

Tri-County Regional School Board
Nova Scotia, Canada

Students First

STUDENT SERVICES POLICIES & PROCEDURES

Approved by the Tri-County Regional School Board – July 2009

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. 7
6. Individual Program Plans must be finalized within six weeks of the beginning of the school year..... p. 7
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. 7
8. Individual Program Planning Teams must meet twice each academic/semester year to formally review plans p. 7
9. Area schools provide SLD documentation to Coordinator of Student Services by April 15 p. 12, 87
10. PSA Application by April 1 for students currently enrolled and by May 1 for students enrolling in Primary..... p. 75

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Preamble

The Student Services Policies and Procedures Manual has been established to fulfill the mandate given to school boards 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 School Board Policies.

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

The Tri-County Regional School Board 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 School Board 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 School Board 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.

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.

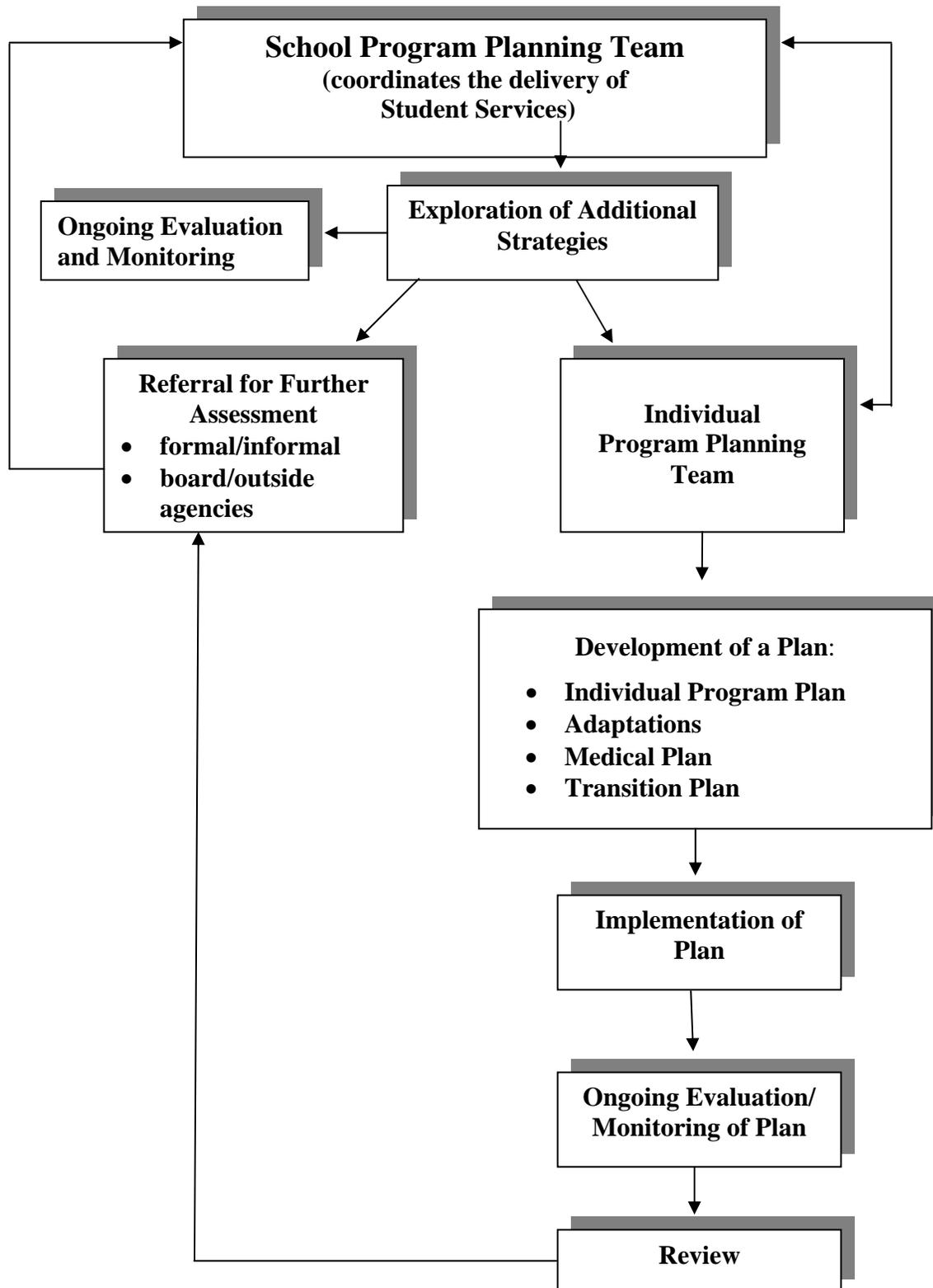
Support at the school level should be available, when necessary, to assist classroom teachers in meeting the needs of students. School-based teams may include classroom teachers, resource teachers, school counsellors, school administrators, board personnel, which may include psychologists, speech-language 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 6-9).

