

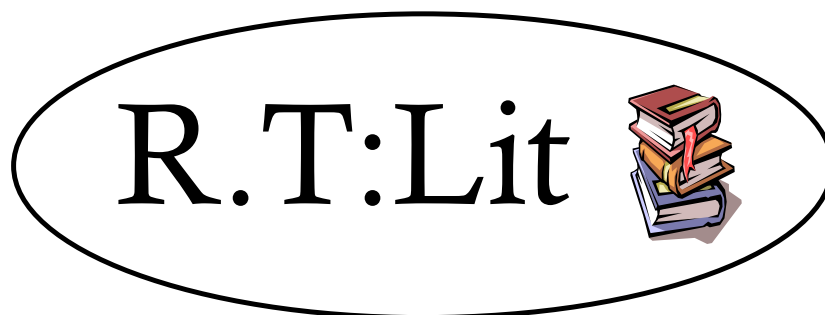
Operational Document

Policy and Procedures

for:

Resource Teacher:

Literacy



Resource Teacher:Literacy.

Rotorua Schools Cluster

2010

Section A

R.T:Lit Service Information

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Statement of Service Intent

The R.T:Lit Service provides a service to a cluster of schools, giving advice and support that helps teachers in cluster schools meet the needs of year 1-8 students at risk of low achievement due to difficulties in literacy.

What we do:

For students on their roll, the RT:Lit works in the school to:

- ★ Implement assessment to determine their specific needs.
- ★ Provide intensive specialised teaching for a specified time.
- ★ Provide advice and support to their classroom teachers to maintain student learning gains.
- ★ Liaise with whanau, parents and other agencies to facilitate their educational achievement.
- ★ Help teachers adapt classroom programmes to facilitate success for children with serious literacy difficulties.
- ★ Provide in-service training for school staff on topics related to literacy difficulties

Collaborative Consultation.

The R.T:Lit service delivery approach is **collaborative** and **consultative**, and may involve home, school, other agencies and community organisations (eg classroom teachers, student's families, Reading Recovery tutors, RTLBs, GSE, SLTs, Vision and Hearing, School Literacy Leaders.)

Collaboration means that R.T:Lits work together with a team of people involved in the case to:

Clarify concerns.

Gather baseline data.

Analyse data

Use a problem-solving approach and brainstorm possible solutions.

Design an action plan including interventions and responsibilities.

Implement the interventions as agreed.

Monitor and review the interventions.

Consultation means that input is sought from all stakeholders and that this input is valued and respected by all. Effective communication is vital to the success of this process.

R.T:Lit Role

R.T:Lits are neither intended to work solely with students, nor solely with teachers. No exact percentages have been placed on these parts of their role by the Ministry. These will be worked through as part of the training, if necessary, and by the local Management Committees.

The number of cases will vary depending on the level of need and the type of referral. For instance- the R.T:Lit may be working with a number of referrals for teacher, syndicate or management support. At other times, he/she may be working with individual students, or perhaps a combination of both.

R.T:Lits often work in a variety of ways at any time.

For example- there may be intensive one-to-one work with some students, and assessment and monitoring for others. The R.T:Lit may be working with a teacher or a whole class, and / or with school staff and paraprofessionals, and other agencies or parents.

The role can be diagnostic, advisory, interventionist and monitoring or a combination of these.

The key to the effective use of an R.T:Lits time is flexibility and responsiveness.

The R.T:Lit does not have a role in teacher competency or disciplinary issues.

Any documentation developed / written by the R.T:Lit is not to be used for competency or disciplinary purposes.

Each R.T:Lit must ensure that confidentiality and ethical practices are maintained at all times.

Indication of the Scope of R.T:Lit Work:

Overview

Classroom work with

Teachers and students on approaches, group organisation, co-operative and peer practice, planning and delivery.

Individuals

Work within class and / or withdraw from class.

Staff meetings and workshops

Literacy difficulties focus

Family group conferences

Advocate for the student. Source of relevant information.

Observation / collection / analysis of data.

Parent support / education.

