

THE NATIONAL RESOURCE CENTER FOR INCLUSIVE EDUCATION
MANUAL OF PROCEDURES
FOR SCHOOLS AND AGENCIES IN BELIZE
SERVING STUDENTS WITH EXCEPTIONAL LEARNING NEEDS

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PREFACE

This Manual is intended to promote consistency in the delivery of services by The National Resource Center for Inclusive Education (The NaRCIE) for students with Exceptional Learning Needs (ELNs) enrolled in education programs in the country of Belize. The Manual contains procedures for identification, evaluation, and service delivery, and information regarding The NaRCIE's services and operation.

In this Manual, reference will be made to schools in general as "The School" for purposes of application by a specific school or school management system.

This Manual is a dynamic document. As changes in Special Education requirements, policies, or practices occur, revisions will be made in the Manual. We would appreciate knowing of any errors found in the Manual, or any suggestions for improvement. When noting errors or making suggested revisions please send a copy of the pages with the suggested correction or revision noted to the NaRCIE offices in Belize City.

**PART I
INTRODUCTION**

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SECTION 1: PURPOSE OF THE MANUAL

This Manual provides guidelines for the operation of Special Education programs and interventions provided by the NaRCIE for students with Exceptional Learning Needs (ELNs) at the local (school) level. It is hoped that the Manual will enhance the opportunity for each student in the education system who is determined to be eligible as a student with Exceptional Learning Needs to obtain programs and services which meet his or her unique educational needs.

SECTION 2: ORGANIZATION OF THE MANUAL

The Manual is organized into the following parts:

Part I:	Introduction
Part II:	Placement in the Most Enabling Environment (MEE)
Part III:	Identification
Part IV:	Evaluation and Eligibility
Part V:	SIP/CSA Development/Implementation/Review/Revision
Part VI:	Program Exit
Part VII:	Complaint Process, Mediation Hearings, and the Role of Surrogate Parents
Appendix	Forms

Various timelines are referred to throughout the Manual. Usually these timelines are in terms of 'days'. **Unless otherwise indicated, 'days' will always refer to calendar days.**

We have attempted to make the Manual streamlined and easy to read. As a result, we have left out specific legislative or ministerial citations. However, all legislative and ministerial regulations, and policies, which impact students with Exceptional Learning Needs have been addressed.

SECTION 3: GLOSSARY OF ABBREVIATED TERMS

CE&R: Comprehensive Evaluation and Recommendations- The process following Pre-Assessment through which agents of The NaRCIE compile data on the possible nature of a student's ELN(s), and propose recommendations to support the student's education program.

CSA: Consultation Service Agreement- The document prepared jointly by The NaRCIE, The School, and/or a student's parents that outlines the nature of **indirect** services the student will receive from The NaRCIE over a period of up to twelve months.

ELN: Exceptional Learning Needs- Areas of deficit that impact a student's ability access their education program compared to most of their peers. ELNs may include disabling conditions, but do not require a clinical diagnosis of a disability in order to be present or significant in the student's education program.

IRO: Itinerant Resource Officer- The agent of The NaRCIE that coordinates service delivery,

and who may also provide Direct or Indirect services to the student.

MET: Multidisciplinary Evaluation Team- The group of individuals tasked with completing the CE&R process. The MET meets following the completion of the CE&R Report to formally agree on eligibility of services from The NaRCIE and to make recommendations regarding the nature of service delivery. The MET reviews continued eligibility of students currently being served by The NaRCIE at least once every four years.

NGO: Non-Governmental Organization- In this Manual, NGOs will refer specifically to those organizations partnering with The School or with NaRCIE to provide services to students.

PLP: Present Level of Performance- Part of an SIP that describes the student's current level of performance in their education placement and program. It should include commentary on the student's strengths and deficits, and a statement of the student's educational needs.

SIP: Student Intervention Plan- The document prepared jointly by The NaRCIE, The School, and a student's parents that outlines the nature of **direct** services the student will receive from The NaRCIE over a period of up to twelve months.

SECTION 4: SOME BASIC CONCEPTS

There are a number of basic concepts contained in the statutory and regulatory documents. Because they form the foundation for Ministry of Education and NaRCIE Policy, and therefore, program development, it is important to address these concepts at the outset. The three pivotal concepts are: Guaranteed Access to Education, Disability vs. Student with an Exceptional Learning Need, and The NaRCIE's Services to the Local (School) Agency.

Guaranteed Access to Education

In Belize, all students must be provided Guaranteed Access to Education by their School, including:

☞ Those who are disabled (as defined later in this Manual) –OR- who have an identifiable Exceptional Learning Need;

-Including-

☞ Those who are between the ages of 3 and 16 at the preschool or primary levels, **-or-** those actively engaged in an educational program at the secondary or tertiary level, including post-primary vocational training programs.

The United Nations Convention on the Rights of the Child, drafted by the United Nations and adopted by the General Assembly in 1989, makes two key observations about education and the child with a disabling condition. In Article 28, Paragraph 1, the Convention states:

1. States Parties recognize **the right of the child to education**, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free **to all**;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible **to every child**, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible **to all**...

Article 23, Paragraphs 1 and 3 respectively state:

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community. ...

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge,... and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

The Mission Statement of the Ministry of Education recognizes the right to education for all children. In particular, it states that:

*“The Ministry of Education is charged with the responsibility of ensuring that **all** Belizeans are given the opportunity to acquire those knowledge, skills and attitudes required for full and active participation in the development of the nation and for their own personal development.”*

This connotes an obligation to **all** children, including those with disabling conditions or ELNs.

In addition, according to the Revised Educational Rules (2007) published by the Ministry of Education, Rules 188 and 189, programs will be designed to meet the needs of all challenged students.

188 (1) Schools shall be sensitive to students with special personal, economic or social needs and shall develop financial, social and student assistance programmes at the school to assist such students.

189 (1) The education system shall take into account the special educational needs of students and shall provide schools with learning environments to address those needs.

Disability vs. the Student with an Exceptional Learning Need

As discussed in the previous section of this Manual, The NaRCIE is commissioned with providing services that support **all** students who have Exceptional Learning Needs. This includes students with 'Disabilities'- some form of clinically or medically diagnosable disabling condition. However, many of the students The NaRCIE serves will not have what would be considered a disabling condition. For example, students classified as Talented, Gifted, or Late Starters, are eligible for services from The NaRCIE as students with inherently Exceptional Learning Needs. The term 'Exceptional Learning Need' is used to address the needs of all students NaRCIE serves, including those with 'Disabilities'.

A Disability, for the purposes of use in this manual, is one of, or a combination of, any physical, emotional, or intellectual condition(s) that has an accepted clinical or medical diagnosis and which also significantly compromises the person's efforts to succeed in their education program, and/or, achieve a quality of life comparable with their non-disabled peers.

The presence of a disabling condition does not preclude nor guarantee service delivery by the NaRCIE. The NaRCIE, through the procedures outlined in this manual, will base recommendations for the nature, frequency, and duration of direct or indirect service delivery on evaluations specific to the individual and will make subsequent decisions about service delivery in collaboration with the student's parents and school on a case-by-case basis, regardless of the presence of a disabling condition.

The NaRCIE's Services to the School

The NaRCIE provides both **Direct** and **Indirect** service to support the student with Exceptional Learning Needs.

The NaRCIE may work **Directly** with the student through a Student Intervention Plan (SIP) that may include:

- ☞ Technical instruction in Skills needed to succeed in the general curriculum (study skills, time management, etc.);
 - ☞ Compensatory Skills Training to access the general curriculum (sign language, Braille, etc.);
 - ☞ Technology training to use high and low devices independently to meet their educational needs;
 - ☞ Counseling;
- AND/OR-**
- ☞ Therapy, including but not limited to, Occupational Therapy, Physical Therapy, Speech/Language Therapy, and Autism Interventions.

The NaRCIE may work **Indirectly** on a student's behalf through a Consultation Service Agreement (CSA) that may include:

- ☞ Training (both individual and group) for faculty members, family members, or members of the student's community on implementing recommended accommodations and/or modifications to a student's educational program;
 - ☞ Delivery of physical resources to allow the student to access the general curriculum;
- AND/OR-**
- ☞ Training (both individual and group) for faculty members, family members, or members of the student's community on supporting Direct Services coordinated by the NaRCIE being provided in a SIP.

