

SERVICES TO STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES	No.: C-200
	Effective: Mar. 8/83 Revised: Mar. 24/87; May 23/89; Sept. 28/21 Reviewed: June 1/21; June 22/21; Sept. 28/21

ADMINISTRATIVE REGULATIONS

A. Definition of Students With Disabilities or Diverse Abilities

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

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

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

- Reviewing
 - Understanding a student's needs can be informed by reading various records with both current and historical information.
- Interviewing
 - Valuable insight can be gained from talking to a variety of people, including parents and guardians, current and past teachers, other relevant service providers and students themselves.
- Observing
 - Watching, listening, and examining student work and monitoring responses to instruction are all important sources of assessment information. Various tools can be used to document observations.
- Informal Assessment
 - Informal assessments are an important part of the assessment process and may include a variety of quizzes, probes, and diagnostic skill inventories. Assessment methods are chosen based on a variety of factors, such as specific skills being assessed, practicality for the classroom environment, available materials, and learning styles of the student.

Extended Assessment

- School-Based Team (SBT) is a collaborative problem-solving team that meets on a regular basis and works with classroom teachers to develop educational programs for students who may or may not currently have an Individual Education Plan. The composition of the team

