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Philosophy of Student Services

Turtle River School Division's Student Services Department supports students in their learning and growth. We believe that every student can be successful if given the right supports. By providing access to support and services we are able to help students and families achieve equal access to the curriculum and accomplish their learning goals.

Our goal is to make each student feel they belong and valued in their learning environment. Students should feel safe and enjoy coming to school and learning in order to benefit from their education. All students learn in different ways and at different rates. The strengths and abilities between students differ greatly. This is why the needs of each individual student also vary. The inclusion of all students in their learning is essential in providing a place for students to learn and grow not only academically, but emotionally and socially. As a result, our role is very important in providing families and students with access to the right support(s) needed in order to help support all students achieving success.

Beliefs Statement

Turtle River School Division believes that every student deserves a strong education. In order for this to occur, it is important that our education system provides the appropriate supports each students need, in order to allow for all students to be successful. We recognize and understand that this support looks different from student to student and what works best for one will not necessarily work for another. We need to work as a school, divisional, and community team to provide the best combination of supports necessary to help each student and family achieve success.

Our division is committed to providing a safe and caring atmosphere that promotes and supports positive school climate and rich student engagement. Student academic, social, and emotional achievement is important for a student's overall well-being. The division believes in and supports the principles of inclusion and will help support student learning as outlined from Manitoba Education in the Appropriate Education Guidelines.

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Community/External Supports

Divisional Team

School Team

Core Team

Student

Teacher

Peers

Skills Coach

Parent/Guardian

Educational Assistant

Resource Teacher

Principal

Social Work Clinician

Occupational Therapist

Community Mental Health

Pre-School Transition Team

Community Living DisAbility Services

Children's DisAbility Services

Speech Language Pathologist

MarketAbilities

Physiotherapist

Autism Outreach Team

Child and Family Services

School Psychologist

Manitoba Education Consultants
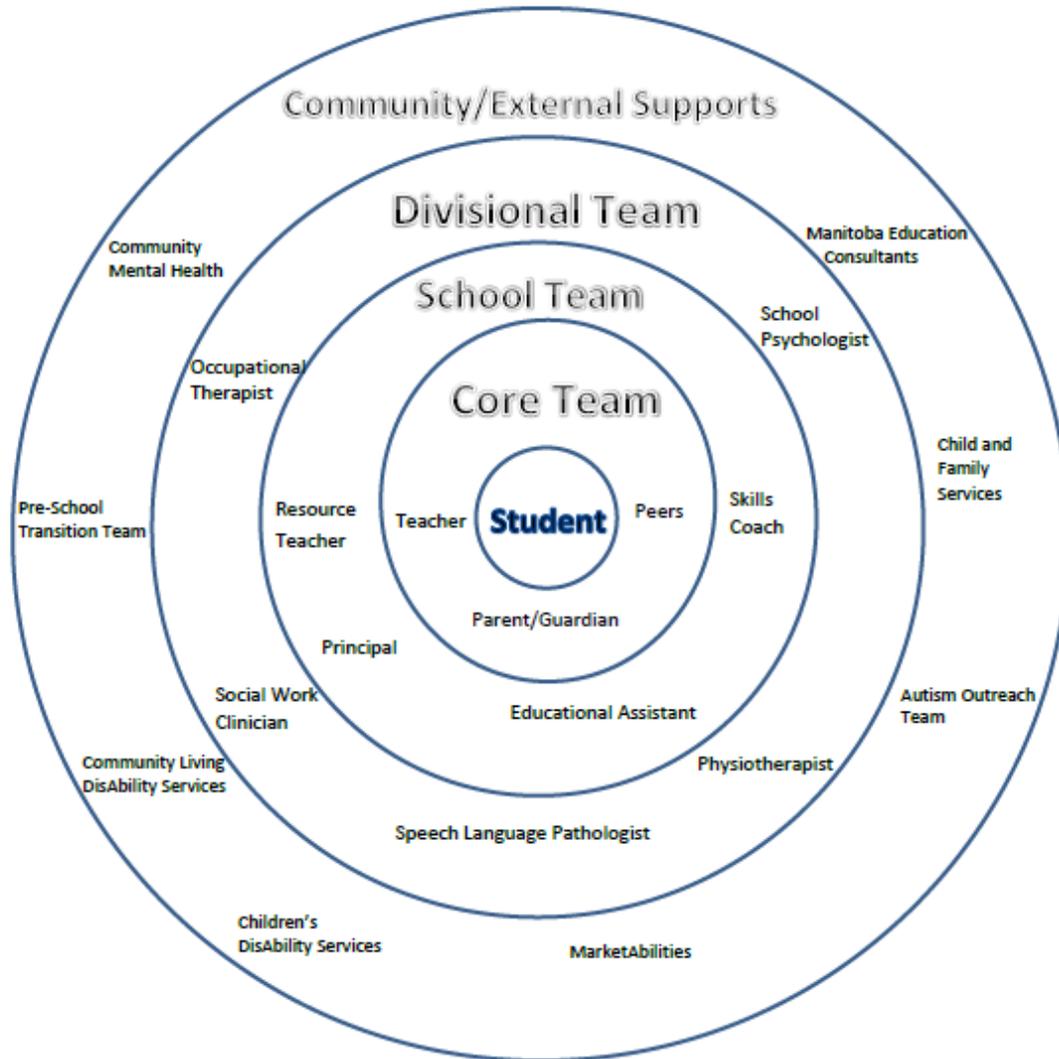
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Special Education Guidelines (AEP)

Turtle River School Division recognizes that programming for students will vary between individuals in order to meet their individual needs. These guidelines or standards in practice highlight regulations for providing quality education to all students. The Public Schools Act legislation that highlights this specific programming is the Appropriate Education Programming (AEP) amendment.

Appropriate Education Programming

In October 2005, Manitoba Education passed the Appropriate Education Programming Act as amendment to The Public Schools Act. The following quotes summarize the general obligations of school divisions

2(1)   the appropriate education programming that a school board must provide the curriculum.

2 (2)   A school board must ensure that, as far as reasonably practicable, appropriate educational programming is available to a pupil in a regular class of his or her peers at
A) The school whose catchment area includes his or her residence, or
B) another school that provides the program, as designated by the board, that the pupil is to be enrolled in, if the school described in clause (a) does not provide that program (MECY 2007, p.71)

Appropriate Education Programming, as outlined in Manitoba Education's Appropriate Educational Programming Handbook for Student Services, targets 8 key areas and working regulations:
1. Placement and Accessibility
2. Early identification
3. Student Assessment and communication of results
4. Individual Educational Programming
   a. Team approach
   b. Parental involvement
   c. Transition protocols
5. Student Services Planning and Reporting
6. Student Discipline
   a. Consider disability
   b. BIPs if suspended more than 2 times
   c. Provide programming while suspended or expelled
   d. Re-entry process
7. Dispute Resolution
8. Policy

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Inclusion

Turtle River School Division believes that every student deserves the right to learn in an environment that meets their needs; be it physical, academic, social, and mental well-being. Inclusion is the best learning environment that meets the needs of that student.

Manitoba Education defines Inclusion as;

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

(Appropriate Educational Programming in Manitoba, Standards for Student Services, 2006 p. 1)

Manitoba Education (2015) describes an inclusive school model and its core values and beliefs as;

"Inclusive schools provide a learning environment that is accessible to all students as a place to learn, grow, be accepted and enjoy all the benefits of citizenship. In an inclusive school, all students are provided with the supports and opportunities they need to become participating students and members of their school communities. Collaboration among home, school and community is imperative."

(Accessed on January 5, 2015 (http://www.edu.gov.mb.ca/k12/specedu/index.html)

The core values and beliefs consist of:
- All students having the ability to learn, in different ways and at different rates.
- All students have individual strengths, abilities and needs.
- All students want to feel that they are valued and belong.
- All students are entitled to benefit from their education.

Student Services are the staff and services delivered by school divisions, community partners and other agencies, Manitoba Education and Advanced Learning and the other government departments to meet the needs of students who have exceptional learning,

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behavioural, social/emotional, communication, sensory, physical, cognitive/intellectual, academic or special health-care needs. It is a team's approach and responsibility in providing the appropriate educational programming.   (Accessed on January 5, 2015 (http://www.edu.gov.mb.ca/k12/specedu/index.html)

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Diversity of Student Needs

The instruction and assessment of students with special needs often presents unique challenges for educators to meet the diverse needs of all students. Students reflect an extensive variety of cognitive and physical skills, abilities and interests. It is therefore, often necessary for teachers to adapt, modify, or individualize instruction and/or assessment in order to meet the needs of each student; allowing them to achieve success.

Adaptations

Adaptations are changes in the teaching process, the materials used, a student's assignments, student work and assessments in order to help the student achieve the expected learning outcomes. The end goal is still the same for the student. It is just a different way of reaching that goal to support their learning needs. Often, what we do to help support one student benefits other students. When this occurs, it is no longer an adaptation; it is simply effective teaching.

Schools each have access to a variety of Adaptation checklists that identify a range of supports that teachers can use to meet a student's diverse needs which includes differentiated instruction, adaptation, modification and individualization. This is not a continuum of supports but specific ways that help a student in specific areas in order to success in achieving expected learning outcomes from the department approved curriculum. Adaptations vary by the needs of each specific student and are determined by the students' teacher and school team in order to respond to their specific needs. For example, adaptations can range from allowing a student to use a calculator, by having extra time on an assessment, providing a copy of the class note, having their work and assignments "chunked" or by even allowing a student to be assessed orally in order to determine their learning.

If a student requires an adaptation the teacher will automatically provide it in order to help the student. In times where a teacher is uncertain of what adaptation can be made, the school resource teacher can collaborate and assist in determining what adaptations may provide the most success. The school resource programs have adaption checklist sheets that can be used to help support student programming by developing an AEP: Adapted Education Plan with the students support team.

If an adaptation is used, regardless of its success, it should be documented on the student's report card by the teacher and/or the students IEP by the resource teacher. The tracking of adaptations will allow for successful planning in the future when identifying what gave the student the most success in supporting their learning.

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Accommodations

Accommodations are changes in the; curriculum content, forms of instruction, student learning, forms of assessment, location, timing, scheduling, the way a student communicates their understanding, the environment in their classroom or school, and other elements that give a student with special needs the ability to participate in the classroom or assessment activity, but do not fundamentally alter, change, or lower the learning outcomes or expectations of the curriculum task/activity. Accommodations, like adaptations vary with each individual student. Accommodations are made in order to remove any barriers, allowing all students access to learning. For example, a student with a mobility disability may require transportation that can accommodate a wheel chair. In addition, the school may have to ensure there are ramps where there are stairs or an elevator and the doorways are wide enough to accommodate a wheel chair. A student with vision impairment may require preferential seating near the board in the classroom. Similar to adaptations, an accommodation made for one student can benefit all students.

If an accommodation is used, regardless of its success, it should be communicated between the school support team. It doesn't need to be recorded on the student's report card or an IEP because an accommodation is something we do automatically in order to support the student's access to their education. While it doesn't have to be formally documented, it can sometimes be helpful when a student is transitioning between teachers. For example, the use of preferential seating in the classroom to help a student with vision difficulties is important information for the next teacher to have in order to plan for a student to have a successful year.

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Individual (I) Programming

Individualized Programming is educational programming that is individualized to meet a student's specific needs. It is intended only for students with **significant cognitive disabilities** who would benefit from a highly individualized and functionally appropriate learning experience outside of the department developed curriculum. The student's cognitive disabilities are so significant that they are not able to benefit from participating in the regular department curriculum. Individualized programing **is not intended** for students with special needs who do not have cognitive disabilities. Individualized programming provides students with educational programming that meets their unique learning requirements in their age-appropriate and community environments.

The classroom teacher and resource teacher are responsible for implementing the individualized educational program after the decision has been made in collaboration from the students support team. Students can receive individualized programming at any grade level when it has been deemed appropriate by the students support team in order to meet their individual learning needs.

When a student's programming is individualized during kindergarten to grade 8, it is done by the teacher in collaboration with the resource teacher in order to meet the learning needs of the student. The decision is made by the students support team. Students are working on a program that has outcomes and goals developed specifically for them. In grades 9 to 12, a student continues on an individualized program receiving courses developed by the teacher and resource teacher to help support their individual learning needs. Schools will use the Individualized Course Programming codes in the subject table handbook to identify courses completed. The course code is denoted with an I and the course objectives, goals, and plan is attached to a student's IEP. Students who are on an individualized program are exempt from provincial examinations.

Reference
Manitoba Education and Training (1995). Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years. Winnipeg, Manitoba.
http://www.edu.gov.mb.ca/k12/specedu/individu/index.html

English as an Additional Language (E) Programming

English as an Additional Language programming is appropriate for students that are learning English as an additional language during their first four years. This programming emphasizes support for student learning in regards to developing English Language skills and supports a student's transition.

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Modified (M) Programming

Modified Programming are changes in the; curriculum content, form of instruction, student learning, form of assessment, location, timing, scheduling, communication of understanding, the environment in their classroom or school, and other elements that give a student with special needs the ability to participate in the classroom or assessment activity, that **fundamentally alter, change, or lower** the learning outcomes or expectations of the curriculum task/activity.

It also includes the altering of any department developed or approved course that has significant modifications made to the curriculum. A course or program is modified when the curriculum goals or objectives are changed by more than 50 per cent in order to accommodate the special learning needs of students with significant cognitive disabilities. The modifying of student programs and courses are intended to promote the inclusion of all students. It is not intended to be used to isolate or exclude students. The classroom teacher and resource teacher are responsible for implementing curriculum modifications with input from the students support team.

Students can be modified at any grade level when it has been deemed appropriate. When a students programming is modified in grades kindergarten to grade 8 it is done by the teacher in order to meet the learning needs of the student in order to help support them in reaching curriculum goals at their grade level. The students IEP identifies the students goals and programming and the IEP and report card notes the students overall assessment. In grades 9 to 12, a student is modified on a course by course basis. It is not to be applied globally to a whole year of study but only course and program specific. The course code is denoted with an M and the course objectives, goals, and plan is attached to a student's IEP. Curriculum modifications are clearly identified in advance of learning placement. Students who are modified are exempt from provincial examinations.

Not every student can receive Modified programming. The school-team decides if the student needs and meets the requirements of modified programming. In order to be designated this type of programming; students must have a diagnosed significant cognitive disability.

If a student has modified courses on their high school transcript, it may not be accepted by some post-secondary institutions. This is why it is important for schools to have conversations with the student and their parents/guardians prior to enrolling in a modified course. In order to ensure that these important conversations occur, schools are required to get a permission form completed prior to enrolling a student in a modified course or program. These forms will be placed in the student file.

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Reference
Manitoba Education and Training (1995). Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4. Winnipeg, Manitoba.
http://www.edu.gov.mb.ca/k12/specedu/modified/

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Permission to Modify School Program
_____ School

Student Name: _____   Date: _____

Course: _____   Teacher: _____

Course: _____   Teacher: _____

Course: _____   Teacher: _____

Course: _____   Teacher: _____

Principal: _____   Resource Teacher: _____

Special arrangements have been made so I may be successful in this course. This means I will receive full credit but the content will be modified to the extent that I will be assessed on less than 50% of the outcomes stated in the course curriculum. My report card and transcript will indicate the course credit with an "M" designation, if I am in grades 9 to 12. If I am a kindergarten to grade 8 student, my report card and student records will make note of this modification. In order to receive the credit, I must meet the expectations outlined regarding: completion of work, effort, attendance, and attitude.

I agree to the above modifications. If at any time I wish to alter this agreement, I will contact the Principal and arrange for a team meeting.

Student Signature: _____

Parent/Guardian Signature: _____

Date Signed: _____

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School and Division Tracking of Modified and Individualized Programming

Schools are responsible for tracking students who receive Modified or Individualized programming. At the beginning of each semester, schools will submit a list of students who are receiving "M" or "I" programming by completing a tracking form that identifies what student(s) are receiving this type of programming. In some cases the programming may be modified for only specific course subjects. In order for a student to qualify for this type of programming, they must meet the eligibility requirements as set out in the department guidelines. "Towards inclusion: A Handbook for Modified Course Designation, Senior 1-4".

It will be the responsibility of the principal and resource teacher to complete this form and submit to the Student Services Coordinator at the division office by September 30th and February 30th of each school year.

When a student's program is Individualized or Modified, they require an IEP that details the significant curriculum changes and implementations plans for the integrated learning experience.

The Division's Student Services Coordinator will track all students that are receiving Modified and individualized programming at schools.

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School Name: _____   Date: _____

<u>Tracking of Modified and Individualized Programming</u>

Student Name	Grade	Teacher	Course Name & Code

Resource Teacher Signature: _____   Date: _____

Principal Signature: _____   Date: _____

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Overview of
Student Services and
Supports
In
Turtle River
School Division

"Learning today for tomorrow"

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Student Services

Student Services consists of staff and services provided by the school division for all students who may experience communication, academic, behavioural, emotional, social or health care needs. Student Services in Turtle River School Division are directed by the Student Services Coordinator and Resource Consultant who provides leadership and support to the special services program.

School Psychologist

Turtle River School Division accesses the following psychology services on a contract basis:
- Student Assessment
- Program Recommendations
- Consultation

Referrals for psychological services are made through the Resource Teacher.

Resource Teachers

Resource Teachers have specialized training and experience in developing programs and strategies to meet a wide range of student needs. Resource Teachers in each school provide direct and indirect services to students who require extra support in their school programs. They work collaboratively with students, teachers, parents, clinicians, and administrators to develop effective and successful programs for all students. Resource Teachers work with parents and staff to coordinate specialized services and provide program accommodations.

Educational Assistants

Educational Assistants work directly with students under the guidance and supervision of the Classroom Teacher, Resource Teacher, and School Administrators to provide appropriate educational programming. Educational Assistants work with individuals and/or small groups of students, assist teachers in the supervision of students, assist in class and school activities, and assist students with special needs.

Speech and Language Pathologist

The Speech and Language Pathologist works with students who require extensive services in the development of communication skills. The SLP provides assessment, program planning, materials, and demonstration therapy. The targeted areas of communication include: language, speech, phonological awareness, voice, fluency, and social language skills.

Children's Therapy Initiative

Children's Therapy Initiative – Prairie Mountain Regional Health Authority – coordinates the delivery of therapy services for children within the boundaries of the Prairie Mountain Regional Health Authority. Therapy services include those of Occupational Therapy,

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Physiotherapy, Speech Language Pathology, and Audiology. Referrals may be made through the Resource Teacher.

Unified Referral Intake System – U.R.I.S.
The U.R.I.S. nurse assists in developing individual health care plans with parents for children who have special health care needs. The U.R.I.S. nurse trains school staff on the required procedures when responding to the child's health care needs or emergencies.

Community Schools Connector
The Community Schools Connector, in Alonsa School, provides as a liaison, counseling, and programming services to students, parents, and school. The CSC provides suggestions on meeting emotional needs so students can become more effective learners.