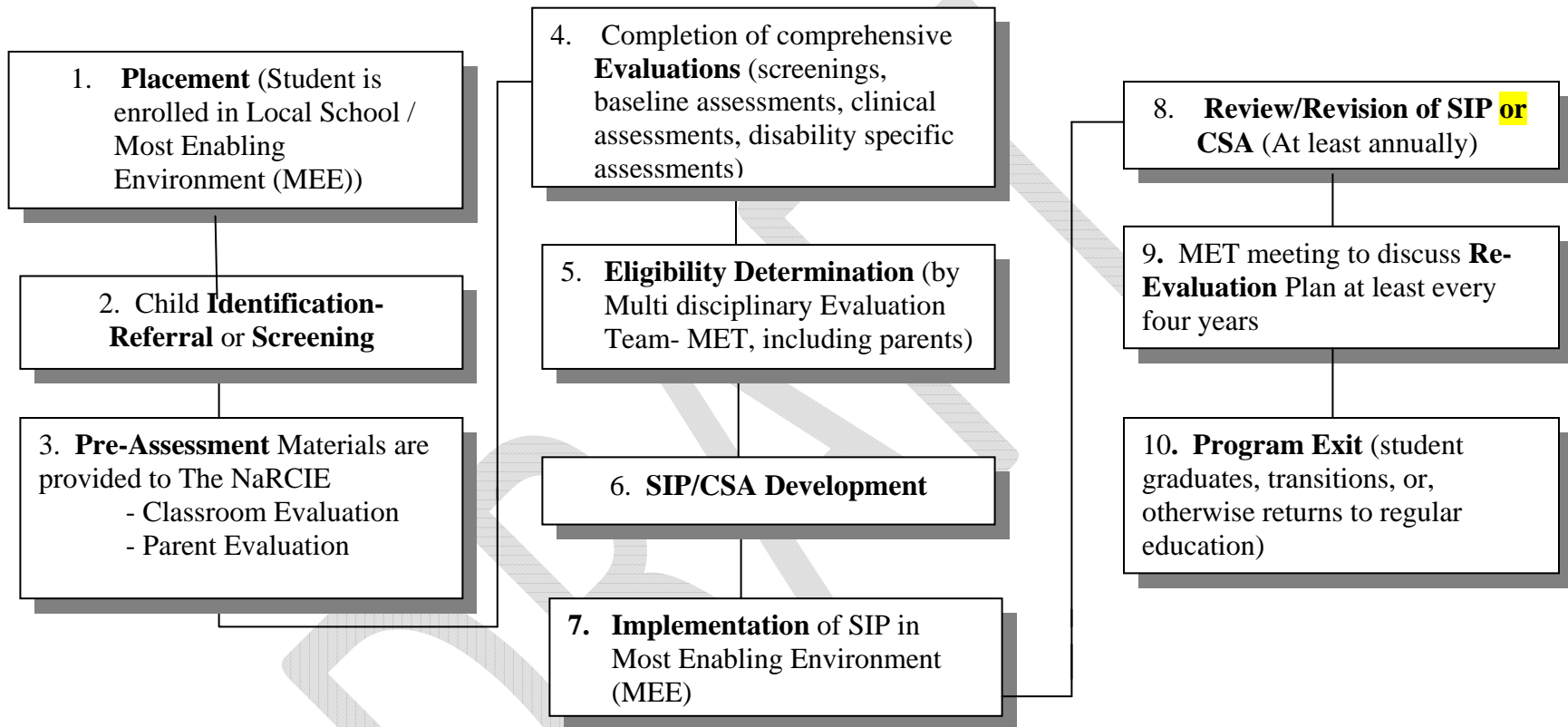
SECTION 5: SUMMARY OF THE EVALUATION AND SERVICE DELIVERY PROCESS, TIMELINES, AND RESPONSIBILITIES

In the following pages, Figure 1 shows the steps in the Evaluation and Service Delivery Process, while Figure 2 indicates the timelines associated with each step. The activities and the person or agency responsible for each activity are delineated, for each step, in the following outline (Figure 3).

Someone must be responsible for carrying out the activities. Many of the responsible persons listed in the Steps Summary (Figure 3) indicate a recommended function rather than a required position (e.g. Student Identification Coordinator, Evaluation Coordinator, SIP Chairperson). In smaller schools it may be the same person (e.g. Principal, or NaRCIE Itinerant Resource Officer (IRO)) who carries out most of these functions. However, it is important to be aware that different responsibilities and timelines are attached to the different functions.

The steps, and the activities within each step, are often sequential but could, in some situations, occur simultaneously. The process might occur in a different sequence for emergency or interim placements.

Figure 1
EVALUATION AND SERVICE DELIVERY PROCESS



**Figure 2
EVALUATION AND SERVICE DELIVERY TIMELINES**

1.	<u>Referral for Evaluation</u>	
2.	<u>Pre-Assessment Materials provided to The NaRCIE</u>	Day 1
3.	<u>The NaRCIE completes Comprehensive Evaluation & Recommendations Process</u>	Within 25 <u>school days</u> of (2)
4.	<u>Parent and School are provided the Comprehensive Evaluation and Recommendations Report</u>	At least 5 <u>school days</u> prior to (5)
5.	<u>Eligibility Determination</u> by The NaRCIE in collaboration with the MET (including parents), based on Evaluation Report and Recommendations	Within 30 <u>school days</u> of (2) and at least 5 <u>school days</u> after (4)
6.	<u>Develop SIP and/or CSA as appropriate</u>	Within 14 days of (5)
7.	<u>Implementation of SIP and/or CSA</u>	Within 14 days of (6)
8.	<u>Parent and School provided most recent Evaluation Report and Recommendations</u>	At least 7 days prior to (9)
9.	<u>Review and Revision of SIP and/or CSA</u>	Within 1 year of (6)
10.	<u>Parent and School provided most recent Evaluation Report and Recommendations</u>	At least 7 days prior to (11)
11.	<u>Re-evaluation for The NaRCIE Service Eligibility</u>	Within 4 years of (5)
12.	<u>Program Exit</u>	At 16th birthday or upon successful completion of educational program

**Figure 3
OVERVIEW OF EVALUATION AND SERVICE DELIVERY
PROCESS AND ACTIVITIES**

Steps	Activities	Responsibilities
Regular Education Intervention	It is highly recommended that prior to referring a student for evaluation some best practice interventions are attempted in the regular classroom. This might last from 4 to 6 weeks. If adequate progress is shown a referral may become unnecessary. If limited or no progress is shown a referral for evaluation MUST be made.	Regular Education Teacher
NOTE: Regular education intervention activities must not be instituted as a means to divert or delay a referral to The NaRCIE.		
STUDENT IDENTIFICATION or REFERRAL	1. Establish student identification plan.	Principal or Administrative Designee
	2. Make referral of student suspected of having an ELN.	Referring Party (e.g., parent, teacher)
	3. Compile and review existing information (e.g., school records, screening information, classroom performance)	Principal or Administrative Designee
	4. Determine appropriateness of referral.	Principal or Administrative Designee
	5. If referral is inappropriate , communicate reason to referring party.	Principal or Administrative Designee
	6. If referral is appropriate , complete Pre-Assessment Packet and indicate need to assign Evaluation Officer/IRO by notifying NaRCIE materials are ready to be picked up..	Principal or Administrative Designee
	7. Designate Evaluation Officer/IRO.	NaRCIE Evaluations Team
2. COMPLETING OF	8. Identify additional information needed (e.g., records	Designated Evaluation Officer/IRO

COMPREHENSIVE EVALUATIONS & RECOMENDATIONS	from agencies, including signed permission forms, as necessary).	
	9. If appropriate, make request for information to other agencies (e.g., BCVI, CARE Belize, etc.), including signed permission forms as necessary.	Designated Evaluation Officer/IRO
	10. Develop a list of evaluation questions for additional assessments.	Designated Evaluation Officer/IRO
	11. Designate Evaluation MET	Designated Evaluation Officer/IRO
	NOTE: The Parent(s) and Classroom Teacher are considered part of the MET as they had to submit Pre-Assessment Evaluations as part of the Referral Process.	

	12. Schedule Evaluations after receipt of necessary/requested documentation.	Designated Evaluation Officer/IRO
	13. Distribute to selected evaluators relevant student information including individual evaluation report forms and a list of evaluation questions.	Designated Evaluation Officer/IRO
	14. Make arrangements to ensure child's access to all evaluations (e.g., arrange transportation, payment)	Designated Evaluation Officer/IRO
	15. Conduct Evaluations	MET
	16. Collect/Compile all individual evaluations	Designated Evaluation Officer/IRO
3. ELIGIBILITY DETERMINATION	17. Write a Comprehensive Evaluation & Recommendation Report utilizing the collected Individual Evaluations.	Designated Evaluation Officer/IRO
	18. Provide Recommendations regarding the benefit of NaRCIE services as part of the Report.	Designated Evaluation Officer/IRO
	19. Distribute Evaluation Report and Recommendations to Parent and School Designee.	Designated Evaluation Officer/IRO
	20. Determine Eligibility for SIP or CSA, and convene meeting of MET (including Principal and NaRCIE District	MET, NaRCIE District Coordinator/Manager, Principal, or

	Coordinator/Manager, or Designees as appropriate).	Designees
	21. Document reasons for Eligibility or Ineligibility Determination.	MET, NaRCIE District Coordinator/Manager, Principal, or Designees
	22. Maintain documentation in school records	Principal or Administrative Designee

	NOTE: The SIP must be developed within 14 days of the eligibility determination	
	23. Provide opportunity for parents to discuss evaluation results and provide copy of evaluation reports, if requested.	Designated Evaluation Officer/IRO
	NOTE: If a parent disagrees with The NaRCIE's evaluation(s), the parent has the right to an independent evaluation provided at their own expense.	
4. SIP/CSA DEVELOPMENT	24. Establish SIP/CSA team and designate Itinerant Resource Officer (IRO)	NaRCIE District Coordinator/Manager
	25. Invite parents to participate in Service Plan Meeting, suggesting time, location and date. Utilize alternative means to ensure parent participation, as necessary.	IRO
	26. Conduct Service Plan Meeting	IRO
	27. Develop SIP/CSA	SIP/CSA Team
	--Review evaluation data	SIP/CSA Team
	--Establish student's needs	SIP/CSA Team
	--Complete components of SIP/CSA forms	SIP/CSA Team

5. IMPLEMENTATION OF SIP/CSA	28. Arrange for services agreed to in SIP/CSA	IRO, Supporting Agencies, School
6. REVIEW/REVISION OF SIP/CSA	29. Reconvene SIP/CSA team when changes in SIP/CSA are necessary.	Any SIP/CSA Team Member

	NOTE: Service providers should continuously evaluate a student's progress. If the student is not demonstrating meaningful progress, an SIP/CSA meeting should be convened to review the SIP/CSA to assure appropriateness.	
	30. Reconvene SIP/CSA team at least annually to review program	NaRCIE District Coordinator/Manager or Designee
7. RE-EVALUATION	31. Re-evaluate student when conditions warrant or upon request of the parent or The School.	Designated Evaluation Officer/IRO
	32. Re-evaluate student at least every four (4) years (to establish student's continuing eligibility for services from The NaRCIE).	Designated Evaluation Officer/IRO
	NOTE: Provide parents with prior written notice and procedural safeguards when a re-evaluation is planned. Provide parents copy of evaluation results.	
8. PROGRAM EXIT	33. When a student's performance improves to allow satisfactory progress in the regular classroom reconvene MET team to exit student from Special Education.	NaRCIE District Coordinator/Manager or Designee
	34. If student graduates or otherwise transitions from their education program, retire records to inactive files, which must be maintained for at least 3 years	NaRCIE District Coordinator/Manager or Designee

