

# **RESOURCE DEPARTMENT POLICY AND PROCEDURES MANUAL**

**Opaskwayak Educational Authority Inc.**

## **2014-2015**

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## 1.0 DEFINITIONS

- a. AANDC – Aboriginal Affairs and Northern Development Canada
- b. Adaptation - A change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected learning outcomes. (MB Education, 2010)
- c. Annual Special Education Program Work Plan – Annual SEP Work Plan required by and submitted to AANDC documenting specific students in need of additional support through the Special Education Program; Assessments; Early Intervention Programs/Activities; Individual Student or Small Group Programs/Services; School Wide or Large Group Programs/Services; Special Education Professional Development; SEP Successes and Challenges; and all associated costs.
- d. Annual Special Education Report – Summative annual report required by and submitted to AANDC documenting all students who received interventions/support through the Special Education Program, including specific expenditures associated with all aspects of program delivery.
- e. BIP – Behaviour Intervention Plan: An intervention plan developed by a team to meet a student’s social/emotional and behavioural needs. (MB Education, 2010)
- f. BU – Brandon University
- g. Citizenship – With an inclusive school and classroom community, citizenship refers to the rights and privileges afforded to all students to ensure well-being, meaningful involvement, and equal opportunity to meet personal learning outcomes.
- h. Clinicians - An individual trained in the provision of clinical support services within the school setting who provides services for students with exceptional learning needs and consultative services for school personnel and parents. Such individuals are certified under the Teaching Certificates and Qualifications Regulation 515/1988, and can include speech-language pathologists, school psychologists, school social workers, occupational therapists, physiotherapists, reading clinicians, and related specialists. (MB Education, 2010)
- i. DIAL 4 – Developmental Indicators for the Assessment of Learning Fourth Edition (DIAL–4):skills screening tool used by early childhood specialists, preschool and kindergarten teachers, and child development centres.
- j. IEP – Individual Education Plan: a global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student. (MB Education, 2010)
- k. Individual Transition Plan - A formal plan developed to help a student with exceptional learning needs as the student prepares to exit the school system. The plan is developed by a student’s IEP team and is reviewed annually. (MB Education, 2010)
- l. Interventions – Specific programs, strategies, and human and material resources provided to support the educational development of students with special needs.
- m. MFNERC – Manitoba First Nations Education Resource Centre

- n. Modification - Changes in the number or the content of the learning outcomes a student with a significant cognitive disability is expected to meet in the provincial curriculum, as determined by the student support team. (MB Education, 2010)
- o. OEA – Opaskwayak Educational Authority, Inc.
- p. OEA Schools – Joe A. Ross School, Oscar Lathlin Collegiate, and all off-campus classes (adult/alternate education)
- q. OT – Occupational Therapist
- r. PT – Physiotherapist
- s. RT – Resource Teacher
- t. School Team Members - School staff responsible for planning, facilitating, and/or implementing educational programs and/or student supports. This consists of the in-school team and additional personnel, such as clinicians and consultants, who consult and collaborate with the in-school team to support student specific planning and educational programming. (MB Education, 2010)
- u. SEP – Special Education Program
- v. SMART – Acronym referencing criteria used for setting objectives: specific, measurable, attainable, relevant and time-bound/related.
- w. Special Education Funding –Targeted funding provided By AANDC to OEA to support educational interventions for students identified as having mild to moderate learning disabilities/challenges. AANDC SEP funding targets programming, remedial instruction, clinical services, staffing, and related supports. (AANDC 2012)
- x. SST – Student Support Team: a team of core student services members, typically including resource, counseling, discipline/truancy, and administrative staff.
- y. Student support flags – A non-IEP form used by teachers to document minor adaptation, differentiation of instruction, and related support provided to a specific student during an academic year. These are placed in the cumulative file at year-end to promote planning for the upcoming school year.
- z. Teaming approach – Collaborative-collaborative processes used by the school team and clinicians to develop, implement, maintain/modify, and monitor effective special education programs

## **2.0 STATEMENT OF PHILOSOPY**

It is the philosophy of the OEA Schools that the majority of the community's special needs students can be best served through adapted and modified regular school programs. Within the capacity of its resources, the schools will make every effort to provide a continuum of inclusive services and interventions that are appropriate, goal-directed, and developed through comprehensive team consultation and collaboration.

The OEA Schools also recognize that the needs of students vary. As required, physical and human resources and programming will be made available to allow

students an equal opportunity to explore their own capabilities within the most enabling learning environment.

Joe A. Ross School/Oscar Lathlin Collegiate ensures consistency with the mandate for Special Education In Manitoba and the intent of the *Canadian Charter of Rights and Freedoms*, Section 15, which guarantees the rights for all individuals, including "the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, nationality or ethnic origin, colour, religion, sex, age, or mental or physical disability."

### **3.0 DEFINITION OF INCLUSION**

**3.1** Through recognition, teamwork, and necessary support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

**3.1.1** Inclusion is a **way of thinking and acting** that allows every individual to feel accepted, valued, and safe.

**3.1.2** An inclusive school community consciously evolves to meet the changing needs of its citizens.

### **4.0 BENEFITS OF INCLUSION**

**4.1** Optimal development for students.

**4.2** Students & staff recognize, understand, and appreciate that all students are unique and require personalized learning experiences.

**4.3** A continuum of placements and a variety of supports are provided for students.

### **5.0 DEFINITION OF SPECIAL NEEDS**

**5.1** Students with special educational needs have learning differences, difficulties, exceptionalities, or challenges that make it harder for them to learn than children of the same age. As a result, these students may require additional educational support because of, but not limited to the following exceptionalities:

**1.1.1** Thinking and understanding;

**1.1.2** Physical or sensory;

**1.1.3** Emotional and/or behavioural;

**1.1.4** Communication challenges; and

**1.1.5** Multiple challenges.

- 5.2** To accommodate their exceptionalities, children may require provision of human and material resources, including but not limited to extra assistance, adapted programs or learning environments, and specialized equipment or materials necessary to facilitate access to the curriculum in a range of settings.

## **6.0 GENERAL OBJECTIVES**

- 6.1** The primary focus of special education is to meet the individual learning and developmental needs of OEA students. With this in mind, it is the objective of the Resource Department(s):
- 6.1.1** To establish programs that stress normalization, optimize inclusion, and allow students full opportunity to meet their developmental potential.
  - 6.1.2** To maintain a dynamic team approach when developing and maintaining programs for special needs students, and for providing consultative support for parents, classroom teachers, and relevant staff (clinicians etc.).
  - 6.1.3** To provide objective assessments of students' abilities, and through teamwork, design relevant learning activities that work from students strengths to meet their demonstrated needs.
  - 6.1.4** To ensure appropriate adaptation and modification of current curricula, taking into account the various aspects of learning outlined therein, and the individual needs of every student.
  - 6.1.5** To facilitate the implementation of programs through provision and co-ordination of physical and human resources, as made possible through special education funding.
  - 6.1.6** To facilitate necessary training for all staff members requiring support/education regarding special needs programming/program delivery.
  - 6.1.7** To maintain a record keeping system that facilitates effective interventions for students and assures maintenance of requisite confidentiality.
  - 6.1.8** To identify and establish school-wide programs that promote on-going educational growth, address special needs, foster ability, and allow students to reach their potential.
  - 6.1.9** To safeguard confidentiality.

