STUDENT SERVICES PROGRAMMING

Scope

This policy applies to all students requiring the program planning process within the CBVRSB.

Purpose

To ensure that appropriate programming as determined by the school program planning team is provided for students with identified needs at the school level.

Policy Statement

In accordance with Nova Scotia’s Department of Education policies and guidelines the Cape Breton Victoria Regional School Board promotes diverse learners. Each school within the Cape Breton Victoria Regional School Board will establish a program planning team that will be responsible for programming for students with identified needs. Support services may include, but are not limited to, resource, learning centers, learning disability programs, services of educational psychologist, speech language pathologist, guidance, and social worker as outlined in the Special Education Policy (2008) and Supporting Student Success: Resource Programming and Services (2002).

Cross Reference

Education Act (1995)
Special Education Policy (2008)
Supporting Student Success: Assistive Technology (2006)
Teacher Assistant Guidelines (2009)
Supporting Student Success: Resource Programming and Services (2002)
Gifted Education and Talent Development (2010)
Policy – Student Services Programming

Transition Planning in Nova Scotia: The Early Years through Adult Life (2005)
Guidelines for Use of Physical Restraint (2011)
Speech Language Pathology Guidelines (2010)
Handbook For the Transportation of Students with Special Needs (1999)
Guidelines for Supporting Students with Type 1 Diabetes (2010)
Racial Equity Policy (2002)

Authorization

The policy has been authorized by the Board under motions number 2012-04-41.

Responsibility

It is the responsibility of the Director of Programs and Student Services to ensure that this policy and administrative procedures are implemented.

Implementation

The Coordinator of Student Services will implement the policy and administrative procedures.

Procedures

1. Differentiated instruction, research based practices, and effective teaching practices are implemented across all areas of the curriculum at the classroom level, for all students. When targeted interventions and/or strategies used by the classroom teacher are not enough to support student programming the teacher should refer the student to the school program planning team.

2. At program planning the classroom teacher discusses student progress and the strategies and interventions that have been implemented in the classroom. The program planning team reviews the data from the classroom teacher and may recommend other strategies and/or interventions to be implemented within the classroom. These strategies need to be tried for an appropriate length of time (6 to 8 weeks) to assess their effectiveness.

3. If additional interventions are still required to support student programming, the program planning team may recommend resource support intervention. At this point, a psycho-educational assessment intervention may be recommended by the school program planning team, if additional information is necessary to determine programming.
4. Programming and services provided by resource teachers are intended to assist students in achieving the learning outcomes of the Public School Program (PSP) curriculum or, in the case of students with an IPP, their individualized outcomes.

5. Resource support could be a pull-out program and/or a co-teaching model to support student(s) within the classroom or in the resource room.

6. All student intervention plans and decisions about how long and how often are driven by student need.

7. Certain interventions such as Intensive Resource and LD programs often have specific time frames. It is recommended that resource intervention last no longer than two years.

8. The responsibility for insuring that appropriate programs are provided for all students, including those with special needs, lies with the principal.

9. Schools are expected to involve parents/guardians in a meaningful way throughout the program planning process.

10. Program planning teams are expected to continue to gather information pertinent to programming for the individual student throughout the program planning process. Team Members include:
    - Parents/guardian(s)
    - Principal/vice-principal
    - Teachers, including Resource, Learning Centre, Learning Disabilities & STEPS to Success
    - Other professional staff involved such as Guidance Counsellors, Social Workers, Student Support Workers, Speech-Language Pathologists and Educational Psychologists
    - If appropriate, the student
    - Additional members, depending on learning needs of the student and personnel resources of the school board and community

11. Throughout the development of programming the principle of “Only as Special as Necessary” should guide the decisions regarding the level of intervention and recommended services for the student. (This principle is outlined in detail in Appendix X of Supporting Student Success: Resource Programming and Services (2002).)
Associated Forms

Until TIENET implementation (2012) all necessary forms and resources for Student Services supports are located at [www.cbv.ns.ca/studentservices/](http://www.cbv.ns.ca/studentservices/)

Student Services Referral Form  
Student Services Parent Permission Form  
Transition for Students Entering School  
Transition Template  
Request for Teacher Assistant Support  
Referral for Special Placement  
Permission for Special Placement  
Referral for Sensory Room at an Alternate Site  
Psycho-educational Referral Form  
Psycho-educational Parental Consent Form  
Assistive Technology Review Form  
Assistive Technology – Kurzweil USB Request  
Authorization / Administration of Medication  
Log for Medication Administered  
Student Intervention Form  
Speech Language Pathologist Referral and Permission Form

Policy Review

This policy will be reviewed by the Director of Programs and Student Services within three years from this authorization date.

Distribution

Board Members  
All Policy Manual Holders  
CBVRSB Website