


Administrative Procedures 210 Services for Students with Diverse Needs

	Adopted: June 28, 2011 Amended: December 17, 2018	
	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> External References: <ul style="list-style-type: none"> • Education Act: Sections 85, 87, 109, 141, 142, 145, 146, 156, 175, 178, 185, 186, 186.1, 187, 231 • Education Regulations: Sections 48, 49, 50, 51, 52 </td> <td style="vertical-align: top; width: 50%;"> Internal References: <ul style="list-style-type: none"> • AP 210 Services for Students with Diverse Needs - Appendix – A – Annual Student Support Teacher Calendar • AP 210 Services for Students with Diverse Needs - Appendix – B – Assistive Technology – Electronic Devices • Form 210-1 Recommendation for Student Programming/Placement • Form 210-2 Student Support Teacher Report Template • Form 210-3 Student Support Team Meeting Template • Form 210-4 Student Support Plan Adaptive Dimension/Differentiated Instruction • Form 210-5 School Level Intervention Process Pre-Referral Checklist • Form 210-6 Referral to Student Support Services • Form 210-7 Referral to Student Support Services Parent/Guardian Information • Form 210-8 Referral for Early Childhood Intervention Consultation • Form 210-10 Student Support Services Consultation Notes • Form 210-11 Exchange of Confidential Student Information • Form 210-12 Record of Caseload Speech-Language/Occupational Therapy Services • Form 210-13 Student Support Services Post Assessment Meeting and Follow Up Plan • Form 210-14 Student Support Services Request for Special Program • Form 210-15 Planning Support for Student Independence • Form 210-16 Parent Guardian Consent for Student Support Services Consult • Form 210-17 Assistive Technology Team Meeting Template • Form 210-18 Assistive Technology Transfer • Form 210-19 Inclusion and Intervention Plan Rubric (ISIS) • Form 210-20 Tier III Program Plan • Form 210-21 In Care Student Information • Form 210-22 Student Support Services Caseload Summary • Form 353-6 Record of School Visit Counselling Services • Student Diversity Handbook • Sport/Physical Activity Handbook </td> </tr> </table>	External References: <ul style="list-style-type: none"> • Education Act: Sections 85, 87, 109, 141, 142, 145, 146, 156, 175, 178, 185, 186, 186.1, 187, 231 • Education Regulations: Sections 48, 49, 50, 51, 52
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Background

The Division recognizes its responsibilities toward the education of students with diverse needs. The Board approves the provision of diverse programs, facilities and services as recommended by the Director or designate to meet the needs of these students.

The Division adheres to the concept of placing students in their most enabling environment, and supports the process of inclusion of students with diverse needs.

Procedures

1. General

- 1.1 The Director or designate is responsible for the implementation, maintenance and supervision of programs and services for students with diverse needs.
- 1.2 The Director or designate has the authority to delegate the implementation and ongoing development and operations of the student support services program to supervisors, consultants, teachers and other Division employees involved in the delivery of special services.
- 1.3 The Director or designate is to maintain in a current and up-to-date status the Division's Student Diversity Handbook.

1.4 The Student Diversity Handbook is to outline in specific detail the delivery system for student support services within the school. It is to be consistent with the vision, mission, guiding principles and goals of the Division, and in accordance with the policies of the Ministry of Education and the Education Act.

2. Intensive Needs Identification and Supports

2.1 Requests for supports for intensive needs students must be directed to the Student Support Services Supervisor.

2.2 Educational Assistant Casuals

2.2.1 Approval must be given for all casual Educational Assistants to provide support for students with intensive needs, including:

2.2.1.1 Positions projected for the fall of the current school year but not yet filled.

2.2.1.2 For new students whose needs are self-evident until an Impact Assessment Identification of Students Requiring Intensive Supports (ISIS) assessment can be completed by the school team with the Student Support Services Consultant.