Documentation must be kept of the decisions, resulting action(s) and results of interventions affecting the educational program of students receiving Student Services support. (see Student Records pages 39-46)

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 School 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
- 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, Adaptations, Transition plans and Medical Plans are written and reviewed
- forward to receiver schools, by March 1st, the names of students recommended for support along with an electronic copy of their current plan (Individual Program Plan, Transition Plan, Medical Plan, Adaptations)
- forward to receiver schools an electronic copy of draft IPP by end of current school year
- contact feeder school(s) by April 1st to arrange transition meeting(s)
- forward completed SLD applications by April 15th (see Form 22 "Referral to Severe Learning Disabilities Program")
- complete PSA applications (see Form 15 "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:

- school administrator
- at least one classroom teacher
- at least one resource teacher
- school counsellor (if applicable)

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

- school administrator
- at least one classroom teacher
- school counselor
- 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
- ensure that appropriate programming for students with special needs is developed and implemented

Individual Program Planning Team:

- keep meeting notes (see Form 14 “Program Planning Notes”)
- recommend support services
- recommend additional services
- develop Individual Program Plans (IPPs), and/or Adaptations, Medical Plan, Transition Plan
- designate personnel responsible for the documentation of the developed Individual Program 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 2 “Release and/or Obtain Records/Information”)

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:

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

The Individual Program Planning Team may also include:

- student
- school counsellor
- speech-language pathologist
- psychologist
- occupational therapist
- severe learning disabilities teacher
- applicable outside school agencies
- school board staff
- Student Services consultants
- others as deemed necessary

Program Plans

Individual Program Plan (IPP)

When the outcomes of the provincially approved curriculum must be changed or additional outcomes are needed to meet the needs of the student, an IPP becomes necessary. An IPP may focus on behavioural as well as curriculum outcome to address student behaviours that may inhibit learning. (Nova Scotia Department of Education, *Special Education Policy*, page 26)

An IPP with behavioural outcomes 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. The principal shall make the final decision when there is a disagreement whether an IPP with behavioural outcomes be developed for a student who has had fewer than five suspensions.

Individual Program Plan will include:

- summary of student strengths and challenges
- areas of individualization
- annual individualized outcomes for each area of individualization (based on the identified challenges)
- 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
- review progress/reporting (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 5 “Individual Program Plan”).

For students enrolled in the Tri-County Regional School Board 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.

Program Plans (continued)

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

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 in an IPP (see Form 5 "Individual Program Plan"). Students on other types of plans (e.g. Adaptations, Medical Plan) may also require a transition plan.

Adaptations

Adaptations shall be planned and documented for students when public school program curriculum outcomes are not changed and adaptations are 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 13 "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 Form 12 "Medical Plan")

REFERRALS AND PROCEDURES

Referral to the School Program Planning Team

All student services supports will be accessed through the School Program Planning Team.