## **7.0 THE RESOURCE PROCESS: ROLES AND RESPONSIBILITIES**

### **7.1 CLASSROOM TEACHER:**

The classroom teacher will:

- 7.1.1** Accept responsibility for the education of each student in his/her care, including students with special needs.
- 7.1.2** Identify students with possible exceptionalities and bring them to the attention of parents/caregivers and the resource teacher.
- 7.1.3** Complete referral forms and/or provide comprehensive verbal referrals for students with needs that cannot be met through regular classroom instruction.
- 7.1.4** As needed, assist with student assessment/evaluation and provide work samples and related feedback for the resource teacher/student support team members.
- 7.1.5** Participate in multidisciplinary team meetings to plan student-specific programming/interventions.
- 7.1.6** Develop and author student support plans, such as Individual Education Plans (IEPs), Adaptation Plans, and related student success programs.
- 7.1.7** Participate in needs-specific professional development as prescribed by School Administration.
- 7.1.8** Ensure delivery of special needs programs/ interventions/ adaptations/ modifications.
- 7.1.9** Provide formal reporting to parents/guardians, school team members, specialists etc.
- 7.1.10** Consult regularly with the resource teacher/student support team, requesting assistance whenever necessary.

### **7.2 RESOURCE TEACHER**

The Resource Teacher will:

- 7.2.1** Participate in assessment and screening procedures to identify students with special needs;

- 7.2.2** Maintain a referral process for resource programming and support which is accessible to teachers, caregivers, students, and outside agencies;
- 7.2.3** Gather relevant information on student achievement, behaviour, health, etc., from all relevant sources, including but not limited to school files, family members, outside agencies etc.;
- 7.2.4** Conduct behavioural observations;
- 7.2.5** Conduct curriculum based assessments;
- 7.2.6** Conduct formal and informal assessments;
- 7.2.7** Make referrals to Student Support Team members and outside agencies/specialists;
- 7.2.8** Share pertinent information related to student needs with appropriate partners, such as administrators, teachers, caregivers, specialists, and outside agencies;
- 7.2.9** Recommend appropriate strategies for adapting, modifying and individualizing instruction to meet the learning needs of students in all instructional environments;
- 7.2.10** Participate as a member of the Student Support Team to develop, implement, and evaluate relevant support plans (IEPs, Behaviour Intervention Plans (BIPs) etc.);
- 7.2.11** Contribute to the adaptation of existing materials and strategies in the classroom, as well as the identification of alternative materials for classroom use;
- 7.2.12** Provide individual and small group direct instruction for remediation, concept/skill development etc;
- 7.2.13** Assist in the planning and direction of activities carried out by Educational Assistants;
- 7.2.14** Identify specific professional development required to implement support plans;
- 7.2.15** Carry out specific responsibilities as described in student support plans;
- 7.2.16** Use curriculum-based, formal, and/or informal observation and assessment measures to evaluate the effectiveness of a student's



placement, as well as instructional strategies, accommodations, and supports being used with the student;

- 7.2.17** Make recommendations for the continuation or alteration of program components based on evaluation results;
- 7.2.18** Record, in writing, any changes made to the educational programs of students with special needs;
- 7.2.19** Work with school administrators to identify support needs and arrange timetables and schedules for the delivery of support and services;
- 7.2.20** Act as liaison with student support team members, outside agencies/programs;
- 7.2.21** Assist in the coordination of case conferences or team meetings as necessary;
- 7.2.22** Coordinate transition planning, such as home-to-school, grade-to-grade, school-to-school, and/or school-to-community for students with special needs;
- 7.2.23** Develop and maintain resource files which include clearly dated material such as copies of referral and consent forms, assessment reports, observational reports, support plans, correspondence and communication with families and outside offices, resource progress reports, and any information which is pertinent to the student and/or the resource program for that student;
- 7.2.24** Attend and share information gained from professional conferences, workshops, and in-service sessions;
- 7.2.25** Promote professional development for Educational Assistants (EA);
- 7.2.26** Participate in the evaluation of Educational Assistants; and
- 7.2.27** Participate in the evaluation of specific resource services and interventions (E.g. Effectiveness of clinical support, alternate transportation, learning assistance programming, facilities etc.)

### **7.3 EDUCATIONAL ASSISTANT**

The Educational Assistant will:

- 7.3.1** Provide one-to-one or small group assistance to special needs students, or time limited large-group group supervision to allow the teacher to provide individual instruction as needed;

- 7.3.1** Remain with students in assigned areas at designated times throughout the school day;
- 7.3.2** Assist teaching/resource unit personnel in the planning, development and implementation of instructional/support programs (team member);
- 7.3.3** Assist with regular/assigned supervision duties and participate in all school activities (assemblies etc.);
- 7.3.4** Assist teachers and students with daily routines i.e.: transportation, washroom breaks, feeding, and physical and other therapy as required;
- 7.3.5** Maintain a record of personal observations, student progress and related information for discussion with the classroom teacher(s), resource unit personnel, school team members and parents;
- 7.3.6** Consult and confer with classroom teacher on a regular basis (for direction, planning etc.);
- 7.3.7** Maintain good working relationships with resource unit personnel, classroom teachers, parents and students;
- 7.3.8** Conduct physical or speech therapy sessions with students in cases where the Educational Assistant has received appropriate training;
- 7.3.9** Assist with facilitating the parent – school team meetings by providing language translation services as required;
- 7.3.10** Participate in professional development and special education training sessions as directed by the supervisor;
- 7.3.11** Follow general school guidelines, policies and procedures as they apply to all professional staff; and
- 7.3.12** Perform other/related duties as determined by the supervisor.(These may include bus duty, lunch supervision, limited substitute support, approved transportation etc.)

See APPENDIX G “Duties of Educational Assistants with Teacher – EA Role Clarification” for specific responsibilities and Teacher – EA role delineation.

#### **7.4 SPEECH AND LANGUAGE TECHNICIAN/EDUCATIONAL ASSISTANT:**

The Speech and Language Technician/Educational Assistant is a paraprofessional who has specific training in the area of speech and language support. The Speech and Language Technician/Educational Assistant will:

- 7.4.1** Facilitate informal and formal speech and language (S&L) evaluation and support within OEA schools;
- 7.4.2** Consult with the speech and language pathologist, resource teacher, and related staff to provide appropriate programming for students;
- 7.4.3** Implement individualized speech and language programs provided by the speech and language pathologist;
- 7.4.4** Maintain records of results of speech and language therapy, and report these results to the parents, speech and language pathologist, resource teacher, teachers, and support staff;
- 7.4.5** Provide information and materials to relevant staff and parents to enable them to encourage and assist students;
- 7.4.6** Follow general school guidelines as they apply to all staff;
- 7.4.7** Perform other related duties as determined by the supervisor.

#### **7.5 PRINCIPAL/VICE PRINCIPAL:**

- 7.5.1** The Principal and/or Vice Principal will operate as a team member providing consultative-collaborative support in the development, implementation, and maintenance of special needs programs.

#### **7.6 COUNSELLORS/STUDENT SUPPORT TEAM (SST):**

- 7.6.1** The Counsellors will provide consultative/collaborative team support for program planning and implementation.

#### **7.7 PARENTS/GUARDIANS:**

Parents/Guardians will be asked to:

- 7.7.1** Provide relevant student information, including:
  - 7.7.1.1** Medical/clinical, personal, educational, and related student information
  - 7.7.1.2** Assist with evaluations

**7.7.2** Participate in team meetings, and as needed, program delivery

**7.7.2.1** Participate as valued team members

**7.7.2.2** Provide suggestions & recommendations; and

**7.7.2.3** Provide on-going feedback and support regarding programming

**7.7.3** Provide written consent for assessments, the collection of specialized test data, and professional reports.

## **7.8 CLINICIANS**

Clinicians will:

**7.8.1** In a consultative-collaborative role, clinicians, as needed, (Occupational Therapy (OT), Physiotherapy (PT) etc.) will participate in team planning and program implementation (E.g. assessment, direct service, parent and staff training etc.).