Figure 4
SUMMARY OF MINISTRY OF EDUCATION, THE NaRCIE, AND SCHOOL'S RESPONSIBILITIES

MINISTRY OF EDUCATION'S RESPONSIBILITIES	THE NaRCIE'S RESPONSIBILITIES	SCHOOL'S RESPONSIBILITIES
<p>Review and approve The NaRCIE's Policies and Procedures.</p> <p>Monitoring and auditing of The NaRCIE's administration.</p> <p>Review of final complaint decisions of The NaRCIE Director.</p> <p>Lobby for and disburse funds to The NaRCIE for service delivery and administration of programs.</p> <p>Support the development and expansion of The NaRCIE.</p> <p>Encourage inter-ministerial networking to ensure cost effectiveness and appropriate response to students needs.</p>	<p>Establishment of nationwide Policies and Procedures to define appropriate education for students with Exceptional Learning Needs.</p> <p>Technical assistance to School agencies, faculties, and parents.</p> <p>Investigation and resolution of complaints</p> <p>Ensuring proper distribution and administration of Ministerial, cooperating agencies, and NGO funds.</p> <p>Comprehensive system of personnel (professional) development.</p> <p>Evaluation of all children with Exceptional Learning Needs identified by the School.</p> <p>Development and implementation of SIPs and CSAs containing special education and related services necessary to ensure appropriate education for students served.</p> <p>Establishing cooperative agreements between School and other participating agencies or NGOs.</p>	<p>Identification of all children with Exceptional Learning Needs within their jurisdiction.</p> <p>Collaboration with The NaRCIE regarding development and implementation of SIP, CSA, and/or any other services necessary for the successful education of the student.</p> <p>Facilitation of professional development opportunities to faculty and staff that will contribute to the successful education of the student.</p> <p>Providing placement for the student with Exceptional Learning Needs in the Most Enabling Environment (MEE).</p> <p>Initiation of mediation if parents refuse to consent or disagree with team decisions.</p>

**PART II
PLACEMENT IN THE MOST ENABLING ENVIRONMENT
(MEE)**

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The overriding rule is that placement must be made at the discretion of the parent.

SECTION 1: GENERAL PLACEMENT PRINCIPLES

- 1) **Responsibility for Placement:** The placement decision must be made by the parent. The term "placement" means the setting in which the student's education is provided, not the specific classroom or teacher assigned to teach the student.
- 2) **NO STUDENT WILL BE DENIED ACCESS TO EDUCATION:** No student in Belize will be denied access to education or have their enrollment blocked by any school based on an ELN, history of an ELN, or perception of having or having had an ELN, including clinically identified disabilities.
- 3) **Constraints of a Placement do not affect SIP/CSA Development:** Existing attitudes, perceptions, or resources of the school, its agents, or the parents will not affect the recommendation of an intervention plan by the SIP/CSA team based on their evaluation and 'best practices' principles of Special Education.
- 4) **Removal only when unsatisfactory achievement documented:** Special classes, separate schooling, or other removal of students with ELNs from the regular classroom environment occurs only when the nature or severity of the ELN is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- 5) **Involvement with peers who do not have disabilities:** Students with ELNs have the right to be educated in the regular setting to the greatest extent possible with their peers who do not have identified ELNs. This provision includes students with ELNs placed in a public or private institution or other care facility.
- 6) **Variety of educational programs and services equally available:** The School shall ensure that students with ELNs have available the variety of educational programs and services available to students without identified ELNs.
- 7) **Participation in non-academic and extra-curricular activities:** Students with ELNs shall participate with other students who do not have identified ELNs in non-academic and extracurricular services and activities to the maximum extent appropriate to the needs of each student with an ELN.
- 8) **Age appropriate Placements:** If considering a placement outside of the regular classroom environment, The NaRCIE may recommend placement in both chronologically age appropriate classroom settings, and chronologically age appropriate schools.

NOTE: Test for determining compliance with MEE principle involves:

- a) Whether education in the regular classroom can be achieved satisfactorily with the use of

supplemental aids and services, i.e.,

- (i) Have steps been taken to accommodate student in regular education environment,
 - (ii) Has more than a superficial or preemptory attempt been made to accommodate student,
 - (iii) Will student receive educational benefit from regular education,
 - (iv) What has been student's overall educational experience in the regular classroom environment,
- b) If not, whether the student will be integrated to the maximum extent appropriate, i.e., school must take intermediate steps, such as placing the student in regular education for some academic classes and in special education for other, mainstreaming the student for non-academic classes only, or providing interaction with students without disabilities during lunch and recess.

**PART III
IDENTIFICATION**

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There are three basic phases involved in establishing that a student has Exceptional Learning Needs and requires services from The NaRCIE. The first phase is **Identification**. The Second Phase is **Pre-Assessment**. The final phase is **Comprehensive Evaluation and Recommendations (CE&R)**. This part of the Manual will only discuss the **Identification** process. **Pre-Assessment** and **CE&R** will be discussed in detail in **Part IV- Evaluation and Eligibility**

Identification should require the least amount of effort and time while still appropriately identifying those students who need to be evaluated.

The **Pre-Assessment** phase follows Identification, providing important information to The NaRCIE about the student's background, academic performance, and observed difficulties in the student's educational Placement.

Comprehensive Evaluation and Recommendations must be as elaborate as is necessary to develop recommendations for a **comprehensive, responsive, and efficient** program of support for the student if it is determined that such a program is needed.

SECTION 1: STUDENT IDENTIFICATION COORDINATION

The School is responsible for the establishment and implementation of an ongoing system for the identification and location of any student suspected of having an ELN who is enrolled in The School, or whose family resides in the community that The School serves.

The Principal or a Designee specifically appointed by the Principal or the appropriate Board of Management will be responsible for coordinating the development, revision, implementation, and documentation of the student identification system.

The name and contact number of the Principal or Designee must be on file with The NaRCIE District Office.

This information must be kept current.

SECTION 2: ANNUAL PUBLIC NOTICE

As part of The School's Identification Plan, an Annual Public Notice must be given to inform the community about the right to, and the availability of, educational services for students with ELNs. The notice must be calculated to reach all persons within the boundary of responsibility of The School. This may include dissemination of information through public meetings, posters, brochures, newspapers, radio, television, and/or presentations to community groups and agencies.

The content of the public notice should include at least:

- The types of ELNs The NaRCIE provides services to support,
 - Sensory
 - Emotional/Social
 - Motor/Mobility
 - Intellectual
 - Multiple ELNs
- The fact that all students have a right to access their education program,
- Services available to students with disabilities,
- Who to contact in The School (e.g. Principal) and how to get in touch with that person.

The public notice must be disseminated on an annual basis and be provided in the home languages of all parents in the community.

Additionally, The School must maintain a yearly record of its techniques to ensure public awareness (e.g. clippings from newspapers, copy of brochures, minutes from PTA meetings, etc.).

SECTION 3: REFERRALS

A procedure must be established **by the School** for initiating referrals of students who are suspected of having an ELN. The School shall inform parents, interested agencies, and school personnel of the referral procedures.

These procedures should include detail about accessing and completing Pre-Assessment Materials to be submitted to The NaRCIE upon referral for Comprehensive Evaluation & Recommendations.

These Pre-Assessment Materials must include:

- Classroom Observation/Evaluation (To be completed by the classroom teacher)
- Personal Development Form (To be completed by the parent)

SECTION 4: PRE-REFERRAL INTERVENTION

Students may come to The School's attention as a result of a screening program or because of some initial difficulty with the school curriculum or environment. For a number of these students, particularly those at a younger age, The School can provide home or classroom intervention prior to making a referral to The NaRCIE. In other cases, a student study team may decide that the student is eligible for referral and needs support from The NaRCIE, and refer the student to The NaRCIE for assessment.

The support from school personnel may come from school psychologists or counselors, consulting teachers, principals, school curriculum consultants, visiting NGO's or some

combination of available support services. The interventions may involve curriculum adaptations; social skills training to implement in the home and/or classroom, organization, changes in the teacher or schedule.

The formative evaluation data will indicate the effectiveness on various interventions. If the student is referred for Comprehensive Evaluation, the pre-referral intervention information will provide additional data for determining areas of need and for making recommendations.

NOTE: Pre-referral intervention activities must not be instituted as a means of diverting or delaying a referral to The NaRCIE. **IF PRE-REFERAL INTERVENTION PROVES UNSUCCESSFUL, THE STUDENT SHOULD BE REFERED TO THE NaRCIE AS SOON AS POSSIBLE.**

**PART IV
EVALUATION AND ELIGIBILITY**

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SECTION 1: PURPOSE OF COMPREHENSIVE EVALUATION

The primary purpose of conducting a Comprehensive Evaluation is to gather information to determine whether the student has an identifiable ELN, **which may or may not include a clinical diagnosis of a disability**. The secondary purpose is to identify specific instructional and support services that are needed by the student for meaningful educational benefit.

SECTION 2: THE TWO PHASES OF EVALUATION

The Evaluation Process has two phases- **Pre-Assessment**, and **Comprehensive Evaluation and Recommendations (CE&R)**.

- ❖ **Pre-Assessment** is the process where information is gathered from agencies and persons already familiar with the student and their perceived difficulties in their educational Placement. This information provides The NaRCIE with a basis for forming its Evaluation Questions as part of the CE&R phase. As mentioned earlier in the Manual, **the Pre-Assessment Materials must include:**

- Classroom Observation/Evaluation (To be completed by the classroom teacher)
- Parent Evaluation (To be completed by the parent)

Pre-Assessment Materials may also include the following **optional information:**

- Physical Examination (To be completed by a Medical Doctor)
- School Records
- Screening Information
- Anecdotal Records
- Additional Reports from Specialists already working with the student
- Any other information that will assist The NaRCIE in the CE&R process

- ❖ **Comprehensive Evaluation and Recommendations** are coordinated by the designated NaRCIE Evaluation Officer or Itinerant Resource Officer (IRO). They will provide information that will supplement the material provided in the Pre-Assessment phase and may include formal or clinical evaluations or diagnoses.

SECTION 3: INFORMATION FROM OTHER AGENCIES

Upon receipt of the Pre-Assessment Materials, The NaRCIE may send letters requesting information to individuals and agencies that have had contact with the student. Sources of this additional information may include:

1. Records from health and social service agencies;
2. Records from preschool programs;
3. Records from legal service agencies;
4. Additional records from non-school professionals (social workers, psychologists, etc.)

