

STUDENT SERVICES PROCEDURES

The Assistant Superintendent of Student services will collaborate with administrators, clinicians, and student services teachers to identify student services program needs in the division schools. The collaboration will be facilitated by the use of:

- School-based student services meetings as needed throughout the school year;
- School-based mapping of classroom profiles followed by planning and follow up meetings.

The student services resource teacher collaborates with the classroom teacher in identifying individual students who have specific programming needs. The identification process could include the following:

- Information from parents, classroom teacher, student, clinicians, outside agencies;
- Information from cumulative files;
- Pre-school transitioning (from outside agencies);
- Feeder school transitioning;
- Students transferring into the division.

COLLABORATIVE ASSESSMENT

The student services resource teacher coordinates an assessment to determine the student's learning needs. Assessment data could include academic achievement levels, behaviour, physical health, social/emotional health, learning styles, personal history, developmental level, classroom environment observations, cognitive functioning and adaptive functioning. Possible sources of information in the assessment process are:

- Inspection of previously collected data – such as cumulative files, student evaluations
- Information consultation – with classroom teacher, parent, referred student, clinicians
- Structured Interviews – that are planned in advance and seek specific information from classroom teacher, parent, referred student
- Data Collection Devices – such as checklists, rating scales, inventories, continuums
- Standardized Tests
- Criterion-referenced tests
- Observation

The following steps indicate the sequence of intervention and assessment for students struggling to meet expected learning outcomes at grade level:

- Adaptations and differentiated instruction provided and documented by classroom teacher;
- Consultation and collaboration between classroom teachers, parents, administrators, resource, guidance and other in-school support;
- Further adaptations or in-school assessment;
- Possible referral for specialist assessment (speech and language, psychology, physiotherapy...). Should the school team determine that a need exists for specialized assessment, then referral with parent consent will be undertaken in keeping with division procedures for Clinical Services;
- Decision whether to try further adaptations or develop an IEP with student specific outcomes.

EDUCATIONAL AND BEHAVIOURAL PLANNING/PROGRAMMING

Support for Success Plans (SSP)

Individual Education Plans (IEP)

Individual Behaviour Plans (BIP)

Individual Transition Plans (ITP)

The student services resource teacher collaborates with the teacher and other team members in analyzing the assessment data and, if necessary, in helping to develop a plan appropriate to the needs of the identified student.

The need for a Support for Success Plan (SSP) is determined through a process of observation and informal and specialized assessment in consultation with parents and the school division team.

SSPs/IEPs/BIPs/ITPs are developed, revised, implemented, monitored and evaluated at least annually by a team including parents, students (when appropriate), teachers, and other professionals. The school division will obtain parent or guardian signatures on SSP's to indicate involvement in the IEP process. In cases where the school division is unable to obtain parents signatures, reasons for refusal and actions undertaken by the school to resolve concerns will be documented. Parents may bring an advocate to any of the meetings if they so wish.

Students who have learning needs which require modifications/individualized programming or, who have a reduction or alteration in the school day must have it documented in the Individualized Education Plan (IEP). Students will not be denied educational programming pending the development of an IEP.

Teachers are required at the regularly scheduled reporting periods to inform parents of student progress for students working towards expected learning outcomes and specific learning outcomes for students as outlined on an IEP.

LEVELS OF SUPPORT

a) Differentiated Instruction: Support for Success Plan (SSP)

Teachers will provide programming that responds to different learning needs and styles among all students by differentiating their classroom teaching. Teachers will learn and utilize a variety of teaching and assessment strategies. Student Services personnel, through a collaborative dialogue and by recommending strategies and resources will provide support to classroom teachers in differentiating instruction. Differentiation and adaptation of instruction will be guided, in part, by the 1996 Manitoba Education, Citizenship and Youth document *Success for All Learners: A Handbook on Differentiated Instruction*.

b) Adapted Instruction: Support for Success Plan (SSP)

Adapted instruction is intended for students who are able to complete the regular department developed or approved curriculum outcomes with effort and appropriate learning strategies. Students who are struggling learners may need adaptations in: time, production, presentation, assessment, environment, to help them meet all the outcomes in the provincial curricula. This may include students who have identified learning disabilities, identified physical, behavioural or emotional challenges or specific visual or hearing impairment.