## **7.9 STUDENT:**

Students will:

**7.9.1** Attend class regularly and co-operate with all team members. If called upon to do so, students will participate in team planning.

## **8.0 RESOURCE/STUDENT SUPPORT PROCEDURE:**

**8.1** The following set of procedures refers to the operational steps in the implementation of the consultative/collaborative resource model:

The OEA Schools resource procedure consists of two distinct phases.

- **Step I** is designed to assist the classroom teacher with provision of a program which will enable a student diagnosed with less severe needs to function more effectively in the regular classroom.
- **Step II** is intended for students who have been identified as having more severe needs, or for those pupils where **Step I** goals and outcomes cannot be met and require further assistance.

## **8.2 INITIAL PROCEDURES FOR BOTH STEP I & II:**

**8.2.1** Referral: The classroom teacher, Principal, Vice Principal, Counsellor, parent(s)/caregivers(s) or external agency can complete a referral for each student. The referrals can be:

**8.2.1.1** Written (APPENDIX B)

**8.2.1.2** Verbal - in a personal conference with the resource teacher.

**8.2.2** Referral Conference: After receiving a referral, the resource teacher will meet with the referring person(s) to discuss the referral. This allows for an exchange of information, and conferencing to discuss immediate concerns/challenges, interventions to date, directions for information gathering etc. As well, immediate plans/directions for action are established.

**8.2.3** Basic Information Gathering: Following the referral conference, additional information will be gathered, including:

**8.2.3.1** Parental input (conference)

**8.2.3.2** Data from the cumulative file (attendance data, academic history, student support flag search etc.)

**8.2.3.3** Hearing and Vision screening/testing results and related data

**8.2.3.4** Possible information from truancy & discipline officers

**8.2.3.5** Support information from EAs, counsellors etc.

**8.2.3.6** Other relevant data (e.g. previous resource data)

**8.2.4** Assessment: As needed, a call for specific diagnostic procedures may be made. These can include:

**8.2.4.1** Observations of the student by the resource teacher, counsellor etc.

**8.2.4.2** Teacher observations evaluations,

**8.2.4.3** Resource assessments (E.g. academic assessments, behaviour inventories etc.)

**8.2.4.4** Specialist evaluations (with parental permission) E.g. Speech & Language, Ed-Psych, Psycho-social, Occupational and Physiotherapeutic assessments etc.

**8.2.4.5** Parental input (meetings, checklists/inventories, observations etc.)

**8.2.5** Reporting: After conferencing, information gathering, assessments, etc., the Resource Department will then provide the referring member(s) with a written report including the following:

**8.2.5.1** Relevant personal data regarding the student;

**8.2.5.2** A school and/or assessment history;

**8.2.5.3** Assessment results including strengths, needs, and other relevant information from team members, specialists etc.;

**8.2.5.4** Additional observations;

**8.2.5.5** Possible recommendations for support, and/or

**8.2.5.6** A request for a more in-depth team-planning meeting.

**8.2.6** Program Conference / Team Planning Meeting:The Resource Teacher will then review the data/assessment results with the referring team member(s). Based on the severity of the student's needs, team planning/formal program development will follow one of two routes.

### **8.3 STEP I**

Step I is chosen to assist students identified as having less severe needs to achieve success. The classroom teacher, parents, and relevant team members will develop a support program that will include adaptations, accommodations, differentiation of instruction, and specific strategies intended to meet a child's needs. (E.g. Remedial math support with appropriate materials, scheduled tutoring etc.)

**8.3.1** Programming assistance by the resource department/student support team. In Step I, after diagnosis and conferencing with the classroom teacher and relevant team members, the Resource Department will provide a plan for assistance. It will include the following:

- 8.3.1.1** Relevant student data;
- 8.3.1.2** Identification of the student's needs and strengths (academic, behavioural etc.);
- 8.3.1.3** Specific methods and materials that have been found to work well with the student;
- 8.3.1.4** Implementation strategies and materials for the classroom/tutoring/home support;
- 8.3.1.5** Documentation of additional supports (educational assistance, materials on loan etc.);
- 8.3.1.6** Methods of evaluation; and
- 8.3.1.7** A tentative time frame and specifics for case closure.

*See Appendix E for applicable student support/adaptation plan documentation*

**8.3.2** Consultative Instruction: As needed, the Resource Teacher and/or specialist(s) will demonstrate strategies and materials that are unfamiliar to participating team members. This will include relevant training for teachers, educational assistants, parents, and others involved in the plan.

**8.3.3** Follow-up: The Resource Teacher, classroom teacher, and relevant team members will meet to discuss the student's progress, the effectiveness of the program, and how the resource teacher can be of further assistance. If progress is unsatisfactory, modifications will be made and/or a team meeting will be held as outlined in STEP II.

**8.3.4** Case Closure: When targeted outcomes have been met by the student, the case will be closed. Periodic monitoring should still take place.

## **8.4 STEP II**

Step II is chosen for students who have been identified as having more severe challenges, or for those students whose Step I program has not met with success.

**8.4.1** If immediately called for by the student support team, or if evaluation at the end of STEP I indicates that the outcomes and objectives set for a student have not been met, a decision will be made to provide the student with one or a combination of the following:

**8.4.1.1** A formal Individualized Education Plan (IEP)

**8.4.1.2** A Behaviour Intervention Plan (BIP)

**8.4.1.3** A System of Care Plan

**8.4.1.4** An Individual Transition Plan (ITP)

**8.4.1.5** An alternate support program

**8.4.2** For all such planning, a teaming approach will be used. Usually acting as the case manager, the Resource Teacher, or counsellor will call a team meeting, and specific members will consult, collaborate and network to proactively address and plan for the special needs of the student. An IEP and/or BIP, System of Care Plan, ITP, or other program will be generated. (See Appendix D) The specific process will be as follows:

**8.4.2.1** Call a team meeting, and use a multidisciplinary approach to planning. Participants may include:

**8.4.2.1.1** Parents/ Guardians / Social Workers  
(mandatory)

**8.4.2.1.2** Classroom teacher (mandatory)

**8.4.2.1.3** Educational Assistant (as needed)

**8.4.2.1.4** Resource Teacher (mandatory)

**8.4.2.1.5** Specialists/Clinicians (E.g. OT, PT, physician, psychologist etc. as needed)

**8.4.2.1.6** Counsellor (as needed)

**8.4.2.1.7** Administrative staff (principal/vice principal) –  
(mandatory)

**8.4.2.1.8** Others as needed

**\*\*See *Team Meeting Request Form* in APPENDIX B**

**8.4.3** Develop a comprehensive student profile (all data from team members, records etc.), including strengths and challenges, and

establish a starting point for programming based on the student's needs.