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Services/Student Support Available

If a student is having difficulties in the regular classroom program, schools may decide that a student may benefit from further support beyond the regular programming. This support may look different based on each school, available resources, and each individual student. Some of the most common forms of student support used are;

- Small group instruction
- One-on-one pullout support
- Alternate learning placement
- Resource teacher support
- Tutoring
- Adaptations
- Accommodations
- AEP Planning
- IEP Planning
- Counselling
- Coaching
- Academic Assessments
- Intervention Programming
- Referral to an Educational Psychologist
- Referral to Occupational Therapist
- Referral to a Physiotherapist
- Referral to the Speech Language Pathologist
- Referral to the Division Social Worker
- Referral to Mental Health
- Referral to Community Health Nurse
- Referral to AFM Counsellor
- Referral for Additional Funding Supports
- Referral to Children's Disability Services/Adult Disability Services
- Referral to Market-Abilities (Vocational Rehab) /Employment Services
- Referral to Additional Agency Services
- Attendance Planning
- Behaviour Planning
- Distance Education
- Online Web Courses
- Career Counselling
- Guidance
- URIS Nurse support

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Student Planning Support

One area of support to students is individualized planning. We understand that students learn differently and at different rates. The way we learn and what we learn also varies greatly. Therefore, it is also likely to also believe that the way we plan and support students in education must also require different educational program planning/support.

This support comes in a variety of different forms and methods. It may be less formal where a teacher makes adaptations for all students in the classroom, simply be a change in the delivery of instruction, or even as easy as varying the method of student assessment. However, there are times when the programming is not meeting the needs of the student. When this occurs, the classroom teacher will then access further support in developing an appropriate plan to meet this individual student's needs.

This support can come in the form of collaboration between a resource teacher and teacher and will often lead to the development of an Individualized Education Plan (IEP). These plans take many forms and shapes and basically identify what a student requires in order to be successful (supports) and a plan of action that will be taken (teaching focus) in order to help the child meet the students educational goals (what we need to accomplish). The plans focus may not only be on academics, but may include other relevant domains such as; behavior, social, emotional, physical, or mental well-being. There are many different types of plans that try and help students grow at their own level and pace in order to achieve success. An Attendance plan, Behavior plan, Adapted Education Plan (AEP), Transition plan, Circle of Care plan and the Wraparound plan are some of the different types of plans used in schools to support students. The types of plans may differ but they all fall under the students Individualized Education Plan (IEP).

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<u>Individual Education Planning (IEP's)</u>

<u>Rationale:</u>

Learning between students varies greatly and as a result students may require an Individual Education Plan (IEP) be developed that will support student learning when their needs can no longer be met with the classroom teachers' general learning plan. An Individual Education Plan is used to develop student specific goals in order to help students grow and develop their skills and abilities in each area of development.   Plans can support students with both deficits and in need of further enrichment. IEP's help address a multitude of domains focusing on Academic support to Behavioural support.

As parent involvement is essential to the development of any student's potential, it is even more critical that parents of special needs students be involved in the academic and behavioral programming for their child. Team meetings serve the following purposes:
1. Enable parents to meet with the staff that works with their child to discuss concerns, behaviors, attitudes, problems and successes.
2. Enable the team to review and evaluate the individual education program that the child is receiving.
3. Enables the team to share ideas and develop future IEP objectives and strategies.

<u>What is an IEP?</u>

An IEP is an individual education plan developed by a student's team that examines a student's current level and then creates goals for the student that will support a student's learning and growth. It is a chance for the school team to plan and assess the students learning and to determine how the students team and best support the student. IEP meetings are managed by the school resource teacher that is also the IEP case manager. Meetings must occur a minimum of two times per year in the fall and again in the spring, but may occur as frequently as needed. An IEP meeting can be requested by any of the members of the students IEP team by requesting the case manager to call a meeting. Goals are evaluated with data collected by the team and results are discussed with strategies of how the student can be best supported in and out of the classroom.

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References

Student-Specific Planning: A Handbook for Developing and Implementing Education Plans (IEPs), Manitoba Education, Winnipeg, Manitoba (2010). http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student_specific_planning.pdf

Who receives an IEP?

Any student can have an IEP however due to time constraints, typically only students with extra-ordinary learning and behavioural needs have plans. The division policy mandates that the following students must have an IEP:
- Students who are receiving "M", "E", or "I" designated programming.
- Students who are retained a grade (must be on an IEP for a full year after as they transition through their retention); and
- Any student that requires additional learning or instructional changes that differs from the classrooms regular program should have an IEP in order to support their learning plan (this includes enrichment and student support).

AEP's or Adapted Education Plans are simpler IEP's that are usually in a checklist format that highlight what adaptations will be used to support the students learning plan. While this plan is not as extensive, it is still known as a form of an IEP which is simply an umbrella for any sort of additional planning that is specific to just one student.

Who is Part of the Students' IEP Team?

The student, parents/guardians and school resource teacher determine who should be part of the students IEP team. A typical IEP meeting can include supports from the school, home, and community and vary depending on each child's supports and needs. The case manager will help decide to involve of the participants that are needed or can provide the student with support.
The following are the some of the most common participants in an IEP meeting:

The **"Core Team"** is comprised of:

- Student
- Parent/Guardian
- CFS/Agency Worker

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- Classroom Teacher(s)

An **"In School Team"** utilizes the supports that are already in the school such as the;

- Resource Teacher/Special Education Teacher (Case Manager)
- Principal
- Educational Assistant (EA)
- School Counsellor
- Community Connector

The **"School Division Support Team"** includes;

- Mental Health Professionals
- Health Professionals
- Division Social Worker (SW)
- Resource Consultant
- Student Services Coordinator
- Hearing Consultant
- Vision Consultant
- Psychologist
- Physiotherapist (PT)
- Occupational Therapist (OT)
- Speech Language Pathologist (SLP)

The **"Community Support Team"** may include;

- Children's Disability Services (CDS)
- Adult Disability Services (ADS)
- Employment Services/Market Abilities
- Student's Friend
- Relatives
- Tutor
- Other

When are IEP's

Turtle River School Division policy indicates that a minimum of two formal IEP Team Meetings for team consultation. One is in the fall (October) and the other is in the spring (May). The Fall IEP meeting needs to be completed by October 31st

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and the Spring IEP meeting must have taken place by May 31st.   Any member of the team may request from the case manager to call another meeting as needed or when new information has been received in order to help plan and best support the students' needs. It should be noted that there may be times when the full team is not available or convened.

Although we try our best to coordinate schedules, there will be times where a member of the team will not be able to attend a meeting. As IEP meetings are important and timely, there may be times where a meeting must still continue without the full team. In these cases, it will be up to the case manager to meet with the team members that were unable to attend and share the plan developed by the team, the information gathered, and recommendations that helped to form the student's new specific goals. They will then note any changes suggested to the team and adjust the students IEP plan accordingly or call another team meeting if required.

Fall IEP Meeting Purpose

By October 31st, the team shall meet to review or develop a student's IEP. The team may adjust the program based on the changes that may have occurred over the summer and on new information gathered.

- Allow parents a chance to meet with any staff members that work with their child and discuss any concerns, behaviours, attitudes, problems, and successes.
- Review the IEP plan developed in May. Evaluate the specific goals set in May and assess their success.
- As a team, review what supports are recommended for the student to be successful, discuss the teachers' observations and assessment of student learning from the beginning of school, discuss any pertinent assessments recently completed and adjust supports that will be used to meet the needs of the student.
- Set new Goals for October to May.

Spring IEP Meeting Purpose

By May 31st, the team shall meet to review or develop a student's IEP. The team may adjust the program based on any changes that may have occurred during the school year and on new information gathered.

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- Allow parents a chance to meet with any staff members that work with their child and discuss any concerns, behaviours, attitudes, problems, and successes.
- Review the IEP plan developed in October. Evaluate the specific goals and strategies set in October and make recommendations and adjustments to the IEP in planning for the rest of this school year and the beginning of the next school year.
- Reporting of the assessment of the students' progress towards student specific goals.
- As a team, review what supports are recommended for the student to be successful, discuss the teachers' observations and assessment of student learning, discuss any further assessments that were completed and adjust supports that will be used to meet the needs of the student.
- Set new Goals for May to October.

Signatures of all team members shall be obtained on the document. The IEP shall clearly indicate that the IEP may be changed by the case manager during the course of the year to meet the needs of the student. However, for larger changes, a team meeting will be called in order to discuss and setup supports for the students plan and set goals for the student. The revised IEP will be distributed to the students' team if any changes occur. *If possible, schools may find it advantageous to invite the students' upcoming teacher to attend this meeting in order to help fully understand the students learning needs and plan as they transition into the next grade.*

<u>Different Types of Individual Education Plans</u>

Individual Education Plans come in different forms and may be different as they are based on the needs of the individual learner. The school resource teacher and student support team will help determine what plan should be used that will help best support each student. Plans can be as simple as a short comment written in a student's file to a 30 page plan. Turtle River School Division has developed an IEP Template that all schools will use as a base plan format in order to have uniformity between our schools. This will support students who may transfer from one school to the other. Below are some of the most common types of plans the division may use in order to help support the students growth:

- **IEP – Individual Education Plan** – A plan that outlines supports and goals that will be used to help support the students overall growth and education. The division has a common IEP template that is used with all division schools.

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- **ITP – Individual Transition Plan** – This plan supports students who are on an Individualized Education Program as they transition in or out of school. It leads to the support and development of planning and access to resources in the vocational and residential plans for the student and family. Life skills in various domains are identified with goals and supports put in place.
- **BIP – Behaviour Intervention Plan-**A specific plan that supports positive behavior in the school and classroom. The plan is used to support students in achieving
- **URIS Plan –**United Referral and Intake System (URIS) are plans that a public health nurse develops a plan formed with the parent/guardian that outlines a student's special health care needs. The individual health care plan is then used in schools to assist and care for your child.
- **Hearing Support Plan** - the hearing consultant from Manitoba Education works with the student, families, and schools in developing a support plan that will help the individual child's learning needs. These are usually part of a student's IEP.
- **Vision Support Plan –** the vision consultant from Manitoba Education works with the student, families, and schools in developing a support plan that will help the individual child's learning needs. These are usually part of a student's IEP.
- **AEP – Adapted Education Plan** – usually a checklist of ways the teacher and school can assist the students learning
- **Transition Plan/PATH** – used to support students as they transition in or out of school. PATH stands for Planning Alternative Tomorrows for Hope and is a planning tool that supports students as they transition beyond school.
- **Attendance Plan** – focuses on how to help support the student achieving regular attendance in school.
- **Circle of Care Plan or Wraparound Plan** – Family and Student-centred approach that develops goals for the team in order to help the student, rather than for the student. It involves more community supports to help with the student and families success.
- **Other** – there are many different formats beyond the ones listed above that may be implemented when and where they are deemed needed to help support the student.

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IEP Planning Team Roles and Responsibilities

Participants	Role/Responsibility
Parent(s)/ Legal Guardian(s)/ Foster Parent(s) CFS	Attend and participate in IEP Planning Meetings. Assist student in IEP home-learning activities. Notify resource teacher of any family, medical, or other important issues/changes. Share progress and difficulties/success at home with the classroom teacher and resource teacher.
Student	Follow the rules, routines, and instructions directed by the teacher/school. Is an active participant/decision maker in the planning of his/her IEP when appropriate.
Classroom Teacher (s)	Implement the IEP with guidance and support from the resource teacher. Attend regular meetings regarding the student. Consult regularly with resource teacher regarding progress and program. Support and provide direction for EA's working with the student. Communicate with parents as needed.
Educational Assistant (s)	As directed by the classroom teacher and/or resource teacher, support and guide the student, implement the IEP, and provide feedback regarding student progress.
Resource Teacher (CASE MANAGER)	The Resource Teacher is the Case manager of the IEP. Their role is to record and distribute the IEP all members of the team. The case manager plans and chairs the IEP meeting. They coordinate and schedule meetings when necessary or as initiated by a member of the students IEP team. Support classroom with programming using a consultative and/or direct service model. Facilitate meetings, develop IEPs in collaboration with the teacher, write funding applications, communicate with parents, facilitate specialized assessments, and liaise with/make referrals to outside agencies and other professionals as needed.
Principal	Is accountable for the delivery and implementation of educational programming and services for students with exceptional needs and responsible for ensuring that an IEP is prepared. Contact parents when required, support IEP, and attend IEP meetings.
School Counsellor	Support classroom teacher/Resource teacher with programming using a consultative and/or direct service model. Attend IEP meetings as appropriate. Develop and/or assist with behavior intervention plans. Individual/ group counselling as required. Make appropriate referrals to outside agencies and other professionals as needed.
Division Social Worker	Support classroom teacher/Resource teacher with programming using a consultative and/or direct service model. Attend IEP meetings as appropriate. Develop and/or assist with behavior intervention plans. Individual/ group counselling as required. Make appropriate referrals to outside agencies and other professionals as needed.
School Psychologist	Provide a cognitive and/or academic achievement assessment. Refer to a physician or diagnose a student's learning abilities. Counsel families and or students as needed. Provide recommendations for programming and planning for the students' education plan.
Physiotherapist	Provide therapy and recommendations and training for school therapy. Assess students' gross motor skills. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.
Occupational Therapist	Provide therapy and recommendations and training for school therapy. Assess students' fine motor skills. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.
Speech Language Pathologist	Provide therapy and recommendations and training for school therapy. Assess students' speech language skill progress. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.
Student Services/ Resource Consultant	Attend and participate in IEP meetings. Provide guidance and consultation to students, families, teachers, principals, and schools. Complete specialized academic assessments. Provide access to further assessment tools and services. Support the development of plans that meet the needs of students. Support schools implementing IEPs and applying for funding.
Children's DisABILITY Services	Assist in planning and participate in the student IEP. Participate in the transitioning of students into and out of school. Provide support with assessments and the development of a PATH plan for students. Support families with access to resources and programs. E.g. MarketABILITIES, Assisted Living, etc…
Adult DisABILITY Services	Assist in planning and participate in the student IEP. Participate in the transitioning of students into and out of school. Provide support with assessments and the development of a PATH plan for students. Support families with access to resources and programs. E.g. MarketABILITIES, Assisted Living, etc…
Consultant for the Visually Impaired	Participate in the IEP meeting, consult with teacher/resource teacher regarding student programming. Help develop goals for student. Support student access to equipment and resources to support learning.
Consultant for the Deaf and Hard of Hearing	Participate in the IEP meeting, consult with teacher/resource teacher regarding student programming. Help develop goals for student. Support student access to equipment and resources to support learning.
Other	

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<u>Resource Teacher/IEP Case Manager Specific Responsibilities</u>;

The Resource Teacher of a school is also the IEP Case Manager and responsible for the following duties;

- meeting with and collaborate with teachers about students who require student specific   programming.

- arrange for student assessments with various clinicians

- complete specialized assessments on students.

- help determine who will be part of the IEP meeting

- communicate with parents regarding student programming and plans

- scheduling team meetings; calling additional meeting at the request of a team member.

- formally developing and recording the actual written IEP plan

- help the team determine the appropriate type of student program is required.

- check with the student if they would like to attend their meeting (at the discretion of parent and team)

- distributing copies of the IEP to each of the participants in a timely manner after each meeting / change in the IEP

- filing copies of the IEP in the students' cumulative file, resource file, and forwarded to the division student services coordinator

- support the implementation and teaching of the students education plan

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- facilitate the IEP meeting discussion

- develop SMART specific goals for the student

- meet with and discuss what the student wants and needs are

- collect and share assessment data with the team

- report the students achievement on his goals in his IEP

- support the teachers in reporting student achievement on IEP and in report card

- have all participants sign the IEP in order to acknowledge participation in the plan

Teacher Specific IEP Responsibilities

The classroom teacher is a key component of the students' core team and responsible for the following duties:

- read and implement a student's Individual Education Plan and developed goals

- work in collaboration with the school resource teacher to support the student

- differentiate assessment, instruction, and environment in their classroom in order to meet the needs of all students.

- provide adaptations and accommodations as necessary to support the student learning

- participate in the IEP meeting and assist in developing the IEP

- collect and share assessment information with the team

- track behavior and social interactions in the classroom

When is an IEP Discontinued?

An IEP can be discontinued when the team decides it is no longer required to support the needs of the student. IEP's can be reopened at any time after a team meeting when

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and if the need arises by a member of the team requesting a meeting to discuss any new information.

If a student is receiving "I", "M", or "E" programing, or they are funded level 2 or level 3, then they are required to have an IEP and cannot be discontinued unless the above programming changes. Additionally, students who are retained a grade must be on an IEP for a full year after; as they transition through their grade retention.

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Turtle River School Division   Individual Education Plan (IEP)   Student Name

CONFIDENTIAL PAGE

Turtle River School Division
Box 309, 808 Burriows Ave.
McCreary, Manitoba R0B 1B0
PH: 204 835 2067

FAX 204 835 2426

Individual Education Plan

Student Information

Student's Name:	XXXXXXXXXXXX	
MET #:	XXX	
Date of Birth:	XXX	
Parents/	XXX	
Guardians:	XXX	
Home Phone:	XXX	
Cell Phone:	XXX	
Work Phone:	XXX	

Last IEP Update: XXXXXXXXXXXX
Address: XXX
Email Address: XXX

Teacher(s):   XXX
XXX
XXX
XXX

Grade: XXX

Academic Plan	[ ]
Vision Support Plan	[ ]
Hearing Support Plan	[ ]
Transportation Plan	[ ]
Behaviour Plan	[ ]
Attendance Plan	[ ]
AEP (Adaptation Plan)	[ ]
Individualized Programming	[ ]
Modified Programming	[ ]
Crisis Response Plan	[ ]
PATH / Transition Plan	[ ]
URIS Plan	[ ]

Condition(s): XXX
XXX
XXX

Funding
Level 2   [ ]
Level 3   [ ]

Category: XXX

Funded Until: XXX

Agency Involvement: YES [ ]
NO [ ]

Agency Name: XXX
Worker Name: XXX
Address: XXX
Phone: XXX

Case Manager: XXX

Confidentiality Disclaimer
Please note that this page contains confidential personal medical information and is not to be shared. This page must be kept in the Resource File in a locked and secure place. This is in conjunction with the Pupil File Guidelines and in correspondence with the Personal Health Information Act (PHIA 2011) and Freedom Information Protection of Privacy Act (FIPPA 2011). DO NOT COPY WITHOUT PERMISSION.

