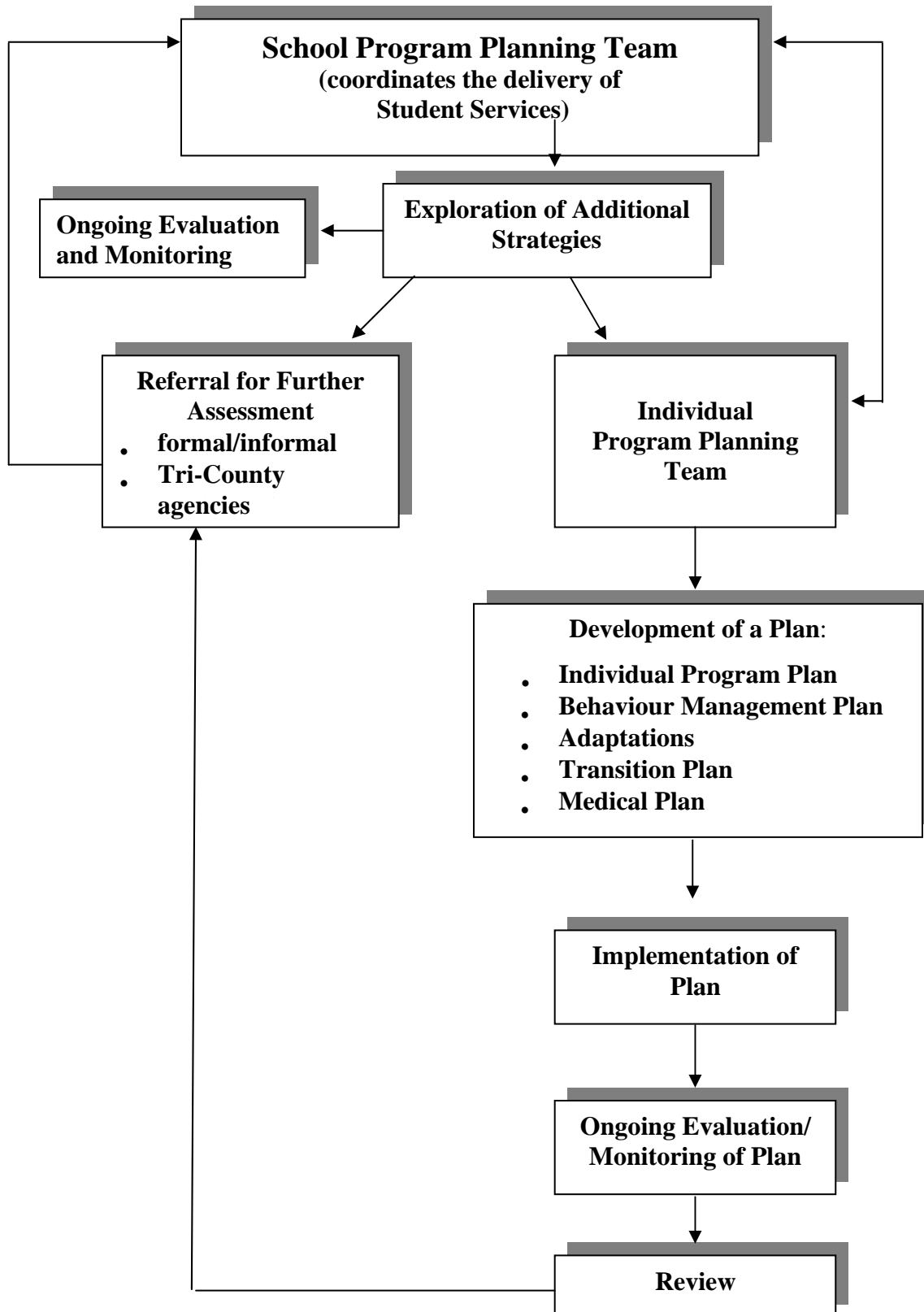
Support at the school level should be available, when necessary, to assist classroom teachers in meeting the needs of students. School-based teams may include classroom teachers, resource teachers, school counsellors, school administrators and program support assistants (PSAs). Peer helpers and volunteers may also play a role in supporting students and teachers. Tri-County Regional Centre for Education personnel, which may include psychologists, speech-language pathologists, and curriculum specialists, may also be involved to assist the teachers, parents/guardian and students in planning an appropriate educational program (see "School Program Planning Team" and "Individual Program Planning Team").

Every effort must be made to involve parents/guardians from the outset and throughout all aspects of service delivery, including identification, assessment, program planning and evaluation. Parent/guardian consent (notwithstanding the Age of Majority) is required for formal individual assessment of students or service delivery outside the regular classroom (see Forms 812).

Careful records must be kept of the decisions and resulting action(s) affecting the educational program of students receiving Student Services support, and the result of interventions, ("see Student Records").

PROGRAM PLANNING

Program Planning Process: Overview Chart



School Program Planning Team

Role

The School Program Planning Team oversees and coordinates the delivery of Student Services Programming at the school level. The role of the Program Planning Team is to provide support to teachers who are developing strategies to meet their students' needs and to ensure Individual Program Planning Teams are formed and fulfilling their functions. This committee receives all referrals regarding programming and allocates service delivery and supports such as resource, PSA, psychology and speech-language services in consultation with appropriate staff. **Responsibilities**

Principal:

- set agenda for School Program Planning Team meetings
- inform team members and invite additional staff participants as required
- chair, or designate a chair to facilitate meetings
- ensure School Program Planning Team meetings are held a minimum of once per month School Team:
- receive referrals, prioritize and recommend for consideration
- record minutes of the School Program Planning Team meeting and file in the School Program Planning Team binder
- keep meeting notes on each individual student discussed (see Form 16 "Program Planning Notes")
- explore with the referring teacher(s) strategies to meet students' needs
- recommend students for support services and organize these services
- identify personnel who will serve on the Individual Program Planning Teams
- ensure that needed Individual Program Plans, Behaviour Management Plans, Adaptations, Transition plans, Medical Plans are written and reviewed
- forward to receiver schools, by March 1st, the names of students recommended for support along with a copy of their current plan (Individual Program Plan, Behaviour Management Plan, Adaptations)
- contact feeder school(s) by April 1st to arrange transition meeting(s)
- provide an appeal process for parents/guardians
- forward completed SLD applications by April 15th (see Form 24)
- complete PSA applications (see Form 17 "Program Support Assistant Application")
- maintain a current list of students with program plans and/or receiving direct/indirect support from Student Services personnel

Membership:

At the elementary level, the School Program Planning Team should consist of:

- principal
- at least one classroom teacher
- at least one resource teacher
- school counselor (if applicable)

At the secondary level, the School Program Planning Team should consist of:

- principal
- at least one classroom teacher
- school counsellor
- at least one resource teacher

Individual Program Planning Team

Role

The role of the Individual Program Planning Team is to coordinate the delivery of programming and services for an individual student.