Any student may be referred to the School Program Planning Team using Form 19 “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, challenges, 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 Medical 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 ethno-cultural/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 Confidential Record.**

* 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 anti-bias 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 and considered as a count student as defined by the Superintendent. The Superintendent 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 3A “Tutor Application”). Applications for medical reasons require a medical recommendation from the student’s doctor (see Form 3B “Tutor-Medical Recommendation”). Documentation is to be returned to the school principal and forwarded to the Superintendent.

Length of services will be determined by the Superintendent. 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.

Once tutoring services have been approved, principals must complete Form 4 “Tutor Information Form” and forward to Coordinator of Student Services. A data activation sheet must be attached to Form 4 “Tutor Information.

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

The Superintendent 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 6, “Parent/Guardian Consent for Level B Assessment” and Form 8, “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 School Board Student Evaluation & Assessment Policy (Policy 722).

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 20, “Referral for Level B Assessment”).
- It is the responsibility of the School Program Planning Team to prioritize referrals for formal assessment by school personnel.
- The assessor is responsible to ensure that:
 - (a) the parent/guardian has signed Form 6 “Parent/Guardian Consent 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 1, “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 Consent for Level B Assessment” and the form is placed in the student’s Confidential Record.
 - (e) 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 Confidential Record 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.
- Requests to share student information with or by an outside agency must follow the FOIPOP process (see Appendix E: Access to Student Records), using Form 2 “Release and/or Obtain Records/Information”, when appropriate. Assessment protocols will not be released.

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 21 “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 Board.
- The school principal is responsible to ensure that:
 - a) the parent/guardian has signed Form 8 “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 8 and 21) and placing the originals in the students Confidential Record.
- The assessor conducts the appropriate assessment.
- The Coordinator of Student Services or designate releases a copy of the forwarded report to the student’s Confidential Record 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 must follow the FOIPOP process (see Appendix E: Access to Student Records), using Form 2 “Release and/or Obtain Records/Information”, when appropriate. Assessment protocols will not be released.

Qualifications of Assessor (by level of test)

LEVELS	MINIMUM QUALIFICATIONS
<p>Level A Tests</p> <p>(No formal training is required.)</p>	<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
<p>Level B Tests</p> <p>(Require formal training in testing.)</p>	<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
<p>Level C</p> <p>(Restricted test requiring professional qualifications.)</p>	<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 Board 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 school boards for ensuring all new school buildings or major renovations of existing buildings provide equal access for all.
- Provide a grant to each school board 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 School Board

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

- The Tri-County Regional School Board 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 School Board will provide appropriate educational opportunities for all students who are of school age and reside within its jurisdiction.
- The Tri-County Regional School Board is responsible for designating administrative responsibility for Student Services programs and services.
- The Tri-County Regional School Board will maintain written policies and procedures to ensure programming and services are designed and implemented for students with special needs.
- The Tri-County Regional School Board will provide appropriate programming for all students with special needs within the non-global grant and such other resources which the Board may allocate.
- The Tri-County Regional School Board 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 Department of Education, Superintendent, 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, 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
- participate in professional development activities
- perform other duties as assigned by the Superintendent

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, and Individual Program Planning Teams.

RESPONSIBILITIES:

- assist in the development of School Program Planning Teams, and Individual Program 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 development, ongoing monitoring of Individual Program Plans, Adaptations, and Medical Plans
- assist in providing professional development in the area of Student Services
- participate in PD and share expertise with other staff
- undertake additional services as directed by the Coordinator of Student Services

Roles and Responsibilities Speech-Language Pathologist (S-LP)