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Turtle River School Division   Individual Education Plan (IEP)   Student Name

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Student Profile

Background & History

Grade Completed:
Schools Attended:
Attendance:
First Language:
Other Languages:
Family Information:
Behaviour at Home/School:

Medical Information

Family Doctor:
Medication: YES ( ) NO ( )
Medication Name:
Related Medical Issues:
Feeding / Special Diet:
Mode of Communication:
 School Vision Exam: YES ( ) NO ( )
  Date of Exam:
  Outcome:
 School Hearing Exam: YES ( ) NO ( )
  Date of Exam:
  Outcome:

Date	Diagnosis / Results *(most recent first)*	Physician / Practitioner Agency

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Strengths.. Interests, and \Weaknesses (list)
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Supports Currrent]y in Use (lis.t)

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Turtle River School Division   **Date:**

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Past Goals and Beuchmarks

#	Domain	Stmimt Specific Goa](SMART) (Ou.tcomeiLeaming Goal)	Stra-t ies	Not Met	Working To1 unlis	Approaching	Alet
1							
2							
3							
4							
5							
6							

Annual Goals and Short-Term Benchmarks

#	Domain	Stndmt S c Goa](Sl\'Li\RT) (Outcome.Leaming Goal)	Not Met	I\'brl.i::ing To\tuds	Appro.ach:ing	Met
1						
2						
3						
4						
5						
6						

6

Turtle River School Division   *Date:*

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Programming Recommendations, Adaptations, & Strategies

General Stratigies

- o
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GOAL #I
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GOAL #2
- o
- o
- o
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GOAL #3
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- o
- o
GOAL #4
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- o
- o
GOAL #5
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- o
- o

Basic Pl"ofi:ram Adaptations
- o Cornpattmg Cwncwwn
- o Assignments – reduced quantity
- o Assignments – accept reduced quality o Assignments – extended time
- o Assignments differentiated – alternatives allowed o Alternate texts/programs
- o Prioritization of required areas of study or Other (one to-one assistance as needed)

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Turtle River School Division   Individual Education Plan (IEP)   Student Name

Signature Page

Signing this IEP acknowledges that you have participated in this students IEP meeting and you are a member of this students educational support team. Signature also indicates understanding of the IEP.

_____	_____	_____
Parent/Guardian	OTHER	CFS/Agency Worker
_____	_____	_____
Parent/Guardian	Student Services	Teacher
_____	_____	_____
Principal	Resource Consultant	Teacher
_____	_____	_____
Speech Language Pathologist	Occupational Therapist	Teacher
_____	_____	_____
Student	Division Social Worker	Teacher
_____		_____
Physiotherapist	_____	Children's DisAbility Services
	Psychologist	
_____		_____
Resource Teacher/ CASE MANAGER		Consultant for the Deaf and Hard of Hearing
	_____	
	School Counsellor/ Guidance	
_____		_____
OTHER		Consultant for the Visually Impaired
	_____	
_____	Agency Worker	
OTHER		
	_____	_____
	Adult DisAbility Services	Educational Assistant
_____		
Educational Assistant		

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Circle of Care / Wraparound Plans

Circle of Care or Wraparound Plans are a more inclusive planning model where the focus is family-centered. These plans differ from IEP's where goals are set for the student. In this model goals are set for the team to support the family/student. These plans are inclusive because they rely on the support of the persons family, friends, and the entire community's resources and supports. The plan is team-based and requires adequate time for planning. The Wraparound facilitator must do a lot of planning and meeting before the formal Wraparound plan meeting and will continue to help implement the supports for the family throughout.

"The Wraparound process is a person/family driven, team based planning process that develops an individualized plan that uses the strengths of the person/family and their team members to collectively develop strategies that the whole team takes on that effectively addresses the person's/ family's needs on a day to day basis" (Wraparound Canada, 2014).

The Wraparound model has a number of phases around the planning. It is not a quick fix. It is a long-term and intensive approach that has proven to be successful and needs to be facilitated by a qualified facilitator. The intensity of this plan is great: Most facilitators report on needing 3 to 5 hours per week with plans requiring anywhere from 6 months to 2 years duration to be effective.

The model begins with the facilitator helping the child, youth or adult and their family to identify immediate safety needs and assists them in developing both proactive and reactive safety plans to immediately address them. It then continues at long-term planning and focusses on strengths, dreams, and hopes for the targeted individual. An Action Plan is developed to support the individual's growth towards these goals and supports are all called upon to help them reach their goals.

Wraparound is effective because it makes the necessary shift from collaboration to integration. The integration of natural community supports with one plan that incorporates everybody's efforts. Needs are prioritized and carried out one at a time. This model supports the supports of the local community and neighborhood to get involved and to take charge of this initiative. It's about building a community of support for those most in need.

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Turtle River School Division understands the importance of Mental Health and Well-being of all of our students. Emotional and social health is just as important as their physical health and helps support a student's well-being as a whole. We understand that there has been a continued increase to the amount of stress and pressure that students are facing in this day of age. Anxiety, depression, abuse of drugs and alcohol, suicide, bullying, feeling alone, and dealing with grief are just some of important mental health issues that students are facing in schools today. The division is able support students' mental wellness in a variety of ways both in and out of the school. The division promotes and supports staff members in receiving professional development in related training that will help support a student's Mental Health. The division has an Emergency Response Protocol that mandates that every school have a yearly emergency response and trauma plan to assist in supporting students and schools in cases of emergency and trauma. Support and access to resources are dependent on the individual student and situation. The school principal with support of the school resource teacher will help students and families access the appropriate resources in order to support student mental health. The following Mental Health resources are available to support students at any time during the school year.

- School Guidance and counselling from a student's teacher, resource teacher, and principal is available and on-going as needed.
- The Division Student Services Coordinator helps support schools in providing access to the appropriate services for students.
- The Division Social Worker can provide therapy in the form of relaxation techniques, discussions, and coaching.
- The Division Social Worker can also provide one-on-one counselling.
- The local health Authority has a Mental Health worker that we can help coordinate and access for a referral.
- The division has access to AFM for counselling regarding additions and any general counselling related services.
- The Division Educational Psychologist can help support students with their learning and behavior and may make a referral to a specialist.
- We can give students access to Mental Health services and providers that can support a student's well-being and need is critical. The division can help students access health care services in the form of:
  - RHA Mental Health Crisis Services 1 866 588-1697
  - Manitoba Suicide Line 1 877 435-7170
  - Manitoba Farm and Rural Stress Line 1866 367-3276
  - Kids Help Phone 1800 668-6868
  - RHA and Manitoba Education "Suicide Prevention Handbook"

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Guidance and Counselling

Turtle River School Division believes in the importance of providing its students with guidance and counselling to support their success and well-being. The board expects each teacher and school administrator to give guidance to his/her students on a day-to-day basis, giving such support and direction as he/she is capable.

The division realizes that there are times when further support is needed and has also developed specific guidance and counselling objectives for Turtle River School Division that are based on the Department of Education's "Guidelines for Guidance Services" document.   The specific counselling and guidance goals focus on three main areas: Educational; Career; and Personal/Social areas. Furthermore, in order to meet the standards set out by the department model, the division has developed a six-tier model of guidance in order to best meet the needs of each individual student along with a four component model of a Comprehensive Guidance and Counselling Model.

The role of the guidance counsellor is important in ensuring students are provided with the advice and support needed to solve problems and be successful. While the model of guidance may different amongst each school, their role and job description remain consistent.

Guidance and Counselling Services

Turtle River School Division recognizes the societal factors which have an impact on the personal, social, educational and career needs of our students. Such factors include: rising unemployment, high mobility, changing family structures, changing roles of women in the work place, increasing use and abuse of alcohol and chemical substances, increasing incidents of child abuse, changing careers, and educational demands generated by new technology and the impact of an expanding world market.

These factors create needs and concerns in young people which must be addressed by all areas of the school program. Turtle River School Division has always advocated the education of the whole child, and all subject teachers have a responsibility in this regard. Because of limited trained guidance personnel in the division, guidance services and programs will be delivered largely through integration into existing school programs and practices by a school team consisting of administrators, teachers, and the resource teachers.

As a small school division with limited resources, guidance services will continue to be the responsibility of each individual school. The school principal will assign various staff members to guidance duties. The principal at the school will develop a yearly plan for

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guidance services. This plan is to be submitted to the coordinator of student services by no later than September 20th of each year.

The specific duties of the school guidance counselor will include group counseling, career counseling and personal counseling. The process and procedures in each school may differ as the guidance services for each school may have different emphasis and fulfill different needs.

Definitions:

Guidance:
A program which provides for the distribution of information, knowledge and skills to groups of young people. Guidance activities will be oriented toward career, academic or social emotional activities as is deemed timely, appropriate and necessary.

Counseling:
Counseling is intended to assist individual students and families with specific personal/social difficulties or particular educational or career issues. In-depth counseling activities should involve the expertise of a counselor who has specialized training.

Consultation:
Consultation is a communication process which implies the active seeking of specific information, provision of which will ensure a continued two-way flow of information. Thus students, parents, teachers, administrators, paraprofessionals, resource teachers, representatives of the board, and service agencies may all be involved in communication with the counselor at various times.

Goals for Guidance and Counseling Programs:

a) To assist students in developing self-awareness in order to lead more effective, self-directed lives.
b) To assist students in learning how to make decisions regarding their educational, career and personal/social choices.
c) To provide necessary information to facilitate the students' decision making regarding aspects of the education, career and personal/social choices.
d) To promote a cooperative, collaborative relationship between school, home and agencies in providing for students' needs.
e) To establish a communication link between staff members which will facilitate strategies for the class room that will enhance the development of self-esteem for the student.

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The specific guidance objectives for Turtle River School Division reflect those stated in the Department's Guidelines for Guidance Services.

Specific Goals:

1. **Educational**
    a) To monitor and support the academic achievement, progress and needs of students
    b) To promote a school environment which is positive, responsive and supportive for learning
    c) To assist students in making course choices appropriate to their abilities
    d) To assist students to acquire the skills and work habits needed for academic
    e) Progress and success.

2. **Career**
    a) To provide students with information and assistance for making a successful transition from school to work or to post-secondary education or training
    b) To assist students in becoming aware of opportunities regarding work or further education
    c) To assist students in developing an understanding of interests, abilities and values related to career decision-making
    d) To assist students in learning career planning and job search skills.

3. **Personal/social**
    a) To provide support and assistance to students.
    b) To promote a positive, supportive climate within the school
    c) To assist students in identifying and understanding problems and in examining alternatives
    d) To identify and intervene or mediate with respect to student problems and difficulties affecting school progress
    e) To help students learn about, develop and maintain healthy relationships
    f) To assist students in improving self-awareness and self-esteem
    g) To encourage students to pursue personal and academic excellence and to assist them in developing their potential.

September 1, 1992

Guidance Model

Level 1: Peer Counseling
Students may identify a friend or fellow students as a mentor as a first contact.

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Level 2: Mentorship
Each student in our schools shall be asked to identify one mentor, from the staff (teacher, administrator, custodian, bus driver, secretary, etc.) This person would be advised that the student had named them as a person to which they could talk. The mentor would not be expected to contact students or follow up looking for issues to discuss. The primary purpose of the mentor is to be available to the student if the student so desires.

In a proactive situation, a mentor might be a good person to initiate dialogue with a student who is misbehaving, not attending, etc.

If a situation is deemed to be serious or beyond the expertise of the mentor, the student would be referred to the next level.

Level 3: In School Guidance Counselor
Each school will designate an in-school guidance counselor. This individual (or individuals), will be responsible to carry out the day to day counseling in the school. He/she/they will work very closely with the principal and in accordance with the division policy.

Level 4: The Principal
The principal in each school shall be responsible to ensure that proper guidance counseling is being carried out in the school.

Level 5: The Coordinator of Student Services
The coordinator of student services will act as a support to all levels of guidance service and if the need arises obtain outside resources, to assist.

Level 6: Outside Resources
Outside resources that could be called upon to assist include, but are not restricted to those listed in the 1994-95 ADAP.

May 23, 1995

Four Components of a Comprehensive Guidance and Counseling Program

1. **The Guidance Curriculum**
Guidance content would consist of expected student learning outcomes in:

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a) Personal/social development
b) Educational development
c) Career development

This content would normally be delivered through classroom teaching of a course unit for credit.

2. **Individual Planning**

   Individual Planning refers to the provision of personalized information, direction, assistance, personal/social, educational, and career goals and plans. These activities are delivered on a group or individual basis.

3. **Responsive Services**

   Responsive Services refers to the provision of services which "respond" to students who are experiencing immediate on-going problems, concerns, or crises which interfere with their learning. These activities include individual and small group counseling, consulting with staff and parents, and referral to other agencies.

4. **System Support**

   System Support includes the administrative and management activities necessary to support the Comprehensive Guidance and Counseling Program. It may include consultation and collaboration with community agencies and other support services, staff development, research, budgeting, community relations, and program evaluation

Group Work

A. **Large Group Work or Group Guidance**
   An effective means to
   - Deliver Curriculum
   - Implement Preventative Programs
   - Address Developmental Needs

B. **Small Group Work or Group Guidance**
   An effective means to
   - Enhance social skills
   - Develop an Awareness and Understanding of Self and Others

Types of Group Work

A. **Educational Groups**
   Provide a means of sharing information on:
   - Careers

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- Parenting
- Study Skills for Educational Success

B. Training Groups

Allow students to develop knowledge and skills related to specific programs

- Conflict managers
- Peer Helpers
- Peer Tutors

C. Skill Development Groups

Offer a controlled setting where students learn to deal with

- Anger management
- Problem-Solving
- Social Skills
- Self-Assertion

Students at Risk

Includes those identified as;

- Emotionally and behaviourally disordered
- Potential dropouts performing poorly in school
- Being truant
- Using drugs and alcohol
- Having family problems
- Being neglected
- Having unresolved problems and concerns

The function of the school counselor dealing with at-risk students may include:

- Working as a team member with other support professionals
- Intervening with students with difficult behaviour
- Providing responsive programs
  - Crisis counseling
  - Group guidance and counseling
  - Family support
  - Consultation
- Providing in-service support to staff
- Providing special curriculum programs to strengthen personal and interpersonal skills
  - Problem-solving
  - Decision-making
  - Understanding feelings
  - Self-acceptance

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- Providing referrals for additional specialized support services
- Mediating and facilitating effective behaviour change

Students with Special Needs

School counselors work with colleagues to create an inclusive school environment and intervene to help students with special needs in
- Providing social skills training
- Assisting in establishing appropriate individual behaviour programs
- Serving as a consultant and resource to parents and school staff
- Promoting workshops on various disorders for students and staff
- Supporting parents and families
- Providing career planning
- Making referrals to appropriate specialists
- Assisting in the completion of funding applications and individual educational plans

Peer Helping
Peer helping programs enhance the effectiveness of the total guidance and counseling program by expanding services. Students should be trained by counselors in communication and helping skills. The peer helpers can then help provide services, such as:
- Leadership/cross-age groups
- Tutoring in academic areas
- Welcoming new students
- Conflict resolution helpers
- Community and volunteer services
- Alerting counselors to serious problems

Life Skills Coaching
Students are supported by all staff members in our schools with life-skills coaching. As students learn and develop their teachers and support staff are continually supporting students as they grow in their behavior, social, and emotional development.

The school principal and resource teachers also support students as they provide guidance and coaching. As students continue to develop the essential skills for life and employment in order to be successful, they are continually coached by the staff in the school. Some of the services available include providing career counselling with the use of computer software. Career Cruising and its included products are used to help support students as they plan their next steps in life after high school. This software

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supports students as they see what essential skills are important in being successful and needed in each field of employment.

The division is also able to offer counselling and coaching services from its division social worker. The social worker will help coach student to make the right choices, practice and learn how to deal with different situations and circumstances that they will encounter in an appropriate way, giving them the essential skills necessary for success. The use of role-modelling, role play, and social play therapy are useful tools that can be used in order to allow for authentic experiences to occur that allow for the student to develop their skill set with practical experiences.

GUIDANCE SERVICES IN TURTLE RIVER SCHOOL DIVISION NO. 32

Turtle River School Division recognizes the societal factors which have an impact on the personal, social, educational and career needs of our students. Such factors include: rising unemployment, high mobility, changing family structures, changing roles of women in the work place, increasing use and abuse of alcohol and chemical substances, increasing incidents of child abuse, changing careers, and educational demands generated by new technology and the impact of an expanding world market.

These factors create needs and concerns in young people which must be addressed by all areas of the school program. Turtle River School Division has always advocated the education of the whole child, and all subject teachers have a responsibility in this regard. Because of limited trained guidance personnel in the division, guidance services and programs will be delivered largely through integration into existing school programs and practices by a school team consisting of administrators, teachers, and the resource teachers.

As a small school division with limited resources, guidance services will continue to be the responsibility of each individual school. The school principal will assign various staff members to guidance duties. The principal at the school will develop a yearly plan for guidance services. This plan is to be submitted to the coordinator of student services by no later than September 20th of each year.

The specific duties of the school guidance counselor will include group counseling, career counseling and personal counseling. The process and procedures in each school may differ as the guidance services for each school may have different emphasis and fulfill different needs.

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DEFINITIONS:

Guidance:
A program which provides for the distribution of information, knowledge and skills to groups of young people. Guidance activities will be oriented toward career, academic or social emotional activities as is deemed timely, appropriate and necessary.

Counseling:
Counseling is intended to assist individual students and families with specific personal/social difficulties or particular educational or career issues. In-depth counseling activities should involve the expertise of a counselor who has specialized training.

Consultation:
Consultation is a communication process which implies the active seeking of specific information, provision of which will ensure a continued two-way flow of information. Thus students, parents, teachers, administrators, paraprofessionals, resource teachers, representatives of the board, and service agencies may all be involved in communication with the counselor at various times.

Goals for Guidance and Counseling Programs:
f) To assist students in developing self awareness in order to lead more effective, self-directed lives.
g) To assist students in learning how to make decisions regarding their educational, career and personal/social choices.
h) To provide necessary information to facilitate the students' decision making regarding aspects of the education, career and personal/social choices.
i) To promote a cooperative, collaborative relationship between school, home and agencies in providing for students' needs.
j) To establish a communication link between staff members which will facilitate strategies for the class room that will enhance the development of self esteem for the student.
The specific guidance objectives for Turtle River School Division reflect those stated in the Department's Guidelines for Guidance Services.

Specific Goals:

1. **Educational**
   f) To monitor and support the academic achievement, progress and needs of students
   g) To promote a school environment which is positive, responsive and supportive for learning

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h) To assist students in making course choices appropriate to their abilities

i) To assist students to acquire the skills and work habits needed for academic progress and success

3. **Career**
   e) To provide students with information and assistance for making a successful transition from school to work or to post secondary education or training
   f) To assist students in becoming aware of opportunities regarding work or further education
   g) To assist students in developing an understanding of interests, abilities and values related to career decision-making
   h) To assist students in learning career planning and job search skills.

4. **Personal/social**
   h) To provide support and assistance to students.
   i) To promote a positive, supportive climate within the school
   j) To assist students in identifying and understanding problems and in examining alternatives
   k) To identify and intervene or mediate with respect to student problems and difficulties affecting school progress
   l) To help students learn about, develop and maintain healthy relationships
   m) To assist students in improving self-awareness and self-esteem
   n) To encourage students to pursue personal and academic excellence and to assist them in developing their potential.

September 1, 1992

GUIDANCE MODEL

Level 1: Peer Counseling
Students may identify a friend or fellow students as a mentor as a first contact.