Resource provision

Books, videos, posters, programmes

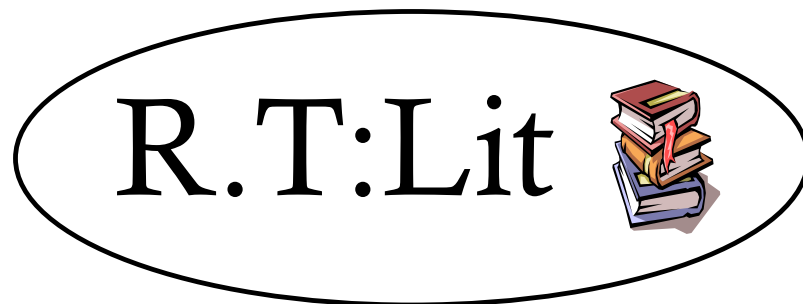
Outside referral support

GSE, RTLB, CYF.

Transition

Monitor transfers from one school to another, assist with reintegration, if possible, of students from special literacy programmes

Management:



Resource Teacher:Literacy.

Policy: General

Rationale:

The Rotorua Cluster Resource Teacher:Literacy is an education resource designed to provide short-term assistance in the development and maintenance of appropriate literacy learning levels in a school setting.

Purpose:

To provide advice, guidance and support to teachers, SENCOs, Principals, paraprofessionals, parents / caregivers and whanau, to meet the needs of students with literacy learning difficulties.

Guidelines:

- 1 Referrals to the Rotorua R.T:Lit cluster are considered as a syndicate, SENCO, Paraprofessional, class, group or individual student cases.
- 2 Enrolment is considered on a needs basis, with logistical consideration, across the cluster of schools.
- 3 The R.T:Lit will work collaboratively with teachers, parents / caregivers and others with direct responsibility for meeting the student's needs through the intervention process.
- 4 Interventions will involve observations and data collecting in a variety of settings, analysis of data, and the formulation, implementation and monitoring and evaluation of appropriate intervention strategies and programmes.
- 5 R.T:Lits will on occasion, facilitate workshops and seminars through educational and community agencies.
- 6 Where appropriate, the R.T:Lit will work directly with a student when the resources of the school have been unable to carry out an appropriate programme. This individual tutoring is supplementary to the student's classroom literacy programme.
- 7 The R.T:Lit will meet professional development needs through:
 - Specified tertiary training for a new RT:lit
 - Regular liaison with the Management Committee.
 - Attendances at appropriate courses, seminars and conferences.
 - Being part of the network of Resource Teacher:Literacy.
 - Involvement in professional supervision and review procedures.
- 8 The Management Committee is responsible for ensuring the R.T:Lit service operates within budget and according to the policies and procedures of the cluster committee.

Signed: _____ Chairperson Management Committee

Date: _____ Review: _____

Policy: Management Committee.

Rationale:

The Management Committee of the R.T Lit service is required to comply with the Ministry of Education requirements in all aspects for employees and in its role as the body with the overall responsibility for the running of the R.T:Lit service in this cluster.

Purpose:

The Management Committee will provide advice and assistance to enable:

Host school principal to achieve his / her responsibilities.

Host school Board of Trustees to meet its responsibilities as specified in the Memorandum of Agreement for the cluster.

R.T:Lit to carry out his / her role as specified in the job description.