After all materials have been collected, the evaluating officer will review the information and determine what additional evaluation(s) may be required. As part of this process, questions should be formulated in order to be answered by the evaluations.

SECTION 4: ESTABLISHMENT OF THE MULTIDISCIPLINARY EVALUATION TEAM (MET)

The Evaluation Officer or IRO designated to oversee the CE&R process should ensure that the Multidisciplinary Evaluation Team (MET) is formed on the basis of the student's presenting difficulties(s) and the suspected disabilities. The MET should be composed of:

1. The NaRCIE District Coordinator/Manager or their designee; **and**
2. The designated Evaluation Officer or IRO; **and**
3. The Parent(s); **and**
4. The Local (School) representative who submitted the Classroom Observation/Evaluation; **and**
5. Any other party submitting Pre-Assessment or CE&R material used in determining the final recommendation for services.

The parent is a member of the MET. A copy of the Comprehensive Evaluation and Recommendations Report and the student's evaluations should be given to the parent in the student's home language, if possible, prior to the meeting in order that the parent can participate as equal partners.

Evaluation Procedures

1. No single evaluation material or procedure may be used to assess whether a student possesses a clinical or medically diagnosable disability, or to determine an appropriate educational program for a student.
2. Evaluation materials and procedures must be appropriate to determine the nature and extent of an ELN.
3. Evaluation materials and procedures must be validated for the specific purpose for which they are to be used.
4. Evaluation materials and procedures must be administered in adherence with the developers' instructions and by appropriately trained personnel.
5. Testing and evaluation materials and procedures used for the purpose of evaluation and placement of students with ELNs must be selected and administered so as not to be biased in terms of race, gender, culture, religion, national origin, or socio-economic status.
6. Tests are selected and administered so as best to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure.
7. Evaluation materials and procedures must be in the student's primary language or other mode of communication unless it is not feasible to do so.

- a. Primary language of the student is that language most frequently used for communication between the student and the persons in the student's home
- b. The mode of communication is that mode most frequently observed to be used by the student.
- c. A determination of "not feasible" is made when an individual, after reasonable effort, cannot be found who is capable and willing at a reasonable cost to:
 - i. Communicate in the student's primary language
 - ii. Communicate in the student's most frequent mode of communication.

NOTE: If The NaRCIE determines that it is "not feasible" to provide evaluation materials and procedures in the student's primary language or other mode of communication, The NaRCIE must indicate the alternatives used.

8. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
9. Information obtained from all of these sources must be documented and carefully considered.

SECTION 5: COMPREHENSIVE EVALUATION & RECOMMENDATIONS REPORT

A written Comprehensive Evaluation and Recommendations (CE&R) Report must be prepared in order to document that a student is eligible for Special Education to conclude the Comprehensive Evaluation & Recommendations phase of service delivery, or when a student is re-evaluated. The report must summarize the information from all the evaluators. The CE&R Report should include at least the following information:

- 1) The Date of the Report. (For an Initial Evaluation this date shall represent the date the student is determined eligible for services by The NaRCIE.)
- 2) The Name, Birth Date, and Sex of the student.
- 3) The Name of each Team Member,
- 4) A Description of the student's Educational Performance,
- 5) A Description of Environmental, Cultural, or Economic Factors, if appropriate, and Consideration of Educational Disadvantage,
- 6) The Dates(s) of the Evaluation(s),
- 7) The Evaluation Question(s) or Instrument(s),
- 8) The Evaluation Procedures used,
- 9) The Results of the Evaluation(s) (including strengths and needs, and assessment of ELN as appropriate)
- 10) Observations and Impressions
- 11) The ELN Service Category (if applicable)
- 12) A statement of whether the student would benefit from Direct (SIP) and/or Indirect (CSA) services from The NaRCIE (if applicable)
- 13) Recommendations
- 14) Dissenting Opinions, if any.

SECTION 6: FORMAL CRITERIA FOR SERVICE CATEGORIES

Listed below are the service categories by which The NaRCIE classifies the students it works with. Some areas require clinical diagnosis, while others, such as ‘Slow Learner’ are related to circumstance, and would not be considered a disability requiring clinical evaluation. What is provided here is the criteria that will be used to classify a student with an ELN for the purposes of initial service recommendations and eligibility. Actual service delivery will be based on the decision of the MET, and will be on an individualized basis.

Attention Deficit Disorder (ADD) and Attention Deficit Disorder/Hyperactivity Disorder (ADD/DH) (ADD/ADHD)

Students may qualify for services from The NaRCIE under these categories with a clinical diagnosis from a clinical psychologist or other qualified individual designated by the NaRCIE.

The clinical diagnoses relate to hyper-fixation on irrelevant stimulus, and uncontrollable need to expel energy or consume sensory input. **The conditions have specific clinical definitions in the fields of psychology and special education, and it should not be assumed that every inattentive child or rambunctious student has ADD or ADD/HD.**

Autism Spectrum (AS)

A clinical description of Autism may be appropriate if the student:

- 1) Exhibits a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance; **and**
- 2) Requires special facilities, equipment, or methods to make the student’s educational program effective; **and**
- 3) The MET must certify the student qualifies for and needs services from The NaRCIE to facilitate educational benefit.

See **Pervasive Developmental Disorders** for a list of other similar syndromes that may qualify a student for service.

Deaf/Hard of Hearing

A clinical description of being Hard of Hearing or Deaf, may be appropriate if the student:

- 1) Exhibits a Hearing Impairment which adversely affects educational performance; **and**
 - 2) Requires special facilities, equipment, or methods to make his or her educational program effective;
- and**

- 3) The MET must certify that the student qualifies for and needs services from The NaRCIE. (include hearing thresholds)

Emotional/Behavioral Disorder
(EBD)

A clinical description of having an Emotional/Behavioral Disorder may be appropriate, and a student may receive services from The NaRCIE for such, if the student:

- 1) Exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
 - a) An inability to learn which cannot be explained by intellectual, sensory, or health factors
 - b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
 - c) Inappropriate types of behavior or feelings under normal circumstances
 - d) A generally pervasive mood of unhappiness or depression, **or**,
 - e) A tendency to develop physical symptoms or fears associated with personal or school problems
- 2) Requires special facilities, equipment or methods to make his or her educational program effective, **and**
- 3) The MET must certify that the student qualifies for and needs services from The NaRCIE.

The classification of Emotional/Behavioral Disorder, for the purposes of The NaRCIE, emphasizes the internal emotional state of the student, which may be expressed through displays of Anxiety, Stress, Sadness, Anger, or Expressive Withdrawal.

Emotional/Behavioral Social Disorder
(EBD)

As above, for **Emotional/Behavioral Disorder**, but this classification also addresses external behaviors related to Conduct/Oppositional Defiant Disorders that may result in anti-social behavior such as: Truancy, Smoking, Lying, and General Delinquency.

Gifted
(G/T)

A student may be classified by The NaRCIE for services for being Gifted if they are clinically assessed as having Superior Intelligence and are demonstrating an aptitude for learning.

Health Disorder (Other Health Impairment)
(HD)

To be eligible for services from The NaRCIE as a student who is Other Health Impaired, a

student must:

- 1) Exhibit limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, due to chronic or acute health problems such as Asthma, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (AD/HD), Diabetes, Epilepsy, a Heart Condition, Hemophilia, lead poisoning, Leukemia, Nephritis, Rheumatic Fever, and Sickle Cell Anemia; **and**
- 2) Have such a condition mentioned above adversely affect the child's educational performance. **and**
- 3) Require special facilities, equipment, or methods to make his or her educational program effective; **and**
- 4) Be certified as Other Health Impaired by a competent medical doctor or specialist; **and**
- 5) The MET must certify the student qualifies for and needs services from The NaRCIE.

The term **Other Health Impaired** is included here as it may appear in student records or other documents related to the student's history. The classification used by The NaRCIE is simply '**Health Disorder**'.

Intellectual Impairment (II)

A student may be classified by The NaRCIE for services for having an Intellectual Impairment if they are clinically assessed as having Below Average Intelligence of at least two standard deviations below the norm, and are demonstrating a deficiency in adaptive behaviors.

Learning Disability (LD)

To be eligible for services from The NaRCIE as a student with a Learning Disability, the following components must be addressed:

Evaluation

In evaluating a student suspected of having a Specific Learning Disability, the MET must include:

- The student's Regular Education Teacher, **or**,
- For a student of less than school age, an individual qualified to teach a student of his or her age; **and**
- At least one person qualified to conduct an individual diagnostic examination of students.

The MET may determine that a student has a Specific Learning Disability if:

- The student does not achieve commensurate with his or her age and ability levels in one or more of the areas listed below, when provided with learning experiences appropriate for the student's age and ability levels; and
- The MET finds that a student has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
 - Oral Expression
 - Listening Comprehension
 - Written Expression
 - Basic Reading Skills
 - Reading Comprehension
 - Mathematics Calculation
 - Mathematical Reasoning

Observation

- At least one MET member other than the student's regular teacher shall observe the student's academic performance in the regular classroom setting.
- In the case of a student of less than school age or out of school, a team member shall observe the student in an environment appropriate for a student of that age.
- An observation should document the name and title of the observer, and the date of the observation. The observation report should be attached to the MET Report.

The student must exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculation. The term includes conditions or descriptions such as:

- a) Perceptual Disabilities
- b) Brain Injury
- c) Minimal Brain Dysfunction
- d) Dyslexia
- e) Developmental Aphasia

However, the category of Learning Disability does not include students who have learning problems that are **primarily** the result of:

- A Visual Disability
- A Hearing Disability
- Intellectual Disability
- Emotional Disturbance
- Environmental, Cultural, or Economic Disadvantage
- Educational Disadvantage

The MET must certify the student qualifies for and needs services from The NaRCIE.

The report must be dated and each team member shall certify in writing (by his or her signature) whether the report reflects the team member's conclusion. If it does not reflect the team member's conclusion, the dissenting team member must submit a separate statement presenting his or her conclusions.

