



## **Student Diversity Handbook**



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## A. Rationale

Generally the delivery of services to students with exceptional learning needs is guided by the policy and procedures of the Board of Education. These policies and procedures outline the rationale for service delivery and the principles that teachers are to employ in this service delivery. The following criteria apply:

1. The education of students who require support services should take place in the *least restrictive environment* as appropriate to their needs.
2. Every member of the staff shares in the responsibility for the education of students with exceptional learning needs.
3. The needs of these students will usually be met by the classroom teacher, with the assistance of the student support teacher, the educational assistant, and other supports, as appropriate.
4. The primary methods of instructional delivery are:
  - Differentiated Instruction
  - Adaptive dimension
  - Modified programming
  - Alternative Programming
  - Functionally Integrated Programming
5. The levels of instructional delivery provided for exceptional children fall into three categories as described in the Response to Intervention (RtI) model.

### Tier 1: Classroom Interventions

Teachers identify students who are experiencing difficulties and differentiate instruction based on individual student needs.

### Tier 2: Targeted/Team Interventions:

Student information is reviewed by the Student Support Team. Interventions are adjusted to more specifically address student needs through increased intensity, frequency and duration.

### Tier 3: Intensive Individual Interventions:

Student Services supports are accessed through procedures identified by the school division for consultation and/or referral for formal assessment. Recommendations for interventions are implemented in classroom, small group and individual settings. Tier 3 provides students with the greatest level of frequency, intensity and duration.

Tier 2 and 3 interventions are most often modifications of those used in Tier 1. More importantly they are used *in addition* to Tier 1 interventions.

## B. Service Delivery Model

The model of service delivery in the school division is structured on the principle of the *least restrictive environment* based on the Response to Intervention model (RtI). This principle implies that the main service delivery location be the regular classroom, insofar as it is in the best interests of the student. The use of differentiated instruction and the adaptive dimension will be applied to the curriculum, instructional approach and learning environment to enable the student to achieve regular curricular objectives. The use of modified programming (11, 21, and 31) may be necessary to enable the student to succeed in the regular classroom.

The student support program is to provide those services that are more appropriately delivered in a closed environment requiring low distractibility, special procedures, strategies or equipment, or individual and/or small group interaction with the resource personnel. The primary features of this model are:

1. The student support teacher is to provide a service to students who are experiencing significant difficulty with regular educational programming. This service may be direct or indirect. Indirect service will consist of consultation with the classroom teacher, programming assistance, etc. Direct service will entail observation, assessment, tutorial, co-teaching, etc.
2. Student support teachers are to provide mainly diagnostic and prescriptive services, assisting students directly only for those interventions which require more intensity, frequency and duration than can be provided by the classroom teacher with the regular or modified program.
3. Student support program placements are to provide service designed to meet student needs that have been documented and confirmed by formal and informal assessment. Service of this nature is to be provided in the areas of:
  - *Intellectual and academic skills.* The student support teacher may deliver services to those students who are at the extremities of the intellectual and scholastic aptitude scale and to students with specific learning disabilities.
  - *Motor and sensory exceptionalities.* This area includes exceptionalities in speech, communication, hearing, physical, and visual impairments.
  - *Behavioural deviance.* This includes students who demonstrate social maladjustment and social and emotional disturbance as it affects learning and safety.
  - *Independence.* This includes ability to work independently and use problem-solving skills across the spectrum of the learning environment.
  - *Transition.* This area may include activity to activity, class to class, grade to grade, school to school, and pre-*entry* to and exit from school programming.
4. Service shall be provided to all students, who are in need, based on the principle of respecting student diversity and the Intensive Supports Level I and Level II criteria. The level of service will be based upon the level of support required in the following categories:
  - Current Learning Achievement
  - Communication
  - Independence/Problem solving/Work Habits
  - Motor Skills/Sensory