Guidelines

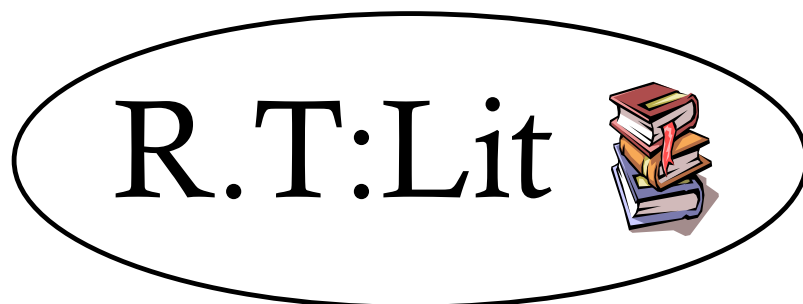
- 1 To develop and review referral, enrolment and withdrawal policies and processes in consultation with the cluster schools, that reflect the policy direction of the Ministry of Education literacy strategy and guidelines.
- 2 To establish R.T:Lit operational procedures for referral, enrolment and withdrawal policies and processes.
- 3 To inform the cluster schools served by the R.T:Lit of referrals, enrolments and withdrawal decisions.
- 4 To liaise and work cooperatively with the range of GSE personnel and RTLBs.
- 5 To ensure that Management Committee policies on the use of cluster funding are followed by the host school.
- 6 To be inform regarding the professional development of the R.T:Lit.
- 7 To ensure that the R.T:Lit undertakes the required training and has access to study leave.
- 8 To receive at each formal meeting of the Management Committee, a report from the R.T:Lit on service provision.
- 9 To ensure the RT:Lit provides an annual statistical report in an agreed format to the M.O.E.
- 10 Membership of the Management Committee with voting rights will be as follows:
 - Host school principal
 - Two Resource Teacher:Literacy
 - Resource Teacher Learning and Behaviour (2-3 year cycle)
 - Two principals from the Rotorua Principals Association (2-3 year cycle)
 - Literacy Advisor
- 11 The Management Committee shall meet at least once a term.
- 12 The Review and Intake Sub Committee shall meet at least once a term prior to the Management Committee meeting
- 13 Appraisal and other professional matters are the responsibility of the host school principal on behalf of the Management Committee.

- 14 An effective Management Committee will support and ensure the professional safety of the R.T:Lit so that they may provide an effective support system to schools in their cluster.

Signed: _____ Chairperson Management Committee

Date: _____ Review: _____

Professional / Employment Related Matters:



Resource Teacher:Literacy.

Policy: Relieving R.T:Lit

Rationale:

The Ministry of Education will reimburse the Employer School's relief teacher costs.

Purposes:

To ensure that the R.T:Lit service is maintained during the R.T:Lit's absence.

Guidelines:

1. If the absences are for a short period, employment of a relieving teacher will be at the discretion of the host school (employing school principal) and R.T:Lit.
2. If an R.T:Lit is on paid sick leave, the employer school employs a suitably qualified teacher (see appointment guidelines) as a relief teacher to do their job.
3. If a R.T:Lit position is vacant and waiting for permanent appointment, the employer school employs a suitably qualified teacher (see appointment guidelines) as a relief teacher to do the job.
4. The relieving R.T:Lit will perform tasks set at the discretion of the Management Committee.
5. The employer school will pay the reliever and the Ministry will reimburse the school for the relief teacher's costs.
6. Claims for reimbursement should be processed in the same way as other relief reimbursement claims, and will include all documentation, including SUE reports and medical certificates.
7. All other leave follows the conditions outlined in the current NZEI Collective Agreement.

Refer to R.T:Lit Memorandum of Agreement

Signed: _____ Chairperson Management Committee

Date: _____ Review: _____

Policy: Professional Practice

Rationale:

R.T:Lit's work consultatively and collaboratively throughout the cluster and must work to a high professional and ethical standard.

Purpose:

To maintain consistency of professional practice across the R.T:Lit service that ensures the professional safety of each R.T:Lit team member.

To ensure the safety and well - being of all those involved.

To ensure that confidentiality and high professional ethical standards are maintained throughout the R.T:Lit service.

Guidelines:

1. The R.T:Lit will communicate clearly about the role.
2. The R.T:Lit will provide reasons or data to substantiate a particular viewpoint or course of action.
3. The R.T:Lit will have an understanding of the expectations of the other parties he/she is working with.
4. The R.T:Lit will respect the viewpoints of the other parties he /she is working with.
5. The R.T:Lit will advocate for working collaboratively.
6. If disagreements occur between parties about their roles, issues will be discussed and every attempt made to resolve the disagreement in a constructive manner. If it is not resolved, this can be referred to a mediator and/or the complaints policy sub committee.
7. If the R.T:Lit has a concern regarding their safe teaching practice, the R.T:Lit will inform the principal of the school.
8. Confidentiality will be maintained at all times.
9. Reflective practice sessions will be held to ensure that all cases are reviewed regularly.
10. The R.T:Lit will notify the host school for sick leave. AT the time of phoning sick the host school and R.T:Lit will agree on who will contact cluster schools to notify them that the service will not be available for the day.