Level 2:   Mentorship
Each student in our schools shall be asked to identify one mentor, from the staff (teacher, administrator, custodian, bus driver, secretary, etc.) This person would be advised that the student had named them as a person to which they could talk. The mentor would not be expected to contact students or follow up looking for issues to discuss. The primary purpose of the mentor is to be available to the student if the student so desires.

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In a proactive situation, a mentor might be a good person to initiate dialogue with a student who is misbehaving, not attending, etc.

If a situation is deemed to be serious or beyond the expertise of the mentor, the student would be referred to the next level.

Level 3:   In School Guidance Counselor
Each school will designate an in-school guidance counselor. This individual (or individuals), will be responsible to carry out the day to day counseling in the school. He/she/they will work very closely with the principal and in accordance with the division policy.

Level 4:   The Principal
The principal in each school shall be responsible to ensure that proper guidance counseling is being carried out in the school.

Level 5:   The Coordinator of Student Services
The coordinator of student services will act as a support to all levels of guidance service and if the need arises obtain outside resources, to assist.

Level 6:   Outside Resources
Outside resources that could be called upon to assist include, but are not restricted to those listed in the 1994-95 ADAP.

May 23, 1995

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Screening will take place in the month of October. The Speech and Language Pathologist, along with the Resource Teachers, will set up a schedule for all the schools in the division. Two substitute Educational Assistants will be hired and trained to complete the screening in all schools.

Parents will be notified before the screening, either through an individual letter (form 1) or through a general notice in the school newsletter, at the discretion of the school administration. Parents of students, who have been identified as having possible problems, will be contacted after the screening.

HEARING SCREENING

Students to be screened:
- All students in kindergarten to grade three.
- Students new to the division.
- Students suspected of having hearing difficulties referred by parents and/or teachers.
- Students who failed a previous screening.
- Staff members who have roles with continual noise *(e.g. phys-ed teacher, shops teachers, band teachers)* or any other staff member(s) that would like to be tested.

Any student who fails the initial screening will be retested within a couple of weeks by the Speech and Language Pathologist. Should a student fail both these screenings, the parents shall be advised that a possible problem may exist and that it is recommended that the student be seen by an audiologist. A list of available audiologists will be attached to the letter. Students who miss the initial screening will be tested by the Speech and Language Pathologist at a later date.

VISION SCREENING

Students to be screened:
- All students in kindergarten, grades 1, 3, 5, 7, 9, and 11
- Students new to the division.
- Students suspected of having a vision problem referred by parents and/or teachers.
        *These include students who are already prescribed glasses as it assists in
 identify the need to bring and wear glasses at school.
Students who wear glasses will not be screened, but will have a form sent home to be forwarded to their ophthalmologist/optometrist to assist in providing proper care to the student at school.

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Parents of students who fail the initial screening shall be notified by letter. The second screening will test only those who missed the initial screening. Vision screening will take place at the same time as the hearing screening.

February 21, 1995, November 7, 1995
Resolution No.5 February 24, 2009

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Dear Parent:

RE: _____

Your child recently participated in a hearing screening at school.
The results of this initial screening indicated a follow up screening is required.

A follow up screening will be conducted by the School Division Speech Language Pathologist, at a later date, usually in October or November.

Should your child not pass this second screening, you will be contacted by the Speech Language pathologist with a letter recommending that your child be seen by an Audiologist.

A list of available audiologists will be attached to the letter.

Students who also miss the initial screening will be tested by the Speech Language Pathologist at this later date as well.

Thank you for your cooperation,

If you have any questions regarding this matter please contact the Resource Teacher at the school.

_____

Resource Teacher

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b) Must have been out of school 6 months or longer, and out of school long enough for the class for which he or she was last a member, to have graduated from the Senior Years; and

c) Has not obtained a high school diploma.

The Mature Student High School Diploma requires students to complete **eight** credits in total with <u>four</u> being compulsory Grade 12 credits. Of these compulsory credits, Grade 12 Math and Grade 12 English Language Arts along with any other <u>two</u> grade 12 credits are required. In addition, students must achieve <u>four</u> more elective credits. These elective credits may contain any credits from grade 9 to grade 12. These credits may include credits that were previously earned or are currently enrolled in as documented in their transcript.

The learner is responsible for obtaining and providing documentation to the school that any previously earned credits are available to be used and transferred as part of completing the Mature Student diploma. Official documents/transcripts or certified copies of the originals issued by the school or Ministry of Education are required for transfer purposes. Transcripts/documentation for transferred credits should clearly indicate the following:

☐ Course name and level
☐ Course credit value
☐ Date course was completed
☐ Mark achieved
☐ Where the course was completed (education institution, province, country)
☐ Any other information which supports the transfer of credit

If the credits were earned more than ten years ago, the school principal will decide if the student can use them to meet the requirements or will benefit by upgrading the credits. The school principal will use the Mature Student Guidelines (2003) as set out by Manitoba Education.

The Mature Student High School Diploma cannot be claimed retroactively solely on the basis of previously earned course credits. There must be some more recent education achievement in order for a student to qualify in having a diploma granted. This programs model typically has mature students complete the four compulsory grade twelve level credits when enrolling in a Mature Student diploma program. However, the credits previously completed to be used are at the discretion of the school principal.

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If an adult student would like to register in a Mature Student Program at a school and they meet the above eligibility requirements, they need to discuss the program further with a school principal or contact Manitoba Education to enroll in an alternative program. Applicants will have to complete a registration form and submit their high school transcript. If they do not have a transcript they may have to request one for a small fee with Manitoba Education records.

Application Form

In applying for access to mature student programming, a student should meet and discuss options with a school principal. A student registration form needs to be completed. While the student can potentially register at any time, schools may decide to delay the student programming until the beginning of a school semester (September and February). Application forms should be submitted by June 15th and January 15th in order to ensure that they can be properly accommodated and to avoid any disappointment. These dates are guidelines in order to support schools as they plan for programs they are able to be offered. The student and school principal will review their application and intentions and develop a plan and schedule for the student. This plan will include guidance for what courses they require to meet the Mature Student High School diploma as well as when they could potentially graduate. If a student is registered in a school, students must follow school rules as posted in each schools handbook.

Credit Section and Transcript Review Sheet

It is up to the student to contact Manitoba Education Student Records if they require a copy of their transcript. If a transcript is still available or accessible at a school, a copy will be printed at no charge. The applicant and principal will look at the transcript together in order to discuss what prior courses are applicable to be used towards meeting the requirements of the Mature Student High School diploma program.

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SPECIALIZED EQUIPMENT

The Division understands the need for specialized equipment in our school systems in order to support student growth and development. The reduction of barriers that negatively affect the student's accessibility to their educational needs impacts their overall learning. The specialized equipment helps to support the overall goal of accommodating the needs of all students, not being limited to academic supports but may also include a variety of other domains such as; cognitive, social, emotional, or physical needs.

The Division will work in collaboration with families, outside agencies, clinicians and the local Health Authority service providers in order to access, borrow and purchase specialized equipment that is will support students and families in our school system.

It is important for schools to plan for students not only in our system but also transitioning into our system. Schools must budget funding in order to facilitate the purchase and access of specialized equipment that is needed to support students in their schools. There are times that this may not be practical as students transfer in unexpectedly or needs arise without time to plan effectively to purchase and access the required specialized equipment. In these cases, schools will complete a **Request for Specialized Equipment** form. This form will be completed by the school and submitted to the division office for consideration.

The Student Services Coordinator will review and approve the request by each school on a one-by-one basis. Requests are considered both as they are submitted and on a yearly basis. Where the above policy is followed and schools plan and prepare to support students, the division will support schools in purchasing large and specialized equipment when and where possible. The Student Services budget is limited and as such not all requests for specialized equipment can be approved. The Student Services Coordinator will have to determine the order of priority based on the consideration of student need, equipment life, access to equipment and resources from other agencies, date of request, and overall cost of the equipment. The division only has access to limited funding that must be shared among all students and schools throughout the division. Purchasing of larger equipment by the Student Services department requires careful planning in order to ensure the division can meet the various needs of all students in the division.

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<u>Request for Specialized Equipment</u>
Please note: this application must be completed in full before it can be approved.

Date of Application: _____ Requested by: _____

Specialized Equipment being requested: _____

Student Name this Specialized Equipment is for: _____

Student Grade: _____ Specialized Needs of the Student _____

Does the Student have an IEP? _____ Program Type *(regular, individualized, or modified)*: _____

Have you tried to borrow and/or access this equipment for other agencies? If so, what agencies did you try? What other resources have your considered or explored?

_____
_____
_____
_____

How often would this student use this equipment? How long will it last?

_____

Why is this equipment needed? What is the purpose? Was this equipment planned for?

_____
_____
_____
_____

How Much does this equipment cost? How much has the school budgeted towards this equipment? How much cost is the school able to cover? Where is it purchased from?
Please attach copies of the most recent quote(s) for costs regarding the purchase and/or installation of this equipment.

_____
_____
_____

Principal Signature: _____ Date: _____

Resource Teacher's Signature: _____ Date: _____

To be completed by the Student Services Coordinator

_____ Approved to be purchased   _____Denied, unable to purchase at this time

Reason for Decision:

Student Services Coordinator Signature: _____ Date: _____

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SPECIALIZED TRANSPORTATION

The Division strongly believes that all students have a right to an education. We recognize that all students are different and such their needs may vary as well. In the case of supporting students with transportation needs we are able to provide specialized transportation accommodations in order to support students getting to and from school.

Transportation accommodations will vary upon each student. These needs may range from wheel chair accessible transportation to the use of seatbelts and five point harnesses. The division is pleased to offer students and families accessible transportation upon request.

If accessible transportation is required, please complete the **Specialized Transportation Request** form and indicate your required transportation needs. The Division Transportation Supervisor will contact you after receiving the request in order to discuss and clarify the specific needs required for your child. The Transportation Supervisor will then develop a route, schedule and coordinate the appropriate resources and training required to best meet the needs of the student. If the Transportation Supervisor is unable to provide accessible or specialized transportation, he/she will coordinate the use of other specialized transportation resource available with the community.

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Specialized Transportation Request

Name of Student: _____

Date of Birth: _____ Grade: _____

Requesting transportation from _____ to _____school.
                     (Land description)   (Name of school)

I am requesting the following Specialized Transportation needs for my child.

Specialized Transportation Need(s) *(please check all that are being requested)*	
	Specialized Seating Plan
	Wheelchair Accessible Bus
	Private "Handivan" Bus
	Earlier/Later pick-up / drop-off time (start after 8:400am or end prior to 3:30pm)
	Seat Belt
	Five-Point Harness
	Educational Assistance on the Bus
	Support from the home to bus and support from the bus to home
	Bus Monitor
	Behavioural Support – Transportation Plan
	Other *(please explain below)*

PART A - to be completed if child is **living** with parent or legal guardian.
Parent / Legal Guardian: _____

Phone Number(s): _____ / _____ / _____

Address: _____

Land Description: _____

Name of Present Bus Driver: _____Name of New Bus Driver: _____

PART B - to be completed if child is **not living** with parent or legal guardian.

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Contact Person/Agency: _____

Phone Number(s): _____ / _____ / _____

Address: _____

Land Description: _____

Name of Present Bus Driver: _____ Name of New Bus Driver: _____

Period of time that transportation is requested: _____

_____

Reason for change in student residence: _____

Any Special Instructions, Notes, or Final Comments:

_____

Date: _____

Parent(s)/Legal Guardian(s) Signature: _____

To be completed by the Transportation Supervisor

Date Received: _____ Approved / Not Approved:_____
Date Contacted Parent/Guardian: _____
Reason for not approved: _____
_____
Plan/Solution:*(bus driver, bus, equipment)* _____
_____
_____

TRANSPORTATION PLAN FOR STUDENTS WITH SPECIAL NEEDS

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Student Name: _____

School: _____

Parent(s)/Guardian(s): _____ _____
                                    Father   Mother

Phone:
                          _____ _____
                                Home   Home

                          _____ _____
                                Work   Work

                          _____ _____
                                Cell   Cell

Location of Residence: (distance from school) _____
                                        Street Address or Section-Township-Range

Nature of Disability:
_____
_____

Description of Transportation Needs:
_____
_____

Location of pick up and drop off point:
_____
_____

Special Training for transportation personnel:
_____
_____

_____   _____
Date   Parent/Guardian Signature

_____   _____
Date   Resource Signature

_____   _____
Date   Transportation Supervisor Signature

_____   _____
Date   Student Services Coordinator

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The division believes that having well trained and educated staff is important in providing the best services for our students, families, and communities. Every school in our division has a Resource Teacher and Guidance Counsellor who help to support students, families, and teachers in implementing the appropriate educational programming and resources that help to support student learning. Guidance Counsellors and Resource teachers need to be skilled and well-versed in assessment, planning and programming in order to be able to effectively support teachers and students with various needs.

New Resource Teacher Training

All New Resource Teachers will receive training in administering standardized assessments. The division will support New Resource Teachers with Professional Development opportunities as they arise. In addition, New Resource Teachers will attend the Manitoba Teacher Society and/or the Manitoba Education training for New Resource Teachers. The Student Services Coordinator will be responsible for training all New Resource Teachers in completing divisional assessments, running Individual Education Planning (IEP) meetings, completing funding applications, completing reports, and in any other area of their roles and duties.

New Resource Teacher Supervision

All New Resource Teachers will be supervised for one year by the Student Services Coordinator. The Student Services Coordinator will meet, visit and model how to complete various reports and assessments. This supervision is meant to guide New Resource Teachers into their role with adequate support and training.

New Guidance Counsellor Training

All New Guidance Counsellors will receive training in supporting students in regards to course selection, graduation requirements, career path planning and in planning for post-secondary options in order to prepare them both during and after school. The division will support New Guidance Counsellors with Professional Development opportunities as they arise. The Student Services Coordinator, the Career Studies Coordinator, and the Learning to 18 Coordinator will be responsible for training all New Guidance Counsellors in how to effectively support students. Training will be provided in using various software programs with students that supports student career planning and course selection guidance. Various workshops, programs, meetings and support information will be provided in order to ensure Guidance Counsellors have the most current and relevant information.

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New Guidance Counsellor Supervision

All New Guidance Counsellors will be supervised for one year by the Student Services Coordinator. The Student Services Coordinator will meet, visit and monitor the model of guidance they are providing to students in their schools. This supervision is meant to guide New Guidance Counsellors into their role with adequate support and training.

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The division understands the need for additional supports and services in student learning. It is important to not only help the educators but also support students and families as the needs arise. The Student Services department is one avenue of support that can be contacted in order to access a variety of services ranging from consultations from specialists, Individual Education Planning, and specialized equipment, transportation and assessments. In order to support prompt access to these services, it is important for schools and parents to complete the appropriate forms in order to request services. Most of the forms commonly used are in the Student Services Policy document next to their related policy such as;

- Referral for Resource Teacher Support
- Release of Information Forms (ROI)
- Adapted Education Plan Templates (x3)
- Student Services Referral Form
- Modified Programming Permission Form
- Modified and Individualized Tracking Form
- Retention of Students Tracking Form
- Behaviour Intervention Planning Form – DREAM Template
- Sample Behaviour Contract Template
- Sample ABC Tracking Chart
- Sample Scatter Plot Chart
- Sample Scatter Plot for Functional Behavioural
- Behaviour Trigger/Consequences/Reward Chart
- Divisional Individual Education PlanTemplate
- Classroom Profile Templates (x3)
- Unified Referral and Intake System (URIS) Form
- Unified Referral and Intake System Asthma Form
- URIS Binder Rubric
- Request for Specialized Equipment
- Request for Specialized Transportation
- Transition Planning for Students Entering School...............
    http://www.gov.mb.ca/healthychild/publications/protocol_cwsn.pdf
- Transition Planning for Students Leaving School........
    https://www.gov.mb.ca/healthychild/publications/protocol_swsn.pdf
- Division Social Worker Referral Form
- Occupational Therapy (OT) or Physiotherapy Therapy (PT) Referral Form
- Occupational Therapy (OT) or Physiotherapy Therapy (PT) Brochures (x2)
- Specialized Assessment Referral Form
- Psychological Assessment Referral Form
- Psychological Assessment History Form

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- Psychological Assessment Referral Package
- Speech/Language Services Referral Form
- Speech/Language Services History Form
- Social Worker Referral Form
- Social Worker Case Notes Template
- Vision & Hearing Services Referral Letter
- Division Assessment Reporting Forms (K/1 Brigance, WRAT, Observation Survey, and Fountas & Pinnell)
- Medicine Information Form
- Parent's Request to Give Medication Form
- Medical Information Form
- Medication Administration Tracking Forms
- Literacy Intervention Lesson Format
- Literacy Intervention Lesson Plan Template
- Cumulative File Inserts (x2)
- Credit Recovery Application
- Credit Recovery Profile
- Recommended Course Placement - Subject Teacher form
- Credit Recovery learning Plan
- Credit Recovery Positive Supports Tracking form
- Credit recovery Final Mark Submission form
- Recommended Course Placement - Principal form
- Challenge for Credit Option - Intent to Challenge Application Form
- Challenge for Credit Option – Parent/Guardian Approval Form
- Challenge for Credit Option – Letter of Agreement between the Student and SchoolChallenge for Credit Option – Final Report Form
- Release of Information (ROI) Forms (x3)
- Access to Pupil Information Form (for students 18 years and older)
- Lesson Plan Templates (x5)
- Student Record of Planning and Contact Form
- Resource Report Template
- Sample Classroom Letter for Service Animals
- Sample Transportation Letter for Service Animals
- Student Retention Tracking Form

If you would like to discuss any of the above services or request a copy of any of the above forms listed, please contact the Student Services Coordinator for a copy to be forwarded as per your request.

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AUTHORIZATION FOR RELEASE OF INFORMATION

STUDENT: _____ DATE: _____

BIRTHDATE: _____ AGE: _____

SCHOOL: _____ GRADE: _____

I, _____, being the parent/legal guardian of _____
　　　(legal parent/guardian)　　　　　　　　　　　　　　　　　*(child's name)*

do hereby authorize _____ to release information
pertaining to
　　　　　　　　　　(Agency/Clinic/School)

(what information, medical records, reports, etc. is to be shared)

THIS INFORMATION IS TO BE RELEASED TO:

_____, at the following _____
　(Name of Person Information is released to)　　　　*gency/Clinic/School Name)*

located at
_____
　　　　　　　　　　(Full Address and other contact information)

_____
This information is confidential and to be used for the purpose of providing a service to the above-named child.

_____　　　　　　_____
(Date)　　　　　　　　　　　　　　　　*(Signature of parent/legal guardian)*

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STUDENT: _____ DATE: _____

BIRTHDATE:_____ AGE _____

SCHOOL: _____ GRADE _____

I, _____, being the parent/legal guardian of _____
(child's name)
do hereby authorize _____ **School Division**, to release information
pertaining to:

_____
_____
_____
_____
_____.

This information is to be released to: _____
_____
_____

This information is confidential and to be used for the purpose of providing a service to the above-mentioned child.