- 8.4.4 Consider placement in the most enabling learning environment (See “Alternate Educational Placements”, p.17 for further details).
- 8.4.5 Establish long-term goals and outcomes which are specific, measurable, attainable and time-related (SMART).
- 8.4.6 Prescribe procedures, strategies, and resources necessary for support. Instructional model(s) selected must optimize inclusion. Include specific information pertaining to:
  - 8.4.6.1 Time allotments & support staff
  - 8.4.6.2 Teaching/modelling, and other methods/strategies/interventions for support
  - 8.4.6.3 Type and location of materials
  - 8.4.6.4 Specialist/consultative services
- 8.4.7 Outline appropriate methods of evaluation
  - 8.4.7.1 Work samples
  - 8.4.7.2 Testing (formal/informal)
  - 8.4.7.3 Classroom observation
  - 8.4.7.4 Ecological Assessments
  - 8.4.7.5 Interim reports
  - 8.4.7.6 Student self-evaluation
  - 8.4.7.7 Parental feedback
  - 8.4.7.8 Rubric-based evaluation
  - 8.4.7.9 Specialist evaluation
  - 8.4.7.10 Team reviews of the plan (dates set during team meetings)
  - 8.4.7.11 Other
- 8.4.8 Ensure an effective record-keeping system (see APPENDIX E – “Record Keeping”)
  - 8.4.8.1 Confidential student files (green files)
  - 8.4.8.2 Classroom/Resource conference logs/journals
  - 8.4.8.3 Others as needed
- 8.4.9 Set a review and/or exit date(s) for the student support program
- 8.4.10 Commit the plan to paper, distribute to team members, and implement the new/reviewed IEP, and/or BIP, System of Care Plan, ITP, or alternate program.\***Refer to templates in APPENDIX D.**



- 8.4.11** Discuss, and as needed, include student needs in application procedures for AANDC funding (**See “Special Education Funding” & Appendix D**)

## **9.0 ALTERNATE EDUCATIONAL PLACEMENTS/PLACEMENT APPEAL**

- 9.1** When planning for student placement, planning teams strive for inclusion with a focus on full integration into the most enabling learning environment. In cases where full inclusion in a regular classroom will not be conducive to a student’s learning, consideration is given to a continuum of dynamic placement options, including part-time in-school small-group support, part and full-time alternate classroom support (E.g. High School Learning Assistance Centre, Off-site class etc.), and options for home study and distance learning.
- 9.2** All placements reflect the OEA Schools’ Philosophy of Education and Philosophy of Inclusion, and are subject to regular review. Parental appeal of a placement and/or a support program will follow Opaskwayak Educational Authority Inc.’s (OEA) due process. This is as follows:
- 9.2.1** A discussion of the parental appeal/concerns will take place with the Student Support Team, with a full effort made by the team to find a solution.
- 9.2.2** In the event that the caregivers have not achieved a satisfactory solution with the student support team, the matter/issues will be discussed and resolution sought with the Vice Principal, and as needed, the school Principal.
- 9.2.3** If the matter remains unresolved by school administration, the issue(s) will be brought to the attention of the Director of Education, and further problem solving will take place. (As needed, expert input will be sought.)
- 9.2.4** If the issue(s) cannot be resolved by the Director of Education, the matter will be brought to the attention of the Board of Directors, with appropriate action determined by the board.

## **10.0 SPECIAL EDUCATION PROGRAM (SEP) FUNDING: INTERVENTIONS-BASED**

For students with severe to profound needs who require funding support beyond the scope of general resource and/or instructional budgets, a school team decision will be made to access funding from the High Cost Special Education Program budget. Please refer to the current documentation provided by AANDC, Manitoba Region regarding High Cost SEP support.

## **11.0 ASSESSMENT & EVALUATION INFORMATION & PROCEDURES**

For all formal evaluation procedures, parental permission is required. For example, a teacher/Resource Teacher may have a pupil participate in an informal, individualized reading inventory or mathematics assessment; however, the use of formal assessment tools would require a conference with and permission from a parent or legal guardian. **(See Appendix B for relevant parental permission forms.)**

**11.1** The Joe A. Ross School/Oscar Lathlin Collegiate Resource Department requires parental permission for the following assessments:

**11.1.1** Psycho-educational assessments

**11.1.2** Social-emotional assessments

**11.1.3** Formal speech and language assessments

**11.1.4** Occupational and physiotherapy assessments

**11.1.5** Formal hearing and vision assessments

**11.1.6** Other formal assessments

Sample form letters for the above assessments used by the Resource Department can be found in APPENDIX B.

**11.2** Included in APPENDIX B are select permission templates for common formal assessments, as well as a standard release of information request form. Note that for many medical and other formal assessments, forms will vary, and are accessible from the resource data base.

## **12.0 EARLY IDENTIFICATION AND SCREENING PROCEDURES**

### **12.1 HEARING AND VISION SCREENING**

In the 1995 - 96 school year, the Resource Department assumed responsibility for both hearing and vision screening. Initially, all elementary grades were screened, with referrals to an audiologist and/or optometrist made as needed. From 1996 - 2010, screening included only kindergarten and grade one students, as well other students referred by teachers or parents.

From 2010 onwards, facilitation of hearing and vision assessment became the responsibility of parents/caregivers. Based on demonstrated needs, recommendations/ requests for hearing and vision testing can be made to caregivers through the Resource Department. (See APPENDIX B)

## **12.2 KINDERGARTEN SCREENING/PREPARATION PROGRAM**

In collaboration with school and student support team members, the Resource Department co-facilitates DIAL 4 kindergarten screening. The goal of this program is to identify potential needs that students may face as they enter kindergarten, pre-plan interventions/supports, and outline expectations for parents as they prepare their children for entry into their first year of school.

## **12.3 PROVINCIAL ASSESSMENTS**

Although provincial assessments are not designed solely for resource-based assessment purposes, these tests provide resource staff with some measure of student performance. Results may be used to target areas of individual and systemic deficit. Scores may also be taken into account when making referrals (for further testing etc.), or for consideration with other assessment results.

## **12.4 SCHOOL-GENERATED ASSESSMENT TOOLS**

The Resource Department works collaboratively with staff to access and/or develop appropriate, curriculum standards-based group performance measures. These are intended for school and classroom planning (remedial instruction, dynamic grouping etc.); however, they can also form the basis for further referral and resource intervention.

## **13.0 SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT**

It is the responsibility of the Resource Department to ensure that teachers, Educational Assistants, and relevant staff are adequately prepared/trained to deliver required support. Training may be provided by the Resource Department or a qualified specialist. Such specialist support is organized by the Resource Department and/or Administration.

## **14.0 DUE PROCESS FOR EDUCATIONAL ASSISTANTS**

**14.1** Although educational assistants are supervised by the Resource Teacher, they are immediately responsible to support the classroom teachers with whom they work.

**14.2** If an instance occurs when the grade level team cannot resolve a situation involving an educational assistant, the issue will be brought to the attention of the supervisor. If the matter still cannot be resolved in a team meeting with the supervisor, it will be brought to the attention of the Vice Principal, and following this, the Principal.

**14.3** Please refer to the OEA Personnel Policy for additional information.

## **15.0 EVALUATION OF EDUCATIONAL ASSISTANTS**

**15.1** As with all staff members, educational assistants receive an annual performance evaluation which includes the following components:

**15.1.1** A self-evaluation (APPENDIX C)

**15.1.2** An evaluation by the teachers for whom EA provides support

**15.1.3** An evaluation by the Resource Department/Administration, and

**15.1.4** A performance interview

## **16.0 RESOURCE PROGRAM MANAGEMENT**

To ensure accountability and program efficacy, the Resource Department is supervised by the Principal or designate. It is the responsibility of the Principal or designate to ensure that all resource programs are developed and implemented according to the guidelines mandated by Opaskwayak Educational Authority Inc. policies.

Additional program reviews (with recommendations) are included in school-wide evaluations.

See Appendix A for an overview of *Resource Department General and Daily Operations*.

## **17.0 STUDENT SUPPORT TEAM PLANNING**

**17.1** To provide comprehensive student support and facilitate systemic planning, the Resource Department, in conjunction with the SST, adheres to the following process:

**17.1.1** Each academic year, a Student Support Team is established. Its members include:

17.1.1.1 An administrator

17.1.1.2 Counseling staff

17.1.1.3 Resource staff

17.1.1.4 Discipline staff

One staff member is designated as the chairperson for the team. This individual is responsible for setting SST meeting dates and facilitating team meetings.

**17.1.2** Once per month or bi-monthly, the chairperson will announce a SST meeting date. Individual team members will submit challenging cases and systemic needs for the team to review, and an agenda will be compiled by the chairperson and distributed to all team members.

**17.1.3** If other team members are required (Social Services etc.), they can be invited and added to the agenda. SST meetings involving additional team members are usually scheduled first, thereby preventing people from waiting unnecessarily, or being privy to information that does not pertain to their specific case/issue.

**17.1.4** Meetings are designed to address challenges, needs, progress etc. and are outcomes/actions specific. As agenda items are discussed, required actions/interventions are assumed by or assigned to specific team members. These are documented in the SST meeting minutes (APPENDIX H), and take the form of a “running record” that ensures that everyone is aware of their roles, responsibilities, and the timeline for action.

**17.1.5** After each meeting, the minutes/tracking sheets are distributed to all team members, allowing each person to plan accordingly.

**Important notes:**

- Additional team members are not static. They vary according to case need.
- SST meetings are not always formal planning. These can take place outside of SST meeting times, but are often the product of initial SST meetings.
- Some SST meetings may include systemic issues (trends, preventative actions etc.)
- Meetings focus on issues at hand
- Paperwork is simplified to maintain a focus on expected outcomes

## **18.0 Flagging Procedures**

To facilitate adaptation, accommodation, and differentiation of instruction for all students, the Resource Department works collaboratively with teachers at year-end to complete *Student Support Flags*. The flags are intended to alert staff in the upcoming school year about adaptations and accommodations required for specific students.

(Note - Flags do not act as a substitute for formal support plans.)

**- See APPENDIX E – Record Keeping**

## **APPENDIX A RESOURCE DEPARTMENT – GENERAL & DAILY OPERATIONS**

Daily, as well as at specific points throughout the year, the Resource Department has the responsibility of completing predetermined tasks. A list of these is outlined below.

### **GENERAL OPERATIONS**

#### **Year Start**

- Check physical plant modifications for specific special needs students (E.g. bathroom modifications, etc.)
- Assign Educational Assistants to teaching teams, as well as to care of specific special needs students or student groups.
- Schedule fire, bus and lunch duties for educational assistants.
- Inservice new Educational Assistants about policy and procedures.
- Ensure that all educational assistants have a personal journal.
- Call team planning meetings regarding students' needs, placements, programs, materials etc. (I.e. IEP/BIP/ITP/System of Care Plan and related planning meetings)
- Inservice and pre-teach staff about specific special needs students
- Remind teachers to check cumulative files for *Student Support Flags*
- Inservice staff about working with educational assistants.
- Perform entry assessments as required/requested for new students.
- Conduct and/or organize screening procedures (DIAL 4)
- Update all contact, medical, and relevant information pertaining to high-needs students
- Organize specialized/alternate transportation
- As needed, conduct home visits to explain programs and share information.
- Ensure specialist/clinician availability

#### **September, October +**

- Demonstrate techniques, programs etc. to educational assistants and/or teachers requiring instructional assistance with new remedial programs.
- Monitor educational assistant duties to identify areas for improvement.
- Contact UCN, BU, MFNERC and related institutions regarding professional development opportunities for Educational Assistants. Organize classes as needed.
- Check to ensure that teachers and educational assistants are communicating as a team.
- Give anecdotal report forms to teacher-EA teams for EA reporting purposes.
- Schedule specialist/clinician consultative support
- Continue consultative/collaborative Resource Department support.

#### **November, December, January +**

- Review programs in place, including IEPs, BIPs, ITPs, System of Care and related support plans.

- Continue consultative/collaborative Resource Department support.

#### **January, February +**

- As needed, reschedule EA duties for the second semester.
- Continue consultative/collaborative Resource Department support.

#### **March, April, May +**

- Review High-Cost Special Educational support for re-assessment requirements.
- Call team meetings for program planning for special needs students.
- Complete the Annual Special Education Report and SEP Work Plan and submit to AANDC (Appendix D).
- Give self-evaluation forms to the Educational Assistants, Educational Assistant evaluation forms to teachers/teacher teams, and complete the Educational Assistant job evaluations with administration. Review evaluations with Educational Assistants.
- Continue consultative/collaborative Resource Department support.

#### **May – June: Year End**

- Order materials for the upcoming school year.
- Complete year-end reports and “flag” files (See *Student Support Flags*)
- Obtain class lists and move special needs records to the appropriate teacher file for the upcoming school year.
- Prepare student information packages for team meetings with teachers at the start of the upcoming school year.
- Submit projected support staff needs to Administration
- Secure files for the summer and back-up computer directories.

### **DAILY OPERATIONS**

1. TA Supervisor (RT) must ensure that all support duties are covered. These include Educational Assistant bus and lunch duties, as well as care for kindergarten, nursery, and high-needs students. Reassign duties or access substitutes as needed.
2. For substitutes teachers with special needs students in their classes, take time to familiarize the substitutes with the basic needs of these pupils. Remember to include medical concerns.
3. If students using the Handi-Van require alternate transportation arrangements, contact the Handi Van immediately. Such services should be arranged in advance; however, short- notice accommodations may be made.
4. For wards of all child and family caring agencies, contact the workers as well as foster parents in case of an emergency.

## APPENDIX B – REFERRAL, REQUEST, & PERMISSION FORMS

(PLEASE REFER TO THE (SPECED) “PROCEDURES” DIRECTORY ON THE JOE A. ROSS SCHOOL/OSCAR LATHLIN COLLEGIATE SERVER AND *FNSEPH CD* ROM FOR A COMPREHENSIVE LISTING OF ALL ADDITIONAL REFERRAL REQUEST, & PERMISSION FORMS.)

**NOTE:** Prior to any specialist and/or clinician providing an assessment for a specific child, the parent or legal guardian must sign a consent form. Ensure that parents or legal guardians thoroughly understand what they are signing. As well, the parent/legal guardian must be made aware that they will be asked to review the resulting report with the school team, and upon request, they will be provided with a written copy of the assessment.





## STUDENT SUPPORT REQUEST

School:	
Student name:	DOB (D/M/Y):
Grade & Teacher(s):	Gender
Referred by:	Referral date (D/M/Y):

Reason for referral:

Describe what has been done to respond to the student's needs? (Please indicate the adaptations and interventions used, what has and has not worked etc.)

Describe the student's strengths and challenges/needs (academic, behavioural etc.):

STRENGTHS	CHALLENGES/NEEDS

Background information and/or previous test data. (Use the back of the page if necessary.)

Additional information:

Known medical needs:

Recent traumas/events

When did you discuss this referral with the parent (guardian)?

Please state clearly the assistance that you expect from the Resource Department. (E.g. Assessment, materials support, behavioural management, additional staffing etc.)

Additional comments:

Please give two times/dates that you will be able to meet with the Resource Teacher to review this referral:

Signature: \_\_\_\_\_

Date of receiving referral:	Resource teacher signature:
-----------------------------	-----------------------------

- *Permission for formal/clinical assessment(s)*

May 2013

Dear Parent(s)/Guardian(s),

To provide \_\_\_\_\_ with an education plan that will meet his/her needs, the school would like your permission to have your child participate in the following assessment(s):

\_\_\_\_\_ Psycho-Educational

\_\_\_\_\_ Social-Emotional

\_\_\_\_\_ Speech & Language

\_\_\_\_\_ Occupational Therapy

\_\_\_\_\_ Physiotherapy

\_\_\_\_\_ Other:

All assessment results will be made available to you, and we look forward to having you as an important part of the planning team for 2013-2014. If you have any questions, concerns, or suggestions, please feel free to contact the Resource Department.

Sincerely,

\_\_\_\_\_  
Gordon Miller  
Resource Coordinator

xc: Resource Department file

\_\_\_\_\_  
I will permit \_\_\_\_\_ to participate in the aforementioned assessment.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

- *Accessing psychological assessments from CFS*

Date

Dear \_\_\_\_\_ Child and Family Caring Agency,

To help us plan for and establish an effective support program for (*student name*) (D.O.B. - / / ), the Student Support Team is requesting copies of her relevant psychological and/or clinical assessment reports/information.

We thank you for your co-operation. If you have any questions or concerns, please contact the Resource Department at your earliest convenience.

Sincerely,

---

Resource Coordinator

XC: SST

*Non-screening vision referral*

Date

Dear ,

While working with \_\_\_\_\_, we noted that she appears to be having some difficulty focusing/reading at an appropriate distance. For this reason, we recommend that you have your child's vision formally assessed by an optometrist.

Please share the results with \_\_\_\_\_, and we look forward to hearing from you in the near future. If you have any questions or concerns, please feel free to contact the Joe A. Ross School Resource Department at your earliest convenience.

Sincerely,

\_\_\_\_\_  
Resource Department

XC: Cumulative file

*Non-screening hearing referral*

Date:

Dear Parent(s)/Guardian(s),

Recently, your child's classroom teacher has raised a concern that \_\_\_\_\_ may be experiencing some difficulty with his/her hearing. For this reason, we recommend that you make an appointment to discuss this matter to your family physician. Once a proper assessment has been completed, please report any findings and recommendations to the school.

We thank you for your co-operation. If you have any questions or concerns, please contact the Joe A. Ross School/Oscar Lathlin Collegiate Resource Department.

Yours in education,

---

Resource Department

CC: File



**CONSENT FORM**

I, \_\_\_\_\_, the parent/guardian of,  
\_\_\_\_\_ (DOB: \_\_\_\_\_), agree to have my child

assessed by: \_\_\_\_\_.

I understand that the purpose of this assessment will be to determine the unique needs of my child and will be used to support appropriate programming to assist my child to develop to his/her maximum potential. I am aware that as an important part of my child’s educational team, I am encouraged to take part in program planning.

I will be available to meet with the person completing the assessment with my child.

I understand that I will review the resulting report along with a member of the school team, and that upon request, I will receive a written copy of the assessment following this review.

I am also aware that I may withdraw my consent, at any time, without prejudice.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Resource Teacher

\_\_\_\_\_  
Date

**APPENDIX C – EVALUATION TEMPLATES &  
RELATED DOCUMENTATION**

**(PLEASE REFER TO THE (SPECED) “PROCEDURES” DIRECTORY ON THE JOE A. ROSS  
SCHOOL/OSCAR LATHLIN COLLEGIATE SERVER AND *FNSEPH* CD ROM FOR A COMPREHENSIVE  
LISTING OF ALL RELATED/ADDITIONAL DOCUMENTATION.)**

## MEMO TO TEACHING STAFF

From: The Resource Department

RE: EA Evaluations

Date:

To perform accurate evaluations of EA performance, it is important for teachers to provide relevant information regarding the Educational Assistants with whom they work. As many teachers have received scheduled support from more than one t.a., please complete an evaluation for each assistant in your team.

Categories for evaluation are outlined on the forms provided. Evaluations may be completed individually, or in grade level teams. All information will be confidential.

Please complete the evaluations, and return them to the Resource Department by \_\_\_\_\_ . Your cooperation is greatly appreciated.

Gordon Miller  
Resource Department

## MEMO TO EDUCATIONAL ASSISTANTS

From: The Resource Department

RE: Self-evaluations

Date:

To provide accurate educational assistance evaluations, it is important for both assistants and teachers to provide performance information. For this reason, it is very important to complete a self-evaluation of your assistance for the year.

Categories for evaluation are outlined on the forms provided. Evaluations may be completed for work with individual teachers, or can apply to your assistance with grade level teams. All information will be confidential.

Please complete the evaluations, and return them to the Resource Department by \_\_\_\_\_ . Your cooperation is greatly appreciated.

---

Resource Department



Oscar Lathlin Collegiate  
Educational Assistant Performance Appraisal



Educational Assistant: \_\_\_\_\_

Employment status (circle one): Permanent / Term / Casual-continual substitute

Assignment: \_\_\_\_\_

Appraisal period: \_\_\_\_\_ to \_\_\_\_\_

Evaluation type (circle one): Self-evaluation / Teacher feedback / Admin/Supervisor

Completed by: \_\_\_\_\_

Position/title (if not a self-evaluation) \_\_\_\_\_

**Instructions:**

Note – The following appraisal utilizes a 1-4 point performance rating scale (and “NA”), with 1 being the lowest score possible, and 4 constituting the highest rating for a given area. Please review the rating/scoring criteria, and refer to it as needed when responding to evaluation questions.

- 1. Below Job Requirements:** Performance is clearly below reasonable expectations for the area being evaluated. A clearly defined plan will be required to address /rectify demonstrated deficits.
  - 2. Requires Development:** Performance indicates that the individual has emerging, limited or partial skills in a given area, and could benefit from additional professional development. *Note – For new employees, performance may still be in the developmental stage, and may not necessarily be considered as a negative assessment of the employee’s growing abilities/potential for success.*
  - 3. Meets Job Requirements:** Designates a level of performance that meets the requirements of the position (with regular supervisory support).
  - 4. Exceeds Job Requirements:** Designates a level of performance that is well beyond the normal requirements of the job. The EA performs additional duties and demonstrates initiative as a highly competent member of the school team.
- NA –** Area of evaluation not applicable.

## EVALUATION - Professional Key Attributes and Demonstrated Competencies

- Awareness of student needs/challenges/exceptionalities (E.g. academic delays, behavioural challenges, physical support needs, life skills requirements etc.)

**Evaluation**    1   2   3   4

*Comments (strengths/areas for improvement):*

- Delivery of assigned support (E.g. Academic assistance, life skill learning activities, physical support, materials preparation, behaviour management assistance etc.)

<b>Assigned duties/primary responsibilities</b>	<b>Evaluation</b>
	Evaluation    1   2   3   4
	Evaluation    1   2   3   4
	Evaluation    1   2   3   4
	Evaluation    1   2   3   4
	Evaluation    1   2   3   4
	Evaluation    1   2   3   4

*Comments (strengths/areas for improvement):*

- Punctuality and reliability (adhering to schedules/completing assigned work)

**Evaluation 1 2 3 4**

*Comments (strengths/areas for improvement):*

- Initiative - seeking clarification, suggesting new activities, preparing resources etc.

**Evaluation 1 2 3 4**

*Comments (strengths/areas for improvement):*

- Rapport with students

**Evaluation 1 2 3 4**

*Comments (strengths/areas for improvement):*

- Acceptance of professional recommendations/corrective feedback:

**Evaluation 1 2 3 4**

*Comments:*

- Student management (behaviour management, motivation, discipline etc.)

**Evaluation 1 2 3 4**

*Comments:*

- Teamwork and professional attitude within the learning community

**Evaluation 1 2 3 4**

*Comments (strengths/areas for improvement):*

- Maintenance of required records (EA daybook/journal or alternate record-keeping format)

**Evaluation 1 2 3 4**

*Comments (strengths/areas for improvement):*

- Performance of assigned bus and/or lunch duties

**Evaluation 1 2 3 4**

*Comments (strengths/areas for improvement):*

- Adherence to personnel policy expectations (E.g. dress code, due process etc.)

