Student Services - <u>Appropriate Education Procedures</u>

General Principles

Beautiful Plains' schools support all students including those with exceptional learning needs.

1. **Access:**

   All students in Manitoba are entitled to have access to education under The Public Schools Act. Some students will require accommodation such as adaptations, curricular modifications, or individualized programming to meet their learning needs.

   Beautiful Plains School Division will provide reasonable accommodation for all students based on identified needs. Students requiring such accommodation shall be assessed and reasonably accommodated on an individual basis.

   <u>Universal Design</u>
   Access to learning is maximized by using universal design principles in all planning processes. Universally designed schools, classrooms, curricula, and materials provide all students with access to the resources they need, regardless of their diverse learning needs.

   <u>Differentiated Instruction</u>
   Teachers will provide programming that responds to different learning needs and styles among students by differentiating their classroom instruction. Teachers will learn and utilize a variety of instructional strategies and resources, and the division will provide support to classroom teachers in differentiating instruction. Differentiation of instruction will be guided in part, by the Manitoba Education Document, <u>Success for All Learners: A Handbook on Differentiation Instruction.</u>

2. **Early Identification:**

   <u>Early Identification</u>
   Early identification refers to the process used to identify students with special learning needs and abilities in preschool, Kindergarten, the Early Years, or as early as possible before or after their entry into school. (Policy I.E.A. – Student Services – Early Identification)

   <u>School-Based</u>
   The Co-ordinator of Student Services, Clinical, and community agencies will collaborate with school teams (administrators, classroom teachers, clinicians, resource teachers and guidance counsellors) to identify individual students who have specific programming needs in the division schools. The identification process includes information from any or all the following sources:
   - relevant information provided by parents, classroom teacher, student, clinicians, resource teacher, principal, and outside service agencies;
   - classroom profiles
   - cumulative files
   - pre-school transitioning (from outside agencies)

- previous schools attended;
- assessment information

3. **Assessment:**

The Resource Teacher coordinates assessments to determine the student's learning needs. Assessment data could include – academic achievement levels, behavior, physical health, social/emotional health, learning styles, personal history, developmental level, classroom environment observations, cognitive functioning, and adaptive functioning. Discussion with parent outlining the assessment reasons and process should occur and parental consent is required before completion of any assessment and programming.

Possible sources of information in the assessment process are:

- <u>Inspection of previously collected data</u> – such as cumulative files, student evaluations

- <u>Informal consultation</u> – with classroom teacher, parent, referred student, clinicians

- <u>Structured Interviews</u> – that are planned in advance and seek specific information from classroom teacher, parent, and referred student

- <u>Data Collection Devices</u> – which may include checklists, rating scales, inventories, Continuums

- <u>Standardized Tests</u>

- <u>Criterion-referenced tests</u>

- <u>Observation</u>

Beautiful Plains School Division teachers are expected to provide instruction based on the curriculum for every student in their classrooms. This must include differentiated instruction and adaptations to assist the students to meet expected learning outcomes.

Teachers play a key role in identifying the need for further assessment. They must identify when a student is having difficulty meeting the expected learning outcomes once adaptations and differentiated instruction have been demonstrated to be insufficient.

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

- Differentiated Instruction provided and documented by classroom teacher
- Adaptations provided and documented by classroom teacher
- Consultation and collaboration between classroom teachers, parents, administrators, resource, guidance, and other in-school support. Resource referral filled out and placed in student's cumulative file.
- Further adaptations or in-school assessments completed
- Possible referral for specialist assessment (speech and language, psychology, occupational therapy, physiotherapy, mental health). If the school team determines that a need exists for specialized assessment, a referral will be

undertaken in keeping with Division procedures for Clinical Services. Referrals require parental consent and will be prioritized based on needs or requirements.

