

## Administrative Procedure 213

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### PROVISION OF SPECIAL EDUCATION PROGRAMS

#### Background

Special Education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational program. Special education services are provided in an inclusive education system in which students with special needs are fully participating members of a community of learners. Students with special needs shall be provided an appropriate education program in their neighbourhood school. Some students with special needs may benefit from placement in a District resource program.

#### Procedures

1. Parental permission is required to provide services to, or placement of a student with special needs in a resource room program.
2. The District will provide appropriate student assessment service to assist in planning education programs for students with special needs.
  - 2.1 Assessments will include achievement, cognitive ability and speech and language development. In some cases gross and fine motor ability assessments will be provided by the District.
  - 2.2 Assessment tests and instruments shall be administered by properly qualified personnel.
3. Placement in District Resource Programs
  - 3.1 Placement in a District resource room is determined by the recommendations of the Intake Committee, the availability of space and/or the recommendations of the school based team.
4. Intake Committee
  - 4.1 The Intake Committee may recommend:
    - 4.1.1 Placement of a student in a District resource room.
    - 4.1.2 That the student remain at his/her home school with support provided by Special Programs, or
    - 4.1.3 That the student remain at his/her home school.
  - 4.2 District Intake Committee is composed of the following:
    - 4.2.1 Elementary
      - 4.2.1.1 Representative of Special Programs Branch.
      - 4.2.1.2 Principal – Elementary.

- 4.2.1.3 Psychologist.
  - 4.2.1.4 Learning Assistant.
  - 4.2.1.5 District Resource Room/Special Class Teacher.
  - 4.2.1.6 Counsellor - Elementary
  - 4.2.2 Secondary
    - 4.2.2.1 Representative of Special Programs Branch.
    - 4.2.2.2 Principal – Secondary.
    - 4.2.2.3 Secondary Counsellor.
    - 4.2.2.4 Psychologist.
    - 4.2.2.5 District Resource Room/Special Class Teacher.
5. Alternate Education
- 5.1 Referrals are reviewed by the Alternate Education Placement Committee and a plan of action is determined. The committee may recommend that the student be:
    - 5.1.1 Placed in an alternate education program,
    - 5.1.2 Placed on the waiting list for an alternate education program, or
    - 5.1.3 Referred back the student's home school.
  - 5.2 The parent(s) must indicate agreement of the request to transfer the child to alternate education by signing the application form.
  - 5.3 Membership on the Alternate Education Placement Committee
    - 5.3.1 Vice-Principal (Special Programs) – is also the Chair.
    - 5.3.2 Teachers of the programs.
    - 5.3.3 Counsellor from the secondary school with administrative responsibility for the program.
    - 5.3.4 Principal or designate from secondary schools with administrative responsibility for the program.
6. Individual Educational Plans for Students with Special Needs
- 6.1 Students with special needs shall have a written Individual Education Plan, which includes:
    - 6.1.1 Statement of current achievement levels.
    - 6.1.2 Long-term goals.
    - 6.1.3 Short-term objectives.
    - 6.1.4 Statement of how progress will be measured.
    - 6.1.5 Statement of specialized personnel and materials to be provided.

Reference: Sections 6, 11, 17, 20, 22, 26, 85, 88.1, 91 School Act  
 Special Education Services: A Manual of Policy, Procedures and Guidelines

## Administrative Procedure 213 – Appendix

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### QUALIFICATIONS OF SPECIAL EDUCATION TEST ADMINISTRATORS

To plan effectively for students, relevant, reliable data are necessary. To ensure that the information used to plan for students with special needs students is of high quality the following qualifications are required of personnel administering tests in the District.

Educational and psychological tests are categorized according to the levels of training required of the test administrators.

**Level A:** Tests which can be adequately administered, scored and interpreted with the aid of a manual and a general orientation to the kind of organization in which one is working.

Examples: Informal screening tests, classroom check lists, etc.  
Vocational and trade proficiency tests.

**Level B:** Tests which require some technical knowledge of test construction and subjects such as statistics, individual differences, the psychology of adjustment, personnel psychology, and guidance.

Examples: Educational achievement tests  
Group intelligence tests  
Special Aptitude tests  
Interest inventories  
Personality screening inventories

Training standards: Completion of an advanced level course in testing in a university, or training under the direction of a qualified supervisor or consultant.

**Level C:** Tests which require substantial understanding of testing and supporting psychological topics, together with supervised experience in the use of these devices.

Examples: Clinical tests of intelligence  
Personality tests  
Clinical diagnostic tests

Training standards: Such tests are to be used only by persons who are trained as school psychologists and members of BCSPA.

#### Summary

Level A and B tests are those typically administered by classroom and/or learning assistance teachers. These people are to be aware of the principles of standardized administration.

Level C tests are only to be administered by those who have completed graduate courses specifically designed to ensure competency in the administration and interpretation of these tests in the total assessment process. This would typically include those holding graduate degrees in school psychology. Level C tests are restricted and are to be controlled by those qualified to use them.

These qualifications are designed to avoid serious misuse and distortion in interpretation which may occur when people who are not properly trained are responsible for decisions about individuals or policies that are based on test results.

### **Assessments obtained outside the District**

Assessments obtained outside the District are to come from recognized assessment centres (e.g. Children's Hospital, Autism Assessment Network, U.B.C., etc.) or from registered members of the B.C. Psychological Association.

Reference: Sections 6, 11, 17, 20, 22, 26, 85, 88.1, 91 School Act  
Special Education Services: A Manual of Policy, Procedures and Guidelines