



File JBE

REGISTRATION PROCEDURES FOR STUDENTS PLACED BY SOCIAL AGENCIES

The goal of education in the Portage la Prairie School Division is to provide all students with the appropriate programming in the most enabling learning environment. The provision of this appropriate programming requires that sufficient time be provided for the school personnel, the foster parents, and the agency workers to plan collaboratively a school program prior to the student's school entry.

- A. When social agencies register students from other divisions, they **must** contact the Director of Student Services.

The social agency shall provide the following information to the Director of Student Services:

- a) the student's name and age;
 - b) the name of foster parents; and
 - c) a description of the student's current or most recent education program.
- B. Personally or by delegation, the Director of Student Services shall assess the Division's ability to provide an appropriate program for the student.

Regular Classroom Student Placement

The school personnel, foster parents, and the agency workers will review the student's previous school progress to determine if special program supports or modifications would be beneficial for the student. If no supports are required, the enrolment would proceed as soon as possible.

Placement of Students with Special Needs

The Placing Agency will:

- a) provide comprehensive information that identifies the student's special needs and the required programming supports and/or services;
- b) authorize access to previous school and clinical records by completing the necessary release forms; and
- c) see to the completion of the Student Registration form (JBD-E).



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The School/Division will:

- a) plan and arrange appropriate support(s) to meet the programming needs of the student; and
- b) establish educational plan for the student in those exceptional circumstances where immediate school placement is not possible. See also: IFF

The Placing Agency and the School/Division will share the following responsibilities:

- a) ensure that a school team, including the foster parent(s), collaborates to provide the supports and/or resources necessary for a smooth transition into school and for appropriate educational programming;
- b) participate in the development and implementation of a multi-system plan to meet the student's needs in the home, school, and community;
- c) identify case manager(s) and establish a communication protocol;
- d) determine if the student meets the criteria for Special Needs Categorical Funding Level II or III and complete the necessary application process;
- e) collaborate with the preschool to complete the *Early Years Transition Planning Inventory* and/or the *School Registration Form: Children in Care*, if the child is aged 3-5 years and will be entering school for the first time. (Where possible the inventory should be completed up to one year prior to school entry);
- f) for students expelled from school in another school jurisdiction.
- g) **Education and Child and Family Services Protocol for Children and Youth in Care - May 2013**
- h) **Guidelines for Early Childhood Transition to School for Children with Special Needs.**

See also: JBD

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