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, Adaptations, 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
- 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, psycho-educational 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, Adaptations, 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 Board of Examiners in Psychology
- 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 School Board. 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, Adaptations, 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
- 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
- participate 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 Confidential Record in a secure location
- 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 Record Policy
- establish and direct the School Program Planning Team
- accept referrals to the School Program Planning Team
- make referrals from the School Program Planning Team to school psychologists, speech-language pathologists, severe learning disabilities teacher, or other agencies
- coordinate appeal procedures at the school level
- ensure that Individual Program Planning Teams are established
- ensure that Individualized Program Plans, Adaptations Plans, Transition Plans and Medical Plans are developed collaboratively and implemented following the time lines 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 Superintendent

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) 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 challenges 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
- participate in Individual Program Planning meetings
- develop, implement and evaluate Individual Program Plans, Adaptations, Transition Plans and Medical Plans through a collaborative and on-going 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
- contribute to assessment of the student (Tri-County Regional School Board Student Evaluation and Assessment Policy 722)
- 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, 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 personal care and safety/behaviour management support.

RESPONSIBILITIES: (Adapted from Teacher Assistant Guidelines, Nova Scotia Department of Education 2009)

Personal Care

As identified through the program planning process and under the direction of the teacher(s), when a student cannot, or should not, perform these activities independently, the Program Support Assistant will, as required,

- assist students with physical and mobility challenges by lifting and positioning, exercising, transferring from or to transportation, as specified in their program plan
- ensure a safe and respectful environment when meeting personal care needs of students
- assist students with routines, i.e., toileting, dressing, feeding, and personal hygiene
- assist in the operation of support equipment, including, lifts and assistive technology
- administer medication and oral inhalant according to the Guidelines for the Administration of Medication to Students (Appendix E)
- carry out medical procedures (e.g., catheterization, tube feeding) when trained and authorized, according to board policies and/or guideline
- assist with program support when specifically directed and monitored by teacher(s)

Note: It is also recommended that when a student with special needs requires hygiene assistance, the Program Support Assistant, if possible, be the same gender as the student.

Safety/Behaviour Management Support

Under the direction of the teacher(s) and/or the program planning team, the Program Support Assistant will support the implementation of identified behaviour management outcomes. When a student is unable to self-regulate his or her behaviour, the Program Support Assistant will

- use appropriate physical interventions in accordance with the Non-Violent Crisis Intervention Training Program, the student's plan and board policies
- encourage students to respect the school's code of conduct guidelines and positive and effective behavioural support (PEBS) initiative
- model and encourage respect for self and others
- promote or facilitate positive interactions among all students
- record data and observations as directed (e.g., frequency of a particular behaviour, on/off task data)
- assist with program support when specifically directed and monitored by teacher(s)

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Program Support Assistant (PSA) (continued)

Program Support Assistants must neither be given responsibility for nor engage in

- program planning activities such as planning and initiating learning activities
- program planning team meetings (except when requested by principal in consultation with Student Services board personnel to provide specific information not otherwise available). Tri-County Regional School Board requires approval in advance by Coordinator of Student Services
- selection of learning materials or learning activities
- substitute teaching
- evaluation of school programs
- evaluation of student work or assessment of their progress
- evaluation of other staff
- reporting to parents and guardians or outside agencies
- accessing or recording information in student's confidential records (as set down in Student Records Policy, Nova Scotia Department of Education 2006)
- participation in activities contrary to board conflict of interest policies

*** For further information see:** Teacher Assistant Guidelines N.S. Department of Education, 2009

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 Confidential Records.

1. When the discussion of the meeting is unsatisfactory, the parent/guardian or principal may write a letter to the Superintendent requesting an appeal. The reason(s) for the appeal and the supporting documentation must accompany the request.
2. Upon receipt of a request, the Superintendent must forward a copy of the Department of Education's "*School Board and Ministerial Appeal Guide*", and the Tri-County Regional School Board's *Student Services Policies and Procedures Manual*, to the parent/guardian.
3. The Superintendent 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 Superintendent will convene an appeal committee. If the process was not followed, the Superintendent will direct, in writing to all parties that the program planning process will occur.
4. The Appeal Committee will be chaired by the Superintendent 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.