Multiple Disabilities

To be considered by The NaRCIE as a student with Multiple Disabilities, a student must:

Exhibit **two or more of the conditions described in these sections**, the combination of which causes such severe educational problems that he or she cannot be accommodated in a Special Education program designed solely for one of the conditions; and

- 1) Require special facilities, equipment, or methods to make his or her educational program effective; **and**
- 2) Be diagnosed as described above for each condition; **and**
- 3) The MET must certify the student qualifies for and needs services from The NaRCIE to facilitate educational benefit.

At this time Multiple Disabilities is not a category of service used by The NaRCIE, but is included here as a reference for the procedure of qualifying a student for services under multiple categories.

Pervasive Developmental Disorders (PDD)

This classification of service is reserved for conditions that manifest in multiple developmental delays or impairments, including physical, intellectual, and emotional development.

Physical Disability (PD)

To be eligible for services from The NaRCIE as a student with a Physical Disability, a student must:

- 1) Exhibit a severe Orthopedic Impairment, including impairments caused by congenital anomaly, disease, or other causes, which adversely affect educational performance; **and**
- 2) Require special facilities, equipment, or methods to make his or her educational program effective; **and**
- 3) Be certified by a competent medical doctor as having an Orthopedic Impairment; **and**
- 4) The MET must certify that the student qualifies for and needs services from The NaRCIE.

Slow Learner (SL)

A student may be classified by The NaRCIE for services as a Slow Learner if they exhibit areas of weakness in most/all subject areas. This is not a diagnosis of **Developmental Delay, Intellectual Disability, Downs Syndrome, General Cognitive Delay**, or in any way in and of itself an implication of any form of cognitive deficit.

Speech/Language Impaired (SLD)

To be eligible for services from The NaRCIE as a student with a Speech Impairment, a student must:

1. Exhibit a communication disorder, such as stuttering, impaired articulation, severe disorders of syntax, semantics or vocabulary, a functional language skills impairment, or a voice impairment, which adversely affects educational performance; **and**
2. Require special facilities, equipment, or methods to make his or her educational program effective; **and**
3. Be diagnosed by a speech pathologist, or speech therapist as Speech Impaired; **and**
4. MET certifies that the student qualifies for and needs Special Education services.

Talented (G/T)

A student may be classified by The NaRCIE for services as Talented if they exhibit an advanced aptitude in a specific area of learning or expression, such as art, music, etc..

Visually Impaired (VI)

To be eligible for services from The NaRCIE as a student with a Visual Impairment, or who is Blind, a student must:

- 1) Exhibit a Visual Impairment, not primarily perceptual in nature, which even with correction, adversely affects educational performance;
- or
- 2) Exhibit a physical eye condition that affects visual functioning to the extent that specially designed instruction is needed; **and**
 - 3) Require special facilities, equipment, materials, or methods to make his or her educational program effective; **and**
 - 4) The MET must certify that the student qualifies for and needs services from The NaRCIE.

Please see the previous entry for a clinical definition of **Legally Blind**

It is required that the parents be a part of the MET which determines if a student is eligible

for Direct or Indirect services from The NaRCIE. Regardless of their involvement or lack of involvement in the CE&R process, parents must be given the results of the determination of the eligibility.

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SECTION 7: INDEPENDENT EVALUATIONS

Right to Independent Educational Evaluation

Parents of a student with a disability have the right to obtain an Independent Educational Evaluation.

An “Independent Educational Evaluation” means an evaluation conducted by a qualified examiner who is not employed by The School or by The NaRCIE.

SECTION 8: RE-EVALUATION

Following qualification for services, The NaRCIE will convene a MET Meeting upon request to re-examine qualification for services. At the time of this meeting, further evaluation may be called for, and new information may be considered, by the MET, to assess continued qualification for Direct or Indirect services.

SECTION 9: COMBINING MET AND SERVICE PLAN MEETINGS

It is possible to continue the MET meeting with the Service Plan Meeting, for eligible students. The NaRCIE must ensure that the required representatives of both teams are available for the combined meeting. If a combined meeting is held the team should keep the following factors in mind:

- 1) It is required that the SIP/CSA mandated members meet together. Any other members of the combined meeting do not need to meet together; they can be represented by written reports.
- 2) Parents must be **invited to attend the Service Plan Meeting and are also required to be involved in the MET meeting.**
- 3) The SIP/CSA meeting requires specific representatives such as a representative of The NaRCIE District Office, the IRO, the Principal, and the student’s classroom teacher. The MET meeting involves those who evaluated the student and the parents.

PART V
THE SIP/CSA
DEVELOPMENT-IMPLEMENTATION-REVIEW-REVISION

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SECTION 1: PURPOSE OF THE SERVICE PLAN MEETING

1. The Service Plan Meeting serves as a communication vehicle between parents, The NaRCIE, and The School, and allows them, as equal participants, to jointly decide: what the student's needs are, what services will be provided to meet those needs, and what the anticipated outcomes may be.
2. The Service Plan Meeting process provides an opportunity for resolving any differences between the parents, The NaRCIE and The School concerning a student's education.
3. The Service Plan Meeting puts in writing a commitment of resources necessary to enable a student with an ELN to receive services from The NaRCIE or an agent working on its behalf.

SECTION 2: RESPONSIBILITY FOR DEVELOPMENT AND IMPLEMENTATION OF THE SIP/CSA

The SIP/CSA team is responsible for the development of a student's SIP and/or CSA.

The NaRCIE will be responsible for scheduling the Service Plan Meeting.

The parent must be invited to the Service Plan Meeting. If the parents are unable to attend the Service Plan Meeting, they must be provided with the opportunity to participate in the Service Plan Meeting. The following may apply:

1. Invite the parent to the meeting.
2. Conduct the meeting and involve the parent by telephone.
3. A designee of the parent could attend the meeting in their place (in person or by phone), speaking with full authority on behalf of the parent.

NOTE: Signatures are not required on an SIP or a CSA. Consequently, refusal of a parent or other Service Plan Meeting participant to sign an SIP or CSA does not affect The NaRCIE's requirements to immediately implement the SIP or CSA.

SECTION 3: WHEN A SERVICE PLAN MEETING SHOULD BE CONVENED

A Service Plan Meeting must be convened under the following circumstances:

1. Within 10 school days of determining the student eligible for services from The NaRCIE;
2. Before the SIP annual review date;
3. Upon completion of the CSA or before the CSA Termination Date;
4. Within six months of the meeting that closes the CSA, but during the same school year as

the CSA is closed (CSA Follow-Up Meeting);

5. Prior to one year following the CSA Termination Date or close of the CSA, in the school year following the Termination date (CSA Annual Review);
6. When considering a change in the SIP; **and**
7. At the reasonable request of:
 - a. The parent, a guardian, a person acting as a parent, or a surrogate parent;
 - b. The student's teacher or another designee of The School

SECTION 4: PARTICIPANTS IN SERVICE PLAN MEETINGS

The NaRCIE shall ensure that the Service Plan Meeting includes the following participants:

- 1. The NaRCIE District Coordinator/Manager**

The NaRCIE District Coordinator/Manager may designate the student's assigned IRO to lead the meeting on their behalf.

- 2. The student's IRO**

- 3. Principal of The School, or their designee**

The representative of The School should have the authority to commit The School resources and to ensure that whatever services set out in the SIP/CSA will actually be provided.

For a student who requires only Indirect services, The School could appoint a teacher as the representative. **For a student who requires Direct services,** a key administrator should be the representative.

- 4. At least one of the student's classroom teacher(s)**

- 5. The student's parents**

This means one or both of the student's parents. The NaRCIE must invite and encourage parents or guardians to actively participate as equal members of a SIP/CSA team to assist The School and The NaRCIE in developing an appropriate SIP and/or CSA. Parents will:

- Verify the accuracy of personal identifying information;
- Provide information and observations about the level of the student's functioning in his or her home environment and community;

- Provide information regarding the student's medical status;
- Through participation in the Service Plan Meeting, assist The School and The NaRCIE in the development of educational goals and objectives based on the Present Level of Performance (PLP) and identified needs.
- Through participation in the Service Plan Meeting, assist The School and The NaRCIE in determining the Direct and Indirect services to be provided.

NOTE: Although extremely desirable, The NaRCIE cannot require parents to participate and some parents may choose not to participate. If the parents do not attend the Service Plan Meeting, The School will provide a copy of the revised SIP/CSA. This notification should inform the parents that the SIP/CSA will be implemented ten (10) school days after the Service Plan Meeting date unless the parents formally request Mediation or requests that the program begins earlier.

6. The student, when appropriate

NOTE: For students ages 14 years and older, and for students below age 14 whose need for transition services are being considered:

- The student must be included at a Service Plan Meeting to ensure that the transition services component of the student's SIP addresses the student's needs, preferences and interests.
- If the student does not attend the Service Plan Meeting, The NaRCIE should document how the student's needs, preferences and interests have been taken into account.

7. Transition service providers, when appropriate

- a. For students whose need for transition services is being considered, any meeting to develop, review, or revise transition services in the SIP shall also include:
- b. A representative of The School and/or The NaRCIE responsible for providing or supervising the provision of transitional services; **and**
- c. If appropriate, a representative of each other participating agency providing the transition services included in the student's SIP.
- d. It is important to consider that the needs of the transitioning student will change with time. The SIP team configuration should reflect these changes.

NOTE: When the participation of other agencies is deemed appropriate and an agency representative is unable to attend the meeting, The NaRCIE should document its efforts to involve other participating agencies in the Service Plan Meeting.

Alternative means of participation in Service Plan Meeting may be considered for agency representatives who are unable to physically attend a meeting due to distance or time constraints (e.g. telephone-conference, written reports, etc.).

The following persons could also participate in the SIP meeting:

- 1. Evaluation Officers or other persons contributing to the CE&R process.**
- 2. Other individuals**

Other individuals may be invited to attend the Service Plan Meeting at the discretion of the parent, The NaRCIE, or The School. The NaRCIE should inform the parents of their right to bring other participants to the meeting. It would be appropriate for The NaRCIE to ask whether the parents intend to bring additional participants to the meeting.