_____   _____
(Date)   (Signature of parent/legal guardian)

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Consent for the Release of Information

I, _____, herby give consent

               (Full Name)

to

_____
(Name of Party who is to release the information)

of

_____
(Address of Party who is to release the information)

To release the following information:

_____ Medical/Physical Condition

_____ Resource Reports/Tests

_____ Psychologist/Speech Pathologist

_____ Other Confidential Information/Material

of

_____
                            (Student Name and Address)

to

_____
            (Name and Address of Party to Receive Information)

for

_____
(Description of how information will be used)

I understand that this information will be used for professional purposes only.

Signed: _____ Date: _____

       (Signature of Parent/Legal Guardian)

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Access to Pupil Information
Pupils 18 Years of Age or Older
Consent to Disclose Personal Information to Parents/Guardians

_____

Student's Legal Last Name   First Name   Middle Initial

Date of Birth: _____
              Year   Month   Day

- o I give _____ permission to release school-related information, (name of school) such as academic progress, attendance records, and conduct reports, to my parent(s)/guardian(s).

- o I do not give _____mission to release school-related information, (name of school) such as academic progress, attendance records, and conduct reports, to my parent(s)/guardian(s).

Parent/Guardian Name:_____

Parent/Guardian Address: _____

Town: _____Postal Code: _____ Phone #: _____

Dated this _____ day of _____, 20_____

Student Signature: _____

Witness (18 years or older): _____

> This release form must be <u>signed on or after the student's 18th birthday</u> and returned to the School Administration Office.

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Lesson Frame

Course

Topic

Lesson Outline

Date

Lesson Outcomes

Assignment

Make note of this

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Grade ____ _____ Date: _____

LESSON PLAN

UNIT: _____ TOPIC: _____

Expectations:
Students will be able to:

-

-

-

-

Evaluation:
Students will be evaluated through:

T

T

T

Materials:
< pencil
< paper
< math text book

Introduction: (5 min)

<

Sequence of Learning

1.

2.

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3.

4.

5.

6.

7.

8.

9.

Lesson Review:

-

-

Assessment:

-

-

Duration:

☐   ___ minutes

Special Considerations:

→

→

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Lesson Plan

GRADE: **DURATION:**   **SUBJECT:**

DATE:

TOPIC

TIMEFRAME FOR LESSON

I.   Objectives

II.   State Learning Standards

III.   Materials

    1. Teacher materials: •

    2. Student materials: •

IV.   Management/Organizing for Instruction

V.   Lesson Delivery

    1. Introduce the lesson:

    2. Clarify the purpose and objective of the lesson:

    3. Provide instruction:

    4. Closure:

VI.   Assessment

Lesson Plan

VII.   **Accommodating Individual Learners**

VIII. **Extending the Lesson**

Lesson Plan

GRADE: **DURATION:**   **SUBJECT:**

DATE:

INTRODUCTION   **Gain attention:**

OBJECTIVE   **Inform learner of objectives:**

REVIEW   **Stimulate recall of prior learning:**

MATERIAL   **Present stimulus material:**

GUIDANCE   **Provide learner guidance:**

PERFORMANCE   **Elicit performance:**

FEEDBACK   **Provide feedback:**

ASSESSMENT   **Assess performance:**

Lesson Plan

GRADE: **DURATION:**   **SUBJECT:**

DATE:

RETENTION   **Enhance retention and transfer:**

STUDENT RECORD OF PLANNING AND CONTACT FORM

Student Name: _____

School: _____ School Year: _____

Teacher: _____ Grade: _____

Clinicians Involved: _____

Case Manager: _____

Date: _____ _____Clinical Review   Phone Contact   In-School Parent

Update Information:
_____
_____
_____

Action Plan: Person Responsible:
_____
_____
_____

Date: _____Clinical Review   Phone Contact   In-School Parent

Update Information:
_____
_____
_____
_____

Action Plan: Person Responsible:
_____
_____
_____

Date: _____Clinical Review   Phone Contact   In-School Parent

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Update Information:
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Action Plan: Person Responsible:
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Date: _____Clinical Review   Phone Contact   In-School Parent

Update Information:
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Action Plan: Person Responsible:
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Request for Student Services Policy

Student Services are an important part of any division in supporting the success for all learners in school systems. The Student Services Coordinator is in charge of monitoring and distributing appropriate supports and services to students, families, educators, and schools. Ensuring all students have equitable access to a good education that adapts to the students individual learning and needs.

As students, families, and educators determine that a student requires additional support in order to be successful, they should complete a Resource Referral form. The school Resource Teacher will implement a number of interventions and strategies with the classroom teacher. If after some time the child continues to have little success, a Request for Student Services form can be completed. The Student services Coordinator will then contact the school resource teacher to discuss what interventions have been tried. The Student Services Coordinator will then consult with the school team as to what strategies, services, and various supports would be the most beneficial and appropriate at the stage of student intervention.

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Student: _____ Grade _____

School: _____

Referred by _____ Date _____

Prerequisites for a parent/guardian and/or school Resource Teacher to make a request for Student Services (check all that apply):
- o Differentiated instruction has not proven successful
- o Adaptations have not proven successful
- o Referral for Resource Services has already been completed

What interventions have been tried?
_____
_____
_____

Current performance on classroom based assessments
_____
_____

Reason for referral to Student Services (check all that apply):

o	Academic	o	Social/Emotional
o	Self-management	o	Motor Skills
o	Health Care	o	Behaviour
o	Communication	o	Sensory
o	Hearing	o	Vision
o	Other		

_____

Additional Information:
_____
_____
_____

Parent/Guardian Signature _____
Classroom Teacher Signature _____
Resource Teacher Signature _____
Date _____

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Resource Assessments and Meetings Schedule of Activities

Resource Teachers are required to complete and coordinate the completion of a number of divisional assessments and meetings. These meetings and assessments are important in the screening of students' skills and abilities as well as indicating which students may require further assessment and/or planning. The following assessments and meetings are completed as noted by the schedule below.

Assessments and Meetings

K/1 Brigance Screening – This assessment needs to be done on all Kindergarten and grade one students. It is a tool that screens students' basic and developmental skills. Assessment should be done in the 3rd and 4th week of September. It also needs to also be completed at the end of May by the Resource Teacher. It is submitted into the division office by **October 15th and June 15th.**

Observation Survey – This assessment needs to be done on all grade one students. It is a tool that screens students' basic and developmental skills.   Assessment should be done in the 3rd and 4th week of September.   It also needs to also be completed at the end of May by the Resource Teacher. It is submitted into the division office by **October 15th and June 15th.**

Early Literacy Intervention (ELI) – The Resource Teacher needs to select between two to five students in grade one that will receive Literacy Intervention programming based on teacher and resource assessment data. The intervention focuses on supporting students in making gains towards reading and writing as they continue to move along the literacy skill continuum. The students must be selected and a list submitted to the department by **October 15th**. The final reports are due in to the division by June 5th so they can be submitted to the department.

URIS Plans – Each school sends out a new URIS form in their students' yearly registration package. Secretaries, school principals, and URIS designates' collect URIS forms as they are completed. The school Resource Teacher then reviews each form and if a health-care need is indicated, it is forwarded to the Student Services Coordinator to be submitted to the local URIS nurse. The Resource Teacher will develop a school URIS binder, track the binder locations, and update *four times* per year (dates noted below). Binders may be updated more frequently if the need is urgent, otherwise it us updated quarterly on the dates noted below. Resource Teachers must also submit a digital copy of their updated URIS Binder with every update to the Student Services Coordinator by **September 30th, November 30th, February 28th, and May 30th.**

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Individual Education Plan (IEP) Meetings – An IEP is simply a specific learning plan where specific learning goals and supports are designed by a team to support the students overall learning. IEP meetings can be called at any time by any member of the IEP team by contacting the IEP case manager. The responsibility of creating and developing an IEP is the Team's responsibility and doesn't rest solely on the Resource Teacher. IEP meetings must be completed a minimum of two times per year in October and May. Current Division policy states that IEP team meetings need to be completed by **October 31st and May 31st.** Case Managers and/or Resource Teachers must then develop and distribute a copy of the finalized IEP to all team members and place a copy in the students' cumulative file. A copy of the IEP must also be submitted to the Student Services Coordinator by **November 15th & June 15th.**

Retention Tracking – In order to track students who have been retained or held back a year in <u>grades kindergarten to eight</u>, schools must maintain and submit a list into the division office at two different times. All retained students require an IEP the following year and must be maintained for a minimum of one year. After that one year, the IEP team will determine if the IEP will be continued or if it is no longer needed. The school Resource Teacher needs to submit lists to the division office on **Sept 15th** and **June 15th.**

Modified and Individualized Programming – In order to track students who are on different programming and in order to facilitate the needed communication and supports, schools must complete a tracking list of all students who have been placed on an individualized or modified program plan. This includes students receiving modified high school programming in any or all courses. The school resource Teacher needs to submit lists to the division office on **Sept 15th** and **February 15th**.

Panel Meetings – Schools need to complete Panel meetings two times per year as per division policy. These meetings involve important planning for students and schools as they plan student and class profiles as well as plan for student transitioning between teachers. They need to be completed during the last week of September and during October so they are completed by **October 31st** in the fall (class profile/planning). Each school Resource Teacher will keep a copy of the classroom profiles to use with each teacher to support student learners in each class and will also confirm the completion of all of the *classroom profiles* to the division office **by October 31st.** The transitioning/end of the year panel meetings should be done in the beginning of June and need to be completed by **June 10th**.

Reading Benchmark Assessments – Teachers are encouraged to do reading assessments monthly. However, division policy has schools submitting their students reading results into the division office a total of one time per year for grades kindergarten to eight in order to track reading and comprehension development and

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progress. The school Resource Teacher is in charge of supporting teachers as they complete these assessments as well as compiling a school summary and submitting them into the Student Services Coordinator at the designated dates. These assessments are to be submitted by **October 15th.**

Special permission is required by the Student Services Coordinator to alter any of the above meetings and assessment dates.

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PURPOSE

The purpose of a **High School Transition Plan** is to support middle school students as they transition from middle school into high school. Secondary school brings with it an increase of independence for students with more freedom and choices. For many students, secondary school can also be very intimidating and frightening with a number of changes and challenges. A new building, using a combination lock, finding your classes, a new timetable with multiple teachers, apprehension about making friends, fitting in, increased homework, new courses, and greater expectations for independent learning are only a few of the most common challenges that can cause students a lot of stress and anxiety. Often this can impact a student's overall learning and ultimately affect their future. Starting high school can be daunting before you even begin with students not knowing what to expect or in choosing the right courses. The intent of this plan is to provide students with information, experiences, and confidence as they enter high school. Students will be provided with the supports they need in order to have the best opportunity for success.

RESEARCH

Research shows that if a student is at risk for not graduating early in high school if they are not successful. The studies showed that there is a 27% chance of a grade 9 student and 40% chance that a grade 10 student either drops out of high school and/or is at risk for not graduating if they miss or fail just one credit. Students benefit when secondary schools provide students with a welcoming and caring environment for grade nine students where their emotional, social, and academic needs are supported *(Evaluation of the Ontario Ministry of Education's Student Success / Learning to 18 Strategy Evaluation, 2008).* High school is tailored to meet the individual needs, interests, and strengths of every student

BELIEFS & EXPECTATIONS

Turtle River School Division believes that with the right supports in place, all students can achieve success and get their high school phase of their academic career off to a positive start in secondary school.

It is expected that all schools help support students with the successful transition from middle school into high school. This is a key transition for students at this age/grade and has a definite impact on a student's overall success in school. Students are transitioning into a credit system with defined curriculum outcomes and in some cases

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moving for the first time from a single homeroom teacher to a multitude of teachers. Something as simple as how to use a combination lock can be detrimental to the success of a student. The key to success involves strategic planning and preparation in each school.

The division supports schools in providing a number of transition activities. We understand that schools are rich and dynamic with ideas and activities that they run in order to support their individual buildings and students. In order to support consistency in all of the schools across the division and ensure that all students receive basic supports; the following listed transition activities ***must*** be completed by all schools. School principals are responsible for ensuring that a transition plan is developed each year that outlines the activities below along with any other activities that their schools would like to run to support students transitioning. ***Completed Transition Plans must be submitted to the Superintendent by the last day in March of each school year.***

TRANSITION PLAN CONTENTS

This Transition Plan will outline guiding principles that will support students, families, and schools as they prepare and transition into high school. This plan will provide students and parents answers to much anticipated and asked questions and help support students in this transition by exposing them to secondary school and help them make positive choices so they can attain success. Student Success is about reaching the individual learning needs of each and every student. As schools continue to offer students more opportunities to customize their high school experience and continue developing their strengths and interests through an assortment of enriched learning opportunities.

Every school's Transition Plan ***must*** focus on three primary areas of support:
1. Experience and Exposure;
2. Information; and
3. Academic Support

Every school's Transition Plan ***must*** include the following activities:
1. Student and Parent Information Night *(April)*.
2. Shadow a student in high school for at least one day *(during April of the year prior)*.
3. Career Guidance Counselling – Every grade 8 student will meet with the school guidance counsellor/principal to review course choices and types of courses. They will discuss career interests and courses they will need to take in order to reach their goals *(prior to selecting their grade nine courses)*.

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4. Provide students and their parent/guardian with a course section sheet and course calendar that describes course(s) being offered.
5. Grade nine course selections should be limited to 2-3 choices (electives).
6. Students are matched with a **teacher/staff member mentor** (someone they can talk to, ask questions, support with day-to-day).
7. Grade nine course outlines and expectations must be clearly presented to students.
8. Grade nine core courses will be offered in the morning with the same teacher instructing **ALL** of these courses (ELA, Mathematics, etc.).
9. Compulsory courses such as mathematics and English should run **ALL YEAR** long *(allowing for more time for instruction and study).*

In order to support schools, a *"Sample Grade 8 to 9 Transition Plan"* has been developed and provided to guide school planning.

Sample - Grade 8 to 9 Transition Plan

This Transition Plan focusses on 3 Primary Components of Support: Experience and Exposure; Information; and Academic Support.

1. Experience/Exposure
   i. **Student and parent info night**
      a. Occurs during April.

      b. A student advisor is assigned

      c. A one-on-one guidance session with a teacher takes place

      d. Schools vote on and choose any electives being offered at this meeting

      e. Career presentation can also be highlighted

      f. Survey students course selections

      g. Course descriptions are clarified/discussed

      h. Teachers discuss expectations of teachers/courses

      i. Discuss graduation/process

      j. Information sharing/student handbook distributed

      k. Copy of timetable/schedule can be developed for students

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l. Can tour classrooms/schools

m. Each teacher speaks, welcomes, presents their courses, expectations

ii. <u>Student Shadowing Program</u>

In April of their transition year, students will be paired up with a grade nine or ten student for the day. Students will attend all of their classes and work during this day, providing them with

an opportunity to experience a high school day, the expectations of the course work and develop a friendship

2. Information/ Knowledge

iii. <u>Guidance/Support</u>
a. Teacher/Staff Mentor is assigned for the year
b. Guidance in course selection
c. Graduation Tracker
  1. This is already done on the new report card
  2. Students meet with the guidance counsellor and examine what courses they require to graduate and plan their anticipated graduation date.
d. Career Guidance – what courses to take or are needed in order to get into that program

iv. <u>New Course Calendar with course options/descriptions</u>
  1. Each course has a description, outlining what the course entails and its difficulty and pre-requisite or prior study.
  2. limit grade 9 choices, focus on cores/compulsory courses
  3. Website, school paper copies

3. Academic Support

v. <u>Clear Expectations</u>
  a. Specialty teachers will support student learning with clear expectations of the curricula.
  b. The credit system will be transitioned as students move into the secondary system.

vi. <u>More time on core subjects</u>
  a. Math & ELA run all year long in grade nine

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    b. Teacher mentors/adult support person assigned

    c. Grade Nine Scheduling

        1. A schedule for grade nines that is standard and focusses on the core compulsory courses. Students have the majority of the courses scheduled with only a couple choices during their grade nine year.

    vii. <u>Teacher Relationship Building (3 ideas)</u>

b. Common core teacher in grade 9 & 10 (one teacher teaches grade 9 students cores all morning).

c. Teacher teaches all grade 8 classes and then follows students into grade 9 classes

d. Grade 9 & 10 teacher also teaches grade 8 course.

    iv. <u>Grade 8 to 9 Curriculum Comparison</u>

o Monthly teacher conference time to discuss curriculum bridging, "What they need to know?" a PLC? Need to test to see if it's working using classroom and program based assessments.

o Develop a ELA & Math continuum

o Curriculum coverage

o What are the "Big Ideas" that students need to know and needs to be covered leading up to grade nine

o Discussion on backwards design

o Discussion on spiral planning

o ELA teachers made a list of what students need to know/skills required for grade 9

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Students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. Turtle River School Division shall provide for the continuous progress of students from grade to grade. Students who achieve the required learning outcomes for a grade will be promoted to the next grade. Students who do not achieve the required outcomes will have alternatives considered, grade retention being the last option.

Should teachers suspect that a student will not be successful in completing grade or course expectations, parents will be informed prior to the March parent teacher conferences for K-8; mid–semester for high schools (grades 9 to 12). Documentation of this communication is required by the teacher and principal.

<u>STUDENT PROMOTION AND RETENTION</u>

1. It should be noted that all work students do shall not be used as part of the evaluation criteria. Students do some work for practice in order to develop important skills. Teachers carefully orchestrate learning activities in order to support student development and learning. Cumulative assessment through final tests and exams are critical tools used by educators to determine overall growth and learning. Final exams reflect **_all_** course learning outcomes and content.

2. Course outlines shall clearly include the criteria which will be used to evaluate students. The evaluation method should not be a surprise.   Teachers develop a mark based on their course outlines that indicate where and how students will be evaluated. The evaluation methods and weighting of each method will be specified clearly for students.

3. Term marks will then be derived from a series of tests, quizzes, essays, projects, etc. as indicated in the course outline. The number of items used for evaluation purposes will vary with subjects and grades. However, as a general rule there needs to be multiple methods used in order to assess a student's overall growth and learning. Teachers should use <u>*at least ten different methods*</u> in which to evaluate a student's overall learning and determine their final mark.

4. Evaluation of a student's knowledge and learning in a subject can occur through a multitude of ways, including many methods and tools, such as, but not limited to the following:

   ➢ Daily work

   ➢ Oral presentations

   ➢ Participation in class

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➢ Demonstrations

➢ Assignments

➢ Models

➢ Projects

➢ Portfolios

➢ Formal tests & quizzes

➢ Final Exams

➢ Others, etc.,

On the basis of the above demonstrated learning methods commonly used in classrooms; as specified in the teachers class/subject outline; the students overall learning is determined and summarized in order to provide the student with their final/overall mark. The classroom teacher will then make the recommendation to the school principal for the student to be:

- Promoted

- Conditionally Promoted

- Continue / Incomplete

- Repeat / Retained

- Conditionally Retained, and

- Placed

Criteria for Retention – Grades K-8

Retention should be considered only after all other instructional avenues have been explored.   Rarely would a student be retained more than once between kindergarten and grade 8.