...../continued

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 time-lines may be permitted during July and August.
8. When the dispute regarding an individual program plan cannot be resolved by means of the Board appeal procedures, the parent/guardian or Superintendent may make a request, in writing, that the Minister of Education establish a Board of Appeal to provide a ruling on the program.

(For more information on Appeal Procedures, refer to *School Board 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 School Board 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 school board equipment pool. The Tri-County Regional School Board will not normally provide funds for equipment or personal care items related to health and physical care needs.

Whenever possible, the Tri-County Regional School Board will attempt to provide changes in schools and associated areas (eg. 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 School Board (TCRSB) 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 TCRSB 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.
- Form 2 (“Release and/or Obtain Records/Information”) must be completed prior to or at the time of the meeting. This form is 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 Superintendent. The Tri-County Regional School Board may amend this protocol as needed.

NB: “Child Abuse and Neglect” or “Police Investigations” see Tri-County Regional School Board Policies 732 and 731.

Professional Development

The Tri-County Regional School Board 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 School Board recognizes the significance and importance of ongoing staff development. The Board 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
- Confidential Record
- Counselling Files
- Youth Criminal Justice Records

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 “Freedom of Information and Protection of Privacy” Regulations.

Cumulative Record Folders

Contents

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, Adaptations, Transition Plans, Medical Plans, resource and speech/language service delivery and progress notes and related information, with the exception of confidential information which should be placed in the Confidential Record 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 Confidential Record to indicate that there is existence of a Confidential Record.

ACCESS AND TRANSFER

(It is acknowledged that this information is adapted from the Nova Scotia Department of Education Student Records Policy (2006) beginning with the Access and Transfer section up to and including the section Retention and Destruction of Youth Criminal Justice Records.)

Access to Student Records

For clarification concerning access to student records and the related process refer to Appendix E in this document.

When access is considered on a "need to know" basis, need to know is determined by relevancy for delivery of programming and provision of services and safety and security of students, staff, and members of the school community.

When access is requested through a search warrant, school principals should follow the board's policy.

...../continued

Cumulative Record Folders (continued)

Subject to board policy, information (not student records) about any student in relation to an alleged offence should be provided to law enforcement agencies if the school principal is satisfied that the law enforcement agency has provided evidence that it is investigating an incident, or series of incidents, that involves a violation of law and from which charges may be laid. Provision of student records should only be provided in accordance with Appendix E.

Boards should make sure all schools have copies of the FOIPOP consent form for access requests through the FOIPOP process. The “head” of the school board designated pursuant to the FOIPOP Act may delegate power to school principals relating to the FOIPOP process, which is specifically limited to confidential records. When such power is delegated for confidential records school principals will require appropriate training.

Upon receipt of a subpoena, legal advice should be sought by the individual who receives the subpoena. If and when records are provided under a subpoena to a legal proceeding, a complete copy of the records will be retained by the school until the original file is returned. Upon return of the original, the file copy of the student records should be shredded in a secure manner.

Location Requirements for Access by Viewing to Student Records

A school board in carrying out its role in having custody and control of student records must ensure the original student records not be removed from the school’s record keeping system or database with the exception of when a student record has been transferred, subpoenaed for a court hearing, or when it is required by the Minister or representative of the Minister or the superintendent or representative of the superintendent as authorized under the Education Act. When a school board has decided to give access by viewing to student records, the school board must limit the viewing to the school board premises.

Transfer of Cumulative and Confidential Record

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 23 “Transfer and Receipt of Records”), the original school must retain a copy of the cumulative and any confidential record. 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 24 “Transfer and Receipt of Records”), the student’s previous school must securely shred the photocopies or delete electronic records subject to school board 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 board’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.