SECTION 5: CONTENT OF THE SIP

NOTE: It is not permissible to present a completed SIP to parents for their approval. It is appropriate for staff to come prepared with evaluation findings, statements of the student's present level of educational performance (PLP), and recommendations regarding annual goals and short term objectives. **The NaRCIE must inform the parents at the outset of the meeting that any proposals made are only recommendations for review and discussion.** Parents and the other SIP participants must be given the opportunity to actively participate in all decisions affecting the education of the student with a ELN.

The SIP **must** include:

A. A Statement of the Student's Present Levels of Performance (PLP)

The statement should accurately describe the effect of the student's ELN on the student's performance in any area of education that is affected by the ELN. The following guidelines should be followed in developing the PLP:

- ☞ PLPs should be written in easy to understand language that is free of educational jargon.
- ☞ Information must be current.
- ☞ Statements should reflect the results of the assessment data. Test scores should be accompanied by statements which relate scores to the student's level of functioning. (Raw test scores are not sufficient.)
- ☞ There should be a direct relationship between the PLPs and the other components of the SIP. Thus, if the statement describes a problem with a student's reading, this problem should be addressed under both the Goals and Objectives, and the

specific services to be provided.

B. Educational Needs

The statements of Educational Needs should follow the PLPs they are related to. They serve to specify, based directly on the PLPs, **what specifically is needed for the student to be successful** in their education program in relation to their ELN. Educational Needs may be:

- **Programmatic** (describing accommodations or modifications to the education program)
- **Resource Related** (describing physical materials or resources necessary to supplement the student's education program.)
- **Curricular** (describing additional skills or instruction the student may need to be successful in their education program.)

C. Annual Goals

The Goals and Objectives should focus on the learning problems resulting from the student's ELN. They should address the weaknesses that are summarized in the student's PLP. There should be at least one Goal, with corresponding Objectives, for each area of Educational Need.

The Goals and Objectives provide a mechanism for determining whether the student is progressing in the SIP program.

Annual Goals are written statements which describe what a student is expected to learn from his or her education program within the SIP time period; usually one year. When formulating Goal statements the following guidelines should be followed:

- ☞ Goals should be general statements, yet focus on different skill areas.
- ☞ Goals should be designed to correct the weaknesses indicated in the PLP.
- ☞ Goals should reflect reasonable expectations for student accomplishment.
- ☞ The language of the goals should be easily understood by all members of the SIP team.

D. Short Term Objectives or Benchmarks

The Short Term Objectives or Benchmarks derive from the Annual Goals but represent smaller, more manageable learning tasks a student must master on the way to achieving the Annual Goals. At least two Objectives should be written for each Annual Goal.

Objectives should be **measurable**: use language, which will enable people to **count** what a student does (e.g., To write x number of words, To read at x rate, To list x things, To perform x tasks). **Do not** use terms such as: To understand, To appreciate, and To comprehend.

Short Term Objectives must include the following components to ensure that they can be evaluated:

- 1) **Objective Criteria** which enables progress to be monitored and allows for Determination of when the Objective has been accomplished, such as:
 - a) 95% accurate
 - b) Fewer than 5 times per day
 - c) 50 correct responses in one minute
 - d) 4 out of 5 trials correct on three consecutive days
- 2) **Evaluation Procedures** to be used:
 - a) Direct observation and recording
 - b) Criterion referenced tests
 - c) Standardized tests
 - d) Teacher-made tests
- 3) The **rate** (twice per month, once a week, etc.) **and** the **location** of the service (regular classroom, resource room, etc.) must be indicated in the SIP documents.

NOTE: The amount of services to be provided must be stated in the SIP, so that the level of The NaRCIE's commitment of resources will be clear to parents and the other SIP team members. As long as there is no change in the total amount of service, some adjustments in the scheduling of the services should be possible based on the professional judgment of the service provider without holding another SIP meeting.

E. Special Media Materials or Modifications (As Applicable)

If any special instructional media or materials (e.g., large print books, tape recorded chapters/texts) or regular education classroom modifications (e.g., adjusted testing procedures, preferential seating, furniture modifications, individualized classroom/homework assignments) are required, they may be specifically listed in the SIP under the Educational Needs statement.

F. Assistive Technology Devices

If the SIP team determines that assistive technology devices (e.g., electronic communication device, phonic ear) are necessary in order for the student to access and benefit from the educational program, their inclusion in the student's educational program must be noted in the SIP document under the Educational Needs section.

G. Transition Services Statement for Students 14 Years of Age or Older

The SIP of all students must include a statement of the needed transition services beginning no later than age 14 and annually thereafter. Beginning at age 14 the student's transition needs must be documented.

Transition planning and transition services are based on the individual student's needs, taking into account the student's preferences and interests, and must include:

- ☞ Instruction; **and**
- ☞ Community experiences; **and**
- ☞ The development of employment and other post-school adult living objectives; **and**
- ☞ Acquisition of daily living skills and functional vocational evaluations, if appropriate.

The transition statement must also include, when appropriate, a statement of the interagency responsibilities or linkages before the student leaves the school setting.

If a participating agency, other than The School or The NaRCIE, fails to provide agreed-upon services contained in the SIP of the student with an ELN, The NaRCIE must reconvene the SIP team to identify alternative strategies to be implemented to meet the transition objectives outlined in the SIP.

H. Countrywide Achievement Testing and Compulsory Examinations

Every student enrolled in the education system of Belize **must** participate in countrywide standardized achievement testing or other compulsory examinations, (i.e. BJAT, PSE, CSEC) regardless of ELN, including the presence of a disabling condition. Any student served by The NaRCIE in need of accommodations, modifications, or consideration, of the standard test will be assessed and appropriate recommendations will be made to the Evaluations Unit of the Ministry of Education. If the SIP Team chooses, they may collaborate to document these recommendations in advance in the SIP document.

SECTION 6: CONTENT OF THE CSA

One or more CSAs may be included in a SIP. However, it will more often be a stand-alone document designed to support the faculty and administration of a school, or the parents of a student with an ELN, by providing them with the necessary skills and resources to promote the success of the student's educational program.

The CSA **must** include:

- ☞ A description of Services to be Delivered
- ☞ Duration of Service (including CSA Termination Date)

- ⑧ Number and Length of Sessions
- ⑧ Outcomes of Service Delivery

SECTION 7: STUDENT DISCIPLINE

Within the school setting one of the goals of discipline is to promote and ensure appropriate student behavior. One key to successful discipline policy and procedures is a positive behavior program, which will reinforce and encourage appropriate social and academic behaviors. The Service Plan Team is the proper group for establishing positive behavioral supports, particularly for those students demonstrating social and academic needs as a result of disabling conditions.

Positive behavior supports and a behavior intervention plan (BIP) may be made during the Service Plan Meeting based upon the student's demonstrated academic and social needs. A positive behavior intervention plan must be based upon specific planned interventions to assist the student in gaining and maintaining control over his or her behavior. This plan is not to be a monitoring plan, but an action plan, which could be reflected in Goals and Objectives in the SIP.

Modifications in discipline procedures may include specific consequences for specific behaviors and alternative actions to those typically mandated by The School. The process should include a review of The School's discipline procedures with the objective of suggesting possible modifications in procedure, which are needed due to the student's ELN.

SECTION 8: TRANSITION SERVICES

Transition services are defined as a coordinated set of activities designed within an outcome-oriented process, that promote the student's movement from school programs to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, independent living, or community participation.

Planning for Transition Services in the SIP

Effective transition planning must be fully integrated into the SIP process – it is not a separate activity. The transition process should:

- a) Focus on identifying adult living and working environments where the student will be able to function as independently as possible,
 - b) Specify the skills needed to function in each of these environments,
- and**
- c) Include an assessment of the student's needs in relation to the skills required to function independently as an adult. The SIP should address the skills, knowledge and experiences necessary to prepare the student to function in adult environments as well as identify the support needed in order to be successful.

The recommended areas for transition services are specified below. Consideration of each of these areas enhances the likelihood that all relevant aspects of post-school activities will be

addressed. Annual transition planning areas may include:

- ☞ Academic/Functional Skill Training
- ☞ Vocational Evaluation/Training
- ☞ Work Experience/Employment
- ☞ Continuing Education
- ☞ Living Arrangements
- ☞ Independent Living Skills
- ☞ Transportation/Mobility
- ☞ Recreation/Leisure
- ☞ Health Care
- ☞ Financial/Income
- ☞ Self-advocacy/Legal Services
- ☞ Personal/Family Relationships
- ☞ Long-term Support

Assistive Technology and Transition Services

The provision of assistive technology devices and services may play a part in the transition of students from school to adult environments. Assistive technology services may include training and technical assistance for professionals, employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities.

The SIP team should consider the existing technology needs of the student and any future technology needs in the adult environment. Transition planning should include strategies for acquisition of new assistive technology devices to replace needed technology, which is the property of The NaRCIE or another agency.

Agency Responsibilities

The transition planning process should help the SIP team identify the interagency responsibilities and/or linkages needed to assist the student in transitioning to adult living and working environments. Adult service providers should be involved actively in the planning process, and the SIP should show evidence of anticipating the future services that the student will need.

Whenever a service which will be provided by another agency is to be considered for inclusion in the SIP, The NaRCIE should invite the responsible agency representative to become part of the SIP team. The SIP team should not include/commit the services of another agency in the SIP unless that agency has agreed to provide the designated service, as it may obligate The NaRCIE to provide and/or pay for that service.

Agencies working as part of the SIP team determine who bears the cost of necessary transition services. The SIP transition statement should include the interagency linkages necessary to communicate the shared responsibility for transition services between the district and all appropriate agencies and/or providers.

The NaRCIE does not have the sole financial responsibility and is not to be held liable for failure of the SIP items that are designated as the responsibility of another agency. However, if a public agency fails to provide agreed upon transition services, The NaRCIE is responsible for reconvening a meeting of all participants on the SIP team to identify alternative strategies to be implemented to meet the transition objectives that were included in the student's SIP.