3. Special Programs

3.1 Approval must be given for special programs for students with intensive needs where transportation costs may be incurred. These would include, but not be limited to therapeutic swim programs, bowling and other recreational activities for students in alternative education and functional integrated programs. The following parameters will guide the process:

3.1.1 Programs must be recommended by the appropriate student support services personnel (i.e. therapeutic swim programs to be recommended by an occupational or physical therapist who has done an assessment of the student's needs) or consultant.

3.1.2 Transportation, support staff and certified instructor costs will be covered by the Division upon Student Support Services Supervisor approval.

3.1.2.1 User fees for the program (i.e. bowling or swimming as leisure activities at a local pool) are covered by the school. Please refer to the Sport/Physical Activity Handbook for further clarification around certification and approved activities.

3.1.3 Additional educational assistant time must be approved and must not exceed eight (8) hours.

3.1.4 When outlining the program, use Form 210-14 Student Support Services Request for Special Program:

4. Assistive Technology

4.1 The student support team and the Student Support Services Consultant will determine the student's needs and will complete Forms 210-17, a Technology Budget Application Template and a purchase order and submit to Student Support Services Supervisor.

5. ACCESS Requests

5.1 The student support team and the Student Support Services consultant will determine the student's needs relative to hearing or visual impairment. The Student Support Services

Consultant is to complete Appendix C “Request Form: Consultation Services for Students with Hearing or Visual Disabilities” and/or Appendix D “Request Form for CNIB Services through ACCESS” and submit to the Student Support Services Supervisor for approval.

6. Student Support Services Teams shall:

- 6.1 Provide a schedule outlining regular meeting times of student support teams, including regular meetings between administrators and student support teachers as well as meetings with the full student support teams.
- 6.2 Outline processes for identifying students requiring interventions using a problem-solving method that:
 - 6.2.1 Defines the problem.
 - 6.2.2 Determines why the problem exists.
 - 6.2.3 Identifies interventions to solve the problem.
 - 6.2.4 Uses frequent progress monitoring to determine if the intervention is working.
 - 6.2.5 Modifies or changes the intervention when needed.
- 6.3 Meeting notes must be forwarded to the assigned Student Support Services Consultant.

7. Record of School Visits with Student Support Services Personnel


- 7.1 The Form 210-10 Student Support Services Consultation Notes provides a record of contact with students for school and student support services. Form 210-12 Record of Caseload Speech-Language/Occupational Therapy Services keeps the Student Support Services Supervisor apprised of the ongoing caseload.
- 7.2 Counsellors complete Form 353-6 Record of School Visit Counselling Services each time they see a student. It is important to complete the information at the top of the page, including the date of birth, as this identifies the student. A checklist is provided to indicate the type of service provided, individuals with whom consultation has occurred, and follow-up.
- 7.3 Brief notes to provide some additional details regarding the nature of the contact are to be provided following Form 210-5 School Level Intervention Process Pre-Referral Checklist.
- 7.4 In addition to the signature provided by the team member, the forms may be signed by either the Principal or the student support teacher.
- 7.5 Copies are to be emailed to the Principal, Student Support Services Consultant and Student Support Services Supervisor.

8. Informal Mediation

- 8.1 The parent/guardian is to contact the school level team regarding a student’s designation, placement or program by contacting the Principal. Every effort will be made to resolve concerns at this level.
- 8.2 If there is no resolution, the parent/guardian will involve the Student Support Services Supervisor.
- 8.3 If there is no resolution, the parent/guardian will involve the Director.
- 8.4 If there is no resolution, the Director may arrange for the appointment of a trained mediator to assist the parties. In making such decision the Director shall consider the following:
 - 8.4.1 The wishes of the parents and their willingness to engage in the process;

- 8.4.2 Depending on the maturity of the student, the wishes of the student and student's willingness to engage in the process;
 - 8.4.3 The nature of the issues in question;
 - 8.4.4 Other processes available to and/or undertaken by the parties;
 - 8.4.5 Time constraints that might affect the educational programming to be provided to the student;
 - 8.4.6 Availability of mediators; and
 - 8.4.7 Any other factors that the Director may reasonably consider relevant to that matter.
- 8.5 The mediator shall invite the parents, the Director or designate, and any other parties that the mediator believes will assist in a resolution of the issue(s) to attend at least one (1) mediation session. Further sessions may be scheduled if agreed to by the Director and the parents.
- 8.6 All reasonable costs associated with the mediation will be covered by the Division.
- 8.7 The parents may at any time request a formal review pursuant to section 178.1 of the Education Act and upon such a request being made the Informal Mediation procedures shall terminate.

