



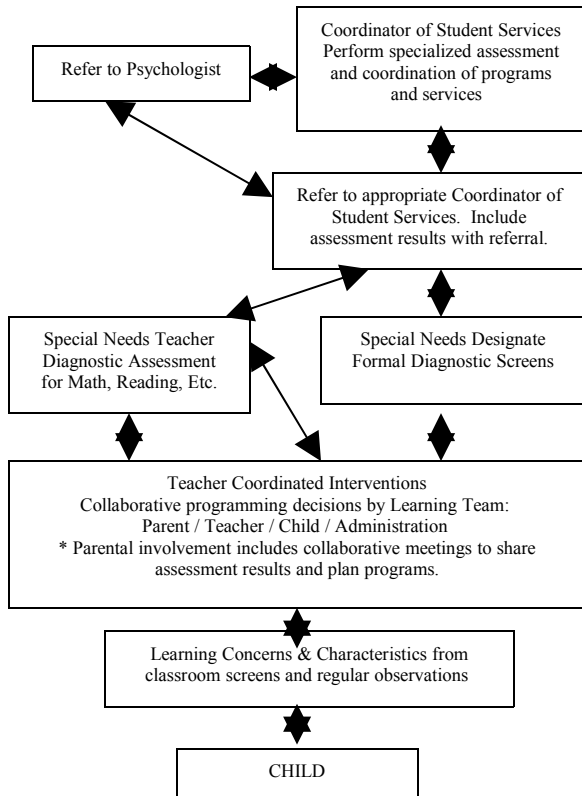
Prairie Rose
SCHOOL DIVISION NO. 8

Procedure Handbook
Special Education Programs

F. Prairie Rose School Division Special Education Brochure

Prairie Rose School Division No. 8 is committed to providing appropriate programs to meet students' needs, ability, age and level of educational achievement.

Special Education Program Procedures



An Individual Program Plan (I.P.P.) is...

- developed to address the specific educational needs of individual learners
- a collaborative team effort involving the student, parents, teachers and other staff who work closely with the students' programming. The individuals involved may change over time, depending on the needs of the student
- a document that helps monitor and evaluate a student's education programming and progress
- a document for communicating with parents, students and staff
- a summary of the individualized goals and objectives that a student will work towards during a school year

- a summary of accommodations that will help the student learn more effectively
- an on-going record to ensure continuity of programming
- a guide for transition planning.

Parents can be effective team members by...

- participate as a member of the learning team.
- establishing & maintaining ongoing communication between home and school.
- sharing relevant information concerning child's development, home experiences and daily behaviors.
- providing information about your child's medical (allergy) developmental progress.
- learning as much as you can about the school / school division policies and regulations.
- gaining information on program options available for your child within the school division.

An Assessment is...

a process of gathering information about a student in their learning environment to better understand strengths and needs, and to develop an appropriate educational program.

What does the assessment involve?

At early stages in the assessment process, attempts to clarify students' needs primarily involve testing by teachers and Special Ed. Coordinators, as well as observation and an analysis of a student's classroom work. If the school requires additional support the student may be referred for further achievement testing and for intellectual ability testing

Why the Need for Intellectual / Ability testing?

- classroom interventions have not been successful.
- a learning problem is suspected
- modified educational programming may be required

What steps are involved in Intellectual / Ability testing?

- Parent will be asked to sign a consent form.
- A referral is forwarded by the school staff to the Coordinator of Student Services.

- An assessment is completed (approximately 1 hour) by the Coordinator and / or the Psychologist.

What steps are involved in Intellectual / Ability testing? (Continued)

- The Coordinator of Student Services, teachers, Psychologist, administrator, and parents will meet to review the results of the assessment.
- Recommendations and modifications to instruction are discussed and a plan for implementation is made.
- Continued monitoring and support is provided by all involved in the assessment process.

Provincial Achievement Testing

All Alberta students in grades 3, 6 and 9 are expected to write the provincial tests for their grade levels. A small number of students in special circumstances, who would be unable to respond at all to the tests or who would be harmed by the testing, may be excused by a Superintendent. Special provisions may be granted for students with physical disabilities and learning disabilities who need assistance to write the tests.

Those students eligible for special provisions may be granted one or more of the following:

- tape-recorded versions of assessment instruments to accompany printed versions (or a reader for grade 3 students)
- use of word processor, typewriter or versabrailler
- use of a scribe
- use of a tape recorder or Dictaphone
- services of a person skilled in sign language to sign questions only
- specially printed assessment instruments (large print or Braille)
- additional writing time

Any questions?

Please call:

Carol Carlson: Coordinator of Student Services

Cell #: (403) 548-8870
Office #: (403) 527-5516 Ext 228

Kerry Watson: PUF Coordinator

Cell #: (403) 502-4482
Office #: (403) 527-5516 Ext 246

Di Robson: Behavior Coordinator

Cell #: (403) 548-5695

Prairie Rose School Division No. 8

Box 204 · 918-2nd Avenue
Dunmore, AB TOJ 1A0

Phone #: (403) 527-5516
Toll Free #: 1-800-468-7023

Fax #: (403) 528-2264

Email: prrd@prrd.ab.ca

Vision

“EVERYONE LEARNING TOGETHER”.

Mission

Prairie Rose School Division No. 8 will provide a positive learning environment where all students will achieve their potential.

Who Should I Call When I Have
A Concern?

Prairie Rose Regional Division #8 prides itself on providing excellent personalized service to the many diverse school communities it serves. Issues that arise should first be dealt with at the level of the concern. The general lines of communication include teacher or bus driver principal, central office administration and the Board of Trustees. We expect every effort will be made by school personnel and parents/guardians to collaboratively find solutions to issues.

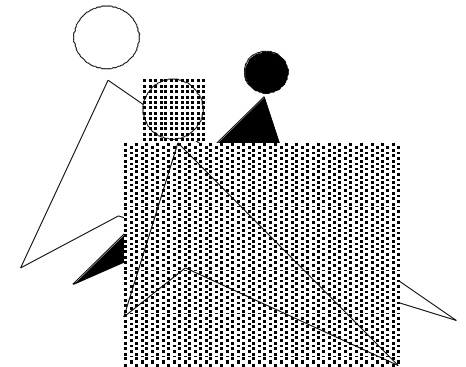


Special Education Programs

in

Prairie Rose School Division No. 8

Parent Brochure



Prairie Rose School Division No. 8 is committed to providing programs to meet the needs of **ALL** stud