

Student Services – Appropriate Education Procedures

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

Students with exceptional learning needs are those who require specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social-emotional, behavioral, sensory, physical, cognitive, intellectual, communication, academic or special health-care needs that affect their ability to meet learning outcomes.

1. Identification:

The Student Services Coordinator will collaborate with administrators, clinicians, and resource teachers to identify student services program needs in the division schools. This 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 meetings in spring term with a follow-up meeting in fall term

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

- parents, classroom teacher, student, clinicians, outside agencies
- cumulative files
- pre-school transitioning (from outside agencies)
- previous schools attended

2. Collaborative Assessment:

The Resource Teacher coordinates an assessment 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:

- Inspection of previously collected data – such as cumulative files, student evaluations
- Informal 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 – which may include checklists, rating scales, inventories, continuums
- Standardized Tests
- Criterion-referenced tests
- Observation

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 an IEP with student specific outcomes.
- The student's IEP 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 IEP. 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.

3. Educational and Behavioral Planning/Programming

The 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 an IEP is determined through a process of observation and informal and specialized assessment in consultation with parents and the school division team.

IEP's are developed, revised, implemented, monitored and evaluated at least annually by a team including parents, students (when appropriate), teachers and other professionals as directed by the principal. The school division will obtain parent or guardian signatures on IEP's to indicate involvement in the IEP 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.

Students with IEP's who have a reduction of alteration in the school day must have it documented in the IEP. Students will not be denied educational programming pending the completion of an assessment or the development of an IEP.

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 on an IEP and/or the adapted education plan.

Levels of Support

(A) Differentiated Instruction:

Teachers will provide programming that responds to different learning needs and styles among all students by differentiating their classroom instruction. Teachers will learn and utilize a variety of instructional and assessment strategies. Student services personnel, through 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 Manitoba Education Document, Success for All Learners: A Handbook on Differentiation Instruction.

(B) Adapted Instruction:

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, communication disorders, identified physical, behavioural or emotional challenges, or specific visual or hearing impairment.

(C) Curricular Modification:

When a student is found to have significant cognitive developmental delays or learning difficulties (identified by psychological assessment), 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 including parents will discuss why and how modifications will be made, and parents will sign the 'M' designation consent form. Modifications will be outlined in an IEP. At the grades 9-12 levels, 'M' designation will be given to courses or programs at this level of support in accordance with provincial guidelines.

(D) Individualized Programming:

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, self-help and personal management skills, social and behavioural skills, and life skills. These student-specific outcomes and goals will be outlined in an IEP. At the grades 9-12 levels, "I" designation will be given to programs at this level of support in accordance with provincial guidelines.

(E) Behavioral Programming:

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 behavior intervention plans (BIP's). When an individualized behavior management plan is necessary, planning will be collaborative, utilizing a school team, and maximizing parental involvement.

Support Delivery Options

- (A) Delivery of supports will be classroom-based and teacher-driven to the maximum extent possible. Within that context, teachers will be provided with a variety of supports determined by the planning process. The resource 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 services by resource teachers, clinicians, or educational assistants may be required to facilitate program delivery. The resource teacher may block specific periods of time to work with individual students or groups of students. This could include splitting of groups, or team teaching. Planning, assessment and evaluation then becomes joint responsibilities for classroom and resource teachers.

Educational assistants may be assigned to classrooms to support teachers in program delivery. Their duties may include providing supports to whole class, small groups or individual students. Duties of EA's are dynamic and may change through the school year. Planning, assessment and evaluation are teacher responsibilities when EA's are involved in program delivery.

- (C) In some cases, partial classroom inclusion, one to one instruction, and alternative classroom or off-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/programming
 - Resource intervention
 - Workplace experience
 - Home-based programs
 - Off-site programming

In such cases, the resource teacher is responsible to ensure, in collaboration with the classroom teacher, principal and other team members, that appropriate and adequate documentation is in place in the form of IEP's, BIP's or other appropriate planning documents.

4. Program Evaluation

Individual Education Plans are monitored by the classroom teacher and resource teacher through scheduled meeting times. Changes in the program plan are recorded by the resource teacher. New objectives, strategies, or materials are added to the program plan as often as necessary. Students on IEP's supported by Level 2 or 3 provincial funding require at least three team planning meetings per school year. (Attempt must be made to include all agencies involved with the student in a minimum of one planning meeting.)

5. Transitioning

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

6. 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.

7. 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.

8. 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.

9. 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.

10. Resource Teachers

The Resource Teacher is responsible for:

- Consulting and collaborating with classroom teacher and school team, in order to prepare Individual Education Plans, Behavior Intervention Plans and Individual Transportation Plans,
- Acting as case manager of IEP's, BIP's, and ITP's 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 CTI (Children's Therapy Initiative) referral forms,
- Preparing psychologist and speech language referral forms,
- Preparing Adult Services referral forms,
- Coordinating vision screening

Approved June 4, 2013
Amended August 8, 2017