Administrative Procedures 210 - Appendix A Annual Student Support Teacher Calendar

		Adopted: June 28, 2011 Amended: September 14, 2018
	External References:	Internal References:

Start-up Checklist: School Year

The Administrator's Role with the (*Student Support Teacher*) and the staff is to:

- Clearly establish, with student support teacher Student Support Team structure, role, and responsibility within the school.
- Set regular meeting schedule for Student Support Teams; process for identifying students for discussion; meeting notes structure.
- Set schedule for regular meetings with the student support teacher(s) to review programs and priorities.
- Review accountability and responsibilities of all teachers to adapt to meet the learning needs of all students.
- Review list of medical issues (personal care, allergies, medical plan). Arrange for staff training as needed. Refer to Administrative Procedure 316 Administering Essential Medications to Students - Personal Care
- Ensure all staff have access and understanding of eIIPs and Student Support Plans.
- Provide Form 210-4 Student Support Plan Adaptive Dimension/Differentiated Instruction templates to classroom teachers for use with diversity students.

The (*Student Support Teacher's*) Role with *Staff* is to:

- Communicate teaching schedule and availability for support with staff.
- Communicate with staff options and strategies for team teaching opportunities.
- Share pertinent student information with teachers; review electronic Inclusion & Intervention Plans (eIIPs) with teachers responsible.
- Begin to develop Inclusion & Intervention Plans (eIIP) for **new** students.

Student Support Services Checklist**September**

- Review **Administrative Procedures 210 Services for Students with Diverse Needs**
- Determine priorities/service delivery plan **with administrators**:
 - Consultation/Meetings, as required, with Administration, Teachers, Parents, Consultants, Outside Agencies
 - Program Planning/Assessment include diagnostic testing, student observations, goal setting, learner profile, phonological screening
 - Tier 2 and 3 interventions
 - Support Tier 1 interventions
- Determine and review **with Staff**:
 - Review **all** Inclusion & Intervention Plans (eIIPs) and Student Support Plans with teachers; encourage and support implementation of strategies and accommodations in classrooms.
 - Be **prepared** to share information at each staff meeting. e.g. information from Student Support Team (SST) meetings, Professional Development.
- Review list of students requiring intensive supports with the Student Support Services Consultant. Complete new Inclusion and Intervention Plan Rubric (Form 210-19) as required.
- Review list of diversity students requiring classroom assistance and/or tutorial support.
- Develop your timetable. Include time for consulting and team teaching and submit to the principal.
- Review student reports on Clevr and refer classroom teachers to formal assessment recommendations as needed.
- Consult with administrator responsible for supervising student support services programs and develop Educational Assistant schedule. Ensure that collaboration time with classroom teachers and student support teacher is included in the EA schedule.
- Ensure that Educational Assistants (EAs) are assigned to and working within classrooms to provide support for students with intensive needs.
- Collaboratively plan with Student Support Services personnel where applicable.
- Ensure that identified students are registered in the appropriate Ministry of Education modified (11, 21, 31) and alternative education (18, 28, 38) courses.
- Ensure that identified students are registered in Functionally Integrated Program (FIP).
- Review students on speech-language programs with classroom teacher(s) and speech-language pathologists and develop a plan to support programming.
- Ensure EAs are provided with relevant training.
- Put eIIPs into Clevr.

Student Support Services Checklist**October**

- Determine priorities/service delivery plan **with administrators**:
 - By this time, the majority of your time will be with students.
 - Consultation/Meetings, as required, with Administration, Teachers, Parents, Consultants, Outside Agencies.
 - Program Planning/Assessment includes diagnostic testing, student observation, goal setting, learner profile, phonological screening.

- Tier 2 and 3 Interventions
 - Tier 1 Interventions
- Ensure learner profiles and goal setting has been completed for all your eIIP students.
 - Finish developing Inclusion & Intervention Plans (eIIPs) for students requiring intensive supports with teachers/parents/students.
 - Provide consultation to classroom teachers, as requested, to update Student Support Plans (SSPs) Form 210-4 Student Support Plan – Adaptive Dimension/Differentiated Instruction for students requiring diversity supports.
 - Submit an electronic copy of all Inclusion & Intervention Plans (eIIPs) to Student Support Services Consultant by **October 15th** for new students.
 - Reminder that all signed Inclusion & Intervention Plans (eIIPs) must be placed in cumulative file.
 - Prepare student information for first report card and/or **plan for interviews** with classroom teachers
 - Complete the Student Progress Report for the report card.
 - Follow up on eIIP students.
 - Ensure requests for accommodations (scribe, additional time) for writing departmental examinations to Ministry of Education are submitted. A complete list of accommodations can be found in the Registrar's Handbook.

Student Support Services Checklist November

- Prepare progress reports for Intensive needs students for report cards as needed.
- Attend Tri-conferences/Student –Led Conferences where required.
- Start formalizing any student transition to work and transition to post secondary education.
 - By November 30th, make referrals for up-dated or new psycho-educational assessments for grade 12 students for post-secondary supports as required.
 - Involve Career Guidance Counselor, as needed.
 - Involve Outside Agencies, as required.
- If necessary, begin planning for grade 8 or 9 students who may require modified and/or alternative programming in grade 10.
- Review Inclusion & Intervention Plans (eIIP) goals with school team and parents.
- Participate in EYE (Early Years Intervention) post assessment meetings to identify **at-risk** students

Student Support Services Checklist December

- Ensure that identified students are registered in the appropriate Ministry of Education modified (11, 21, 31) and alternative education (18, 28, 38) courses.
- Collaborate with teachers of grade 9 students who are being recommended for modified courses (Level 11) or alternative education (level 18) courses.

Student Support Services Checklist January

- In collaboration with classroom teachers, review secondary students who need accommodations for final exams. Review exams, exam schedule, prepare adaptations and accommodations if necessary.
- Prepare Progress reports for report cards for secondary level students, as needed.
- Meet with Kindergarten teachers to identify at-risk students.
- Monitor resource list of students; re-evaluate lists.
- If applicable, review eIIP goals with teachers and parents.

Student Support Services Checklist February/March/April

- With the principal and support team, consider projected class lists and supports required.
- Making Action Plans Student Centered Transitional Planning (MAPS) and/or Inclusion and Intervention Plans (eIIP) meetings scheduled.
- Facilitate transition planning for Intensive needs students.
- Identify and facilitate transitions/changes in programs. Arrange meetings, visitations, program recommendations. Complete all necessary forms.
- Update and submit Inclusion and Intervention Plan Rubric (IMPACT) forms (Form 210-4 Student Support Plan Adaptive Dimension Differentiated Instruction) to consultants prior to April 30th. Advise consultants of major changes to these forms. Any new requests must be completed with Student Support Services Consultant.
- Ensure requests for accommodations (scribe, additional time) for writing departmental examinations to Ministry of Education are submitted. A complete list of accommodations can be found in the Registrar's Handbook.


Student Support Services Checklist May/June

- Determine priorities/service delivery plan **with administrators**:
 - Consultation/Meetings, as required, with Administration, Teachers, Parents, Consultants, Outside Agencies
 - Program Planning/Assessment include diagnostic testing, student observations, goal setting, learner profile, phonological screening
 - Tier 2 and 3 interventions
 - Support Tier 1 interventions
- Focus on Inclusion & Intervention Plans (eIIP) review meetings and program development for next year
- Complete program review team meetings.
- Ensure those needing support for in-school transition have had opportunities to see their new environments.
- Encourage teachers to complete Student Support Plans for diversity students. File in cumulative folder and share with the next year's teacher(s).
- Consult with administrator to finalize list of students who will need modified (11, 21, 31) and alternative education (18, 28, 38) courses, as well as Functional Integrated programs in the fall.