- Specialized assessment results are to be written and interpreted for parents in a way that is clearly understood, keeping in mind the parents' language and literacy needs.
- Completion of specialized assessments, follow up meetings and written reports should occur within a reasonable time frame.
- Decision is made to try further adaptations or develop a Student-Specific Plan (SSP) with student specific outcomes.
- The student's SSP is prepared with the assistance of the parents, students (when appropriate), teachers, and other professionals as directed by the principal.
- Teachers, along with parents, students (when appropriate), and other professionals are involved in the implementation, monitoring, and evaluation of the SSP.
- Parents may be accompanied by a person of their own choosing to any of the meetings if they so wish.
- All assessment information should be documented and kept in student's pupil support file/cumulative file.

Principals will:

Ensure that a student is assessed as soon as reasonably practicable and referred for a specialized assessment.

Ensure that the student's parent(s) are informed before the student is referred for a specialized assessment. No interviewing or testing as part of the assessment may occur without the parent's written consent. (Policy I.D.B. – Student Services – Principal's Responsibilities)

4. **Planning in Education**

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

Student-Specific Plan (SSP)

Student-specific plan is a global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student. An SSP is a document that functions as a planning, record-keeping, and communication tool. The term student-specific plan (SSP) in the standards reflects terminology currently used in the field to represent the global term individual education plan (IEP).

A Student-Specific Plan Is Required When:
- it is determined that a student requires student-specific outcomes in addition to the provincial curriculum
- in K to Grade 8, it is determined that a student is eligible for the EAL designation in a subject, modification of curricular learning expectations in a subject, or individualized programming

- in Grades 9 to 12, it is determined that a student is eligible for the English as an Additional Language (E) designation, the Modified (M) course designation, or the Individualized Programming (I) designation
- it is determined that a student has an identified need and requires adaptations consistently in order to meet or approximate the learning expectations of the provincial curriculum
- a student has been suspended out of school more than two times during a school year
- it is determined that a student has special learning needs and abilities that require student-specific planning and documentation
- Students who are chronically absent must have student-specific plan in place to identify the student-specific barriers affecting attendance and the strategies in place to respond to these barriers. A resource to be used is: Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement

Appropriate educational programming may include a number of the following Student-Specific Plans:

- Adapted Education Plans
- Modified Programming Curriculum Modification Plans (CMPs)
- Individualized Educational Plans (IEPs)
- Behaviour Intervention Plans
- Individualized Transition Plans
- Attendance Plan
- Transportation Plan

Adapted Education Plans

Adapted Education plans are used when changes to teaching processes, materials, assignments or products are required for the student to approximate expected grade level outcomes. AEPs are stored in the Pupil File and are not formally indicated on the Provincial Report Card, but may be referred to in the comments.

Modified Plans

Curriculum Modification Plans are used when a student meets Criterion A of an Intellectual Disability diagnosis according to the DSM-5-TR; and would benefit from provincial curriculum, if modified. They are stored in the Pupil File and are reported on the Provincial Report Card in relevant subject areas at regularly scheduled reporting periods throughout the year.

Individual Education Plans

Individualized Education plans are used when a student has specific goals that relate to domains outside of curriculum and meets Criterion A, Criterion B(severe/ profound level), and Criterion C of an IDD (DSM-5-TR). Individualized education plans are stored in the Pupil File and reported on using the IEP-R reporting document at regularly scheduled reporting periods throughout the year.

Behaviour Plans

Where 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 Behaviour Intervention Plans (BIPs). When a BIP is necessary, the school team will plan collaboratively, maximizing parental involvement.

<u>Transition Plans</u>

Transition Plans are used when a student has exceptional needs, is 16 years of age or older, and will require government supports when they move from school life to community. Transition Plans are reviewed at least once per year to ensure appropriate adult service providers are involved.

<u>Transportation Plans</u>

A Personalized Transportation Plan (PTP) for transporting such students shall be designed on an individual basis in consultation with parents, school staff, Student Service Coordinator, and Transportation Supervisor. (Policy E.H.D. – Transportation of Students with Special Needs)

Program delivery will occur in the classroom, unless specified in the SSP. The student specific planning process does not end when an SSP is documented in writing. Systematic implementation of the plan facilitates student learning. Effective implementation of a student's SSP is a dynamic process that involves providing the student with opportunities to develop and practice skills, ongoing assessment of the student's progress and achievement, identification of changing student needs, review and revision of the daily plan.