All of the following criteria **need to be met** in order for retention to be considered:
- The student is in early years or middle years.
- The student is achieving significantly below grade level outcomes as determined by the classroom teacher, resource teacher and in consultation with the principal.

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▪ An adaptations or accommodations list, which incorporates alternatives, is established for the student's year of retention. Grade retention should not be only grade repetition-there should be a clear focus on mastery of required skills.

Alternatives for K-8 students include:

1. Adaptations or modifications *(if meets requirements as set out by the department).*

2. Promotion with intensive remediation services as outlined in an Individual Education Plan (IEP).

3. Promotion with individualized instruction, peer tutoring and/or a parent involvement program, modular work package.

4. Placement in an un-graded program or partially graded program with an Individual Education Plan (IEP).

5. Computer assisted instruction (CAL).

6. Placement in an alternative setting.

7. Conditional retention or promotion based on a plan to revisit student progress two weeks into September; after school begins.

8. Conditional promotion based on the completion of various assignments/activities/assessments that demonstrate learning of course required outcomes.

When student retention is deemed appropriate, the teacher(s) shall confer with the principal. The parent(s)/guardian(s) shall receive an explanation of their child's current academic standing in relationship to grade expectations, the school's assessment of the student's learning difficulties and interventions the school has used in attempts to increase the student's achievement to expected levels.

The final decision will be made by the principal. All recommended retentions must be communicated to the Superintendent by **May 31ˢᵗ**.

If parent(s)/guardian(s) insist that a student be promoted against the recommendation of school staff, they must submit a written appeal to the Superintendent **within five school days**.

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If parent(s)/guardian(s) insist that a student be retained against the recommendation of the school staff, they must submit a written appeal to the superintendent **within five school days.**

Criteria for Retention – Grades 9-12

As high school is based on a credit system, students are not retained but achieve compulsory and elective courses in order to meet the requirements for a high school diploma. Students who achieve the required outcomes of a course in high school will receive a credit for that course. Students who do not achieve the required outcomes will have alternatives for acquiring the credit.

Alternatives for high school students include:
- Repeating the entire course.
- Credit Recovery
- Course Challenge
- Taking the course Online (PLATO, WebCT, etc.).
- Distance Education method.
- Independent study option (ISO).
- Teacher mediated option (TMO).
- Summer school

Special Needs Programming

In accordance with **Appropriate Education Programming, Regulation 155,** accommodations will be made for assessing all learners to assist them in meeting the expected learning outcomes. Teachers should evaluate students on their learning and growth throughout the year. It may be more appropriate to recommend that a student is "placed" into the next grade rather than repeat a grade because of not meeting the academic learning expectations.

It would not be appropriate for a student to be retained if they are not likely able to meet the course outcomes. It may be more advantageous for the student to be "placed" in the next grade in order to allow the continuation of learning in other domains beyond simply academic (e.g. social, emotional, physical, etc.). The school team will meet, discuss and determine what the appropriate decision (retention, promotion, or placing) for each student. When principals and school teams (teach(s), principal, and resource teacher) make this decision, they must consider: student development; all domains; student special needs; Appropriate Education Programming regulations; and the related division policies. Decisions are made on a case-by-case basis depending on the needs of the specific students.

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The classroom teacher makes their recommendation as well as the students school team as to whether they should be promoted, placed, or retained. In the end, it is the principal's final decision as to if a student is promoted or retained.

The principal will request that the school resource teacher complete a specialized academic assessment in order to assist in guiding with the programming and planning of the student plan for next year. This assessment, as well as the prior classroom teacher's notes, evidence of learning, previous divisional assessments and report card data will be used by the school team to identify what areas of difficulty that the student was having and plan on how to support their learning in the upcoming school year.

If a student is retained, he/she requires an IEP be developed for the next year outlining exactly what will be done differently in order to give the student success in repeating the grade. Retained students are required to be on an IEP for a _minimum of one year_ and then the students IEP team will decide if the IEP should be continued or discontinued.

It is important to track students who are retained. If a student is retained, the school must submit a list of retained students on the **Retention Tracking form** to the Student Services Coordinator in both **June 15th** and **September 15th.** The resource teacher will submit the **"Tracking of Retained Students" form** that is reviewed and signed by the school resource teacher and principal.

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School Name: _____   Date: _____

STUDENT RETENTION TRACKING

Tracking of Students Who Have Been Retained in Grades K-8

Student Name	Grade	Teacher	Date of Retention	IEP in Place

Resource Teacher Signature:_____Date: _____

Principal Signature:_____Date: _____

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SPECIAL NEEDS TEAM MEETING

Rationale:
As parent involvement is essential to the development of any student's potential, it is even more critical that parents of special needs students be involved in the academic, and behavioral programming for their child. Team meetings serve the following purposes:
1. Enable parents to meet with the staff that works with their child to discuss concerns, behaviors, attitudes, problems and successes.
2. Enable the team to review and evaluate the individual education program that the child is receiving.
3. Enables the team to share ideas and develop future IEP objectives and strategies.

A minimum of two formal team meetings are to be held in the school year.

FALL IEP MEETING:
By October 15, the team shall meet to review the completed IEP based on discussions from the previous spring's meeting (if not a new case). The team may adjust the program based on changes over the summer and on new information gathered. Minutes shall be taken for all team meetings by the case manager. Team meeting minutes shall be distributed as follows:
- principal
- students file
- resource teacher
- parents
- clinicians
- coordinator of student services

Signatures of all team members shall be obtained on the document. The IEP shall clearly indicate that the IEP may be changed during the course of the year to meet the needs of the student.

SPRING CASE SUMMARY MEETING
By May 31, the team shall reconvene to review the IEP, evaluate specific goals and strategies, and make recommendations and adjustments to the IEP for the upcoming year. The case manager will keep and distribute minutes of the meeting (as outlined above).

It should be noted that policy indicates a minimum for team consultation. Should parents or the school team feel that additional meetings are needed, they may call them. The full team may or may not be convened.

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The team may be comprised of parents, the child(at the discretion of parent and team), principal, classroom teacher, teaching assistant(s), resource teacher, clinicians, coordinator of student services, representatives from outside agencies that may be involved.

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Student Conduct

The board expects that a student conducts himself/herself in such a manner as to impose no hardships on other students, the staff, or facilities of the Turtle River School Division. The board expects that each student to show proper courtesy and common sense in dealing with the public at large.

Unacceptable Behaviour Policy

UNACCEPTABLE BEHAVIOR

GUIDELINES FOR DETERMINING UNACCEPTABLE BEHAVIOR

The following are some areas of conduct that may lead to disciplinary action, including suspension or expulsion from attending school in the division.

a) Stealing, causing damage to or destroying school or student property.

b) Causing or attempting to cause, physical injury or harm to any student, teacher or other school employee or visitor on school grounds at or during a function on or off school grounds sponsored by a school

c) Threatening or intimidating any student, teacher or other school employee or visitor.

d) Interfering with school purposes or with the orderly operation of the school by using, threatening or use or counseling other persons to use violence, force, coercion, intimidation, fear or disruptive means.

e) Possessing, using or transmitting any object that in fact or under the circumstances can reasonably be considered to constitute a weapon.

f) Possessing, using, selling, buying, transmitting or secreting any alcoholic beverage, narcotic or hallucinogenic drug, marijuana, barbiturate, amphetamine, intoxicant or any other illegal substance.

g) Possessing, using, selling, buying or transmitting any of the following:

1) Materials or items, whole or in part, the contents of which appeal to base or other prurient sexual interests or are offensive to prevailing standards in the general community.

2) Materials or items, the contents of which in whole or in part, contain language commonly referred to as "profanity" or "vulgarity", which is offensive to prevailing standards in the general community.

3) Materials or items, the content of which, in whole or in part, are libelous or slanderous of any person or institution, or which is intended to hold any student, teacher or other employee, race, ethnic group or religion to scorn, ridicule or contempt.

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4) Materials or items, the content of which, in whole or in part, poses a clear and present danger to health or safety of other student, teachers, other employees or visitors.

h) Involvement in any conduct on school premises or during a school function or event which violates local, provincial, or national law, where such conduct or the likelihood of engaging in such conduct, poses a clear and present danger to the health, welfare or safety of other students, teachers, employees or visitors.

i) Refusal or failure to comply with provincial and local attendance laws, including but not limited to, truancy from specific classes and tardiness to school in general or to specific classes.

j) Smoking/vaping on school premises or on any school bus.

k) Willful failure to comply with the directions of teachers, student teachers, teacher assistants, bus drivers, principals or other authorized personnel.

l) Repeated violation of any rules or regulations governing student conduct.

m) Participation in any activity which substantially disrupts or materially interferes with or is likely to so disrupt or interfere with, any school function, activity or purpose.

n) Dressing or grooming in a manner which presents a clear and present danger to a student's health and safety, or in a manner which causes an interference with school work or which creates a classroom or school disruption. This code of student conduct is to be applied and enforced in addition to other rules in effect at any individual school in the division.

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Safe and Caring Schools Code of Conduct

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Philosophy of Safe and Caring Schools

In January 2014, Manitoba Education and Advanced Learning developed a Provincial Code of Conduct that all Manitoba Schools are required to follow. This mandate is in accordance with the new regulation as stated in Section 4 of the Appropriate Disciplinary Consequences in Schools Regulation 92/2013. The intent of this legislation was to support schools in responding to inappropriate conduct, including bullying and cyberbullying. This Provincial Code of Conduct sets out a range of appropriate disciplinary consequences that all Manitoba schools are required to follow. This document updates and amends the previous "Safe Schools Charter" legislation from June 10th, 2004.

Turtle River School Division has adopted this code of conduct in order to strengthen school-wide approaches to preventing, intervening in, and responding to violence and bullying, cyberbullying, and other unacceptable student behavior. This Policy has been developed in compliance with *The Public Schools Act, The Education Administration Act, Appropriate Disciplinary Consequences in Schools Regulation 92/2013 and Administrative Handbook for Schools*. Students need to be held accountable for unacceptable behavior while still allowing school personnel to exercise professional judgment. Applying appropriate disciplinary consequences as they are warranted promotes a positive approach to safety and belonging as part of a safe and caring school environment.

Philosophy of Safe and Caring School Environment

As citizens we all share a responsibility to work together to provide school environments where all students feel safe and respected, allowing for everyone to reach their full potential. In addition to the Safe Schools Code of Conduct, individual schools within Turtle River School Division are expected to continue the development of school based codes of conduct. School based codes of conduct must support the principles of the Safe and Caring Schools Code of Conduct.

Philosophy of Inclusion

Turtle River School Division is supportive to developing inclusion for all people in all of our schools. Turtle River School Division is committed in fostering inclusion by sharing the responsibility to work collaboratively with all citizens in providing school environments where every student feels safe and respected, thereby allowing him or her to maximize learning potential.

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Within this responsibility, the following principles are recognized and valued in ensuring safe and inclusive school environments for all:

➢ positive school cultures,
➢ respect, inclusion, fairness and equity,
➢ clear and consistent communication regarding expectations of conduct,
➢ social responsibility,
➢ peaceful problem solving that respects value for human diversity and human rights,
➢ understanding issues such as bullying, harassment and discrimination,
➢ fair and reasoned responses to incidents involving discrimination, harassment and bullying,
➢ interventions that repair harm, strengthen relationships and restore a sense of belonging,
➢ continuous improvement of policies, procedures and practice that promote, monitor and evaluate safe and inclusive school environments, and
➢ celebrating progress and achievements.

"Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship."
(*Manitoba Education and Advanced Learning – Provincial Code of Conduct*, January 2014, pg.1)

"In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us."
(*Manitoba Education and Advanced Learning – Provincial Code of Conduct*, January 2014, pg.1)

Definitions

Bullying is behaviour that is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's feelings, self-esteem, body or reputation and is to create a negative school/work environment for another person.

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Bullying takes place in a context of real or perceived power imbalance between people involved and is typically, but need not be, repeated behaviour.

Bullying may be direct (face to face) or indirect (through others) and it may take place through any form of expression – including written, verbal, physical – or by means of any form of electronic communication (referred to as cyberbullying), including social media, text messaging, instant messaging, websites or email etc. (Manitoba *Public Schools Act)*

Cyberbullying is bullying by means of any form of electronic communication, including social media, text messaging, instant messaging, websites, or e-mail etc.

Expulsion is the removal of a student from all schools of a school division permanently, at the discretion of the school board.

Preventative Practices involve the use of instruction and programs that focus on social responsibility and positive behaviour. Such approaches emphasize the collaborative development and teaching of clear behavioural expectations before conduct escalates into unacceptable behaviour.

Reasonable Accommodation is the school's obligation to address the special needs of students where these needs stem from the protected characteristics specified in *The Human Rights Code of Manitoba* and affect the individual's ability to access educational/school services or facilities; the measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others or other factors. (Manitoba Education and Advanced Learning)

Student In-School Suspension is the temporary removal of a pupil from a classroom, extra-curricular, out-of -classroom or transportation activity.

Student Out-of-School Suspension is the temporary removal of a pupil from attending school.

Unacceptable Conduct includes abusing another person physically, sexually, or psychologically, verbally, in writing, or otherwise. It also includes bullying another individual.

Policy Statements

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In Manitoba School Divisions, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation of a richer future for us all.

All members of the school community have a right to learn and work in a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated. All members of the school community have a responsibility to work collaboratively toward this end.

Turtle River School Division is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

Approach to Discipline

Turtle River School Division supports successful approaches for preventing and changing challenging behaviour. Common themes to a successful approach include the development of a positive school climate, a positive school-wide approach, team planning, community involvement, and professional support.

All schools are expected to engage in *preventative practices* – in other words, the use of instruction and programs that focus on social responsibility and positive behaviour rather than the need for negative consequences. This includes teaching the Manitoba curriculum and using such approaches as outlined in the Manitoba Education and Advanced Learning document *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying* (2005) or one of a variety of programs that build character and social responsibility. Such approaches emphasize the collaborative development and teaching of clear behavioural expectations. These focus on acknowledging students for meeting these expectations rather than punishing them for failing to meet them. Student self-control, problem solving, social responsibility and self-reliance are to be developed.

In addition, schools are expected to support the use of *restorative practices*, that aim to develop community and manage conflict and tensions by repairing harm and building relationships (e.g., conflict resolution or peer mediation programs, restitution, and restorative justice). *Restorative Practices* are fair and reasoned responses to conflict, tension and unacceptable conduct designed to repair harm, strengthen relationships and restore a sense of belonging.

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Working with Parents and Guardians

Teaching self-discipline is a shared responsibility that hinges on a cooperative approach between the school and parents/guardians. Students will feel safe when they see the adults from these two parts of their lives, school and home, come together to focus on their interests. When teachers and parents communicate regularly and work collaboratively, they are more likely to develop a degree of trust.

Schools and parents may disagree on disciplinary decisions. When positive approaches to resolving disagreements are used, there are opportunities to build strong working relationships and to set positive examples for our students. Parents are encouraged to contact their school any time they have a concern regarding a disciplinary matter. A process for appealing disciplinary decisions must be included in the school code of conduct (see **Appeal Process**).

Unacceptable Behaviour

The following conduct is unacceptable behavior and will be addressed in all cases. Unacceptable behaviour includes but is not limited to the following:

- Bullying/cyberbullying
- Harassment/discrimination
- Threats to self and others
- Gang involvement
- Possession of a weapon
- Possession or being under the influence of an illicit drug
- Inappropriate use of the Internet and electronic communication

School Code of Conduct

The Public Schools Act (PSA) requires that the principal of each school, in consultation with an ad hoc *Code of Conduct* parental advisory committee to establish a *School Code of Conduct*. Principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is complete by October 31st of each academic year. The *Appropriate Disciplinary Consequences in Schools Regulation (92/3013)* requires the principal to ensure that disciplinary consequences for violation of the code of conduct are consistent with any directives from the Minister.

A school's *Code of Conduct* must include the following:

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➢ A statement that the school's *Code of Conduct* is based on the Guiding Principles and Policy Statements of Turtle River School Division Policy.

➢ A statement that students and staff must behave in a respectful manner and comply with the *Code of Conduct*.

➢ A statement that the following are unacceptable:

- Abusing another student physically, sexually or psychologically, verbally, in writing or otherwise.
- Bullying another student.
- Discriminating on the basis of any characteristic set out in subsection 9(2) of *The Human Rights Code.*
- Using, possessing or being under the influence of alcohol or illicit drugs at school.

- A statement that the following will not be tolerated on school sites:

- Gang involvement.
- Possessing a weapon, as "weapon" is defined in section 2 of the *Criminal Code* (Canada).

- A statement that students and staff must adhere to school policies respecting the appropriate use of:

- The Internet, including social media, text messaging, instant messaging, websites, email and emerging communication technologies.
- Digital cameras, cell phones and other electronic or personal communication devices identified in the code of conduct or the policies of the Board.

- The disciplinary consequences in as much detail as is reasonably possible of violating the code of conduct and the process for appealing disciplinary decisions.

The Public Schools Act requires all school board employees (administrative, teaching, educational assistants, bus drivers, etc…) or persons in charge of students (volunteers) who become aware that a student may have engaged in unacceptable conduct at school or at school-approved activities, to report the matter to the principal as soon as is reasonably possible. Where the principal believes that a student of the school has been harmed as a result of the unacceptable conduct, the principal must, as soon as is reasonably possible, notify the student's parents/guardians.

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Additionally, Bill 18 of The Public Schools Act has defined cyberbullying as a part of bullying and requires all staff members who become aware of cyberbullying are required to report the situation and to act upon it, even if it takes place outside of school hours. Cyberbullying may include one or more of the following: social media, text messaging, and instant messaging. All staff and students must adhere to the division's policies respecting the appropriate use of email, the Internet, digital cameras, and cell phones. Furthermore, the division has a Respect for Human Diversity Policy that promotes the acceptance of and respect for others in a safe, caring, and positive school environment as being inclusive to all students.

Rights, Responsibilities, and Authority Regarding Student Discipline

Rights and Responsibilities of Students

Rights

- To learn in a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.
- To be accompanied by a parent or other adult to assist and make representations to the school board before a decision is made to expel.

Responsibilities

- To attend school and classes regularly and punctually.
- To comply with school and division discipline and behaviour management policies.
- To behave in a respectful manner and comply with the school code of conduct.
- To complete assignments and other related work required by teachers or other employees of the school division.
- To treat school property and the property of others who are employed at or attending the school with respect.
- To assume responsibility if he or she destroys, damages, loses or converts by an intentional or negligent act school or division property.

Rights and Responsibilities of Parents and Guardians

Rights

- To be informed regularly of the attendance, behaviour, and academic achievement of his or her child in school.