Responsibilities

Principal:

- establish time and place for meetings and inform all team members
- chair, or designate a chair to facilitate meetings

Individual Program Planning Team:

- keep meeting notes (see Form 16 “Program Planning Notes”)
- recommend support services
- recommend additional services
- develop Individual Program Plans (IPPs), Behaviour Management Plans (BMPs) and/or Adaptations, Medical Plan, Transition Plan
- designate personnel responsible for the documentation of the developed Individual Program Plan, Behaviour Management Plan and/or Adaptations, Medical Plan, Transition Plan
- monitor and evaluate students’ programming
- meet at least twice each academic year/semester to formally review Individual Program Plans
- ensure written parental/guardian approval is received when discussion involves the sharing of confidential information from outside agencies (see Form 3)

Membership

The membership on this team will vary, depending on the identified needs of the particular student.

The Individual Program Planning Team should consist of:

- principal
- teacher or teachers of the referred student
- resource teacher
- parent/guardian

The Individual Program Planning Team may also include:

- | | |
|-----------------------------------|--|
| • student | • psychologist |
| • school counsellor | • occupational therapist |
| • speech-language pathologist | • severe learning disabilities teacher |
| • school support staff | • applicable outside school agencies |
| • program support assistant (PSA) | • Tri-County Regional Centre for Education staff |
| • child advocate | • Student Services consultant |
| • student support worker | • others as deemed necessary |

Program Plans

Individual Program Plan (IPP)

For those students who cannot meet or who exceed the prescribed outcomes in the Public School Program (PSP), an Individual Program Plan (IPP) shall be developed.

Individual Program Plan will include:

- student strengths and needs
- areas of individualization
- annual individualized outcomes for each area of individualization (based on the identified needs)
- specific individualized outcomes for each annual outcome
- materials and strategies (based on strengths, interests and learning styles where possible)
- evaluation methods
- personnel responsible
- transition plan
- progress comments (dated)
- signatures/review initials (dated)

All members of the Individual Program Planning Team: classroom teachers, the principal, other staff involved with the student, parents/guardians and (when appropriate) students themselves should have input into the development and implementation of the IPP (see Form 7 “Individual Program Plan”).

For students enrolled in the Tri-County Regional Centre for Education the Program Planning Team must meet no later than June to begin developing the Individual Program Plan for the next school year and to complete, at least an interim plan to be used until the IPP is finalized.

IPPs must be finalized within six weeks of the beginning of the school year or three weeks after the beginning of each semester. If the Program Planning Team recognizes the need for an individualized program during the course of the school year, the plan must be finalized within six weeks of the decision or three weeks in the case of semestered courses.

Individual Program Planning Teams must meet twice each academic year/semester to formally review plans. Note: Individual teams may determine that more frequent meetings are necessary. IPP reports must be completed for each student on an IPP at each regular reporting period and will form a part of a student’s progress report.

Students on an IPP taking courses at the high school level have the following two options for course selection:

- PSP course enrollment with an IPP that focuses on individualized outcomes These students will receive an IPP credit for that course (e.g. English 10 IPP)
- Approved Local Credit (ALC) courses

The Department of Education provides a series of course titles with their own codes. The titles are intended to be broad, covering outcome area(s) considerably different from PSP courses. To use these course codes, the school must make application to the Coordinator of Student Services. Applications must include a copy of the student’s IPP. Director of Programs and Student Services personnel will review the submission for approval. Approval is required before the code is entered in the transcript.

Program Plans (continued)

Transition Plan

Transition planning is part of the individual planning process for each student with special needs to aid the transition to a new grade, new teacher, new school or community. School to community transition planning should begin when a student enters junior high. The transition team should consist of all those involved and potentially involved with the student's program.

Transition strategies and team composition must be documented on an IPP (see Form 7). Students on other types of plans (e.g. Adaptations, Behaviour Management Plan, Medical Plan) may also require a transition plan.

Behaviour Management Plan (BMP)

A Behaviour Management Plan shall be developed when issues need to be addressed relating to significant behaviour needs. Students with ongoing and significant behaviour needs must have a behaviour plan developed and reviewed on a regular basis.

Also, a Behaviour Management Plan must be considered for a student who has had more than one suspension and must be developed for a student who has had five suspensions (see Form 4 "Behaviour Management Plan"). The principal shall make the final decision when there is a disagreement whether a BMP be developed for a student who has had fewer than five suspensions.

Behaviour Management Plan will include:

- student strengths and needs
- previously attempted interventions
- specific objectives
- evaluation methods
- progress comments (dated)
- relevant student information (past/present)
- behavioural goals
- materials and teaching strategies
- persons responsible
- signatures/review initials (dated)

Adaptations

Adaptations shall be planned and documented for students when the integrity of the curriculum outcomes are maintained but there are significant adaptations made in the areas of: motivational strategies, class organizational strategies, presentation/instructional strategies, environmental strategies, assessment/evaluation strategies and/or resources (human and material). Adaptations must be documented in the cumulative record folder (see Form 15 "Adaptations"). Adaptations must be reviewed yearly (or at the end of semestered courses) by the School Program Planning Team or Individual Program Planning Team. Recommendations must be attached to the plan.

Medical Plan

Medical Plans shall be documented for a student when medical/and or safety concerns exist. This plan includes medical information, an emergency plan and evacuation procedures.

The medical plan must be clearly written to outline necessary procedures and protocols. See medical plan FORM 14

REFERRALS AND PROCEDURES

Referral to the School Program Planning Team

All Student Services will be accessed through the School Program Planning Team.

Any student may be referred to the School Program Planning Team using Form 21 “Referral to School Program Planning Team”.

Students may be referred to the School Program Planning Team by parent/guardian, classroom teachers, school counsellor, Student Services staff, the school administration, student advocates, or non-school agencies (see section on “Referral Request and Recommendations from Outside Agencies”). Students may also refer themselves to the School Program Planning Team. The School Program Planning Team may consult with Student Services staff regarding referrals.

The initial meeting of the School Program Planning Team, following a referral, provides an opportunity to present, clarify and discuss all available information about the student’s strengths, needs, related issues and concerns. This meeting involves the brainstorming of ideas to enhance student success. The teacher(s) of the referred student may choose a number of strategies to implement. The meeting may lead to further adaptations and/or the establishment of an Individual Program Planning Team. In this case, strategies which are effective should be documented on the Adaptations, Individual Program Plan or Behaviour Management Plan. Ineffective strategies should be noted as well for future reference. If other services are needed, a new referral to the School Program Planning Team is required.