Signed: _____ Chairperson Management Committee

Date: _____ Review: _____

Policy: Performance Management / Appraisal

Rationale:

The R.T:Lit must work to a high professional and ethical standard.

Purpose:

To maintain consistency of professional practice across the R.T:Lit service.

Guidelines:

1. Performance Management procedures, which focus on the Professional Standards, will be included in the Job Description Document and carried out by the Employer, (Host) school principal.
2. Feedback from the cluster principals and teachers, alongside documentation and case files will be discussed.
3. A job description will be confirmed and goals set for the R.T:Lit, with consultation.
4. The R.T:Lit will make a performance self assessment each year on the Professional Standards and the Professional Goals, the results of which will be discussed by the host school principal.
5. The R.T:Lit will abide by the Professional Standards for teachers("Experienced" Status) and the NZEI Code of Ethics.
6. The RT Lit will arrange for an R.T:Lit peer appraisal each year.
7. Professional development will be aligned to the annual Professional Goals.

Signed: _____ Chairperson Management Committee

Date: _____ Review: _____

Policy: Complaints

Rationale:

As Part of the Performance Management procedure there is an avenue for complaints from any contributing party.

Purpose:

To ensure that all complaints are dealt with fairly, and in a professional manner, following defined guidelines.

Guidelines:

1. If there is a complaint about the R.T:Lit, the perceived problem should first be discussed with the R.T:Lit concerned.
2. If there is no resolution, complaints against the R.T:Lit will be made, in writing, through the host school principal before any further action will be taken.
3. Every complaint should initially be investigated by the host school principal who will attempt to find a resolution to the issue(s) raised.
4. If deemed to be a complaint of a serious nature, it is passed onto the Management Committee.
5. Employing Boards should be aware of employment contract provisions for complaints.
6. The parties should take reasonable steps to ensure the dispute is resolved as quickly as possible.
7. On receipt of a complaint from the Management Committee, a complaints sub committee will be set up consisting of:
 - o at least one member of the Management Committee (who is not from the school making the complaint).
 - o one member of the host school's Board of Trustees
 - o principal of the host school
8. The BOT of the host school are to be informed of any investigation by the sub- committee and its findings.
9. Any competency/disciplinary procedures are to follow the procedures as laid down in the appropriate collective employment agreement and are to be enacted by the host school BOT.

Signed: _____ Chairperson Management Committee

Date: ___ November 2009 _____ Review: _____ November 2010 _____

Policy: Professional Development

Rationale:

The Ministry of Education will provide a job specific professional training course for new Resource Teachers: Literacy. **The R.T:Lit initiative is about providing consistent, specialised literacy expertise for students most at risk of failing to learn to read and write for success.**

Purpose:

To provide professional learning that supports the R.T:Lit to successfully fulfill their role.
To provide professional learning that is aligned to the annual performance management professional goals.

Guidelines:

1. The untrained R.T:Lit will, if necessary, complete specific tertiary training to develop the required expertise for the role.
2. The R.T:Lit will be able to access entitled study leave, during term time, to complete the requirements of training, including attendance at some block courses each semester.
3. The R.T:Lit will attend appropriate courses, seminars and conferences to maintain professional skills knowledge in literacy as an essential part of his/her duties.
4. The R.T:Lit will be part of a network of Resource Teachers:Literacy.
5. Appropriate funding will be allocated annually for professional development of the R.T:Lit teacher.
6. Professional development will be aligned to the annual Professional Goals.

Signed: _____ Chairperson Management Committee

Date: ___ November 2009 _____ Review: ___ November 2010 _____

Policy: Financial Management Of Attached Funds

Rationale:

Specific Ministry of Education funding has been allocated to nominated host schools as a means of delivering the Resource Teacher :Literacy service nationwide.

Purpose:

To enable the host school BOT to meet its financial responsibilities as specified in the Memorandum of Agreement.

To enable transparent tracking of an appropriate auditing process.