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➢ To be informed of the discipline and behaviour management policies of the school or school division and to be consulted before the policies are established or revised.

➢ To accompany his or her child and assist him or her to make representations to the school board regarding a suspension of more than five days or before a decision is made to expel the child.

Responsibilities

➢ To cooperate fully with teachers and other school/division employees to ensure their child complies with school/division discipline and behaviour management policies and the school's code of conduct.

➢ To take all reasonable measures to ensure the child attends school regularly.

➢ To assume responsibility with the child where school/division property is damaged, lost, or converted by the intentional or negligent act of that child.

(Note: Teachers and students whose personal property is damaged or lost may bring action under *The Parental Responsibility Act).*

Responsibilities and Authorities of Teachers

➢ To model inclusiveness and respect for human diversity.

➢ To maintain a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.

➢ To maintain order and discipline among students attending or participating in activities that are sponsored or approved by the school, whether inside or outside the school.

➢ To behave in a respectful manner and comply with the school code of conduct.

➢ To ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school are appropriate, given the frequency and severity of the disciplinary violation, and take into account the student's state of development.

➢ To report to the principal unacceptable student conduct while at school or at a prescribed school-approved activity as soon as reasonably possible*.

➢ To report to the principal as soon as reasonably possible that a student may have engaged in cyberbullying or been negatively affected by cyberbullying, whether it occurs during school hours or not*.

➢ To seize or cause to be seized and take possession of any offensive/dangerous weapon brought to school by a student and hand over same to the principal.

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➢ To suspend a student from the classroom for up to two days when a student engages in disruptive behaviour and suspension is the consequence for that behaviour under school policy or the school code of conduct (in-school suspension).

➢ To provide appropriate educational replacement activities when students are suspended including assessment of academic work completed.

➢ To promptly document and report a student in-school suspension to the principal.

The duty to report to the principal also applies to employees of a school board, school division, or school district and persons who have care and charge of one or more pupils during a prescribed school-approved activity.

Responsibilities and Authority of Principals

▪ To model inclusiveness and respect for human diversity.

▪ To maintain a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.

▪ To establish, in consultation with the school's advisory committee, a school code of conduct for students and staff, and to review that code of conduct at least annually.

▪ To ensure that a school's discipline and behaviour management policies -including disciplinary consequences for violations of the school's code of conduct - are consistent with any Ministerial directives concerning appropriate disciplinary consequences for unacceptable behaviour.

▪ To supervise buildings and grounds during school hours, including safety, repairs, cleanliness, et cetera.

▪ To remove, or cause to be removed, persons from school premises who are causing a disturbance or interruption, trespassing, or who are present for a purpose not reasonably associated with the normal functioning of the school.

▪ To provide disciplinary authority over the conduct of each student of a school from the time the student arrives at the school until the student departs for the day, except during any period that the student is absent from school at the request of his or her parent or guardian.

▪ To provide disciplinary authority over students on their way to and from school, in terms of their conduct towards one another, while travelling to and from school on school division transportation, and while on school-prescribed activities.

▪ To ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school, are appropriate, given the frequency and severity of the disciplinary violation, and take into account the student's state of development.

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- To notify parents, as soon as reasonably possible, if the principal believes that a student has been harmed as a result of the unacceptable conduct.
- To suspend a student for up to one week for engaging in conduct that the principal considers injurious to the school environment.
- To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
- To give the superintendent, within one business day of a student receiving an out-of-school suspension, a written report setting out the pupil's name, the period of suspension, and a description of the disruptive behaviour for which the pupil was suspended.
- To keep a record of each suspension of a student.
- To develop categories of the reasons for which a student may be suspended, and to ensure that each suspension is accordingly categorized and that the total number of students suspended and the duration of suspensions are tabulated.
- To ensure that appropriate educational replacement take-home activities are provided when students are suspended including a plan for assessment of academic work completed outside of school.
- To ensure that educational programming is available to a student who has been suspended for more than five days.

Responsibilities and Authorities of Superintendents

➢ To model inclusiveness and respect for human diversity.
  ➢ To suspend a student from school for up to six weeks for engaging in conduct that the superintendent considers injurious to the school environment.
  ➢ To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
  ➢ To provide the school board with a written report setting out the student's name, the period of suspension, and a description of the disruptive behaviour for which the student was suspended.

Responsibilities and Powers of School Boards

➢ To model inclusiveness and respect for human diversity.
  ➢ To establish written policy* respecting the appropriate use of
      (i)   the Internet, including social media, text messaging, instant messaging, websites, and e-mail, and
      (ii)   digital cameras, cell phones and any other electronic or personal communication devices identified by the board.
  • To establish written policy on respect for human diversity and ensure that the policy is implemented in each school. The policy must promote and

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enhance a safe and inclusive learning environment, the acceptance of and respect for others, a positive school environment, and the training of teachers and other staff on bullying prevention and respect for human diversity. (Refer to Respect for Human Diversity Policy)
- To permit the student and his or her parent(s) or legal guardian(s) to make representations to the school board about a suspension of more than five days.

➢ To confirm or modify the suspension or reinstate the student after receiving such a representation.

➢ To suspend or expel any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.

➢ To ensure that educational programming is made available for students under the age of 18 who are expelled.

➢ To limit or place conditions on the teacher's right to suspend, either with respect to an individual student or generally, if the board is of the opinion that the teacher has repeatedly

    (a) suspended an individual student for reasons that are not justified, or
    (b) suspended students for reasons that are not justified.

Appropriate-use policies may include provisions that prohibit accessing, uploading, downloading, sharing or distributing information or material that the school board has determined to be objectionable or not in keeping with the maintenance of a positive school environment.
Sources: The Public Schools Act, The Education Administration Act, Appropriate Disciplinary Consequences in Schools Regulation 92/2013, and *Administrative Handbook for Schools*

<u>Appropriate Interventions and Disciplinary Consequences</u>

The following interventions and disciplinary consequences emphasize positive and proactive strategies that foster student learning, as opposed to punitive and reactive strategies. Negative consequences may be necessary when other approaches to problem behaviour are unsuccessful; however, they are not effective when overused.

The principal must ensure that the school discipline and behaviour management policy, including the consequences for violating the school code of conduct, are consistent with these interventions and disciplinary consequences. The principal maintains the authority to determine which consequence is appropriate in a given situation.

Teachers and principals must ensure that interventions used are appropriate given the frequency and severity of the disciplinary violation and the student's age or state of

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development. In every situation, when selecting appropriate consequences, school staff should be sensitive to any student who has been the victim or target of unacceptable behaviour, as well as to the student who committed this behaviour. Reasonable accommodation is required for students with exceptional learning needs that affect their behaviour, taking into account the student's ability to comply with disciplinary measures.

The following interventions and consequences may be applied as appropriate to the context, however, they do not need to follow the order they appear in this document. Principals and schools will need to need to make a decision using their judgment regarding the students conduct and its severity. Additionally, principals and schools may expand upon the list of appropriate interventions and disciplinary consequences as long as they are consistent with the directive of the department of education.

Informal Discussion

A teacher or administrator speaks with the student to reach an agreement regarding the student's behaviour. Parent(s) may be contacted in some circumstances. Students who are 18 years of age or older must give their consent to contact parents.

Parental Involvement

Contact is made with the parent/guardian(s) to discuss the student's specific behaviour and the steps that must be undertaken to change it. The contact could vary from a telephone conversation to a formal conference at the school with parent(s), student, and school personnel.

School Counsellor/Resource Teacher

A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour. Parent(s) should be informed.

Formal Interview

A conference is held with the student, the teacher, and an administrator and/or school counsellor and the parent(s) to develop a plan for changing the student's behaviour. As one example of a plan, it may be useful to conduct a functional behavioural assessment to guide the development of effective positive interventions based on the function of the behaviour.

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Withdrawal from Classroom Setting

Where specific student conduct is deemed to have a negative impact upon the classroom-learning environment, the student is withdrawn to a supervised alternate location to complete his or her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, parent(s) will be informed.

Removal of Privileges

Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parent(s) will be informed.

Detention

The student is detained at the school for specific unacceptable behaviour. Should a detention extend beyond regular school hours, parent(s) will be informed prior to the detention and parents will assume responsibility for transportation. If parents are not able to provide transportation alternative consequences will be assigned.

Restitution/Compensation

The student and/or parent(s) are required to compensate for damages incurred to school division property by the intentional or negligent act of a child. Such compensation may be monetary in nature, but could take alternative forms such as community service.

Behavioural/Performance Contract

In some instances, the student is required to meet specific behavioural standards in order to avoid more severe consequences. Such expectations are developed among the school, the parent(s), and the student. Outcomes are clarified in order to meet the behavioural standards agreed upon. Such an agreement is documented, with copies provided for all concerned parties.

Student Services

A referral may be made to school division student services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counselling or clinical supports for the student that is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.

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Outside Agency/Community Involvement

A referral to an outside agency or a community resource may be necessary to address a student's behaviour e.g., a physician, adolescent or adult mental health services, Addictions Foundation Manitoba, Aboriginal Elders, etc. In all cases, parental permission must be obtained.

Threat Assessment

The school will respond to all student threats to self or others through administrative action and/or school division threat assessment protocols or through critical incident preparedness plans. Outside agency and/or police involvement may be requested. Parent(s) will be informed. (Refer to Division Policy)

Police Notification

Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious incidents that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on the school environment. Parents will be notified unless police direct otherwise. The Superintendent will be notified within one business day of Police notification.

Student Suspension

Alternatives should be considered before suspension (e.g., classroom strategies, in-school alternatives, school-wide programs, and alternative and/or off-site locations).

- A teacher may suspend a student from the classroom for not more than two days, in-school suspension.
- A principal may suspend a student from the classroom or other school activities and/or from school for not more than five days (in-school suspension and/or out-of-school suspension).
- A superintendent may suspend a student from the school for not more than six weeks.
- A parent and/or pupil may make a request to appear before the school board to make representations about a suspension.
- A school board may, upon receiving such representation, confirm or modify the suspension or reinstate the pupil.

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Student Expulsion

A school board may expel from a school any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.

Appeal Process

Appeals of Disciplinary Decisions

Students and parents must follow the school board's established appeal process. An appeal begins with the teacher who made the disciplinary decision, then to the school principal if not resolved, then to the superintendent of schools if not resolved, and finally to the school board. Exceptions are suspensions in excess of five days and expulsions; in these cases, the appeal goes directly to the school board. These are explained below.

Appeals of Suspensions

In the case of a student who has been suspended for more than five days, the school board must permit the student and his or her parent or legal guardian to make representations to the school board about the suspension. The school board may confirm the suspension, modify it, or reinstate the student.

Appeals of Expulsions

A student expulsion may be appealed to the school board. If a parent/guardian (or a student 18 years of age or older) wishes to appeal the board's decision, the school division's appeal process shall be followed.

References

Manitoba Education and Advanced Learning — *Safe and Caring Schools, Provincial Code of Conduct, Appropriate Interventions and Disciplinary Consequences* 92/2013, January 2014, Pg. 1-14.

The Public Schools Act

The Education Administration Act

Administrative Handbook for Schools

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Suspension of Students Policy

At all times schools must maintain order and discipline as outlined in The Public Schools Act and related Regulations *(The Public Schools Act, Sections 47.1(1), 47.1(2), 48(4), 58.6, 58.10, 96(c)(f) Manitoba Regulations 92/2013, Manitoba Regulation 468/88R, Sections 28, 32, 33, 39, 40.3-40.8, 40.12, Manitoba Regulation 465/88R, Section 13, and Manitoba Regulation 77/05, Section 6).* It is the principal and teachers role to maintain discipline at a school. Principals are responsible for students from the time the students are picked up on the bus until they are dropped back off at home if they are transported or from the time they arrive at the school until the time they depart from the school if they are not transported. The principal has the disciplinary authority over all of the students in his/her school. This conduct includes the conduct towards one another on the way to and from school as well during any and all school-approved student activities.

The principal will meet yearly with each schools advisory committee in order for consultation regarding the schools code of conduct for students and staff members. These behavioral codes of conduct are clearly written and communicated for all students and staff members as well as the school community. There are many ways that the principal may choose as the best way to communicate to students, staff members and parents regarding the school expectations and consequences regarding the code of conduct such as: the use of a school handbook; staff meetings; the principal may ask every classroom teacher to review the school code of conduct with their class; at an assembly; or even to post on the schools website. The principal must share these expectations with students, staff members, and parents. The codes of conduct must include an outline of discipline and behaviour management policies that are consistent with the recommendations for appropriate behavioural consequences as made by the department of education and noted in the **Safe and Caring Schools Code of Conduct Division Policy.**

If a student is suspended out of school for ***less than five days***, they will have to catch up on any missed work. Teachers and principals will do their best to get the work packaged for the parent/guardian to pick up or sent home with a sibling but this may not always be available. The onus is on the student to catch up on any missed work by speaking with their teacher(s) upon return. In cases where students are suspended for ***more than five days*** will still be provided with educational programming. Their absence away from school will be noted as a suspension days and with the work being completed the absence day will not be held against the student.

If a student is suspended for ***more than five days***, the parent(s)/legal guardian(s) and/or pupil can make a representation to the school board regarding the suspension.

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Suspension In School

Principals utilize the most appropriate consequences available when determining the appropriate consequence for each student. Every student and incident has many variables that must be considered in every case. In each account, the context of the incident along with the students behaviour (current and prior) along with the student's needs (history, background, special needs, etc.) will be used when making the determination for the most appropriate discipline. Where possible, principals will use the in-school suspension over an out of school suspension at their discretion.

An "In-School" suspension is an effective way of disciplining a student for their actions. The "In-School" suspension has the student attend school but report to the school principal's office. The principal then designates a supervised area for the student to complete their work in school away from their peers. The "in-school" suspension has the student isolated from their peers the whole day and out of their classroom for _**ALL classes;**_ including physical activity, recess, and lunch. The student will still receive recess and lunch breaks but they will be at alternate times away from their peers.

The principal must communicate the "in-school" suspension to the parents and write a formal letter indicating the suspension that will be sent to the parents and superintendent. A copy of this letter will be placed in the students' cumulative file.

Suspension Out-of-School

The board regrets that from time to time it may be necessary to suspend a student from the privilege of attending school. When this form of disciplinary procedure is required the board authorizes **principals to suspend a student(s) for up to five school days**. Upon review **the superintendent may extend such suspensions for up to thirty school days.** The parents should be informed as soon as possible verbally. All suspensions must be reported to the parents and superintendent, in writing, within **twenty-four hours**. The principal shall use his/her discretion as to the time of the suspension depending on the severity of the offense and consideration of the **Safe and Caring Schools Code of Conduct Guidelines/Policy.**

Suspensions in a school year:

First suspension: 1 – 5 days
Second suspension   3 – 5 days
Third suspension   5 days

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Before a student is reinstated to the school he/she must meet at the conditions as set by the principal. Some of these conditions may be having parents come to the school, have all work completed, etc.

If a student is suspended for the **fourth time** he/she will not be permitted to return to school before the student has met with the principal, the parents and the superintendent. The onus to set up such a meeting shall rest with the parents. The superintendent shall set the conditions for the student's return to school and shall report to the board.

If a student is suspended for the **fifth time** the student shall not be permitted to return to the school before the student and the parents/guardians have met with the board. The board's decision shall be final.

The school division may suspend any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the welfare of the school. The length of this suspension will be determined by the school division at the time of suspension.

Each time a bus student is suspended, the bus driver is to be informed.

Teachers have the right to suspend a student from their classroom for up to a **_maximum of two days_** as set out in The Public Schools Act (Section 48(4) if they consider the student engages in conduct that is detrimental to the classroom learning environment, or which contravenes a school code of conduct. A teacher who suspends a student must promptly document and report the suspension to the principal who in turn must ensure that the parent(s)/guardian(s) is/are promptly informed of the suspension.

The school principal will notify the superintendent who will consult with the school board chair and/or local trustee for that school. The teacher's suspension from their classroom will be reviewed to ensure it is appropriate for the student and incident. The division reserves the right to limit and place conditions on a teacher's right to suspend with respect to an individual student or circumstance. Considerations will be examined as to the frequency of the individual student being suspended from the classroom; the teachers usage in exercising their right to suspend students from their classroom; as well as ensuring the reasons for suspension are justified.

Appealing a Suspension

In cases where a suspension is **_more than five days_**, the parent(s)/legal guardian(s) and/or pupil have the right to appeal the suspension to the school board, which in turn,

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can confirm, modify, or cancel the suspension. A scheduled meeting with the board does not necessarily delay the commencement of a suspension.

Student Expulsion

The difference between a suspension and an expulsion is that when a student is expelled, the student is not expected to return to any school operated by the school division until such a time that the school board rescinds the expulsion.

Turtle River School Board has the authority to expel a student from attending any school operated within its division *(Section 48(4) of The Public Schools Act)*. However, if a student is under the age of 18 years old, the school board must ensure that educational programming is made available to this student who has the right to attend school in the division *(Section 259 of The Public Schools Act).* This programming may include a home study arrangement, placement in another school or another form of accommodation. The school board's responsibility for educating a student ends upon commencement of the expulsion, and the board is not legally obliged to provide any sort of alternative programming (home study, private tutor, etc.) unless it chooses to do so. The board will fairly and reasonably assess the decision to provide supports when determining the best long-term interests of the student and school.

The school board will consider a student's special needs, if any, when deciding to expel a student. All expulsions will follow precepts of due process, procedural fairness and natural justice prior to making the formal expulsion.

A parent has the right to accompany his/her child to assist him/her in making representations to the school board before a decision is made to expel the student. If a student over the age of 18 has been expelled, his/her parents would be exempted from liability for non-attendance.

Behaviour Intervention Planning (BIP)

Turtle River School Division believes that every year is a fresh start for every student. All prior behavior and actions in the past school year is behind the student and the school will look towards the future. This being said, it would not be appropriate for a school to forget about a student specific plan that was created. While the past actions are there for consideration only, the strength based planning would continue into the next school year. The division does support schools in the planning and supporting of all student needs. Behaviour Intervention Plans are an important tool to help support students and overall learning in a school.

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If cases where a student exhibits _extreme or chronic behavior_ in a classroom or at school, the students support team may decide to initiate a specific plan to help support the student managing the behavior being exhibited. Behaviour Intervention Planning (BIP) is another form and part of an Individual Education Plan (IEP) with the area of focus being strictly on Behaviour. A BIP is similar to an IEP in many ways with the _main difference_ being the IEP allows for focus on various domains at one time (e.g. Academic, behavior, Physical, Emotional, social, etc.).

Behaviour Intervention Plans should not be used for individual behavior events. The BIP is meant for chronic or repetitive behavior in terms of either one action or a combination of actions. Its purpose is to have a team support the student made goals that focus on the most concerning behaviours and help the student with proactive and reactive strategies from this behavior. Finding the reason for the students behavior, the function, and then replacing the negative behavior with a more acceptable behavior is the key to any successful plan. BIP's can take many forms from a simple behavior intervention plan to a behaviour tracking form, behaviour contract, or even a Functional Behavior Assessment (FBA). In order to support schools, the division has developed and included sample templates for behavior planning. For many of the behaviour planning tools (behaviour tracking, contracts, etc.) schools can use the one that best meets their needs. It is expected that **_ALL Schools_** use the **Divisional Behaviour Intervention Plan Template** in order to achieve consistency across the all of the divisional school.