**Evaluation 1 2 3 4**

*Comments (strengths/areas for improvement):*

**Additional notes/comments:**



**Previous performance goals (if any, from formal evaluations and/or supervisor / administration)**

Previous performance goals	Achieved
	Yes No Partially
	Yes No Partially
	Yes No Partially
	Yes No Partially

Please provide an explanation for goals not or partially met (E.g. skills still developing, professional development not available, more effort required etc.):

**Recommendations**

Current (new/ongoing) areas of performance requiring improvement / additional training and development, including strategies for success *(to be completed in collaboration with the teacher assistant and his or her supervisor)*:

*I have read this appraisal and discussed it with the supervisor/appraiser.*

Signature of educational assistant: \_\_\_\_\_

Signature of supervisor/appraiser \_\_\_\_\_

Date signed: \_\_\_\_\_

**APPENDIX D**  
**Templates & Information for IEPs, BIPs, ITPs, Adaptation Plans**  
**&**  
**Aboriginal Affairs and Northern Development Canada (AANDC)**  
**High Cost Special Education Program Guidelines**

**(PLEASE REFER TO THE (SPECED) "PROCEDURES" DIRECTORY ON THE JOE A. ROSS SCHOOL/OSCAR LATHLIN COLLEGIATE SERVER AND *FNSEPH* CD ROM FOR ALL ADDITIONAL STUDENT SUPPORT PLAN AND AANDC HCSE TEMPLATES.)**

## STUDENT SUPPORT PROFILE

Student: \_\_\_\_\_ DOB: \_\_\_\_\_

School Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Assessments (check all that apply and include details as needed)**

<input type="checkbox"/> Academic	<input type="checkbox"/> Occupational Therapy
<input type="checkbox"/> Psycho-educational	<input type="checkbox"/> Physiotherapy
<input type="checkbox"/> Social-emotional	<input type="checkbox"/> Speech and Language
<input type="checkbox"/> Life Skills	<input type="checkbox"/> Other

**Support Programs (Check all that apply, including dates & relevant details):**

<input type="checkbox"/> IEP
<input type="checkbox"/> BIP
<input type="checkbox"/> Non-IEP Remedial Support (E.g. Reading groups, tutoring etc.)
<input type="checkbox"/> Adapted Program
<input type="checkbox"/> Modified Program (High School <b>M</b> Designation)
<input type="checkbox"/> Life Skills Class
<input type="checkbox"/> Alternate Placement (Home study etc.)
<input type="checkbox"/> Physiotherapy
<input type="checkbox"/> Occupational Therapy
<input type="checkbox"/> Other

# Contact Notes

Student:

DOB:

School:

Date	Needs/Issues	Proposed Action/ Actions Taken	Person(s) Responsible	Outcome

**JOE A. ROSS SHOOL/OSCAR LATHLIN COLLEGIATE INDIVIDUAL EDUCATION PLAN  
2012 – 2013**

<b>Student Information</b>		
Student name (full)	DOB (D/M/Y):	Parent/Guardian name(s):
Address:	Phone	Email address:
Current grade & school:	Home: Work: Cell:	First language:

<b>Student Support Team</b>		
<i>Teacher(s):</i>	Additional Members (E.g. OT/PT, CFS etc.):	<i>Parent / Guardian 1:</i>
<i>Resource Teacher:</i>		<i>Parent / Guardian 2:</i>

<b>SCHOOL HISTORY</b>

**Significant Factors**

<b>Medical Information</b>

<b>Parental Input</b>

<b>Background Information</b>

<b>Classroom Context (Most enabling learning environment)</b>

**Specialized Assessments**

Test Name	Date of Test	Specialist	Title	Results

**Classroom Assessment**

Date Given	Assessment Tools	Results

**Program Start Date:**

**Review Dates:**

--	--	--	--

**Impact of Condition / Disability & Priority Planning Needs**

--

<b>Areas of Strength</b>	<b>Areas for Growth</b>



**DOMAIN/SUBJECT:**

Current level of performance		
Student-Specific Outcome		
Performance Objective(s)	Instructional Strategies, Materials, and Environments	Assessment and Evaluation

Notes/Comments:

**DOMAIN/SUBJECT:**

Current level of performance		
Student-Specific Outcome		
Performance Objective(s)	Instructional Strategies, Materials, and Environments	Assessment and Evaluation

Notes/Comments:

**DOMAIN/SUBJECT:**

Current level of performance		
Student-Specific Outcome		
Performance Objective(s)	Instructional Strategies, Materials, and Environments	Assessment and Evaluation

Notes/Comments:

**OSCAR LATHLIN COLLEGIATE BEHAVIOUR INTERVENTION PLAN  
2012 – 2013**

**Name:**

**DOB:**

**Grade:**

**Teacher:**

**BIP Team:**

**Purpose of the plan:**

**Background Information/History:**

**Behaviour Assessment**

Setting/"Where"	Antecedent(s)/"When" (Triggers)	Inappropriate Behaviour(s)	Purpose of the behaviour (getting or escaping/avoiding)

**Intervention Strategies:**

<b>Behaviour</b>	<b>Proactive Strategies</b> What do we do to prevent behaviours/problems?	<b>Reactive Strategies</b> How do we address problems after they occur?	<b>Staff / Resources</b>

**SUPPORTS (Team members and responsibilities):**

**School team:**

**Outside supports:**

**Family Interventions:**

**JOE. A. ROSS SCHOOL/OSCAR LATHLIN COLLEGIATE INDIVIDUAL ADAPTATION PLAN 2012 – 2013**

Student name:

DOB:

Grade & Teacher:

Domain:

Current level of performance:

Student needs	Strategies/Interventions/ Adaptations	Resources – Staff/Materials	Notes/Evaluation (&Dates)

Page \_\_\_\_\_ of \_\_\_\_\_



## INDIVIDUAL TRANSITION PLANS

To facilitate the process by which young adults with special needs move from their high school education to working and living in the community as adults, Oscar Lathlin Collegiate adopts a team approach to develop and implement Individual Transition Plans. With a focus that encompasses all areas of a student's life, the Individual Transition Plans may include planning for the following domains:

*Living Arrangements:* Where and with whom? Can the student cook, shop, clean house, pay bills, manage time and personal care?

*Jobs and Training:* What type of work is the student interested in? What jobs are available? Does the student have the skills to apply for a job, follow directions, manage time, and get along with coworkers?

*Post Secondary Education and Training:* Does the student want more education and training after high school? For what kinds of further education does the student have the aptitude? How will a student choose a school? Can the student apply for admission, ask for accommodations etc.?

*Recreation and Leisure:* What does the student like to do with his/her spare time? Has the student developed any hobbies or belonged to any sports or social groups? Is the student aware of the kinds of activities available for adults in the community?

*Community Participation:* Can the student shop, vote, use the library and make health care appointments? How does the student get around in the community? Does the student know how to access community education, support groups, religious organizations, and volunteer opportunities in the community?

### The Process

Beginning at Senior I/II, students with special needs begin developing a formal transition plan through their Individual Education Plan (IEP) that identifies needs and goals from the aforementioned areas, and the options for meeting those needs and reaching those goals. Progressing to Senior IV/Graduation, individual students go through this process with the assistance of their families, teachers, relevant school staff, and additional personnel including: Child and Family caring Agencies workers, Medical Services specialists, professionals from a variety of community agencies, personnel from government organizations etc.

At Oscar Lathlin Collegiate, it is the firm belief that successful transition planning can and must be achieved by means of the collaboration of staff, related team members, and the crucial involvement of students and their families as decision makers. This joint, inclusive process is maintained at all times, and promotes Best Practices for Transition Planning promoted in Manitoba inter-agency guidelines. (MSC on Disability, 2001)

### Documentation

Individual Transition Plans adhere to the Oscar Lathlin Collegiate IEP format, and include the aforementioned life domains, with a governing global timeline to guide long-term planning.

## **AANDC High Cost Special Education Program Funding**

Aboriginal Affairs and Northern Development Canada (AANDC) *Special Education Program* (SEP) documentation is completed as per *National Program Guidelines*. Full information, including all requisite templates regarding annual SEP Work Plan submission, reporting, and related documentation is available from AANDC, Manitoba Region. Copies thereof are readily available on the Joe A. Ross School/Oscar Lathlin Collegiate Server. (Due to substantial length and formatting differences, these are not included in this document.)

## **APPENDIX E**

### **Record Keeping**

#### **Record Keeping**

The Joe A. Ross School/Oscar Lathlin Collegiate recognizes the need to maintain current Special Education files for those students who are receiving direct services from the Resource Department/Student Support Team. All information, whether written, digitally stored, verbally transmitted, or otherwise documented will be kept confidential. Appropriate documentation will be required to share/release the aforementioned information with support team members, child-care agencies etc. (Release of Information templates are available from the digital SPECED Procedures directory.)

Additionally, all student support (Special Education) files will be kept in a designated, secure location within the school. School administrators and the Special Education/Resource Teachers will have access to these files on an ongoing basis. As needed, and with permission from the Resource Department/School Administration, other staff members may access and review special education files pertaining to specific students.

NB Joe A. Ross School/Oscar Lathlin Collegiate adheres to all legislation pertaining to the protection of personal health information.

## Student Support Flags

Date \_\_\_\_\_

Dear Colleagues,

To facilitate planning for \_\_\_\_\_, **Student Support Flags** need to be completed for those students who required remedial assistance, adapted programming, behaviour accommodations etc. in your regular programs. Please note that flags are not necessary for all students, and are intended as a planning and support mechanism for individuals requiring additional attention.

As well, flags are not to be completed for our students with designated special needs (funded). Their challenges are documented with formal IEPs/BIPs, and their needs are formally met with EA support and/or related services.

Once the necessary flags have been completed, please place them in the cumulative files. This way, they will be available for next year's teacher to read.

If you have difficulty printing a copy of the attached student support flag, please visit the Resource Department, and we'll be glad to give you one.

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Resource Department

## STUDENT SUPPORT FLAG – June 2013

(To be completed at year-end for students who required additional support)

Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

EA./Tutor in 2012-2013 (if applicable): \_\_\_\_\_

Anticipated grade in 2013-2014: \_\_\_\_\_

Based on your work with this student, please provide as much relevant information as possible. Include the adaptations or modifications that you implemented (alternate strategies and materials, grouping, assistance, expected products etc.) Please don't use check marks - give information that next year's teacher can use.)

- **Not all sections have to be completed. Only enter information next to the headings that pertain to the pupil.** (E.g. If a student only needs extra help with spelling, then just make a note in that section.)
- **If the resource department recently assessed the student, please note that on the flag.**
- **Be as brief as possible.** These flags are just a short note to next year's teacher to help with planning. **THEY ARE NOT FOR SPECIAL NEEDS STUDENTS WITH IEPs.** (If you need assistance, please visit the Resource Department.)

During the 2012-2013 school year, this student required additional attention/support in the following area(s):

### LANGUAGE ARTS

Pre-reading/readiness skills (E.g. Alphabet knowledge, rhyming etc.):

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Listening skills:

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Speaking skills:

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Sight word  
knowledge: \_\_\_\_\_

Oral reading / decoding skills (application of strategies/cues):

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Comprehension: \_\_\_\_\_

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Spelling (incl. phonics) and vocabulary: \_\_\_\_\_

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Writing skills:

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Other areas:

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## **MATHEMATICS**

Math readiness:

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Number sense:

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Computational skills:

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Problem solving/reasoning skills/other areas: \_\_\_\_\_

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**BEHAVIOUR (Grouping, on-task behaviour, etc.)**

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**OTHER AREAS / ADDITIONAL INFORMATION**

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**\*\*Once completed, please place this flag in the student's cumulative file.**

**APPENDIX G**  
**Duties of Educational Assistants with Teacher – EA Role Clarification**

	<b>Duties of Teachers</b>	<b>Joint activities (Teachers and Educational Assistants)</b>	<b>Duties of Educational Assistants</b>
<b>Assessing</b>	Assess learning needs based on class and individual student profiles.	Discuss student abilities, strengths, and weaknesses, and attend program planning meetings at the teacher/School team's request.	
<b>Programming</b>	Develop programming based on required curriculum and individual student needs, choosing from available alternatives.  Prepare individual education and related student support plans (iEPs etc.).  Maintain current student profiles and individual plans	Discuss desired outcomes for students.  Discuss educational, behavioural, and emotional goals.  (Provide planning input)	
<b>Planning</b>	Plan lesson activities and choose resources.  Choose appropriate adaptations/modifications to meet student plan specifications.  Establish priorities.	Discuss the preparation of materials and adaptations/modifications to the curriculum based on student needs.	Assist in collecting, collating, and organizing materials, creating displays, and undertaking other supportive activities.
<b>Supervising</b>	Establish a clearly understood classroom management structure, classroom rules, and expectations for students.  Work within school management structures, school rules, and expectations.	Meet regularly to discuss student progress.  Discuss and clarify expectations for student behaviour and classroom rules.	Work within established school structures, including classroom management structures, behavioural rules, and student expectations.  Document and report to the teacher, as appropriate.



<b>Duties of Educational Assistants with Teacher – EA Role Clarification</b>			
	<b>Duties of teachers</b>	<b>Joint activities (Teachers and Educational assistants)</b>	<b>Duties of Educational assistants</b>
<b>Teaching/ Facilitating Learning</b>	<p>Implement lesson plans and direct teaching related to those lesson plans.</p> <p>Supervise and facilitate student learning.</p> <p>Model techniques and appropriate language.</p> <p>Provide resources for educational assistants.</p>	<p>Clarify and share outcomes and experiences.</p> <p>Discuss specific strategies, activities, and outcomes.</p> <p>Discuss workplace/ support location.</p>	<p>Clarify elements of the lesson for students.</p> <p>Supervise reinforcement activities.</p> <p>Reinforce specific techniques, strategies, and language as directed by the teacher.</p> <p>Document, monitor, and report objective information to the teacher.</p>
<b>Evaluating</b>	<p>Monitor and evaluate student progress and programming.</p> <p>Monitor the implementation of the IEP, BIP, and student-specific support plans.</p>	<p>Discuss observations.</p> <p>Exchange information.</p>	<p>Observe student behaviour and provide information to teachers.</p> <p>Collect and record data for use in student evaluation.</p> <p>Mark objective tests and assignments for teachers to review.</p>
<b>Reporting</b>	<p>Report to parents/legal guardians and the school team, both formally and informally, as appropriate.</p>	<p>Discuss student information, as appropriate.</p> <p>Maintain confidentiality within policies and practices.</p>	<p>Report to teachers on students' strengths, achievements, and needs.</p> <p>Report to teachers on observed student behaviour and outcomes.</p>
<b>Staying current</b>	<p>Keep up to date on school, educational authority, and all pertinent workplace policies.</p>	<p>Follow policies and guidelines.</p>	<p>Keep up to date on school, educational authority, and all pertinent workplace policies.</p>

Adapted from MB Education “Educational Assistants in Manitoba Schools”, 2009

**APPENDIX H**

**STUDENT SUPPORT TEAM MEETING NOTES  
2012 - 2013**

Date & Staff	Needs/Issues	Proposed Action/Actions Taken	Person(s) Responsible	Outcome Resolved ? (Y/N)