- Adaptations can be student specific, or can target identified groups of students;
- Adaptation plans can be written in specific plans for students, including an IEP when appropriate, or for groups and may utilize checklists.

c) Curricular Modification: Individual Education Plan (IEP)

When a student is found to have significant cognitive developmental delays or learning difficulties, and cannot meet curricular outcomes with differentiated and adapted instruction in place, then the curriculum will be modified. This means that the number or level of curricular outcomes will be changed to meet the student's individual needs. A school team will discuss why and how modification will be made, and parents will be informed and give written consent to allow the modifications. Modifications will be outlined in an IEP. At the grade 9 to 12 levels, "M" designation will be given to the courses modified in accordance with provincial guidelines.

d) Individualized Programming: Individual Education Plan (IEP)

When a student has cognitive or other difficulties that are significant to the point where that student cannot benefit from the Manitoba curriculum an individualized program will be developed. The individualized program will include goals in a number of domains such as: academic skills, communication skills, life skills, and work education. These student-specific outcomes and goals will be outlined in an IEP. At the Grade 9 to Grade 12 levels, "I" designation will be given to courses or programs at this level of support in accordance with provincial guidelines. Parents will be informed and involved throughout the IEP process.

In situations where life-skills training, workplace experiences or home-based programs are required, the student services resource teacher is responsible to ensure, in collaboration with the classroom teacher, and other team members, that appropriate and adequate documentation is in place in the form of IEP's or other appropriate planning documents.

e) Behavioural Programming: Individual Behaviour Plan (BIP)

When behavioural challenges are a significant contributing factor to the need for intervention, planning and use of strategies to positively influence behavioural patterns will be put into place. These may include school-wide practices, classroom level procedures, group interventions, and individualized behaviour intervention plans (BIP's). Planning for behavioural interventions will be guided by the Student Behaviour Profile, and the Manitoba Education, Citizenship and Youth document: Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour. When an individualized behaviour management plan is necessary, planning will be collaborative, utilizing a school team, and maximizing parental involvement.

In situations where planning for safety and security issues are required, the student services guidance counselor is responsible to ensure, in collaboration with the classroom teacher and other team members, that appropriate and adequate documentation is in place in the form of BIP's or other appropriate planning documents. In planning for all such cases, the principle of maximum possible inclusion will be considered.

f) Transitioning: Individual Transition Plan (ITP)

The student services resource teacher facilitates the transitioning of identified students from teacher to teacher, from school to school and from school to community.

- Students with Special Needs Reaching 16 Transition Process
 - Transitional Planning is mandated for all students 16 years of age or older who require government support after leaving school.
 - The Student services Resource teacher initiates the transition process by arranging a transitional planning meeting, including parents and other agency representatives as appropriate during the student's 16th year.
 - The Assistant Superintendent of Student Services will facilitate an annual fall meeting with outside support agencies supporting adults with special needs and the student services

- teachers as the initial contact for school and agency staff. Students meeting eligibility requirements will be identified and follow up planned.
- Refer to Manitoba Education document “Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community” (2008)

g) Program Evaluation

Support for Success, Individual Education Plans, Individual Transition Plans or Behaviour Intervention Plans are monitored by the classroom teacher and the student services resource/or guidance teacher through scheduled meeting times. Changes in the program plan are recorded by the appropriate student services teacher. New objectives, strategies, or materials are added to the program plan as often as necessary. Students on IEPs/or IBPs supported by Level 2 or 3 provincial funding require at least two full team planning meetings per school year.

SUPPORT DELIVERY OPTIONS

- a) Delivery of supports will be classroom-based and teacher-driven to the maximum extent possible. Within the context, teachers will be provided with a variety of supports determined by the planning process. The student services/resource/guidance teacher, administrators, and clinicians will provide collaborative support to teachers. This may prove adequate to facilitate program success, particularly at the differentiation and adaptation levels.
- b) Direct service by student services resource and guidance teachers, classroom teachers, clinicians, or educational assistants may be required to facilitate program delivery. The student services resource/guidance teacher may block specific periods of time to work with particular students or groups of students within the classroom setting. This could include splitting of groups, or co-teaching. Planning, assessment, and evaluation then become joint responsibilities for classroom and student services resource/guidance teachers. Educational assistants may be assigned to classrooms to support teachers in program delivery. Their duties may include providing supports to whole classes, groups, or individual students. These duties will be outlined by the student services resource teacher. Duties of the educational assistants are dynamic and may change as needs change throughout the school year. Planning, assessment, and evaluation are teacher responsibilities when educational assistants are involved in program delivery.
- c) In some cases, partial classroom inclusion, one to one instruction, and alternative site program delivery may be necessary to best provide educational support to individual students. These situations may include but are not limited to:
 - Life-skills training;
 - Workplace experiences;
 - Home-based programs;
 - Safety and security issues.