...../continued

Cumulative Record Folders (continued)

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 School Board Policy Number 723 (“Records and Information Management”)

MAINTENANCE AND RETENTION

Secure Storage

Student records and any and all copies must be maintained with a high degree of security to avoid unauthorized access, use, alteration, disclosure, or disposal. The FOIPOP Act contains provisions regulating the security of personal information.

Student records of students who have graduated, left school without graduation, or transferred out of the province or public school system will be maintained with the same level of security as the student records of students currently in attendance.

Responsibility for Student Records Management

The Principal has responsibility for all student records management for their respective school including the following:

- making every reasonable effort to ensure that the information is accurate and up to date
- ensuring that each student has accumulative record and, whenever necessary, a confidential record and youth criminal justice record
- providing storage and ensuring security of the student records
- ensuring that any student who transfers into the school has a student record
- ensuring that all students who transfer out of the school have a current and complete student record to provide to the receiving school

The principal may assign tasks for student records management to school professional staff but retains responsibility. Clerical staff, at the discretion of the principal, may enter the requisite information in the demographic block of the student cumulative record. All such staff should have access to, and familiarity with, all provision of this policy.

Opening, Closing, and Completion of the Cumulative Record

When a cumulative record is opened, the date of entry must reflect the first date the student attended the school. All student withdrawals from the school must also be entered on the student cumulative record in the comments section. The student record may be closed following a reasonable period determined by the principal and so noted in the comments section. At the discretion of the principal and based upon the student’s circumstances, a student record may be closed and reopened numerous times, with a requisite notation.

Inserts into the Cumulative Record

During the school year, all student report cards must be entered in the cumulative records.

At graduation or when the student withdraws, a copy of the transcript must be entered into the cumulative record.

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Cumulative Record Folders (continued)

As set down in the *Special Education Policy*, individualized program plans (IPPs) identifying annual individual outcomes and specific individual outcomes must be documented, placed, and kept in the cumulative record. **The IPP from each year must be retained in the student record.** Specific adaptations must be documented in the student record.

Changes or Corrections to the Student Record

Subject to the FOIPOP Act, a student record may be changed or corrected as set down in this policy.

All requests for change or correction to the student record must be made in writing to the principal.

If a student (current or former), a parent, or school professional staff requests a change or correction to the student record, the following procedure will apply:

- if the principal decides the student record or part of the student record is inaccurate, the change is made and a record of the change is kept (in some instances, another law may prohibit access to the information recorded prior to the change, e.g., the Children and Family Services Act and the Adoption Information Act does not permit maintaining a record with a birth name and an adoptive name on the same file. In this instance, either a new file will have to be created under the adoptive name or any reference to the birth name will have to be deleted from the file.)
- if the principal decides the student record or part of the student record is accurate, no change is made, but a notation is made in the file of the request.
- if the principal decides the student record or part of the student record was accurately recorded but there is a subsequent variation in circumstances to render the student record or part of the student record inaccurate from that time on, the student record or part of the student record is changed at the time of identifying the inaccuracy and a record of the request for a change is kept

Name changes must be accompanied by legal documentation. A photocopy of the legal documentation must be placed in the cumulative record.

Where a third party request information from the student's record in relation to changes or corrections, the principal shall, subject to the FOIPOP Act, YCJA, or any other applicable laws only provide such information from the record to which the student has provided written consent.

Appeal Procedure for Changes or Corrections

With respect to changes or corrections of a student record, a student or the student's parent may, in writing, refer the matter to the superintendent of the school board if they do not agree with the principal's decision. The superintendent or designate will request the Regional Education Officer review the request, make a final and binding decision according to this policy, and inform the participants accordingly. In accordance with Section 32 of the FOIPOP Act, if the individual is not satisfied with the decision, he or she should be advised in writing that they have the right to request a review of the decision by the FOIPOP Review Officer under the FOIPOP Act or they may appeal the decision to the Supreme Court of Nova Scotia.