The principal is responsible within the framework of Board policies, the Public Schools Act, the Education Administration Act and other relevant legislation, for the organization and supervision of the school to create optimal learning conditions. (Policy I.D.B. – Student Services – Principal's Responsibilities)

5. **Program Monitoring and Evaluation:**

As part of the ongoing instruction-and-assessment cycle, the student support team meets to review, evaluate, and revise a student's educational programming. Monitoring and evaluation include that: Student-Specific Plans (SSPs) are monitored by the case manager, or as designated by the principal, and implemented by the classroom teacher, with support from case manager/resource teacher. The case manager/resource teacher is responsible to ensure that the SSPs are reviewed a minimum of two times per year. At those times, the student's program will be evaluated, and programming changes will be made as necessary. The principal must ensure that a pupil's SSP is updated annually or sooner if required by a change in a pupil's behaviour or needs. The case manager will obtain parent or guardian signatures on SSPs to indicate involvement in the SSP process. In cases where the school division is unable to obtain parent signature, reasons for refusal and actions undertaken by the school to resolve concerns must be documented and attached to the SSP. Students with SSPs who have a reduction or alteration in the school day must have it documented in an SSP. Students will not be denied educational programming pending the completion of an assessment or the development of an SSP.

Teachers are required at 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 in the SSP.

For students who have goals for domains not reported on the provincial report card, progress towards these goals is reported separately on the IEPR (IEP Reporting Form).

Principals are responsible for ensuring that an SSP is prepared for a student when it is determined that:

- a student requires student-specific outcomes in addition to the provincial curriculum in K to Grade 8,
- a student is eligible for the EAL programming designation in a subject, modification of curricular learning expectations in a subject, or individualized programming in Grades 9 to 12,
- a student is eligible for the English as an Additional Language (E) designation, the Modified (M) course designation, or the Individualized Programming (I) designation

6. Dispute Resolution:

When a dispute arises between a parent or adult student, and the school or school division regarding student program or placement, the dispute resolution protocol shall be implemented. (Policy I.D.C. – Student Services – Dispute Resolution)

7. Coordinated Services

Transitioning

The Resource Teacher facilitates the transitioning of identified students from teacher to teacher, from school to school, and from school to community.

In-School Service Coordination

The Resource Teacher/Principal coordinates Support Services within his/her school; i.e. Manitoba Education consultants, divisional clinicians, outside agencies, vision screening and hearing screening.

Counselling

In order to meet the guidance and counseling needs of all students, a combination of school based and external counselling services are provided to schools. The Department of Education Manitoba Sourcebook for School Guidance and Counselling Services – comprehensive and developmental approach is to be used for planning.

Educational Assistants

The Principal or designate develops educational assistants' schedules. The Resource teacher provides support to the educational assistants. The Resource teacher assists the classroom teachers in planning and monitoring educational assistant involvement.

Communication

The Resource Teacher maintains appropriate communication with all team members. This includes principal, classroom teacher, parent, student, educational assistant, clinicians, outside agencies and Coordinator of Student Services.

Resource Teachers

The Resource Teacher is responsible for:

- Consulting and collaborating with classroom teacher and school team, in order to prepare Student-Specific Plans Acting as case manager of Student-Specific Plans when designated by the principal. (Parent(s)/guardian(s) will be encouraged to direct all communication through the case manager and/or classroom teacher.)
- Arranging meetings and keeping a written record of decisions made by the team,
- Facilitating student transitions,
- Attending divisional/regional resource teacher meetings,
- Preparing Children's Therapy Initiative referral forms,
- Preparing psychologist and speech language referral forms,
- Preparing Adult Services referral forms,
- Coordinating vision screening

Beautiful Plains School Division provides clinical services for the purposes of assessment, intervention and support. Clinicians are an integral part of the educational team and are to be included in determining programming and drafting of: classroom based support plans, SSP's (Student-Specific Plans) for students on their caseloads. (Policy I.F. – Student Services – Clinical Services)

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