Referral to the Severe Learning Disabilities (SLD) Program

Eligibility

The Severe Learning Disabilities Program is intended to enhance services for students with learning disabilities. SLD teachers provide direct service to students who have been identified with a learning disability by a psychologist. The students selected to participate in the program must have the following characteristics, as determined from a multi-disciplinary investigation:

- average or above average cognitive ability*
- one or more very significant deficits in basic literacy or numeracy**
- minimal progress despite intensive interventions at the school level

Note: These characteristics must not be primarily the result of other factors such as ethnocultural/language differences, social/emotional/behavioural difficulties, family factors, sensory impairment or physical disability.

Referral Process

A student for whom a diagnosed learning disability may present an ongoing impediment to academic success is referred to the SLD Program through the following process:

1. **The School Program Planning Team identifies potential candidates and completes the referral form for the SLD program, including the required documentation (see Form 22 “Referral to Severe Learning Disabilities Program”).**
2. **Area schools must ensure that the documentation is provided to the SLD Committee through the Coordinator of Student Services by April 15th.**
3. **The SLD Committee will meet to consider referrals and make recommendations by June 1st.**
4. **The administrator of the referring school will notify parents/guardians of the decision made by the SLD Committee.**
5. **The referral, signed by the Coordinator of Student Services, will be returned to the school to be filed in the student’s Special Documents Envelope (SDE).**

* For the purpose of the SLD Program, cognitive ability will be determined on the basis of a comprehensive psycho-educational assessment, observation, student work samples, parent/teacher reports, informal assessment and standardized tests. The selection, administration and interpretation of assessment materials should be unbiased and multicultural.

** Basic literacy and numeracy is the broad understanding and the use of language that manifests itself in the ability to listen, speak, read, understand, write and do mathematics.

Referral Request and Recommendations from Outside Agencies

1. Written requests and recommendations from outside agencies for services are to be sent directly to the school principal.
2. The principal will share the request and recommendations with the School Program Planning Team.
3. Upon receiving referral requests and recommendations from outside agencies, the School Program Planning Team may consult with applicable Student Services staff.

Tutoring Services

Tutoring services may be available to a student who is registered in the school and considered as a count student as defined by the Regional Executive Director of Education. The Regional Executive Director of Education will determine whether there are other support options that can meet the needs of the student. This service may be provided for a student with needs in the following areas:

- Medical
- Out of School

This service will include a maximum of five hours per week of tutoring services provided by a qualified teacher under the direction of, and in consultation with, the classroom teacher(s) and as assigned by the principal.

The Tutor Application Form must be completed by the School Program Planning Team (see Form 5A “Tutor Application Form”). Applications for medical reasons require a medical recommendation from the student’s doctor (see Form 5B “Tutor-Medical Recommendation Form”). Documentation is to be returned to the school principal and forwarded to the Regional Executive Director of Education.

Length of services will be determined by the Regional Executive Director of Education. The need for continuation of services will be reviewed by the School Program Planning Team. For medical applications, it may be necessary to have another copy of the “Tutor Recommendation Form” completed by a medical doctor.

All tutoring services will be terminated at the end of the school year.

Once tutoring services have been approved, principals must complete Form 6 “Tutor Information Form” and forward to Coordinator of Student Services. A data activation sheet must be attached to Form 6.

The Regional Executive Director of Education must approve all tutoring services.

General Procedures for Individual Assessment

Classroom teachers provide informal assessment information (e.g. observation, running records, checklists, portfolios) which form the basis of a comprehensive profile of student strengths and needs. When formal assessment is deemed necessary by the School Program Planning Team, parental/guardian consent is required before the assessment can be administered (see Form 8, “Parent/Guardian Consent for Level B Assessment” and Form 10, “Parent/Guardian Consent for Psychological Services”).

For the purpose of this policy formal individual assessment has been divided into Levels A, B, & C with corresponding qualifications of the assessor as outlined in this manual. Generally, Level A tests refer to screening and criterion referenced tests administered by classroom teachers and resource teachers. Level B tests are standardized and must be administered by approved, qualified staff. Level C tests must be administered by a school psychologist/psychometrist.

Formal individual assessment procedures must be consistent with the Tri-County Regional Centre for Education Student Evaluation & Assessment Policy (Policy 702.4).

Protocol for Level B Assessment

- The Coordinator of Student Services requires a copy of university transcript(s) indicating successful completion of required courses for the individual to initially be placed on the list of Level B assessors.
- The school principal must identify in writing to the Coordinator of Student Services at the beginning of each school year the name(s) of the teacher(s) administering Level B tests.
- All Level B assessment materials to be administered must be approved by the Coordinator of Student Services.
- Individual Program Planning Teams, psychologists, speech-language pathologists, school professionals or parents/guardians, may refer to the School Program Planning Team a student for assessment (see Form 22, “Referral for Level B Assessment”).
- It is the responsibility of the School Program Planning Team to prioritize referrals for the formal assessment by school personnel.
- The assessor is responsible to ensure that:
 - (a) the parent/guardian has signed Form 8 “Parent/Guardian for Level B Assessment”, and the form is valid for the current academic year and not more than six (6) months old.
 - (b) the appropriate assessments are conducted and formal reports written. The report must be a factual summary of the findings, giving information about the student’s skill level and development, learning styles, strengths and abilities. (see Form 2, “Assessment Report Form-Level B”).
 - (c) the Individual Program Planning Team including the parent/guardian is fully informed of the contents and results of the report. Program Planning Team minutes must be taken at this meeting.
 - (d) the parent/guardian has signed Form 1, “Acknowledgement of Assessment Results”.
 - (e) the “Parent/Guardian Consent for Level B Assessment” and the “Acknowledgement of Assessment Results” forms are placed in the student’s Special Document Envelopes (SDE).
 - (f) the original assessment report and all protocols are to be forwarded to the office of the Coordinator of Student Services for review, prior to its release to the parent/guardian or school. The Coordinator of Student Services or designate releases a copy of the report to the student’s Special Documents Envelope (SDE) and a copy to the parent/guardian.
- Original reports and protocols are to be stored as follows:
 - (a) The original assessment report and all protocols will be stored with the assigned School Psychologist.
 - (b) Speech-Language Pathologists and qualified Severe Learning Disabilities Teachers will store their original assessment report and all protocols in a secured location.