- Complete progress for report cards as needed.
- Submit an electronic copy of all Inclusion & Intervention Plans (eIIPs) to the Student Support Services Consultant by **June 15th**.
- Arrange for exchange of information with receiving teachers.
- Review allocation of assistive technology devices with Student Support Consultant and determine if updates or re-allocation is required.
- Celebrate your hard work!

- Determine priorities/service delivery plan **with administrators**:
 - Consultation/Meetings, as required, with Administration, Teachers, Parents, Consultants, Outside Agencies
 - Program Planning/Assessment include diagnostic testing, student observations, goal setting, learner profile, phonological screening
 - Tier 2 and 3 interventions
 - Support Tier 1 interventions
- Focus on Inclusion & Intervention Plans (eIIP) review meetings and program development for next year
- Complete program review team meetings.
- Ensure those needing support for in-school transition have had opportunities to see their new environments.
- Encourage teachers to complete Student Support Plans for diversity students. File in cumulative folder and share with the next year's teacher(s).
- Consult with administrator to finalize list of students who will need modified (11, 21, 31) and alternative education (18, 28, 38) courses, as well as Functional Integrated programs in the fall.
- Complete progress for report cards as needed.
- Submit an electronic copy of all Inclusion & Intervention Plans (eIIPs) to the Student Support Services Consultant by **June 15th**.
- Arrange for exchange of information with receiving teachers.
- Review allocation of assistive technology devices with Student Support Consultant and determine if updates or re-allocation is required.
- Celebrate your hard work!

Administrative Procedures 210 - Appendix B Assistive Technology – Electronic Devices

		Adopted: June 28, 2011 Amended: December 17, 2018
	External References:	Internal References: <ul style="list-style-type: none"> • Form 210-17 Assistive Technology Team Meeting Template

Please note: Each situation is unique; therefore, these are guidelines.

1. Guidelines for the Recommendation of a Device and Apps

Student Support Services will recommend the device for the student after consultation with the school team. A team meeting will be held using Form 210-17 Assistive Technology Team Meeting Template on Clevr. The team, in consultation with the Technology Team, will consider the rationale for the type of device and accessories, training required, and the software and apps that will initially accompany the device.

A purchase order will then be completed by the Student Support Services Consultant and submitted to the Student Support Services Supervisor for approval. Initial software, apps and accessories that the team recommended need to be on the purchase order.

2. Procedures of Responsibility when Receiving an iOS Device

Technology Coaches	Student Support Services	School Team (Administrator, Student Support Teacher, Classroom Teacher and PeBL Mentor)
<ul style="list-style-type: none"> • Set up device • Distribute device to school team and deliver orientation • Install initial software and Apps requested with the device • Maintain database of deployed devices • Provide universal training/strategies for schools, as requested 	<ul style="list-style-type: none"> • Training: <ul style="list-style-type: none"> ➢ Deliver and/or Participate in training on any apps that are recommended by the Student Support Services Personnel <li style="text-align: center;"><u>Or</u> ➢ Recommend universal training through the Technology Coach • Provide follow up 	<ul style="list-style-type: none"> • Learn how to use the device and the Apps associated with the device • Request additional App training as required • Admin use school purchase card for additional apps. Talk to the Technology Coach if requiring help. • Put in Helpdesk tickets for technical difficulties • Back up device occasionally.

3. Guidelines for Division Purchased Apps and Programs

- Apps and/or Software should be agreed upon by the School Team and Student Support Services Team. The App/Software must be relevant to the student's program and academic/personal goals.
- Each App/Software must be individual to each student (as per licensing agreement).
- Additional apps and software not recommended by the Student Support Services team are a school-based purchase using the school's Purchase Card.