...../continued 42

Cumulative Record Folders (continued)

Other Forms of Media Regarding Student Records

Student records or any part of student records may be micro-recorded or recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction which should be undertaken only when required. A school board may record student records electronically for safe long-term preservation. Any conversion of paper records to alternate format must consider that future access is ensured in light of technology changes.

Prior to long-term electronic retention of student records, a school board should consider whether original documents, particularly documents containing signatures, should be recorded electronically.

Any micro-recording, electronic file, image, digital reproduction, or other reproduction or facsimile of a student record is subject to the security and access requirements applicable to the original student record.

Accidental loss or Destruction of Cumulative and Confidential Records

In the event of accidental loss or destruction of a cumulative or confidential record of a student currently enrolled, a replacement student record must be opened immediately. The principal or designate must ensure that the parent(s) of the student receive written notification of the loss of the student record in a timely manner. A notation indicating that the previous student record has been lost or destroyed must be noted on the new student record. The replacement record must contain a copy of the written notification of the accidental loss or destruction provided to the parent(s) and student.

In the event of accidental loss or destruction of a cumulative or confidential record of a former student (within 25 years of the student's graduation or departure from the school), and upon written request from the former student, a replacement record may be made with information readily available from other sources, with the notation that the record is a replacement including the circumstances related to the loss or destruction.

Accidental Loss or Destruction of Youth Criminal Justice Records

In the event of accidental loss or destruction of any youth criminal justice records, the Director of Community Corrections, Department of Justice, must be notified immediately, who will then direct a course of action.

Retention of Cumulative and Confidential Records

As outlined in the Education Act (Section 63 (2) (e) and (f), school boards may not authorize the destruction of records related to school attendance and student progress found in student cumulative records or in student confidential records.

School boards must protect student records and ensure that personal information contained is safe-guarded even with long-term storage. Long-term storage does not apply to youth criminal justice records (see Appendix F).

...../continued

Cumulative Record Folders (continued)

Retention and Destruction of Youth Criminal Justice Records

Youth Criminal Justice Records should be retained and destroyed in accordance with Section 119 (2) clause 125 (7) (c) and Section 128 of the YCJA. If the retention and destruction periods are not noted on the record, principals should consult with the Director of Community Corrections, Department of Justice.

Acknowledgement: Department of Education Student Records Policy (2006)

For further information refer to: Tri-County Regional School Board Policy Number 723 (“Records and Information Management”)

Confidential Record

Contents

A student has a Confidential Record when the following information is generated on that student:

- psychological, psychiatric, psycho-educational, psycho-social, and formal speech-language assessment reports
- confidential case conference reports, both from within the school system and from agencies outside the school system
- third-party information, from an outside agency or professional (who is a recognized service provider and not employed by the school board), such as assessments from Family and Children’s Services, psychologists, mental health clinicians, hearing and speech clinicians, occupational therapists, physiotherapist, medical doctors, and social workers, including referrals, reports, correspondence, and informed consent from parent(s)
- Individual Program Planning Team meeting notes and related confidential information
- notices relating to student suspension (Suspension notices under five days should be destroyed after six years. Suspension notices for five days or more for severely disruptive behaviour are kept during the student’s enrolment in the public school system.) (Nova Scotia Department of Education, *Student Records Policy 2006*, page 8)

The following format is to be used:

- the student’s full name and birth date must be written on the envelope
- contents of the Confidential Record must be recorded and dated as they are received
- the envelope is to be kept in a secure area

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
- any follow up / action

Access Rights

Counselling files are to be kept in a secure location 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 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.

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 in a secure location
- 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 School Board 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 (see Form 23 Special Transportation Needs of Students). 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 School Board Policy "Administration of Medication and/or Medical Procedures to Students", Policy 741. Authorization and record keeping forms are located in the Student Services Policy and Procedures Manual (see Form 11 "Parent/Guardian Consent for Administration of Medications/Medical Procedures" and Form 18 "Record of Administration of Medication"). Forms 13 and 20 will be stored in Confidential Record.