Guidelines:

1. The Management Committee is responsible for ensuring the R.T:Lit service operates within the allocated budget.
2. The budget includes Administration and Travel funding.
3. The host school BOT will oversee the cluster funding and ensure auditing results in R.T:Lit funding is included in the school's annual financial statements.
4. The R.T:Lit will follow day to day financial systems that meet the needs of the host school and Public Sector Accounting requirements for expenditure and reimbursements.
5. The R.T:Lit is responsible for:
 - * Managing the R.T:Lit budget allocation (including photocopying and telephone accounts)
 - *Committing expenditure up to the budget amount

 - *Purchasing using an order number from their order book

 - *Checking goods are as ordered

 - *Certifying invoices as correct

 - *Passing accounts to the executive officer

 - * Ensuring reimbursement requests are accompanied by a receipt

 - *On-going resource replacement
6. A summary of expenditure will be provided for all Management meetings.

Signed: _____ Chairperson Management Committee

Date: ___ November 2009 _____ Review: ___ November 2010 _____

Policy: Travel

Rationale:

Travel expenses incurred in carrying out the professional duties of the R.T:Lit position.

Purpose:

Travel will be carried out by the R.T:Lit and expenses will be met in accordance with the CEC guidelines and IRD requirements and will be reimbursed at the rate of 62 cents per kilometre.

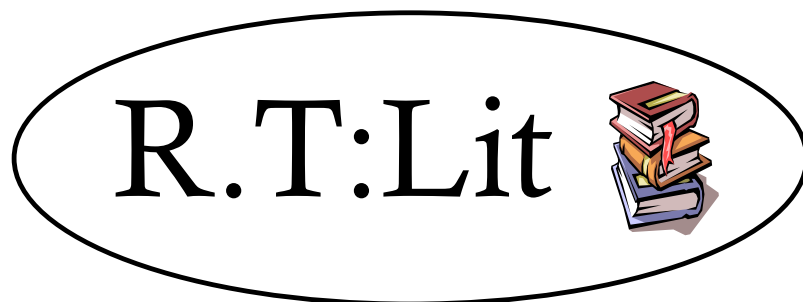
Guidelines:

1. The R.T:Lit will maintain a daily travel diary specifying destination and distance.
2. Where possible car-pooling is desirable for itinerants traveling in the same direction.
3. Travel claims are to be forwarded to the executive officer at the beginning of the following month.
4. Payment of the money owing will be paid by the end of the month in which they are submitted.

Signed: _____ Chairperson Management Committee

Date: ___ November 2009 _____ Review: ___ November 2010 _____

Service Delivery



Resource Teacher:Literacy.

Policy: Referrals

Rationale:

All schools within the cluster will have access to the services of the Resource Teacher: Literacy (R.T:Lit) and to its resources.

Purpose:

To ensure all schools in the cluster can access the R.T:Lit service and its resources in a fair and transparent way.

- To ensure that all guidelines for accessing the service are available.
- To ensure that all referrals are prioritised according to need.
- To ensure that the R.T:Lit caseloads are regulated.

Guidelines:

1. Before referral to the service is considered appropriate: Assessment and data collection will have been undertaken by the school and some strategies developed, implemented and tried.
2. Requests for the R.T:Lit service may be made for groups of students and individual students.
3. Requests for the R.T:Lit service may be made by teachers, and Special Needs Coordinators through their principals.
4. Requests for the service must be written out on the appropriate referral form, signed as stated and supported by appropriate data.
5. Group referrals require a referral form for each child; the school is to take responsibility for informing parents of the intended group intervention.
6. Referrals will be considered on a case by case basis, using the information provided.
7. All referrals will be entered on the R.T:Lit data base and schools notified of referral receipt.
8. Cases may remain on the roll for up to 30 weeks.
9. Confidentiality will be respected at all times.
10. When a case is accepted by the R.T:Lit service the school management/ administration will make provision where possible for such things as appropriate work space, and teacher release time for meetings/ consultation throughout the intervention period.
11. Liaison may be established with other agencies involved with the students and cases passed more appropriately to one of the service providers (e.g. RTLBs, GSE) Information from referrals and observations may necessarily be shared with these personnel.
12. Schools may contact the R.T:Lit for guidance in completing the referral form(s).