Interagency Cooperative Agreements

The NaRCIE shall develop and implement written referral procedures for students who need transition services from other agency service providers. These procedures will include:

- ☞ Disseminating information about agency services and eligibility criteria to appropriate staff, students with disabilities and their parent/guardian; **and**
- ☞ Providing agencies with lists of students to be screened for eligibility for agency services; **and**
- ☞ Providing agency service providers with educational histories, evaluations and current SIPs on students referred for services in accordance with confidentiality policies.

The NaRCIE is encouraged to develop interagency agreements and annual implementation plans that detail specific activities to be undertaken by The NaRCIE and other agency service providers in order to refine and improve the transition process.

SECTION 9: ASSISTIVE TECHNOLOGY DEVICES AND ASSISTIVE TECHNOLOGY SERVICES

If the participants on the SIP team determine that the student with an ELN requires assistive technology in order to access the curriculum and succeed in their education program, and the SIP team designates the need for assistive technology under the Educational Needs section, the SIP must include a specific statement of such services, including the nature and amount of such services. The inclusion of assistive technology in the SIP requires a degree of specificity so that it is clear how and why the technology will be used to accomplish a particular goal.

Technology devices and/or services designated in the SIP must be provided at no cost to the parents. However The NaRCIE or other cooperating agencies do not need to provide assistive devices if a meaningful and beneficial education can be provided to the student without the equipment.

Ownership of Equipment

Technology devices purchased by The NaRCIE or any other cooperating agency belong to that agency. Distribution and use of devices are provided under the SIP. School policy and practice determine whether a student may take a particular device home. However, if it is stipulated in the student's SIP that the device is needed at home as well as school, then the student will be

allowed to take the device home.

In general, the providing agency is responsible for repair and maintenance of assistive devices used to support programs described in the SIP.

SECTION 10: PARENT/SCHOOL DISAGREEMENT WITH AN SIP

There is a space on the cover page of the SIP forms to indicate agreement or disagreement with the SIP. If there is disagreement between The School, The NaRCIE, and/or the parents, The NaRCIE must provide the parents with a Notice Of Proposed Action. If the parents, within ten (10) days, initiate Mediation as a result of a disagreement, the last SIP shall remain in effect until the disagreement is resolved. If after ten (10) days no Mediation has been initiated, The NaRCIE shall initiate the new SIP. The parents, The NaRCIE and The School could agree to an interim course of action for serving the student until the disagreement is resolved.

SECTION 11: REVIEW/REVISION OF SIP/CSA

Any member of the SIP/CSA team can request that a Service Plan Meeting be held for purposes of review or revision. The decision regarding if, when, or where the meeting will be held rests with The NaRCIE. The NaRCIE will grant any reasonable request for an SIP meeting. Any changes in SIP, including changes in the Short Term Objectives or Benchmarks or changes in the amount or nature of services indicated in the SIP and/or CSA, require a Service Plan Meeting.

The SIP must be reviewed at least annually. This process is accomplished by evaluation of the current SIP and development of a new SIP. When changes in the SIP are required at times other than the annual review date, then consider utilizing one of the following options:

- ② Review and Revise the entire SIP and establish a new annual review date; **or**
- ② Use an amendment form. When this option is used, the change becomes a part of the SIP and must be reviewed on the SIP's original annual review date.

The CSA should be reviewed on or before the agreed upon termination date for the agreement. The CSA may be amended to incorporate a revised termination date. The Outcomes of the CSA should be reviewed at a Termination Meeting, the Follow-UP Meeting, and the Annual Review Meeting. The Follow-Up Meeting must take place during the same school year as the Termination Date, and no later than six months from the Termination Date. The Annual Review Meeting must take place in the school year following the Termination Date, and within six months of one year from the Termination Date.

If at any time during the year following a CSA's Termination Date the CSA is revised or otherwise readopted, a new CSA should be drafted to document further service delivery.

**PART VI
PROGRAM EXIT**

SECTIONS

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SECTION 1: TRANSFERS

When a student currently receiving services from The NaRCIE transfers to a new School, The School, upon receiving the student, can implement the existing SIP and/or CSA if The School and the parents are satisfied with the existing documents. If The School or the student's parents are not satisfied with the SIP/CSA, another SIP/CSA meeting should be conducted. The NaRCIE, The School, and the parents should agree to the temporary placement of the student until an appropriate SIP/CSA is developed.

When a student transfers to a new School, all physical resources provided by The NaRCIE for use by that student at the former school must be made available to the new School. If the old School does not furnish these items promptly to the new School, they must be turned over to The NaRCIE upon request.

SECTION 2: PROGRAM COMPLETION

The criteria used to determine when the Direct or Indirect services of The NaRCIE could be discontinued are listed below:

- ☞ A student accomplishes the Goals and Objectives or Benchmarks of his or her SIP and can make satisfactory progress (e.g., passing grades) in the regular classroom
- ☞ The student graduates Primary, Secondary, or Tertiary School, concluding their educational program.
- ☞ A student drops out of school

NOTE: In the event that a student chooses to drop out of school, The School should inform the parents and the student of the right to access services from The NaRCIE and to receive guaranteed access to their education anytime prior to the student's 16th birthday.

- ☞ The student reaches age 16 and is no longer actively engaged in an educational program or has not graduated Primary School.

A formal review is highly recommended to be conducted prior to a student's exit from Direct or Indirect service by The NaRCIE.



**PART VII
COMPLAINT PROCESS, MEDIATION HEARINGS,
THE ROLE OF SURROGATE PARENTS**

SECTIONS

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SECTION 3: SURROGATE PARENTS.....	57



SECTION 1: COMPLAINT PROCEDURE

The NaRCIE and/or The Ministry of Education will review, investigate, and take appropriate action on complaints alleging that The NaRCIE or another educational agency is acting contrary to Ministerial regulations, policies, and procedures:

This written complaint should include:

- ✓ Date
- ✓ Name of Agency
- ✓ Name, address and telephone number of the person making the complaint
- ✓ Name, address and telephone number of the student or student involved
- ✓ A summary of the complaint

Within 60 days of receiving the complaint the Ministry of Education, or The NaRCIE will complete an independent investigation which gives the complainant an opportunity to submit additional information, either orally or in writing, about the allegations in the complaint and may include, if necessary, an on-site investigation. A written decision will be issued to the complainant and the agency cited in the complaint. The investigative report will address each allegation in the complaint and will include:

- ✓ A summary of the complaint
- ✓ A summary of the investigation
- ✓ Findings of fact
- ✓ Conclusions of Law and
- ✓ Corrective action required

An extension of the time limit will be allowed only if exceptional circumstances exist with respect to a particular complaint and are documented by the reviewing agency. The person making the complaint as well as reviewing agency has the right to request the Ministry of Education to review the final decisions of the reviewing agency.

In order to achieve compliance, The NaRCIE will ensure that The School effectively implements the final decision contained in the investigative report. This may include corrective actions, technical assistance activities and/or negotiations.



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SECTION 2: MEDIATION

This section is currently under revision. Please direct all questions related to this question to the NaRCIE's main office.

SECTION 3: SURROGATE PARENTS

This section is currently under revision. Please direct all questions related to this question to the NaRCIE's main office.



APPENDIX:

SAMPLE FORMS

1. Pre-Screening Checklist
2. Classroom Observation Form
3. Personal Development History Form
4. Consultation Service Agreement
5. Guide to Curricular Adaptation
(Not attached in this Revision)
6. NaRCIE Parent Conference Guide
(Not attached in this Revision)



Should I Refer for Services with The NaRCIE?

This is meant to be an informal pre-screening checklist to aid in determining if a student might benefit from evaluation from The NaRCIE. Responses do not need to be based on formal assessment.

YES NO

- Does the student perform significantly off grade level in any subject?
- Does the student have any significant difficulty seeing?
- Does the student have any significant difficulty hearing?
- Does the student have any significant difficulty with paying attention?
- Does the student have any significant difficulty with remembering things?
- Does the student have any significant difficulty with solving problems?
- Does the student have any significant difficulty with moving themselves around or manipulating things?
- Does the student have any significant difficulty expressing themselves?
- Did the student have any difficulty reaching developmental milestones compared to their peers?
- Are there any other concerns not addressed above?

If you marked YES to any of these questions, please consider providing parents and school teachers with the necessary Pre-Assessment forms.



Classroom Observation Form

This form must be completed by the student's present class teacher/Home Room Teacher.

Dear Teacher:

When students are referred to us for evaluation it helps to know as much as possible about them. Please answer the following questions to the best of your knowledge; most of them can be answered very briefly but any further information you can give us about this student will be appreciated. You may use the back of this form for additional comments. Please send it to the Special Education Unit as early as possible so that a date for an assessment can be scheduled.

Student Name: _____ Date of Birth: _____
 School: _____
 Teacher: _____ Class: _____
 Person completing form: _____ Date: _____

REASON FOR REFERRAL: _____

How does the student compare to other students in their class?

Is higher in _____ (what subject(s)?) and/or is lower in _____ (what subject(s)?)

Is approximately the same in _____ (what subject(s)?)

Data is not available _____ (what subject(s)?)

Average Grade to Date: _____ (across all subjects)

Turns in homework assignments: (circle) Yes No Occasionally

POSSIBLE CONTRIBUTING FACTORS TO BEHAVIOR / PERFORMANCE IN SCHOOL

- | | |
|--|--|
| _____ Latch-key child (child left unsupervised by parent or other adult) | _____ Single parent household |
| _____ Involved with other community agencies | _____ Lives with someone other than parent |
| _____ Previously retained | _____ Child discusses concern regarding drug and alcohol use in the home |
| _____ Death in immediate family | _____ Suspected child abuse or neglect |
| _____ Divorce or separation | _____ Known medical problems |
| _____ Unemployment of adults at home | _____ Takes medication |
| _____ Currently involved with counseling | _____ Previously involved in counseling |

If you checked any item in this area, please explain further: _____



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CLASSROOM PERFORMANCE (Mark all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Works on assignments during class | <input type="checkbox"/> Makes inappropriate comments |
| <input type="checkbox"/> Works well independently | <input type="checkbox"/> Attempts to sleep in class |
| <input type="checkbox"/> Comes to class prepared | <input type="checkbox"/> Responds adversely to praise or recognition |
| <input type="checkbox"/> Performs below ability level | <input type="checkbox"/> Lacks motivation |
| <input type="checkbox"/> Is reluctant to attempt new assignments or tasks | <input type="checkbox"/> Has poor writing skills |
| <input type="checkbox"/> Requires repeated drill and practice | <input type="checkbox"/> Has poor reading skills |
| <input type="checkbox"/> Distracts other students | |

BEHAVIORAL OBSERVATION (Mark all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Few or no friends | <input type="checkbox"/> Shy |
| <input type="checkbox"/> Easily distracted | <input type="checkbox"/> Acting out behavior |
| <input type="checkbox"/> Overly active | <input type="checkbox"/> Overtly aggressive |
| <input type="checkbox"/> Immature | <input type="checkbox"/> Withdrawn |
| <input type="checkbox"/> Lacks self confidence | <input type="checkbox"/> Unable to get along with others |
| <input type="checkbox"/> Short attention span | |
| <input type="checkbox"/> Depressed | |

Give examples in areas checked:

PHYSICAL DIFFICULTY (Mark all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Gross motor coordination poor | <input type="checkbox"/> Possible hearing loss |
| <input type="checkbox"/> Fine motor coordination poor | <input type="checkbox"/> Possible vision loss |
| <input type="checkbox"/> Poor handwriting | |

SPEECH / LANGUAGE DIFFICULTY (Mark all that apply)

- | | | |
|--|--|--|
| <input type="checkbox"/> Stutters | <input type="checkbox"/> Omits sounds | |
| <input type="checkbox"/> Poor grammar | <input type="checkbox"/> Substitutes sounds | |
| <input type="checkbox"/> Harsh voice quality | <input type="checkbox"/> Poor sentence structure | |
| <input type="checkbox"/> Immature speech | <input type="checkbox"/> Limited oral expression | |
| <input type="checkbox"/> Distorts sounds | <input type="checkbox"/> Extremely poor spelling | |



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PERCEPTUAL OR INFORMATION PROCESSING PROBLEMS (Mark all that apply)

- Unable to see relationship of parts to the whole
- Does not always interpret correctly what is heard
- Unable to differentiate between similar sounds
- Unable to verbally reproduce what is heard
- Has difficulty retaining a visual image
- Cannot separate figure verbal directions
- Unable to judge size
- Unable to identify sounds
- Unable to distinguish shapes
- Has poor spatial orientation
- Cannot remember specific sounds
- Cannot hear or remember sequence
- Confuses directions (left/right)



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Pre Referral Strategies (what has the school done before making this referral)

COMMUNICATION OF EXPECTATIONS (Provide information as applicable)

Have concerns been discussed with the student? Yes No

_____ Cumulative file reviewed	Date: _____
_____ Pupil guidance letter sent	Date: _____
_____ Phone call home on	Date: _____
_____ Parent conference	Date: _____
_____ Contact with Guidance Counselor	Date: _____
_____ Consultation with other teachers	Date: _____
_____ Other _____	

MODIFICATION OF EXPECTATIONS

_____ A lesser amount of work accepted

_____ A lesser quality of work accepted

_____ Allowed to redo an assignments(s) given

_____ Increased amount of time for a test

_____ Oral test given instead of a written test

_____ Short answer/multiple choice instead of essay test

_____ Allowed to tape homework assignment

_____ Positively reinforced the student for staying on task in the classroom

_____ Other strategies/interventions used by teachers



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OTHER TEACHER INTERVENTIONS:

- Checked the student's notes
- Paired the student with another for notes
- Changed seat in the classroom to front of the room
- Gave the student extra help/tutoring
- Other (Please Specify) _____

TEACHER'S/PRINCIPAL'S COMMENTS:

If possible, please provide examples of student work that demonstrates areas of concern.

Name of person completing form (please print)

Signature of person completing form

Date



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PERSONAL DEVELOPMENT HISTORY FORM

Information pertaining to family and general development can be supplied by parents or guardians, or other family members authorized to provide information about the child.

Child's Name _____

Sex: _____ Date Of Birth: _____ Age _____

FAMILY HISTORY

Father's name: _____ Primary Language: _____ Date Of Birth: _____

Address: _____

Phone (home): _____ (Work): _____

Mother's name: _____ Primary Language: _____ Date Of Birth: _____

Address: _____

Phone (home): _____ (Work): _____

Father's occupation _____ Employed by: _____

Mother's occupation _____ Employed by: _____

Present marital status of parents:

Married Divorced Separated Single Visiting Common Law

Other: _____

Are both parents the child's natural parents? Yes No

If _____ not, _____ please _____ explain _____ briefly

List all the children in the family, including the child described above.

Name Birth date Class in school



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Other persons living in the home (grandparents, in-laws, etc.)

Name	Age	Relationship to child	Major language

DEVELOPMENTAL HISTORY

Pregnancy and delivery information

Was there any complication during pregnancy? Yes No

If yes, explain

Was there any complication during delivery? Yes No

If yes, explain

Length of pregnancy in weeks _____

What medications did the mother take during pregnancy?

Is there a history of difficult pregnancies? Yes No

Any difficulties in delivery? Yes No

Child's condition at birth: Weight _____ Length _____

General health (APGAR) _____

Are normal immunizations completed or up-to-date? Yes No



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If the child has had the following diseases or conditions, please check. List approximate dates, if known

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Pertusis (whooping cough) | <input type="checkbox"/> Chickenpox | <input type="checkbox"/> Swollen glands | <input type="checkbox"/> Constipation |
| <input type="checkbox"/> Measles (rubella) | <input type="checkbox"/> Scarlet fever | <input type="checkbox"/> Otitis | <input type="checkbox"/> Head injuries |
| <input type="checkbox"/> Rubella | <input type="checkbox"/> Diphtheria | <input type="checkbox"/> Colds (frequent) | <input type="checkbox"/> Convulsions |
| <input type="checkbox"/> Mumps | <input type="checkbox"/> Rheumatic fever | <input type="checkbox"/> Tonsillitis | <input type="checkbox"/> Allergies (describe) |

Age at which child sat up alone: _____ months
Age at which child walked: _____ months

Was there any difficulty in any of the above? Yes No
If _____ yes, _____ please _____ explain

Age at which child toilet trained: _____ months. Was there any difficulty? Yes No
If yes, please explain

Have you noticed any sudden personality or behavior changes in your child?
 Yes No If yes, please explain (use reverse side if necessary)

Is there a history of fractures or surgery? Yes No

Is or has the child been on medication or drugs? Yes No

Type	Date
_____	_____
_____	_____

Present medications and dosages



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Educational Status

1. Has the child ever attended any type of school? Yes No

2. _____ Last _____ school

Attended: _____

Name: _____ Location: _____ Date: _____

3. For what reason is the child not attending school (Mark any that apply or go to #4):

- Child is institutionalized: if so, where?
- Child is blind or otherwise visually impaired
- Child is deaf or otherwise hearing impaired
- Child is mentally retarded
- Child has a physical disability
- Child has serious health problem
- Child is disadvantaged or from migrant family
- Child has dropped out

If the child is attending school, answer the question bellow:

4. Child's immediate difficulties (what do you believe to be his problem?)

5. Major contributing factors (what do you believe to be the major factors contributing to this problem?)

6. Current grades (are these typical of the child's performance?)

7. Special abilities:

Special disabilities (physical, social, emotional)



SCHOOL BACKGROUND

Parent-school relationship (please comment)

What is your child's favorite subject in school? _____

In what school subject does your child do best? _____

Attendance (check one)

- Regular
- Frequently absent; or erratic
- Occasionally absent for a day or two
- Occasionally absent for longer periods

Interest level in class

- Far above average
- Above average
- Average
- Below average
- Far below average

Attitude toward school

- Very positive
- Positive
- Above average
- Average
- Below average
- Far below average

Relationship with peers

- Very good
- Good
- Average
- Poor
- Very poor

Activity level

- Hyperactive
- Above average
- Average
- Below average
- Very withdrawn

Amount of supervision required for control

- Far more than average
- More than average
- Average
- Less than average
- Much less than average

Child's leadership ability

- Far above average
- Above average
- Average
- Below average
- Far below average

Child's general adjustment in school

- Far above average
- Above average
- Average
- Below average
- Far below average



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SCHOOL HISTORY

Date student began at present school: _____

Schools attended previously: _____

NAME OF SCHOOL

LOCATION

GRADES ATTENDED

_____	_____	_____
_____	_____	_____
_____	_____	_____

Age at entrance into Infant I: _____

Has pupil repeated any grades? Yes No

If so, which ones? _____ Why did they repeat the grade?

How much time per day does your child spend doing the following:

Reading (other than school work) _____

Reading (for school) _____

Homework for school _____

Playing outside the house _____ alone with others _____

Playing inside the house _____ alone with others _____

Listening to radio _____

Watching television _____

Sleeping _____

Does your child have an easy time making friends? Yes No

Signature of person completing this form _____

Relationship to child _____

Additional Notes/Comments:



Consultation Service Agreement

This Consultation Service Agreement acts as an agreement between The NaRCIE and _____, to deliver indirect services to support the education program of _____, a student attending _____.

This agreement must be signed by a representative authorized to secure services received by the above named party.

CONSULTATIONS:

% Access to the Curriculum— A staff member of The NaRCIE will provide guidance in methods and strategies to make appropriate modifications in the classroom for specified individual(s) with an Exceptional Learning Need.

# of Sessions:	Date Delivered By:	Outcomes:
_____	_____	_____
_____	_____	_____

% Installation/Servicing/Delivery of Assistive Technology/Device(s)/Aid(s)— The NaRCIE will provide AT Devices for use in the classroom, home, or community, to be accessed by the student.

	Person/Agency		
Device Description:	Receiving Delivery:	Date Delivered By:	For Use Where:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

% Integrating Technology/Direct Service into the Curriculum— A staff member of The NaRCIE or an agent operating on its behalf will provide instruction on the use and maintenance of Assistive Technology, Devices, and/or Aids to be used by the student. –or- A staff member of The NaRCIE or an agent operating on its behalf will provide instruction in how to support Direct Services provided to the student.

# of Sessions:	Date Delivered By:	Outcomes:
_____	_____	_____
_____	_____	_____

Additional Notes:
