



# Rolling River School Division

## ADMINISTRATIVE PROCEDURE

### IBG – STUDENT SERVICES – APPROPRIATE EDUCATION

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Student Services programs in Rolling River schools support all students including those with exceptional learning needs.

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

#### **Student Services: Standards**

The Rolling River School Division Student Services Program will provide all students in the division appropriate educational programming that fosters their participation in the learning and social life of the school. This means:

- Educational programming will be provided in the most enabling learning environment available. In the majority of cases, inclusion into the regular classroom is expected.
- Educational programs will be adapted, modified, or individualized where appropriate.
- The program planning process will involve a collaborative team approach, typically consisting of parents, educators, clinicians, support personnel, appropriate outside agencies, and the student (as appropriate).

In order to gain knowledge and skills to accommodate students with exceptional learning needs, teachers will have access to related professional learning opportunities and necessary supports to provide consultation, planning and problem solving related to individualized student programming. Programming and practices will be monitored for effectiveness and adjusted when necessary.

Rolling River School Division will take reasonable measures to ensure that school related activities such as field trips, assemblies, and sports days, accommodate the needs of all students while appropriately managing risk.

#### **Student Services: Student Placement**

Rolling River School Division addresses the diversity of its student population through a continuum of instructional supports extending from placement in regular class with no need for adaptation, to educational opportunities provided with highly specialized supports.

The education of students with exceptional learning needs will be provided in the most enabling environment. Whenever possible, this will mean placement with peers, in the

regular catchment school, for the regular instructional day. Any variations will be made in consultation with the parents, documented in a student's Individual Education Plan (IEP) and reviewed twice annually.

Educational programming for new students will begin within 14 days after the student seeks enrolment, unless it has been determined that placement in such programming will present a significant risk to the safety of that student or others. No student shall be unreasonably denied admittance to school due to transfer information issues.

### **Student Services: Individual Education Planning**

Rolling River School Division believes that the individual education planning process is the most effective means for providing appropriate educational programming to students with exceptional learning needs.

Rolling River School Division utilizes a collaborative planning process between home and school that supports parents'/guardians' meaningful involvement in their child's education and encourages student participation (when appropriate).

In keeping with the policy of the school division regarding student placement, IEPs are written for students when:

- The student has exceptional learning needs requiring student specific outcomes that are additional to, different from, or exceed the curricular outcomes.
- The student receives Special Needs Funding Level 2 or Level 3.
- In grades 9-12, the student is determined to be eligible for the English as an Additional Language (E) designation, the Modified (M) course designation, or the Individualized Programming (I) designation.
- The student requires changes to the regular school day.

### **Student Services: Student Transitions**

Schools will implement all transition protocols as mandated by Manitoba Education.

#### **1. Identification**

The Coordinator of Student, Clinical, and Pre-Kindergarten Services 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 of the following sources:

- relevant information provided by parents, classroom teacher, student, clinicians, outside service providers;
- classroom profiles;
- cumulative files;
- pre-school transitioning (from outside service providers);
- previous schools attended;
- assessment information

## 2. Collaborative Assessment

The Resource Teacher coordinates an assessment to determine the student's learning needs. Assessment data may include: academic achievement levels, behaviour, physical health, social/emotional health, learning styles, personal history, developmental level, classroom environment observations, cognitive functioning, and adaptive functioning. Discussion with parents outlining the assessment reasons and process will occur, and parental consent is required before implementation of any assessment.

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** - may include checklists, rating scales, inventories and continuums;
- **Standardized Tests;**
- **Criterion-referenced tests;**
- **Observation**

Rolling River 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 in meeting 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 using the Rolling River School Division Adaptive Education Plan (AEP), with copies provided to school principal, resource teacher and parent(s) / guardians;
- Consultation and collaboration between classroom teachers, parents, administrators, resource, guidance, and other in-school supports. Where referrals for resource or guidance supports are made, the referral must be placed in student's cumulative file;
- Further adaptations or in-school assessments completed;
- 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 as per Policy IGBA Student Services – Clinical Services. Referrals require parental consent and will be prioritized based on needs or requirements. Copies of all referrals for specialized assessment will be placed in the Student Support file.

- Specialized assessment results will 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 will occur within a reasonable time frame.
- A decision is made by the student support team, including pertinent clinicians to provide further adaptations or develop an IEP with student specific outcomes.
- The school principal designates a case manager to provide leadership in development of the IEP.
- 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), clinicians and other professionals are involved in the implementation, monitoring, and evaluation of the IEP. Parents may choose to be accompanied by an advocate to any of the meetings, if they wish.
- All assessment information will be documented and kept in that student's pupil support file.

### **3. Educational and Behavioral Planning/Programming**

The resource teacher and/or guidance counsellor collaborates with the teacher and other team members to analyze the assessment data and, if necessary, to assist in developing 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.

IEPs are developed, implemented, monitored, evaluated, and revised at least twice annually by a team including parents, students, teachers and other professionals as directed by the principal. The case manager will obtain parent or guardian signatures on IEPs 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 and attached to the IEP.

Students with IEPs who have a reduction or alteration in the school day must have it documented in an 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 AEP.

## **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 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 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 Manitoba Education developed or approved curriculum outcomes with the use of appropriate learning strategies. Students who are struggling learners may need adaptations in: time, production, presentation, assessment, and / or environment to help them meet all the outcomes in the provincial curricula. Students who may need adaptations include, but are not limited to, those who have identified learning disabilities, communication disorders, identified physical, behavioural or emotional challenges, or specific visual or hearing impairment.

### **C. Curricular Modification (“M” Designation):**

Where a student in Grades 9 to 12 is found to have significant cognitive developmental delays or learning difficulties, as assessed by a psychologist, and can not meet curricular outcomes with differentiated or adapted instruction in place, the curriculum will be modified. This means that the number or level of curricular outcomes will be changed to meet the student’s needs. The school team, in collaboration with parents, will document why and how modifications will be made in the student’s IEP. “M” Designations must be assigned in advance of the course, and in accordance with provincial guidelines.

### **D. Individualized Programming (“I” Designation):**

Where a student has cognitive and adaptive challenges that are significant to the point where that student can not benefit from the Manitoba curriculum, an individualized program will be developed. The individualized program will include outcomes in the following domains: 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 the student’s IEP. At the Grades 9-12 levels, the “I” designation will be assigned to the program in accordance with provincial guidelines.

### **E. Behavioural Programming:**

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

## **PROGRAM IMPLEMENTATION**

- A.** Program delivery will occur in the classroom, unless specified otherwise by the IEP.
- 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 may include splitting of groups, or team teaching. Planning, assessment and evaluation then becomes the joint responsibility of the classroom and resource teachers.

Educational Assistants (EAs) may be assigned to classrooms to support teachers in program delivery. Their duties may include providing supports to the whole class, small groups or individual students. Duties of EAs are dynamic and may change at any time through the school year. Planning, assessment and evaluation are the responsibility of the teacher where EAs are involved in program delivery.

**C.** In some cases, partial classroom inclusion, one to one instruction, an 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:

- 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 IEPs, BIPs or other appropriate planning documents.

#### **4. Program Monitoring and Evaluation**

Individual Education Plans (IEPs) are monitored by the case manager, as designated by the principal, and implemented by the classroom teacher. The case manager is responsible to ensure that the IEPs 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. Every attempt must be made to include all agencies involved with the student in a minimum of one planning meeting each year.

#### **5. Transitioning**

The Resource Teacher and/or Guidance Counsellor facilitates the student's transition from teacher to teacher, from school to school, and from school to community, as identified by the IEP.

Schools will implement all Transition protocols as mandated by Manitoba Education.

#### **6. In-School Service Coordination**

All schools will establish a Student Support Team that coordinates support services within the school. Members of the Student Support Team will include, as available in each school: the school principal, resource teacher, guidance counsellor, vice principal and student support facilitator.

#### **7. Counselling**

In order to meet the guidance and counselling needs of all students, a combination of school based, and external counselling services are provided to schools. The Manitoba Sourcebook

for School Guidance and Counselling Services – A Comprehensive and Developmental Approach is to be used for planning.

## **8. Educational Assistants**

The Principal or designate, in consultation with the Student Support Team, develops educational assistants' schedules. The Resource teacher and/or Guidance Counsellor provides support to the EAs and assists the classroom teachers in planning and monitoring their involvement.

### **References:**

- Manitoba Education. (2006). Appropriate Educational Programming in Manitoba: Standards for Student Services.
- Manitoba Education. (2007). Appropriate Educational Programming: A Handbook for Student Services.
- Manitoba Education. (1999). Success for All Learners: A Handbook on Differentiating Instruction.
- Manitoba Education. Subject Table Handbook.
- *Manitoba Education. (2007). Manitoba Sourcebook for Guidance Counselling Services – A Comprehensive and Development Approach.*

### **Cross References:**

- Policy IGBA Student Services – Clinical Services
- Policy IGBB Student Services – Principal's Responsibilities
- Policy IGBC Student Services – Dispute Resolution

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