For individual referrals:

1. For a referral to be accepted on to the R.T:Lit roll, teachers and those involved with the child need to agree to work collaboratively.

2. Schools are asked to prioritise referrals, where several referrals are received from a school at a time.
3. The parents/caregivers must have agreed to the referral being made. The teacher, principal and parent/caregiver must sign the request for service. Phone permission by the parent may be acceptable.
4. Schools will be notified of any decision regarding
 - a) acceptance on to the roll
 - b) acceptance deferred until a vacancy exists
 - c) referral declined, giving reasons
5. The schools will notify the parents of the decision to accept, decline, defer or refer on and of withdrawal from the R.T:Lit service.
6. The R.T:Lit will carry out an initial visit including observation, discussion with relevant parties, gathering and collation of information and where necessary a home contact may take place.

Appendix: Referral Forms (which must be used by the school).

Signed: _____ Chairperson Management Committee

Date: _____ Review: _____

Policy Review and Intake

Rationale

Cases referred to the R.T:Lit Management need to be treated equitably and with efficiency.

Purpose

To ensure a consistent and efficient approach is applied in all cases.

To ensure equity for cluster schools.

To ensure that protocols are clear to all cluster schools during the case process.

To ensure that R.T:Lit caseloads are regulated.

Guidelines

1. Referrals may be for R.T:Lit assistance to a syndicate, Special Needs Coordinator or Literacy Leader, teacher, group of students or individual students.
2. Persons involved with the referral (teachers, other school staff, parents) must be willing to work with the R.T:Lit service.
3. The R.T:Lit service is not intended to be the first port of call for teachers / schools dealing with students experiencing literacy difficulties. Schools will provide evidence of what has been put in place for a student(s) when making a referral.
4. All referrals to the Rotorua R.T:Lits Management Committee are to be completed on official Referral Forms. All appropriate sections of the Referral Form are to be completed with the requested data attached. The school principal must sign the referral.
5. A referral for an individual tutoring of a student must either be signed by the student's parents / caregiver or the school must verify phone permission has been obtained.
6. Management Committee meeting will be held each school term.
7. Review and Intake Sub Committee meeting will be held prior to the Management Committee meeting
7. The Review and Intake Sub Committee will prioritise referrals based on need and logistics, bearing in mind each school's priority of referrals.
8. Information contained on the Referral Forms must be honest and accurate.

Procedure

1. The referral form is to be completed.
Schools may ask the R.T:Lit for assistance.
Principal signs and signs the form.
Parental permission is obtained for individual students.
2. Referrals forms are handed to the R.T:Lit or posted to Glenholme School as completed, for consideration.
3. R.T:Lit checks forms for completeness and records details of referral on the R.T:Lit Database.
4. An acknowledgement of request form is made.
5. Review and Intake Sub Committee confirms that the referral is within the scope of the R.T:Lit role. The case is discussed and accepted / declined / deferred or referred on.
Accepted cases are prioritised if space on the R.T:Lit roll is limited.
The R.T:Lit will clarify the referral if necessary.
If declined, the school is notified of this decision and reasons.
The committee may make recommendations to the school.
The referral may be passed to other more appropriate agencies.
6. The R.T:Lit notifies the school and follows with a written response regarding decisions.
7. The Review and Intake Sub Committee may make recommendations to the R.T:Lit regarding appropriate caseload.
8. Casework begins (observations, assessments, intervention programmes & monitoring.)
Refer to R.T:Lit Case Policy & Procedures.
9. Agreement with the school / teacher for closure of referrals. Cases are closed when:
Successful intervention is completed / or a maximum of 30 weeks has been reached.
Intervention lapses due to lack of progress.
Student is indefinitely suspended or enrolled at a school outside the cluster.
10. Feedback forms / information may be given to the teachers / school for R.T:Lit consideration and to share with the Management Committee.

Signed: _____

Chairperson Management Committee

Date: _____

Review: _____

Policy: Withdrawal / Review

Rationale:

Clear procedures and practice for the closure of R.T:Lit cases results in a fair and transparent process for all students and their schools in the cluster.

Purpose:

To establish a set of withdrawal procedures.