- Safety
  - Personal/Social Well being
  - Physical Health/Medical/Personal Care
  - Transition
5. Student support programming implies some measure of individualized instruction. The delivery of this instruction may take a variety of forms such as:
    - Indirect service through consultation between the student support and classroom teachers;
    - Support through assistive technology;
    - Support through an educational assistant;
    - Individual instruction in the regular program;
    - Co-teaching in the context of the regular classroom utilizing the principles of differentiated instruction;
    - Service provided by classroom teacher in programs designed for classroom use;
    - Increasing intensity and frequency of interventions and strategies by the classroom and/or student support teacher;
    - A home program provided by the school.
  6. Continuous evaluation of the student's progress will be done with reference to the specific instructional outcomes that have been set. Recommendations for future programming for each student are to be completed at the end of each school year.
  7. The school division will provide modified programming and alternative education programming for students over the age of 14 years 7 months. A parent/guardian signature will be necessary to acknowledge they have been informed of this change in programming (Refer to Form 211-1 Modified Course Consent and Form 212-1 Alternative Program Enrollment).

### **C. School Student Support Teams**

1. Each school will establish a core student support team which is responsible for supporting the learning needs of all students. Membership in these teams will be fluid but will always include an administrator and the student support teacher(s). The classroom teacher involved with the student(s) being discussed will attend team meetings, as may other staff members involved with the student(s), such as the educational assistant, the student support services consultant, and other disciplines from Student Support Services as identified.
2. Student support teams shall meet on a regular basis (at least once a month) to review caseload, programs, student needs and student response to interventions. Form 210-4 Student Support Plan Adaptive Dimension/Differentiated Instruction will be completed for those students who require adaptations and accommodations in the classroom. The responsibility for completing and filing the Student Support Team shall lie with the classroom teacher or the case manager as determined by the SST through a collaborative planning process. Minutes of these meetings are kept and a copy given to the Special Education Consultant responsible for that school.

3. At these meetings, possible referrals to Student Support Services are discussed. Before referring students for assessment and additional support, all resources and expertise available within the school will first be examined and deployed to assist the student, using Form 210-5 School Level Intervention Process Pre-referral Checklist. If the school-based team determines that it is necessary to proceed with the referral, the Student Support Services Consultant for the school is contacted and additional recommendations and support may be offered. If a decision is made to proceed with the referral, arrangements will be made to meet with the parents as soon as possible to complete the referral form. Completion of Form 210-6 Referral to Student Services is a collaborative effort between teachers and parents.
4. When the referral form is completed, it is forwarded to the Student Support Services Consultant for the school. The appropriate Student Support Services personnel will be accessed to complete the assessment and to develop programming goals and recommendations.



## D. Roles

### 1. School-based Administrator “The Principal or Designate”

- To oversee the administration of the student support program in the school.
- To establish a school-based student support team to review resource caseloads, student needs, appropriate programming and to make decisions regarding referrals to Student Support Services personnel.
- To ensure that the responsibility for the education of students with unique learning needs is shared by the classroom teacher(s) and the student support teacher.
- To consult with the student support teacher regarding the service delivery timetable for each student receiving special programming and support on a weekly basis.
- To work in consultation with the student support teacher and the classroom teacher to oversee the allocation of educational assistants to best support student needs; to monitor their hours of work; and to complete an evaluation as required according to Administrative Procedures 417, Form 417-4 Support Staff Assignment and Growth Plan.
- To communicate with the special education consultant in regards to decisions made at school-based team meetings and to elicit advice and support as needed
- To make arrangements for and to attend any post-assessment conferences occurring as a result of a referral made to student services personnel.
- To meet with parents/guardians, teachers, educational assistants, and/or Student Support Services personnel as necessary to discuss the assessment results and programming recommendations for students.
- To promote the special education philosophy of the school division with school staff.
- To arbitrate any disagreements between resource and classroom teachers, referring matters to the Superintendent of Education with responsibility for Student Support Services.

### 2. Student Support Teacher

- To provide diagnostic and prescriptive services for students.
- To provide direct instruction to students on an individual or small group basis either in the regular classroom or in a separate location (as considered appropriate).
- To co-teach with regular classroom teacher and provide support for differentiated instruction.
- To consult and collaborate with classroom teachers on matters relating to program development, materials, instructional techniques, and student information
- To plan and provide for the effective utilization of educational assistants, in consultation with the classroom teacher and subject to the administrator’s approval.
- To provide written reports and/or interviews for parents at each reporting period, as deemed necessary.
- To consult with classroom teachers, parents and the appropriate school division personnel in developing and maintaining students' personal program plans. A personal program plan (Form 210-2) is required for all Intensive Level I and II students and a copy must be sent to the Superintendent of Education with responsibility for Student Support Services by June 15<sup>th</sup>.
- To assist classroom teachers in the completion of Form 210-4 Student Support Plan Adaptive Dimension/Differentiated Instruction by October 15<sup>th</sup>.
- To assist classroom teachers in developing appropriate classroom programming for students served under Diversity Funding.
- To provide expertise, where appropriate, in the administration of group standardized achievement tests.
- To communicate regularly with the school administration regarding students who are part of the school resource caseload.

- To be part of the school-based student support team that meets on a regular basis to review caseloads, programming and supports for students.

### 3. Classroom Teacher

- To assist in the identification of potential needs through the use of classroom screening procedures and the examination of student records.
- To accept responsibility as the primary educator for all students in the classroom.
- To take responsibility for completing the Form 210-4 Student Support Plan Adaptive Dimension/Differentiated Instruction.
- To consult with the student support teacher, parents/guardians, and other Student Support Services personnel in developing the student's support plan or a personal program plan in conjunction with the classroom work.
- To actively meet with parents/guardians and invite their participation and support.
- To incorporate the Adaptive Dimension/Differentiated Instruction and Co-teaching in their classroom instruction to accommodate the unique learning needs of students.
- To cooperate in scheduling student support services resource time, such that the need for students to catch up when returning to the classroom is minimized.
- To make a commitment to continual professional development that helps to support the learning needs of all learners in his/her classroom.
- To be part of the school-based student support team when required to review his/her students on the student support caseloads and to review programming and supports for those students.

### 4. Educational Assistant

- To work under the supervision of the student support teacher and/or the classroom teacher as designated by the administrator responsible for overseeing the student support programming in the school.
- To assist students in understanding and following the instructions of the teacher.
- To provide support for students with unique learning needs as directed by the teacher.

### 5. The Student Support Services Consultant

- To support the diverse program needs in the schools within the assigned service delivery area.
- To act as a consultant with the school and home in the planning and delivery of student support services and programming.
- To provide student support services for classroom teachers to meet the unique learning needs of students.
- To assist schools in the identification of students with unique learning needs.
- To facilitate professional development and meetings with student support teachers and other staff.

## **E. Monitoring of the Student Support Program**

In order to ensure that the best possible student support program is provided for students, the program must be continuously and conscientiously monitored.

1. Classroom and student support teachers shall consult regularly regarding student progress.
2. School administrators shall take an active, consultative role in the Student Support program

and supervision of staff and EA's by familiarizing themselves with the students with unique learning needs and their programs.

3. The school-based student support team shall meet on a regular basis to review and discuss students' needs and to monitor and update interventions.
4. The Student Support Services Consultant is responsible for the general supervision of student support programming and will make periodic visits to classrooms and resource rooms to become familiar with student progress and to provide assistance, if necessary.

## **F. Communication**

Both formal and informal communication methods are to be used to inform parents, teachers, and other authorized personnel regarding students in the resource program.

1. Formal communication consists of either a scheduled meeting or formal written reports included with the report card. All formal communications are to be recorded, noting the dates of any meetings, the people involved, and brief comments regarding the discussion. Regular meetings will facilitate consultation and the sharing of information and are expected as part of the student's program.
2. Informal communications are unscheduled and may include oral or written comments about daily progress, classroom behaviour, participation, and quality of work. Student support teachers and classroom teachers are expected to engage in informal communication on a regular basis.
3. Parents are to be kept informed of the student's progress through telephone calls, written reports, report cards, parent-teacher interviews and/or team meetings. This must be done at regular reporting periods and should also occur at other times as needed. It is essential that successes as well as difficulties are communicated.
4. Parents may address issues of concern relating to programming to resolve differences through communication protocols outlined in Administrative Procedures 210 Services for Students with Diverse Needs.

## **G. Medical Management Plan**

Whenever a student is identified as having a significant medical condition, a medical management plan must be put into place. The components of the plan and the amount of detail are dependent on the severity of the condition. Some factors to consider are the following:

- Family involvement in the decision making;
- Adequate training and consultation for the staff by medically trained personnel;
- Awareness of the school division's Board policies and administrative procedures with regards to provision of medical procedure and provision of medication (Administrative Procedures 316 Administering Essential Medications to Students) and Form 316-1 Provision of Medical Procedure Parent/Guardian, Form 316-2 Provision of Parent/Guardian Independent Student Form 316-3 Provision of Prescription Medication Physician, Form 316-4 Daily Medication Record, Form 317-2 Student Specific Emergency Plan and;
- A written medical management plan that includes a medical doctor's specific directions where applicable;
- Family support for the medical management plan and for the role that the school staff plays.

## H. Evaluation

1. A Personal Program Plan (PPP) (Form 210-2) or a Student Support Plan Adaptive Dimension/Differentiated Instruction (SSP) (Form 210-4) is based on formal and informal assessment. Appropriate learning experiences are developed using the materials, instructional approach and environment selected for the student.
2. Each Personal Program Plan should be a composite plan developed collaboratively by the student support teacher, classroom teacher(s), school-based administrator, parents/guardians, and other personnel as required. All participants, particularly the classroom and student support teachers must take ownership for implementing and evaluating the plan.
3. The Student Support Plan will be developed by the classroom teacher and should be shared with parents, student support teachers and administrators.
4. The Personal Program Plan and Student Support Plan will change throughout the school year to reflect the student's progress and will be used to report to parents/guardians at regularly scheduled reporting periods.
5. Data collection through regular monitoring using observation and curriculum-based assessment are to be carried out to chart progress.
6. Authentic involvement with outside agencies is encouraged, promoted and actively pursued to address student needs. The Personal Program Plan goal related to the recommendations from the outside agency requires input and assessment feedback from that agency wherever possible.
7. Final assessment regarding a student's progress is to occur in June. Programming for the following year is developed based on data collected through teacher observation, instruction, curriculum-based assessment and on recommendations arising from the final formal assessment. The Personal Program Plan is updated by the resource teacher in consultation with the student support team and is the final report that is shared with parents/guardians. A copy of the updated Personal Program Plan is to be forwarded to the Student Support Services Consultant responsible for his/her area by June 15<sup>th</sup>.

## I. Record Keeping

1. A Personal Program Plan will be developed for each student who is identified as Intensive Level I or II. In the case of these students, the Personal Program Plan is updated at each scheduled reporting period or more often if necessary.
2. All individual assessment results and reports pertaining to the Student Support Program are to be considered confidential and must be kept in the students' cumulative file.
3. Testing protocols should be placed in a secure location for at least two years and then destroyed.
4. Written parent/guardian consent must be obtained prior to sharing confidential information with other agencies (see Form 210-11 Exchange of Confidential Student Information). The completed form is to be retained in the student's cumulative folder.
5. The classroom teacher and resource teacher are responsible for updating the Cumulative Folder which must include the Student Support Program, Personal Program Plan, marks,

results of group standardized tests, and other assessment data as applicable.

#### **J. Student Support Services: Referral to Student Support Services and Handling of Confidential Information**

1. Referrals to Student Support Services on behalf of students should be the result of consultation among the members of the school-based student support team, the Student Support Services Consultant, and the student's parents/guardians. As a result, all referrals for psychology, speech-language pathology, and occupational therapy must be signed by the principal, the student support and classroom teacher(s), the parents/guardians, and reviewed by the Student Support Services Consultant. The individuals comprising the team for referrals for counselling may vary from this process.
2. All referrals to Student Support Services are to be channelled through the Student Support Services Consultant to the Superintendent of Education with responsibility for Student Support Services. Teachers may not refer students directly to Student Support Services personnel without following Form 210-5 School Level Intervention Process Pre-referral Checklist and Form 210-6 Referral to Student Services.
3. In the case of a request for psycho educational assessment, it is the responsibility of the school-based student support team and the Student Support Services Consultant to ensure that the parents/guardians fully understand the nature of the information being sought through the assessment. This is particularly critical when an intelligence test or a behaviour rating scale is included in the battery of tests.
4. Upon receipt of a referral, Student Support Services personnel will schedule the assessment and post-assessment meetings and inform both the school-based administrator and the resource teacher who will attend those meetings.
5. It is the responsibility of the school to inform parents/guardians and teachers or other personnel as required of the dates/times of the assessment and the post-assessment meetings.
6. In the interests of good communication and promoting a team approach to dealing with students referred to Student Support Services, it is essential that the post-assessment meeting be attended by all stakeholders: parents/guardians, classroom teacher(s), student support teacher(s), and the school-based administrator. The Student Support Services Consultant may also be present for more complex cases.
7. Post-assessment meetings ideally should take place within 15 school days of the student being assessed. The written report must be made available at that time. Recommendations may be reviewed with the school prior to the post-assessment meeting for feasibility of implementation. It is the responsibility of the school to appoint one of the team members to record minutes.
8. Electronic copies of all reports are to be emailed to the school's Student Support Services Consultant and the Superintendent of Education with responsibility for Student Support Services via the Sun West School Division webmail in order to ensure security.
9. Following the post-assessment meeting, a follow-up between Student Services Support and the school may be scheduled. If the follow-up meeting is required, data regarding student progress will be reviewed, and if required, additional programming recommendations may be made. The length of time between assessment and follow-up will be at the discretion of the professional staff involved but is recommended within two to three months.



## K. References

<b>AP 210</b>	Services for Students with Diverse Needs
<b>Form 210-1</b>	Informed Consent for Student Programming Placement
<b>Form 210-2</b>	Personal Program Plan
<b>Form 210-3</b>	Student Support Team Meeting Notes Template
<b>Form 210-4</b>	Student Support Plan Adaptive Dimension/Differentiated Instruction
<b>Form 210-5</b>	School Level Intervention Process Pre-referral Checklist
<b>Form 210-6</b>	Referral to Student Services
<b>Form 210-7</b>	Referral to Student Services Parent/Guardian Information
<b>Form 210-8</b>	Referral for Early Childhood Intervention Consultation
<b>Form 210-9</b>	Refusal of Services
<b>Form 210-11</b>	Exchange of Confidential Student Information
<b>AP 211</b>	Modified Courses
<b>Form 211-1</b>	Modified Course Enrollment Consent
<b>AP 212</b>	Alternative Courses
<b>Form 212-1</b>	Alternative Course Enrollment Consent
<b>AP 213</b>	Functionally Integrated Program
<b>AP 214</b>	Locally Developed Courses
<b>AP 220</b>	English as an Additional Language (EAL)
<b>AP 301</b>	Early Entrance Admission
<b>AP 315</b>	Student Staff Visitor Accident Reports & Procedures Illness/Injuries at School
<b>Form 315-3</b>	Incident Assessment
<b>AP 316</b>	Administering Essential Medications to Students/Personal Care
<b>Form 316-1</b>	Provision of Medical Procedure Parent Guardian
<b>Form 316-2</b>	Provision of Non-Prescription Medication Parent Guardian Independent Student
<b>Form 316-3</b>	Provision of Prescription Medication Physician
<b>Form 316-4</b>	Daily Medication Record
<b>AP 317</b>	Allergy (Anaphylaxis) Management
<b>Form 317-2</b>	Student Specific Emergency Plan
<b>Form 317-3a–317-3g</b>	Allergy Management (Anaphylaxis) Letter/Newsletter Templates
<b>Form 317-6</b>	Nut Alert – Reduce the Risk Poster
<b>Form 317-7</b>	Scent Awareness Poster Template
<b>AP 320</b>	Student Records
<b>Form 320-1</b>	Cumulative File Record (Includes Student Services Provided)
<b>Form 352-1</b>	Student Positive Behaviour Support Plan
<b>Form 352-2</b>	Student Positive Behaviour Support Plan Review
<b>Form 353-1</b>	Referral for Counselling Services
<b>Form 353-2</b>	Referral for Counselling Services Parent Information
<b>Form 353-3</b>	Self Referral for Counselling Services
<b>Form 353-4</b>	Student Support Services Individual Counselling Permission
<b>Form 353-7</b>	Monthly Record of Caseload and Community Services
<b>AP 371</b>	Student Placement Procedures
<b>Form 417-4</b>	Support Staff Assignment and Growth Plan