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Behaviour Intervention Planning Template Form

Turtle River School Division
Behaviour Intervention Plan (B.I.P.)

Date: _____

Student Name: _____   School:_____

D.O.B. _____   Grade: _____

Case Manager:_____   Homeroom
Teacher:_____

Parent(s):_____

D.R.E.A.M.

1. DESCRIBE

Describe up to 3 priorities concerning behaviours:

Describe student strengths, or what a "good day" looks like:

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2. REASONS

What may be the underlying reasons for the behaviour?
Which treatment need seems to be the most prominent for this student?
(e.g. academic, social skills, medical/cognitive, emotional, inter-agency)

3. EXPECTED BEHAVIOUR

While the team works toward meeting the student's treatment needs, what are the appropriate behaviours you would like this student to use instead of the problematic behaviour? These are the goals of the plan, be specific.

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4. ASSIST

Proactive Strategies to address treatment needs and increase the likelihood of expected behaviour:

Strategy (who and what)	Process (how and when)

Reactive Strategies to be used if problem behaviours occur:

Strategy (who and what)	Process (how and when)

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1. **MEASURE** the success of this PLAN

How will the team know this student is making progress with their behaviour?

What will the process be for making changes to the strategic goals of this plan?

I have been involved in the development of this plan and will continue to offer my support toward meeting the behaviour goals.

_____   _____
Student   Date

_____   _____
Case Manager   Date

_____   _____
Principal   Date

_____   _____
Parent(s)   Date

_____   _____
Home Room Teacher   Date

_____   _____
                                                                      Date

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Behaviour Contracts

Behavioural Contracts or Agreements are used in order to help support the student, family and school in supporting a student's successful return to school. Behaviour Contracts are used In the contract, the student agrees to change his/her behaviour and work towards higher behavioural expectations. The school acknowledges that the students behaviour expectations are not that of perfect but the school must see some positive growth if the student is to be allowed to return back to school. The contract outlines the students negative behaviour, expectations of behaviour, conditions of return and strategies the team will implement with the student/parent(s) in order to support the students success. Upon successfully meeting the contract, the student's contract will end if the team agrees it is no longer needed. All students on a Behavioural Contract should also have a BIP created to coincide. The key to success is the planning that occurs with the student's team. School teams should include not only the classroom teachers, educational assistants, the resource teacher (case manager), parent(s)/guardian(s), any involved clinicians (CFS, CDS, ADS, Social Worker, etc.), but also the student. **The more involved the student in this process, the greater success.**

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Sample Behaviour/Educational ContractEducational Contract Between
_____ School and
(Student Name)

Date: _____

Purpose: This contract outlines the expectations of **(_student name)_** while attending school this coming Second Semester. It also identifies his/her goals and concerns the school has regarding his Education Plan and Behaviour at school.

Goal: The goal of this plan is to give **(_student name)_** a second opportunity to be successful and return to school to complete the second semester of Grade __. In order for **(_student name)_** to have success, it is important that an Individualized Education Plan and Contract be developed outlining Expectations and Consequences so that both the student and school team clearly understand the goals.

Contract: If **(_student name)_** is going to attend school in _____ he/she will have to follow student expectations. In addition, in order to be successful, it is important that he/she attends regularly and maintains his/her academic programming by completing assigned work and keeping his/her behaviour at an acceptable level.

Conditions with Expectations: (keep between 2 to 5)

1. **(_student name)_ will participate fully in his/her regular Grade 9 classes. A Student Schedule Has Been Developed Specifically for (_student name)_ to ensure success. (_student name)_** _will complete assigned class work & assignments and submit according to classroom expectations. He/she needs to do his/her work in order to do well and learn. Teachers are going to treat him/her fairly and assess him/her like any other student. Failure to complete work and submit according to due dates may result in a mark of zero, reducing his/her chances for successfully achieving that credit._

2. **(_student name)_ is expected to have 90% or greater attendance at school.** _Please note, these absences include medical and sick days. Attendance is important in the learning process. Even if a student catches up on work missed, you cannot duplicate experiences that occur in the classroom._

3. **It is expected that (_student name)_ will not engaging in fighting with other students.** _Fighting is an unacceptable behaviour that is not conducive to a safe_

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*learning environment. It will be important for (**student name**) to resolve conflicts by using non-physical methods and seek the assistance in school staff members.*

_____   _____
        Parent/Guardian   Student

_____   _____
           Teacher   Resource Teacher

_____   _____
           Teacher   Principal

Behaviour Tracking

Behaviour Tracking is a way that school teams can determine patterns and functions of a student's behaviour. The detailed monitoring of a student's behaviour in regards to time, subject, frequency, and type of behaviour will allow a school team to have specific data that will assist in planning to support a student's behaviour plan. The use of ABC Charts is common when tracking and analyzing behaviour because of the simplicity and ease of use. ABC represents the analysis of the Antecedent, Behaviour, and Consequence of the behaviour being observed. Antecedent is the activity or event typically occurring just before the inappropriate behaviour. Behaviour is the action or reaction of the person, a description of the inappropriate behaviour. Consequence is the events that typically follow just after the inappropriate behaviour. There is a number of behaviour tracking tools available that support documenting behaviour that can be used in school. Schools can choose from a variety of available charts and forms that they feel would work best for the specific behaviours they are tracking. It is suggested that schools specify as to what specific behaviours they are tracking (e.g. getting out of seat, talking, hitting others, etc.). The policy will include a sample template chart of a basic ABC Tracking form and Scatter Plot form.

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Sample Behaviour Tracking Forms

ABC Tracking Chart

Antecedent (A)	Behaviour (B)	Consequence (C)
Antecedent is the activity or event typically occurring just before the inappropriate behaviour.	Behaviour is the action or reaction of the person, a description of the inappropriate behaviour.	Consequence is the events that typically follow just after the inappropriate behaviour.
Examples	*Examples*	*Examples*
Teacher called on John for a problem	John told a joke about religion	Peers laughed
Teacher was lecturing to the class	John began humming loudly	Teacher and peers ignored John
Teacher insisted that John answer the question	John threw his book at teacher	Teacher told John that she was very disappointed with him, and sent him to the office – went to see counsellor
Peers stopped laughing at John's jokes and began ignoring him	John threw his lunch tray on the floor and walked away	Peers looked at him
John was eating lunch with his peers	John told several jokes about sex	Peers laughed
Teacher asked John to stop humming several times during independent work time	John stopped humming	No one said anything
John was working alone	John began humming loudly	Teacher asked John to stop
The school counsellor was asking several questions to John, trying to interact with him	John ignored the school counsellor's questions, put his head on the desk, and remained this way the entire time he was there	After 15 minutes trying to get John to talk, the counsellor sent John back to class

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Sample Scatter Plot Chart
Scatter Plot – 30 minute Intervals with Activities

Student: _____ Grade: _____ Age: _____

Teacher: _____ School: _____

Dates: _____ to _____ Date Collected By: _____

Behaviour: _____

Month																			
Day																			
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
9:00-9:30																			
9:30-10:00																			
10:00-10:30																			
10:30-11:00																			
11:00-11:30																			
11:30-12:00																			
12:00-12:30																			
12:30-1:00																			
1:00-1:30																			
1:30-2:00																			
2:00-2:30																			
2:30-3:00																			
3:00-3:30																			

Behaviour (B): ■ did occur ☐ did not occur

Activities (A):   **W**-during whole-class instruction,   **L** – while listening
                                G- while working in a group,   **T** – during a transition
                                I – while working independently

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Functional Behavioural Assessments

A Functional Behavioural Assessment (FBA) is completed by an individual who has had training in how to determine the function of a person's behaviour. When an FBA is requested, the trained FBA assessor will meet with the school team regarding the concerning behaviour. The FA assessor will meet with the teacher(s) individually and student prior to a formal observation of the student in their classroom setting. The classroom teacher(s) will track the student's behaviour before the formal observation occurs. The behaviour will be analyzed and the steps of the FBA process will be followed in regards to the required team meetings. Functional Behaviour Assessments are only used with tier three students in specific cases as the process is very intensive and time consuming.

Scatter Plot Chart for Functional Behavioural Assessment

Student: _____Tim Smith___ Grade: ____5_____ School: ___ABC Elementary_____

Dates: _May 5, 2016_ to _May 10, 2015__ Observer: _J. Doe (Resource Teacher_____

Behaviour : ___*disrupts class with inappropriate comments directed towards peers*___

Activity	Time	Day of the Week					Total
		Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	
Geography	9:00-10:00	///	//	//	///	///////	**18**
Mathematics	10:00-11:00	//////	//	////////	////////	/////	**28**
Recess	11:00-11:15						**0**
Science	11:15-12:00	///	//	///	/////	////	**17**
Lunch	12:00-1:00						**0**
Language Arts	1:00-2:00	//////	////	////////	////////	///////	**30**
Physed	2:00-3:30						**0**
Total		**18**	**10**	**19**	**22**	**22**	**91**

Observational Notes: _____*Most occurrences of inappropriate behaviour are in mathematics and language arts. No incidences during unstructured activities where there is movement. Tuesday is the most successful day* _____

*Use tally mark to record incidences as they occur.

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<u>Behaviour Documentation</u>

It is important that all student behaviour is well documented. It is the responsibility of all school staff members to document conversations and actions of themselves, students, and parents. Any communications or actions are important to document as they formally track behaviour and consequences. Behaviour documentation is important when supporting and working on a student's behaviour planning. This documentation allows for school teams to analyze the function and plan strategies to support a behavioural intervention plan. Documentation also helps in establishing timelines and confirming conversations that have occurred when discussing a student's behaviours. Behaviour documentation intensity will change as the need for the student changes.

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Triggers:
1. Tired
2. Frustrated with school work
3. Sick
4. Homework not done
5. Grumpy/moody
6. Overwhelmed
7. Conflict at home
8. Hungry
9. Conflict at school
10. Teased or put down
11. Conflict on bus
12. Distracted/carried away by peer
13. Substance Abuse
14. Doc form
15. Incident in previous class/playground
16. No medication
17. Unknown/other _____

Consequences:
1. Doc form
2. Detention
3. Verbal reprimand
4. Note in agenda to parent
5. Phone call to parents
6. Time out
7. Alternative placement
8. Sent to hallway
9. Loss of privilege
10. Ignored/no consequence
11. Talk with admin/guidance
12. Loss of recess
13. Other _____

Rewards:
1. Free time
2. Computer time
3. Positive comment – verbal
4. Physical activity
5. Positive comment – agenda
6. Food or treats
7. Adult attention
8. Peer attention
9. "Above and Beyond" coupon
10. Positive gesture
11. Other _____
These represent just a few of the most common (but in no way inclusive).

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Adapted Education Planning (AEP)

Students needs differ from child to child and as such, so do their required supports. When planning for the needs of students, the supports that are appropriate for each student also vary in intensity. An Adapted Education Plan (AEP) is a planning tool used to support a specific student's learning needs and is considered part of a student's Individual Education Plan. Any planning for a student that is specific to their individual learning is an Individual Education Plan (IEP). Students that require support, but not the intensive support of an IEP, may benefit greater from an AEP being developed.

The School Support Team (classroom teacher(s), resource teacher, principal student (when appropriate), and the parent(s)/guardian(s)) will determine which plan is the most appropriate. The School team is responsible for participating and developing the students plan. The Resource Teacher is the Case Manager and is responsible for scheduling and coordinating team meetings, publishing, and distributing copies of the plan. If at any time a member of the team would like to meet again, they would contact the Case Manager to initiate a meeting.

AEP`s are typically designed as a checklist or chart and condensed to either a single or couple pages. The use can be effective for discussing and providing additional supports for adaptations required by students and allow for schools to document effective strategies that support student learning. These adaptations or accommodations are universal at times and what we do for one student can help all of the students in the classroom. If a teacher allows all students in a classroom to utilize the adaptation *(e.g. allow all students to use a calculator),* then it is no longer an adaptation. If it is important for the student then it should still be noted somewhere in the students plan for future learning and planning. Some of the most common adaptations include: compacting the curriculum; reduced work; accepting reduced work quality; allowing extended time; differentiating assignments; providing alternative texts/programs; prioritization on essential learning and additional support. In order to support schools, the division has developed three Adapted Education Plan templates.

> **Accommodations**: "A process that involves determining what barriers might affect a person, exploring options for removing those barriers, and accommodating to the point of undue hardship"(Manitoba Education, 2010).

> **Adaptations**: "A change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected learning outcomes" (Manitoba Education, 2010).

References:

Manitoba Education, (2010). *Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans* (p.85). Manitoba: Manitoba Text Book Bureau.

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Adapted Education Plan

Date: Teacher:

Name: DOB:

Grade: Parent/Guardian:
Telephone: Work:

Rationale for adapted program / Areas of concern:

Background Information / Diagnostic Results:

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The following classroom-based adaptations are appropriate and necessary for this student.

Program Adaptations

- ☐ **Pull out resource**
- ☐ **Teacher Assistant support in classroom (academic)**
- ☐ **Alternative reading materials**
- ☐ **Photo copy of teacher's notes**
- ☐ **Booklets created to provide level-appropriate materials** subject _____
- ☐ **Decrease in quantity / quality expectations for written assignments**
- ☐ **Other**

Process Adaptations – Instructional Strategies

- ☐ **Pre-teaching content vocabulary**
- ☐ **Concrete rather than abstract instructions**
- ☐ **Increased drill / repetition / review**
- ☐ **Highlighted texts**
- ☐ **Tasks broken down into steps (whole to part)**
- ☐ **Hands-on learning experiences**
- ☐ **Other**

A.   Environmental Adaptations

- ☐ **Use of study carroll to decrease distractions**
- ☐ **Use proximity seating near teacher**
- ☐ **Seat in area free of distractions**
- ☐ **Use checklists for organization**
- ☐ **Provide opportunities for movement**
- ☐ **Reduce / minimize distractions**
    - visual
    - auditory
    - spatial
    - movement
- ☐ **Define personal area concretely**
- ☐ **Other**

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B.   Time Adaptations

☐   **Increase time for work completion**
☐   **Reduce amount of work**
☐   **Alternate quiet and active tasks**
☐   **Time limits for specific tasks**
☐   **Provide "stop and think" time**
☐   **Other**

C.   Behavior / Attention

☐   **Behavior contracts**
☐   **Positive reinforcement**
☐   **Provide "stop and think" place**
☐   **Daily work check**
☐   **Timer to complete tasks**
☐   **Self monitoring charts / checklists**
☐   **Rules posted on desk and / or wall**
☐   **Quiet work area**
☐   **Concrete reinforcement**
☐   **Preferential seating**
☐   **Other**

D.   Technical Supports / Special Considerations

☐   **Use of calculator**
☐   **Use of computer**
☐   **Modified schedule**
☐   **Medication**
☐   **Dictate to scribe**
☐   **Enlarge material**
☐   **Use of manipulatives**
☐   **Built-up pencils / pencil grips**
☐   **Spell checker**
☐   **Other**

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E.   Language Processing

☐   **Use simple sentence structure**
☐   **Repetition of instruction by student (paraphrasing)**
☐   **Frequent check for understanding**
☐   **Use of both auditory and visual instructions**
☐   **Keep instructions short and direct**
☐   **Preteach new vocabulary**
☐   **Use visual aids (charts, graphs, pictures)**
☐   **Associate new information with something already known**
☐   **Other**

F.   Testing

☐   **Take test orally**
☐   **Shorten test format**
☐   **Test read to student**
☐   **Modified test format and / or types of questions**
☐   **Test marked on basis of questions attempted**
☐   **Completion of written test in an alternate location**
☐   **Scribe used for testing**
☐   **Other**

Parent's Signature _____

Resource Teacher's Signature _____

Teacher's Signature _____

Principal's Signature _____

Date: _____

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OPTIONS FOR AN ADAPTED EDUCATION PLAN (AEP)

Student Name: _____ Grade: _____

Classroom Teacher: _____ School: _____

_____

The checked items are classroom-based adaptations that are appropriate and necessary for this student's in-classroom learning needs and success.

A. Program Adaptations
1. Assignments
   - ☐ reduced quantity
   - ☐ accept reduced quantity
   - ☐ extended time
   - ☐ differentiated-alternative allowed
2. ☐ Alternate texts/programs/resources (e.g. _____)
3. ☐ Prioritization of required areas of study
4. ☐ Regular Homework assistance
5. ☐ Tutoring
6. ☐ Adapting representation of knowledge (e.g. _____)
7. ☐ Other: (e.g. small group instruction) _____

B. Process Adaptations/Instructional Strategies
1. Level of Thinking
   - ☐ consideration of learning style (auditory, visual, tactile/kinaesthetic)
   - ☐ consideration of multiple intelligence strength
2. ☐ Preference of individual work, ☐ or cooperative group work
3. ☐ Pre-teaching of content/vocabulary
4. ☐ Concrete rather than abstract instructions
5. ☐ Increased drill/repetition/review
6. ☐ Outline summary of important information
7. ☐ Highlighted texts, study guides and/or important points on board/overhead
8. ☐ Tasks broken down into steps
9. ☐ Hands on learning experiences
10. ☐ Other _____

C. Language Processing
1. ☐ Preferential seating
2. ☐ Use of simple sentence structures
3. ☐ Repetition of instruction by student (paraphrasing)
4. ☐ Frequent checks for understanding
5. ☐ Outline/summary of important information
6. ☐ Use of both auditory and visual instructions
7. ☐ Slow rate of presentation

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8. ☐ Paraphrase materials using similar language
9. ☐ Keep statements short and to the point
10. ☐ Avoid abstract language (metaphors, idioms)
11. ☐ Pre-teach new vocabulary prior to lesson
12. ☐ Monitor amount of background noise
13. ☐ Alert student to key points
14. ☐ Match readability of texts to students language level
15. ☐ Use visual aids (charts, graphs, pictures)
16. ☐ Associate new information with something already known
17. ☐ Demonstrate instructions/tasks/concepts
18. ☐ Stand close to student
19. ☐ Use multisensory examples
20. ☐ Other

D. Visual Processing
1. ☐ Highlight information (colour code, underline)
2. ☐ Keep written assignments free from extraneous distractions
3. ☐ Clear well defined worksheets
4. ☐ Plenty of white space on worksheets/tests
5. ☐ Check for understanding of visual tasks
6. ☐ Avoid copying from board
7. ☐ Provide typed copy of material/notes
8. ☐ Use high contrast material
9. ☐ Other _____

E. Time Adaptations
1. ☐ Increase time for work completion
2. ☐ Reduce amount of work/tests
3. ☐ Prioritize assignments/use checklists
4. ