

Student Services Program

Pine Creek School Division Student Services Program will strive to provide for all students in the division, appropriate educational programming based on the regulations and standards for student services from Manitoba Education.

School Related Activities

Pine Creek School Division will take reasonable measures to ensure that school-related activities accommodate the needs of all students while appropriately managing risk.

Pine Creek School Division will provide clinical services based on assessment intervention, and the needs of the students in the school division.

Early Identification

Pine Creek School Division is committed to identifying students with exceptional learning needs as early as possible in their education. PCSD is committed to gathering information from the protocol for Early Childhood Transition to school for children with additional support needs.

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:

1. school-based student services meetings as needed throughout the school year
2. school-based classroom mapping meetings

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

- information from parents, classroom teacher, student, clinicians, outside agencies
- information from cumulative files and pupil files
- feeder school transitioning
- students transferring into the Division
- information from the protocol for Early Childhood Transition to school for children with additional support needs

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. 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 - such as checklists, rating scales, inventories, continuums
- Standardized Tests
- Criterion-referenced tests
- Observation

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

- Adaptations and differentiated instruction provided and documented by classroom teacher
- Consultation and collaboration between classroom teachers, parents, administrators, resource, guidance, and other in-school support
- Further adaptations or in-school assessment
- Possible referral for specialist assessment (speech and language, psychology, and social work). Should the school team determine that a need exists for specialized assessment, then a referral with parent consent will be undertaken in keeping with Division procedures for Clinical Services.
- Decision whether to try further adaptations or develop an SSP with student specific outcomes.

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

SSPs are developed, revised, implemented, monitored and evaluated at least twice annually by the team including parents, students (when appropriate), teachers, and other professionals. The school division 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 signatures, reasons for refusal and actions undertaken by the school to resolve concerns will be documented. Parents may bring an advocate to any of the meetings if they so wish.

Students with SSPs who have a reduction or alteration in the school day must have it documented in the SSP. Students will not be denied educational programming pending the development of an SSP.

Teachers are required at the 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 SSP.

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 teaching. Teachers will learn and utilize a variety of teaching 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 1996 Department of Education and Training Document, Success for All Learners: A Handbook on Differentiating Instruction.

B) Adapted Instruction

Adapted instruction is intended for students who are able to complete the 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 will include students who have identified learning disabilities, identified physical, behavioral or emotional challenges, or specific visual or hearing impairment.

- -Adaptations can be student specific, or can target identified groups of students.
- -Adaptation plans can be written in specific plans for students, including an SSP when appropriate, or for groups, and may utilize checklists.

C) Curricular Modification:

When a student has been diagnosed with an intellectual disability within the mild range of severity 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 retained, changed, or deleted to meet the student's individual needs. A school team will discuss why and how modifications will be made, and parents will be informed and involved. Modifications will be outlined in an SSP.

D) Individualized Programming:

When a student has been diagnosed with an intellectual disability within the range of moderate or severe and 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; functional literacy and numeracy, communication skills, self-help and personal management skills, social and behavioral skills, life skills, and work education. These student-specific outcomes and goals will be outlined in an IEP.

E) Behavioral Programming

When behavioral challenges are a significant contributing factor to the need for intervention, planning and use of strategies to positively influence behavioral patterns will be put into place. These may include school-wide practices, classroom level procedures, group interventions, and individualized behavior intervention plans (BIP's). Planning for behavioral interventions will be guided by the Pine Creek School Division behavior Observation Checklist and Supports Continuum, and the MECY document; *towards Inclusion; From Challenges to Possibilities: Planning for Behavior*. 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 service by resource teachers, clinicians, para-support workers, or educational assistants may be required to facilitate program delivery. The resource teacher may block

specific periods of time to work with particular students or groups of students. This could include splitting of groups, or team teaching. Planning, assessment and evaluation then become 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 classes, groups, or individual students. These duties will be outlined in a duties checklist. Duties of EA's are dynamic and may change as needs 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 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
- workplace experiences
- home-based programs
- safety and security issues

In such cases, the resource teacher is responsible to ensure, in collaboration with the classroom teacher and other team members, that appropriate and adequate documentation is in place in the form of SSP's or other appropriate planning documents. In planning for all such cases, the principle of maximum possible inclusion will be considered.

4. Program Evaluation

All Student Specific Plans are posted on Clevr and monitored by the classroom teacher and resource teacher through scheduled meeting times. Changes in the program plans are recorded by the resource teacher.

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 coordinates Support Services within his/her school; i.e. Manitoba Education Consultants, Divisional Clinicians, outside agencies, vision screening, and hearing screening.

7. Counselling

The Resource Teacher provides and/or facilitates access to counselling assistance for individual students or small group/class counselling as necessary. The Resource Teacher may also facilitate a peer/tutor counselling program. Counselling services may include providing and/or facilitating personal support to students in a variety of areas such as; dealing with outside agencies, access to legal aid, formal identification, and accessing financial or medical assistance.

8. Educational Assistants

The Resource Teacher in collaboration with the principal and classroom teachers develops educational assistants' schedules. The resource teacher provides support and training 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, teacher assistant, clinicians, Coordinator of Student Services.

10. Administration

The Resource teacher is responsible for:

- all hearing screening reporting,
- preparing and acting as case manager of SSP's,
- facilitating student transitions, facilitating course changes
- preparing SSP documents and maintain on ClevR
- attending divisional/regional resource teacher meetings,
- preparing URIS applications and monitoring of health care plans.