To establish criteria for withdrawal.

Guidelines:

- 1 R.T:Lit support will be withdrawn when one or more of the following applies.
 - All significant people involved with the case agree that the outcomes are satisfactory.
 - The teacher feels he/she has the necessary skills and support to continue meeting the student's needs.
 - The teacher/school wish to terminate the relationship.
 - A teacher is unwilling to work collaboratively with the R.T:Lit.
 - The student moves out of the cluster area, in which case the R.T:Lit will ensure steps have been taken to make contact with the new school.
 - The case has been on the R.T:Lit roll for a specified period, at the recommendation of the Review and Intake Sub Committee.
 - A child has been suspended.

- 2 The decision to withdraw support from a case will be collaborative, including all those involved.

- 3 A case may be continued if the Review and Intake Sub Committee believe it's necessary (to a maximum of 30 weeks).

- 4 Notification of withdrawal of individual tutoring will be given in writing to the referring school principal, with recommendations for the classroom teacher.

- 5 A case may be re-referred in the future.

Signed: _____ Chairperson Management Committee

Date: _____ Review: _____

Policy **R.T:Lit Case Process - Intervention Sequence** (Active roll / Monitoring)

Rationale

A consistent approach is required for equity of service and high professional standards to be maintained.

Purpose

To maintain consistent procedures throughout the R.T:Lit service.

To provide an equitable R.T:Lit service throughout the cluster with consideration to Guideline 8 of General Policy.

Guidelines

1. In most instances, the R.T:Lit will approach the case using the steps outlined. The times given are guidelines only and will vary from case to case.
2. Request for assistance is allocated to an R.T:Lit.
3. The maximum time on the roll is 30 weeks.
4. The assistance may be divided as follows:
 - Assessment a series of observations and/or discussions to assess information and data
 - Intervention programme development and implementation with 'hands on' teaching if necessary.
 - Advisory advice and guidance with on-going goal / target development.
 - Monitoring continued support and review.
5. Interventions and expectations may include:
 - The development of positive teacher / student interactions.
 - The setting of realistic targets.
 - The modification of the curriculum to meet identified needs.
 - The implementation of strategies, techniques and methodology for good literacy practice.
6. Student / case files will be maintained and kept confidential to the professionals who have related responsibility. Copies of statements and plans will be given to the principal of school, teacher(s) involved and parents/caregivers of individual students. On discontinuation, files will be held in the R.T:Lit office until the student has reached Year 8. A summary of the relevant information will be provided on request for students transferring to a new school.
7. Where a student transfers between schools within the cluster, the principal of the receiving school will be consulted re R.T:Lit input.
8. Where a student from another R.T:Lit roll transfers to this cluster area, a referral should be submitted in the normal way.
9. Where a student on the R.T:Lit role is stood down or suspended, the planned intervention will be placed on hold. R.T:Lits will not attend meetings between the parents/caregivers and the school to discuss a student's stand down or suspension.
10. On arrival at a school, the R.T:Lit should report to the school office before proceeding to a

classroom, and sign the visitor's book if one is in place. Regular or pre-arranged timeslots may not require this action to be taken.

11. Classroom teachers must be contacted prior to the visit to ensure their awareness of R.T:Lit visit to their room.
12. If child abuse is suspected, this should be reported to the principal of the school, who will then follow the school policy plan

Active Roll Monitoring Procedures.

1. Entry Phase.

Identify the perspectives in the issue (what does the referrer think?)

Role discussion / clarification (R.T:Lit & referrer)

Rapport building.

Assessment collaboration (confer a starting point with referrer, ie. what are the priorities for data gathering ? What will be assessed, involving who, and in which contexts?)

2. Observations / Data Gathering and Assessments.

Develop an entry statement.

Select a suitable form of assessment designed to scope a range of data.

3. Problem Clarification.

Meet with all people involved to share data gathered and cross check information.

Establish a common focus, goals and responsibilities as options for interventions.

4. Action Phase.

The action plan is implemented and data is kept to monitor effectiveness.

The case file will include specific interventions, comparative data, a record of contact with parents/caregivers(for individual cases), teachers and other agencies, the referral application, entry statement, collected data, relevant correspondence, and recommendations statement.

