# SERVICES TO STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES

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## **ADMINISTRATIVE REGULATIONS**

## A. Definition of Students With Disabilities or Diverse Abilities

A "student with disabilities or diverse abilities" is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.

## B. Continuum of Assessment and Planning for the Diversity of Student Population

The process of understanding student strengths and needs to effectively plan for and support student learning exists in a variety of forms: observation, reviewing historical data, interviewing, consulting family and informal and formal testing and extended assessments. A variety of assessment methods should be used to inform the development of appropriate IEP goals and planning of supports and services. Assessment not only considers a student's current level of performance and learning style but also methods of instruction being used, characteristics of the learning environment, and the ways students demonstrate their learning.

#### Reviewing

 Understanding a student's needs can be informed by reading various records with both current and historical information.

#### Interviewing

 Valuable insight can be gained from talking to a variety of people, including parents and guardians, current and past teachers, other relevant service providers and students themselves.

#### Observing

 Watching, listening, and examining student work and monitoring responses to instruction are all important sources of assessment information. Various tools can be used to document observations.

#### Informal Assessment

Informal assessments are an important part of the assessment process and may include a variety of quizzes, probes, and diagnostic skill inventories. Assessment methods are chosen based on a variety of factors, such as specific skills being assessed, practicality for the classroom environment, available materials, and learning styles of the student.

## **Extended Assessment**

 School-Based Team (SBT) is a collaborative problem-solving team that meets on a regular basis and works with classroom teachers to develop educational programs for students who may or may not currently have an Individual Education Plan. The composition of the team may vary from time to time, but will normally consist of a principal/vice-principal, inclusion support teacher, school counsellor, the referring teacher and other appropriate school and district personnel as necessary. Those students for whom services cannot be provided using school-based resources shall then—be referred to district-level personnel (Occupational therapy, Physiotherapy, Speech Language Pathologist, District Psychologist, etc.) after informed parental consent has been received.

## The district ensures that:

- specialists are sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting assessment results;
- information gained is readily usable for purposes of planning, and easily integrated into the student's Individual Education Plan;
- specialists communicate and interpret assessment findings to the parents/guardians, the student and staff; and
- the written report of the assessment is made available to the parents/guardians, the staff and, when appropriate, the student, in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act*.

## C. Student Support

Based on the findings of all assessment information, schools may develop an Individual Education Plan. An Individual Education Plan (IEP) is a formal document outlining a plan of supports based on identified strengths and stretches, including goals, and strategies created through on-going collaboration between parents/guardians, school-based teams, district staff, relevant agencies, and students.

## D. Parent/Guardian Engagement

Throughout the continuum of assessment and student support, the school-based team works to collaborate with parents/guardians on the learning of their student with disabilities or diverse abilities.

#### E. Appeal Process

Refer to Policy C-350 regarding the appeal process. Appeals | Sooke School District (sd62.bc.ca)

#### **Statutory Reference:**

Freedom of Information and Protection of Privacy Act

## **Policy Reference:**

Policy C-350 Parent/Student Appeals