.....continued

Protocol for Level B Assessment (continued)

- ⑤ Requests to share student information with or by an outside agency must be made using Form 3 as applicable: “Authorization to Obtain and Release Records”; “Authorization to Consult with Appropriate School Staff Regarding an Individual Student”; and “Authorization to Review an Individual Students Records with Qualified Tri-County Regional Centre for Education Staff”. Such a request must be authorized by the parent/guardian of the student or by the student, if age 19 years or over. Assessment protocols will not be released. Subtest scores may be released directly to a professional of an outside agency with the authorization of the Coordinator of Student Services.

Protocol for Level C Assessment

- Individual Program Planning Teams, psychologists, speech-language pathologists, school professionals or parents/guardians, may refer to the School Program Planning Team a student for assessment (see Form 23 “Referral for School Psychological Services”).
- It is the responsibility of the School Program Planning Team to prioritize referrals in consultation with Student Services staff (speech-language pathologist, consultant and/or school psychologist) for formal assessment by the Tri-County Regional Centre for Education.
- The school principal is responsible to ensure that:
 - a) the parent/guardian has signed Form 10 “Parent/Guardian Consent for Psychological Services”.
 - b) the form is valid for the current academic year and not more than six (6) months old.
- The school principal is responsible for signing and forwarding a copy of the assessment referral and parent/guardian consent to the appropriate assessor (Forms 10 and 23) and placing the originals in the students SDE (Special Documents Envelop).
- The assessor conducts the appropriate assessment.
- The school psychologist may meet with school staff, as determined by the principal, to generate recommendations.
- A meeting to discuss the contents and results of the assessment takes place with the parent/guardian and school staff as designated by the principal.
- Subsequent to meeting with the parent/guardian, the assessor is responsible to ensure that the parent/guardian has signed the Form 1 “Acknowledgement of Assessment Results”.
- The Coordinator of Student Services or designate releases a copy of the forwarded report to the student’s Special Documents Envelope (SDE) and a copy to the parent/guardian. The original report and protocols will be filed in a secure location with the school psychologist.
- The Individual Program Planning Team meets to discuss the student’s assessment results and implications for programming. Program Planning Team minutes must be taken at this meeting.
- Requests to share student information with or by an outside agency using Form 3 as applicable. Such a request must be authorized by the parent/guardian of the student or by the student if age 19 years or over. Assessment protocols will not be released. Subtest scores may be released directly to a professional of an outside agency with the authorization of the Coordinator of Student Services.

Qualifications of Assessor (by level of test)

LEVELS	MINIMUM QUALIFICATIONS
Level A Tests (No formal training is required.)	<ul style="list-style-type: none"> – Valid Nova Scotia Teacher’s License – Experience working within school systems (as a teacher and/or consultant) – Familiarity with topic of test – Able to follow administration procedures set out in manual – Informal training (i.e. in-service) in the use of particular instrument
Level B Tests (Require formal training in testing.)	<ul style="list-style-type: none"> – Valid Nova Scotia Teacher’s License – Experience working within school systems (as a teacher and/or consultant) – Masters Level university course work in test principles (reliability, validity, test construction, norm groups, types of scores), administration and interpretation – Training in specific area related to test
Level C (Restricted test requiring professional qualifications.)	<ul style="list-style-type: none"> – Experience working in school systems – Recognized Master’s degree with a major in School Psychology, including: <ul style="list-style-type: none"> • <i>Graduate coursework in test principles (reliability, validity, test construction, norm groups, types of schools)</i> • <i>Graduate coursework in administering and interpreting</i> • <i>Practicum or internship in administering tests</i> • <i>Candidate register or registered with the Nova Scotia Tri-County Regional Centre for Education of Examiners in Psychology</i> – Fulfill any additional requirements as stipulated by the test publisher as being necessary or desirable for administration of each particular test instrument.

II

ROLES AND RESPONSIBILITIES

Roles and Responsibilities Nova Scotia Department of Education

The Nova Scotia Department of Education will:

- Establish policies and guidelines regarding programming and services for students with special needs.
- Share responsibility with Tri-County Regional Centre for Education for ensuring all new school buildings or major renovations of existing buildings provide equal access for all.
- Provide a grant to each Tri-County Regional Centre for Education to assist with the costs of programming and services for students with special needs.
- Monitor and review matters affecting the educational progress, health and comfort of students.
- Maintain a Learning Resources and Technology Division. This division can assist in the design, production, acquisition, evaluation and distribution of non-print learning resources to support programming and services for students with special needs.
- Participate in interdepartmental and interagency collaborative efforts in the design and implementation of appropriate programs and services for students.

Roles and Responsibilities Tri-County Regional Centre for Education

The Tri-County Regional Centre for Education has the responsibility for planning and coordinating student programming and services.

- The Tri-County Regional Centre for Education shares responsibility with the N.S. Department of Education for ensuring that all new school buildings or major renovations of existing buildings provide equal access for all.
- The Tri-County Regional Centre for Education will provide appropriate educational opportunities for all students who are of school age and reside within its jurisdiction.
- The Tri-County Regional Centre for Education is responsible for designating administrative responsibility for Student Services programs and services.
- The Tri-County Regional Centre for Education will maintain written policies and procedures to ensure programming and services are designed and implemented for students with special needs.
- The Tri-County Regional Centre for Education will provide appropriate programming for all students with special needs within the non-global grant and such other resources which the Tri-County Regional Centre for Education may allocate.
- The Tri-County Regional Centre for Education is responsible for processes of identification, program planning, program implementation, assessment and evaluation for students with special needs.

Roles and Responsibilities Coordinator of Student Services

ROLE:

The role of the Student Services Coordinator is to provide leadership and professional development in programming and service delivery for students with special needs.

RESPONSIBILITIES:

- supervise Student Services staff
- coordinate delivery of Student Services
- maintain effective communication with the Regional Executive Director of Education, Student Services staff, school community and other agencies
- establish and maintain effective ways of identifying students with special needs
- develop assessment strategies to determine what kinds of programming and support services can be provided to students with special needs
- develop and implement procedures for establishment of Individual Program Plans, Behaviour Management Plans, Adaptations, Transition Plans, Medical Plans and reviewing of plans
- support Program Planning Teams
- ensure appropriate assessments are carried out by qualified personnel
- provide leadership and professional development in the area of Student Services
- engage in professional development activities
- perform other duties as assigned by the Regional Executive Director of Education

Roles and Responsibilities Student Services Consultant

ROLE:

It is the role of the Student Services Consultant to facilitate delivery of Student Services programs and services in the assigned schools by supporting School Program Planning Teams, Individual Program Planning Teams and Transition Planning Teams.

RESPONSIBILITIES:

- assist in the development of School Program Planning Teams, Individual Program Planning Teams and Transition Planning Teams and in the ongoing monitoring of their effective operation, and to the degree possible, attend these team meetings
- provide and maintain effective lines of communication among schools, parents/guardians and support services
- coordinate and facilitate cooperation among all persons responsible for the assessment, program development and evaluation of the programs for students
- assist with the ongoing monitoring, implementation and evaluation of Individual Program Plans, Behaviour Management Plans, Adaptations, Transition plans, and Medical Plans
- assist in providing professional development in the area of Student Services
- undertake additional services as directed by the Coordinator of Student Services

Roles and Responsibilities Speech-Language Pathologist (SLP)

ROLE:

It is the role of the speech-language pathologist to provide direct/indirect speech and/or language services to students. The SLP also collaborates with teachers in developing and/or implementing speech and language programming. Speech-language pathologists work under the direction of the principal of the school to which they are assigned that day and are supervised by the Coordinator of Student Services.

RESPONSIBILITIES:

- work in consultation with the School Program Planning Team to develop and implement caseload priorities and service delivery models, including discontinuation of service
- provide, in advance, a monthly schedule to the Coordinator of Student Services for approval
- distribute monthly schedules to principals, in advance, and notify them of any changes as soon as possible
- collaborate with Program Planning Teams in developing Individual Program Plans, Behaviour Management Plans, Adaptations, Transition Plans, and Medical Plans
- work collaboratively with teacher(s) to develop in-class strategies to support students
- consult with parent/guardian
- provide direct/indirect service to students with communication needs
- maintain records on those students receiving service, within the appropriate student files
- contribute to the assessment of individual students' speech, language and communication needs
- provide written reports documenting assessment results, including individualized recommendations that lend themselves to application
- ensure that all formal assessment reports are reviewed by the Coordinator of Student Services or designate prior to distribution
- participate in professional development and share expertise with other staff
- undertake additional services as directed by the Coordinator of Student Services

Roles and Responsibilities School Psychologist

ROLE:

It is the role of the school psychologist to provide direct/indirect services to students and to assist in developing appropriate programming. Services may include indirect consultation, psychoeducational assessments, counselling and/or behavioral consultation/assessment. School psychologists work under the direction of the principal of the school to which they are assigned that day and are supervised by the Coordinator of Student Services.

RESPONSIBILITIES:

- provide direct/indirect services to students through counselling, assessment, consultation and/or behavioral observation
- contribute to the assessment of individual students' strengths and needs, including academic, intellectual, developmental and social/emotional functioning
- conduct psycho-educational assessments and provide written reports documenting results, including individualized recommendations that lend themselves to application
- provide, in advance, a monthly schedule to the Coordinator of Student Services for approval
- distribute monthly schedules to principals, in advance, and notify them of any changes as soon as possible
- collaborate with Program Planning Teams in developing Individual Program Plans, Behaviour Management Plans, Adaptations, Transition Plans and Medical Plans
- work collaboratively with teacher(s) to develop in-class strategies to support students
- consult with parent/guardian
- maintain records, including raw data resulting from psychological assessments, in accordance with the Nova Scotia Tri-County Regional Centre for Education of Examiners in Psychology
- ensure that all formal assessment reports are reviewed and forwarded to the Coordinator of Student Services or designate for distribution
- participate in professional development and share expertise with other staff
- undertake additional services as directed by the Coordinator of Student Services

Roles and Responsibilities

Severe Learning Disabilities (SLD) Teacher

ROLE:

It is the role of the Severe Learning Disabilities Teacher to provide direct/indirect services to identified students as per referral procedure for the Severe Learning Disabilities Program. The SLD teacher also provides consultative services for other schools, as required by the Tri-County Regional Centre for Education. These services should not include direct services. The SLD teacher works under the direction of the principal of the school to which he/she is assigned that day and is supervised by the Coordinator of Student Services.

RESPONSIBILITIES:

- work in consultation with the Coordinator of Student Services to establish a county-wide priority list
- meet with the School Program Planning Team to review caseload and service delivery model
- provide, in advance, a monthly schedule to the Coordinator of Student Services, for approval
- collaborate with Program Planning Teams in developing Individual Program Plans, Behaviour Management Plans, Adaptations, Transition Plans and Medical Plans
- work collaboratively with teacher(s) to develop in-class strategies to support students with learning disabilities
- consult with parents/guardians
- provide direct/indirect services to identified students
- provide information on learning disabilities (including teaching strategies) to teachers and parents through in-services and workshops
- participate in professional development and share expertise with other staff
- ensure that all formal assessment reports are reviewed by the Coordinator of Student Services or designate prior to distribution
- undertake additional services as directed by the Coordinator of Student Services

Roles and Responsibilities

Principal

ROLE:

It is the role of the principal to ensure that the school promotes a vision which encourages growth and development for each student in all aspects of learning.

RESPONSIBILITIES:

- foster a positive school climate which encourages the acceptance and inclusion of all students in the school and enhances positive interactions among all members of the school community
- engage in professional development and facilitate professional development for school staff
- develop a collaborative team approach among staff to enhance the Individual Program Planning process and to benefit all students in the school
- coordinate the delivery of student support within the school
- ensure that appropriate documentation and parent/guardian authorization forms have been completed correctly and in a timely fashion
- ensure proper and complete records are maintained for all students
- maintain separate file for Youth Criminal Justice Record (YCJR) in a secure location
- provide access to school records only to individuals who possess access rights under the N.S. Department of Education Student Services Policy
- establish and lead the School Program Planning Team
- accept referrals to the School Program Planning Team
- make referrals from the School Program Planning Team to school psychologists, speechlanguage pathologists or other agencies
- coordinate appeal procedures at the school level
- ensure that Individual Program Planning Teams are established
- ensure that Individualized Program Plans, Behaviour Management Plans, Adaptations Plans, Transition Plans and Medical Plans are developed collaboratively and implemented following the timelines and guidelines
- ensure appropriate assessments are carried out by qualified personnel
- inform parents/guardians with respect to decisions regarding assessments and educational programs for their child
- undertake additional services as directed by the Regional Executive Director of Education

Roles and Responsibilities

School Counsellor

ROLE:

It is the role of the school counsellor to develop, coordinate and implement a school guidance program that assists all students (directly and indirectly) with social and personal growth, as well as educational and career development. It is in the mandate of a school counsellor to act as an advocate for all students.

RESPONSIBILITIES:

- **Provide Professional Services**
 - a) provide individual, small group, and crisis counselling on a variety of topics including academic/school-related, personal and social development, as well as relationship concerns
 - b) consult with staff and professionals, to make referrals as necessary, and to coordinate professional services as required in the provision of this component
 - c) participate, when designated, as the school counsellor representative on the School Program Planning Team
 - d) participate as a member of the Individual Program Planning Team as deemed necessary by the school principal
- **Provide Life and Career Planning**
 - a) provide group and individual counselling on life and career planning to address such issues as transition planning, academic and career options, and goal setting
 - b) assist with transition planning as part of the individual program planning process
 - c) consult with staff and relevant professionals in the area of life and career planning
- **Provide Guidance Program Coordination**
 - a) develop and manage the guidance and counselling programs
 - b) consult with administrators, teachers, parents/guardians and students as required
 - c) provide professional development for educators and participate in counsellor professional development
 - d) undertake additional services as directed by school principal

Roles and Responsibilities

Classroom Teacher

ROLE:

It is the role of the classroom teacher to implement teaching strategies that foster a positive learning environment aimed at helping every student achieve learning outcomes.

RESPONSIBILITIES:

- develop and utilize teaching strategies to accommodate student differences in skills, abilities, specific needs and learning styles
- refer students who need support to the attention of the School Program Planning Team
- attend School Program Planning Team meetings when strategies are being discussed for their students
- attend Individual Program Planning meetings as requested
- develop, implement and evaluate Individual Program Plans, Behaviour Management Plans, Adaptations, Transition Plans, and Medical Plans through a collaborative and ongoing process
- participate in professional development and share expertise with other staff
- communicate regularly with the resource teacher(s)
- work with assigned program support assistants in accordance with the N.S. Department of Education Teacher Assistant Guidelines (**NOTE:** The classroom teacher is ultimately responsible for the educational needs of all students including students who receive PSA support.)
- communicate as applicable with other support staff
- communicate regularly with parents/guardians
- maintain the Cumulative Record Folder (CRF) through collection and recording of information on a regular basis
- undertake additional services as directed by the school principal

Roles and Responsibilities

Resource Teacher

ROLE:

It is the role of the resource teacher to work collaboratively with school staff to provide a range of direct and indirect services in order to meet individual students' needs.

RESPONSIBILITIES:

- share knowledge and expertise regarding special needs
- share pertinent information regarding the individual learner
- assist in research, selection and/or development of materials/resources
- assist in selection and adaptation of instructional strategies
- assist in transition process for students with special needs
- contribute to assessment of the student (Tri-County Regional Centre for Education Student Evaluation and Assessment Policy 702.4)
- collaborate with other program planning team members as well as others who provide support and/or services to the student
- provide direct/indirect service to students identified by the School Program Planning Team
- consult and collaborate with other professionals
- participate in ongoing communication with parent/guardian
- participate in professional development and share expertise with other staff
- collaborate in developing, implementing, and evaluating the student's Individual Program Plans, Adaptations, Behaviour Management Plans, Transition Plans, and Medical Plans
- participate as a member of the Individual Program Planning Team(s) and the School Program Planning Team if directed by the school principal
- communicate regularly/collaborate with classroom teacher(s) regarding their students
- undertake additional services as directed by the school principal

For further information see: "Supporting Student Success: Resource Programming and Services", Nova Scotia Department of Education, 2002.

Roles and Responsibilities

Program Support Assistant (PSA)

ROLE:

It is the role of the program support assistant to work under the direct supervision of the classroom teacher and supervision of the school principal. The workload may include areas of health, safety, non-instructional classroom support and instructional support other than teaching and production of programs. The PSA will participate as a member of the Individual Program Planning Team as deemed appropriate by the school principal.

RESPONSIBILITIES:

- **Provide Health/Personal Care:**
 - a) assist student(s) with feeding as required
 - b) assist student(s) with personal needs as required (such as toileting, dressing)
 - c) assist student(s) with personal hygiene
 - d) administer medication and carry out medical procedures as per Tri-County Regional Centre for Education policy
 - e) assist student(s) to move about during the school day; lifting, positioning, exercising, embarking and disembarking from transporting vehicles
- **Monitor Safety Issues:**
 - a) monitor student(s) to ensure a safe environment
 - b) assist student(s) in operation of support equipment as required
- **Provide Non-instructional Support**
 - a) provide behaviour management support, including areas of emotional growth, well-being, independence, self-esteem and dignity
 - b) facilitate positive interactions among all students
 - c) help motivate student(s) and encourage student participation
- **Assist in Providing Instructional Support**

Under the direction of the supervising teacher, the program support assistant will do the following:

 - a) assist student(s) in following programs, strategies, exercises, materials, as outlined by the teacher
 - b) assist the teacher in preparation of material
 - c) provide feed-back to the supervising teacher concerning student
 - d) accompany students to and from community-based programs providing support
 - e) undertake additional services as directed by school principal

III

ADMINISTRATIVE POLICIES

Appeal Procedures

Issues arising regarding programming for students with special needs are addressed through the program planning process. Should disputes arise regarding stated outcomes of an Individual Program Plan or placement of the student, parents/guardians or school staff may make a verbal request to the school principal for a discussion meeting with the Individual Program Planning Team. The school principal will arrange a mutually agreeable time and place for the discussion meeting within seven (7) school days of the verbal request. The discussion meeting will focus on the factors causing the dispute, with an intent to resolve contentious issues. Outcomes of the discussion meeting will be recorded and forwarded to the parents and a copy will be kept in the student's Special Document Envelopes (SDE).

1. When the discussion of the meeting is unsatisfactory, the parent/guardian or principal may write a letter to the Regional Executive Director of Education requesting an appeal. The reason(s) for the appeal and the supporting documentation must accompany the request.
2. Upon receipt of a request, the Regional Executive Director of Education must forward a copy of the Department of Education's "*Tri-County Regional Centre for Education and Ministerial Appeal Guide*", and the Tri-County Regional Centre for Education's *Student Services Policies and Procedures Manual*, to the parent/guardian.
3. The Regional Executive Director of Education will review the request to determine if the program planning process was followed and, if the process was followed and the appeal is based on the outcomes and/or placement as outlined in the program planning process, the Regional Executive Director of Education will convene an appeal committee. If the process was not followed, the Regional Executive Director of Education will direct, in writing to all parties that the program planning process will occur.
4. The Appeal Committee will be chaired by the Regional Executive Director of Education or designate and will consist of four (4) other professional staff members who have not previously been affiliated with the issue under appeal.
 - a) The Chair of the Appeal Committee shall arrange a time and place for the hearing within the district, not later than seven (7) school days after receiving the written request for appeal.
 - b) The Chair may:
 - request an advance copy of records and documentation that are to be submitted as evidence at the appeal;
 - request the names of persons who may be called to give evidence;
 - adjourn any appeal at any time.

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Appeal Procedures (continued)

5. a) The place in which the appeal takes place shall not be a public court and no person shall be permitted to be present other than the parties, their counsel or other representatives and other such persons as the Chair may require or permit to be present.

a) The Appeal Committee shall observe the confidentiality of all documents and records.
6. Upon completion of the appeal, the Appeal Committee may request appropriate changes to the program plan for the student.
7. Special provisions regarding timelines may be permitted during July and August.
8. When the dispute regarding an individual program plan cannot be resolved by means of the Tri-County Regional Centre for Education appeal procedures, the parent/guardian or Regional Executive Director of Education may make a request, in writing, that the Minister of Education establish a Tri-County Regional Centre for Education of Appeal to provide a ruling on the program.

(For more information on Appeal Procedures, refer to *Tri-County Regional Centre for Education and Ministerial Appeal Guide, Special Education Series*, Nova Scotia Department of Education)

Equipment Provisions Policy

Specialized equipment and materials (not normally provided for regular school programs for individual students) directly related to educational needs will be provided on a case-by-case basis. Equipment can be allocated by the Tri-County Regional Centre for Education to follow the student throughout the student's school career or as determined by the Individual Program Planning Team. Upon completion of the public-school program by the student, the equipment will return to the Tri-County Regional Centre for Education equipment pool. The Tri-County Regional Centre for Education will not normally provide funds for equipment or personal care items related to health and physical care needs.

Whenever possible, the Tri-County Regional Centre for Education will attempt to provide changes in schools and associated areas (e.g., playground) to:

- ensure student access and safety
- facilitate mobility, and
- enhance student participation in the public-school program

Protocol for Outside Agencies

The Tri-County Regional Centre for Education is committed to a comprehensive approach to meet the needs of students by cooperating in efforts between and among agencies which will enhance educational opportunities and provide a unified delivery system to the student in the context of family, school, and community life.

To that end, the Tri-County Regional Centre for Education will:

- Participate in locally developed transition and interagency committees composed of agency representatives who are in a position to provide assistance within the community; and
 - Provide opportunities for outside agencies to offer services within the school setting where possible and deemed appropriate
-

Protocol for School Visits

Except for emergency cases, representatives of outside agencies are to adhere to the following procedures:

- Outside agency must arrange with the school principal to designate the time, date and purpose of the visit. Permission for the visit will be dependent on approval by the school principal.
- All applicable consent/authorization form (Form 3) must be completed prior to or at the time of the meeting. These forms are valid for the current academic year and must be maintained in the students file.
- In the case where a meeting with an outside agency and school staff takes place, minutes must be recorded and maintained in the student's file.
- In the case of observation made by outside agencies within the school setting, they must focus on:
 - a) only the identified student
 - b) only on the specific purpose of the visit

Comments related to the school visit must be professional and relate to the outside agencies' mandate.

- Confidentiality and professional ethics is of the utmost importance.

Exceptions to this policy can be made subject to approval of the Regional Executive Director of Education. The Tri-County Regional Centre for Education may amend this protocol as needed.

NB: "Child Abuse and Neglect" or "Police Investigations" see Tri-County Regional Centre for Education Policies 703.14 and 703.10.

Professional Development

The Tri-County Regional Centre for Education employs its staff for the primary purpose of providing optimal educational opportunities for all students within its jurisdiction. To this end, the Tri-County Regional Centre for Education recognizes the significance and importance of ongoing staff development. The Tri-County Regional Centre for Education is committed to the support and provision of professional development opportunities that serve to broaden and enrich its employees' expertise.

Student Records General Procedures

Student records refer to a system of information collection, access, maintenance and use, which includes:

- Cumulative Record Folders
- Special Documents Envelope (SDE)
- Counselling Files
- Youth Criminal Justice Record

Maintenance

The purposes of maintaining a student record is to:

- document facts about each student providing an accurate description and a continuous record of development and achievement.
- provide a useful guide for effective programming for teachers and other educators.
- provide a comprehensive record for parent/guardian and students.

The collection and maintenance of any information about a student must be done with a conscientious regard for confidentiality and professional ethics.

CAUTION: STUDENT RECORDS ARE CONFIDENTIAL

For further information see: The Education Act and FOIPOP Regulations.

Cumulative Record Folders

According to the *Education Act* and its regulations the student records are to contain

- attendance records
- results of ongoing non-confidential assessment and student evaluation and
- information to assist in educational programming for students

More specifically, the Cumulative Record Folders (CRF) provides for the recording of the following information:

- student identification data
- student and family demographic data
- school administrative data
- medical data
- attendance
- academic record
- Individual Program Plans, Behaviour Management Plans, Adaptations, Transition Plans, Medical Plans, PPT meeting notes, resource and speech/language service delivery and progress notes and related information, with the exception of confidential information which should be placed in the Special Documents Envelope (SDE) separately

Collection of Information

- The collection of information, the recording of the information and the maintenance of the CRF is the responsibility of the homeroom teacher.
- The school's administration, school counsellor and Student Services staff may also record and put information in the Cumulative Record Folders.
- General demographic data may be collected and recorded by the school secretary.
- Cumulative Record Folders will be stamped in the top left corner with SDE to indicate that a Special Documents Envelope (SDE) is enclosed.

Access Rights

Cumulative Record Folders (CRF) are to be kept in a secure facility which has limited access, i.e. storage container that can be locked.

Individuals who have access to the Cumulative Record Folders are as follows:

- custodial parent(s) of the named student/legal guardians of the named student
- teaching staff who have teaching responsibilities for that student
- Student Services professional staff
- a non-custodial parent with legal access to the child
- APSEA personnel responsible for individual student's program development
- students, age nineteen years and over

*Upon request, by a student or his/her parent/guardian a qualified Tri-County Regional Centre for Education staff member should be present to help in the clarification or explanation of information in the CRF.

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Cumulative Record Folders (continued)

Written consent by the parent/guardian, the custodial parent in the case of a separation or divorce, or the student if the student is 19 years or over, must be obtained before access is given to:

- an outside professional agency or institution
- the non-custodial parent without legal access to the child
- any other individual

Consent is not required when the principal is issued with a subpoena for the release of such documents, or where the document or information is authorized to be released by Court Order or other due process.

Maintenance

- Cumulative Record Folders on current students are to remain in the school at all times and are to be kept in a locked cabinet in a secure area.
- Cumulative Record Folders of former students are to be kept in a secure area where access is restricted.

Transfer of Cumulative and Confidential Record (Special Documents Envelope)

Within Province – Public Schools

- When a student transfers to another public school in Nova Scotia (one that is not their feeder school), it is necessary for programming that the cumulative and any confidential record be provided to the new school. Upon receipt of a completed Request for Transfer of Student Records (Form 26), the original school must retain a copy of the cumulative and any confidential record (Special Documents Envelope). The school sends the original(s) or transfers the data electronically to the requesting public school. Upon receipt of acknowledgement that cumulative and any confidential record was received (Form 27), the student's previous school must securely shred the photocopies or delete electronic records subject to Tri-County Regional Centre for Education records retention schedules. If appropriate written consent for the transfer cannot be obtained from the parent through reasonable efforts, the principal should seek advice from the Tri-County Regional Centre for Education's central administration regarding the transfer of the cumulative and any confidential record.

Within Province – Non-Public Schools and Agencies or Organizations

- Upon receipt of a written request for a cumulative and any confidential record or specific parts, accompanied by a consent form, signed by student's parent(s) the school must print the cumulative and any confidential record, retain the originals and send the printed or photocopied record to the requesting non-public school, agency or organization.

Out-of-Province Public and Non-Public Schools, Agencies and Organizations

- The same procedure is to be followed as stated in "Within Province – Non-Public Schools and Agencies or Organizations".

For further information refer to: Tri-County Regional Centre for Education Policy Number 204.1.

Special Documents Envelope (SDE)

Contents

A student has a Special Documents Envelope (SDE) when the following information is generated on that student:

- original referral forms, original consent forms and copies of assessment reports for all individual standardized assessments including Level B and Level C assessments
- team meeting notes and/or conference reports that contain confidential information, both from within the school system and from agencies outside the school system
- referrals and reports received with informed consent from professional agencies, institutions and personnel.
- notifications of suspensions

The following format is to be used:

- the student's full name and birth date must be written on the envelope (SDE)
- contents of the SDE must be recorded and dated as they are received
- the envelope is to be kept in the student's cumulative record folder in a secured area

Access Rights

Special Documents Envelopes (SDE) are to be kept in a secure facility which has limited access, i.e. storage container that can be locked.

Individuals who have access to the Special Documents Envelope (SDE) are as follows:

- custodial parent(s) or legal guardian(s) of the named student
- teaching staff who have teaching responsibilities for that student
- Student Services professional staff
- a non-custodial parent with legal access to the child
- APSEA personnel who have responsibilities for individual students
- students, age nineteen years and over
- duly authorized officers of the Department of Education

Written consent by the parent/guardian, the custodial parent in the case of a separation or divorce, or the student, if the student is of the age of majority, must be obtained before access is given to:

- an outside professional agency or institution
- the non-custodial parent without legal access to the child
- any other individual

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Special Documents Envelope (SDE) (continued)

Where there is a court order that grants a non-custodial parent access, the Tri-County Regional Centre for Education will allow the non-custodial parent access to the child's records.

Consent is not required when the principal is issued with a subpoena for the release of such documents, or where the document or information is authorized to be released by Court Order or other due process.

The maintenance of the Special Documents Envelope (SDE) is the responsibility of the school principal.

The destruction of the Special Documents Envelope (SDE) or the information placed within it is prohibited.

Release of Information

- Parents may have copies of information generated by Tri-County Regional Centre for Education staff from the Special Documents Envelope (SDE). Third party reports (e.g. IWK, Hearing Speech Clinic, Physician, Mental Health) **should not be copied for parents**. (Refer parents to the institution that developed the original report.)
- **Schools may not release any third-party reports directly to another institution.** If another institution requests Tri-County Regional Centre for Education created documentation (including assessment) on a student these reports must be reviewed by the principal or designate. This request must be accompanied by an "Authorization and Release of Records Form" signed by the parent/guardian for release to the institution. A copy of the form must be placed in the student's Special Documents Envelope (SDE) and a second one forwarded to the Coordinator of Student Services. (See Form 3, "Authorization and Release Records Form").
- Anecdotal observational surveys requested by other agencies for teachers to complete must be pre-approved and reviewed by the school principal following completion of the document.
- Records must be requested and transferred using Forms 26 and 27.
- See page 41 "Transfer of Cumulative and Confidential Records" (Special Documents Envelope) for transfer of records.

CONFIDENTIAL INFORMATION, EXCLUDING THIRD PARTY REQUESTS, CAN ONLY BE FAXED IN EXTENUATING CIRCUMSTANCES AND ONLY IF PREARRANGEMENTS HAVE BEEN MADE FOR RECEIPT OF DOCUMENTS.

The Tri-County Regional Centre for Education endorses the Nova Scotia Tri-County Regional Centre for Educations Association *Model Policy on Young Offenders' Records*.

Counselling Files

Contents

Counselling files are records pertaining to a student seeking the assistance of the school counsellor. Counsellors will keep a log and confidential counselling files.

When counselling individual students, a counselling file for that student will include:

- student's name and grade
- date and time of appointment
- purpose of the session
- brief summary of the session

Access Rights

Counselling files are to be kept in a secure facility which has restricted access. Individuals who have access to the counselling files are as follows:

- school counsellor
- school principal
- Coordinator of Student Services

Written or witnessed consent by the junior/senior student must be obtained before access will be given to other individuals/agencies.

Consent is not required when the principal is issued with subpoena for the release of such documents, or where the document or information is authorized to be released by court order or other due process.

Note: There is information, such as that which deals with suicide, child abuse, illegal acts, or threats to others, that according to current laws cannot be kept confidential but must be reported to the appropriate authorities, pursuant to the Children and Family Services Act or any other applicable statute. Documents related to the above issues shall not be destroyed.

Maintenance

- The counselling files are to be kept in a locked cabinet.
- For students who transfer to another school, records will be transferred to the guidance counsellor of the new school upon the written or witnessed request of the junior/senior high student.
- The maintenance of the counselling file is the responsibility of the school counsellor.
- In the absence of a counsellor, the counselling files will remain in the school under the secure care of the principal.
-

Transportation

The Tri-County Regional Centre for Education is responsible for the transportation of students with special needs to and from schools. If special transportation arrangements are necessary, the following procedures apply:

- The principal will forward a request to the Transportation Coordinator. Where necessary, the Individual Program Planning Team will arrange a meeting involving the Coordinator of Student Services, Transportation Coordinator and the principal.
- Special conveyance arrangements are to be incorporated into the student's plan and subject to reviews as per the Student Services Policy.

Medication and Medical Treatment

Administration of medication within the school must be in compliance with Tri-County Regional Centre for Education Policy "Medication and Medical Treatment", Policy 703.8. Authorization and record keeping forms are located in the Student Services Policy and Procedures Manual (see Form 13 "Parent/Guardian Consent for Administration of Medications/Medical Procedures" and Form 20 "Record of Administration of Medication").