5. Evaluate Outcomes.

Appropriate evaluations and reassessments will be carried out at specified intervals to collaboratively revise intervention.

Return to earlier stages of problem clarification process if outcomes are not as anticipated or if necessary, refer individual cases to another agency after consultation with parent/caregivers and school

A recommendation statement will be written before the monitoring period begins.

Signed: _____ Chairperson Management Committee

Date: _____ Review: _____

Policy **The Keeping of Records and Reports**

Rationale:

The keeping of records is necessary so that all relevant personnel can be kept informed of the progress of each case.

That information/data is accumulated and can be accessed to meet the varied reporting requirements.

Confidentiality regarding records and reports is essential.

Purpose:

To provide relevant and up to date data to the Management Committee.

To provide information to schools, teachers and parents/ caregivers concerning cases on the R.T:Lit roll.

To file an annual report to the MOE.

To ensure confidentiality of information is maintained.

Guidelines:

1. An annual report to the MOE is to be completed at the end of each year.
2. After a case has been discontinued the a hard file is to be kept at the host school until the child completes Year 8. This may include referral form, tutoring summary, recommendations and evaluations.
3. Confidentiality will be maintained.
4. Class teachers and parents/ caregivers will be kept informed through regular contact and home liaison.
5. The R.T:Lit will keep a diary of the cases that have been serviced and a copy of suggestions/actions agreed upon. These will be kept in the case hard file.
6. The R.T:Lit will keep a database of all referrals on behalf of the Management Committee.

Signed: _____ Chairperson Management Committee

Date: ___November 2009_____ Review: _____November 2010_____

Policy Schools Liaison

Rationale:

There are a large number of schools in the R.T:Lit cluster. Communication with each school is necessary to ensure equitable access to the R.T:Lit service.

Purpose:

To ensure that all schools in the Rotorua Cluster have equitable access to the R.T:Lit service, bearing in mind travel constraints.

Guidelines:

1. The R.T:Lit has a liaison role with cluster schools.
2. Schools can contact the R.T:Lit for advice, guidance and support, particularly regarding the appropriateness of referrals to the service.
3. The R.T:Lit is available to assist the cluster schools to complete referral forms if required.
4. Referrals to the R.T:Lit service can be given directly to the R.T:Lit. Schools can post, fax or email referrals directly to the R.T:Lit office at Glenholme School.

Signed: _____

Chairperson Management Committee

Date: ___ November 2009 _____

Review: _____ November 2010 _____

Policy Treaty of Waitangi

Rationale

The R.T:Lit service has a commitment and responsibility to honour Te Tiriti O Waitangi as the founding document of Aotearoa/ New Zealand.

Te Tiriti O Waitangi acknowledges the unique relationship between Te Iwi Maori and Non Maori.

This relationship is based on reciprocal rights and obligations that the Treaty guaranteed.

Therefore all New Zealanders should recognise the partnership between Maori and Non Maori and understand the dual heritage of Aotearoa / New Zealand.

Purposes:

- To promote an equitable service that acknowledges Tikanga Maori.
- To promote understanding for Kaupapa Maori, such as values, attitudes, behaviours and Te Reo Maori in the practice of RT:Lits.
- To reinforce our commitment to Te Tiriti O Waitangi and its principles of Participation, Protection and Partnership.
- To promote expertise in meeting the needs of Maori students and the provision of services that are culturally appropriate.

Guidelines:

1. The R.T:Lit will promote the advancement of Maori preferred practices in classroom programmes, where appropriate.
2. The R.T:Lit will endeavour to engage in consciousness raising dialogue and promote contextually relevant programmes and assessments.
3. The R.T:Lit will take into consideration the culture of the family and provide a service that is welcoming for all parents, students and teachers.
4. The input of whanau and Maori members of the community who wish to share with the R.T:Lit values and perspectives that are unique to them and that affect the education of their children, will be valued.
5. Professional development for the R.T:Lit should include Te Reo Maori, Tikanga Maori and cultural sensitivity.

Signed: _____

Chairperson Management Committee

Date: _____

Review: _____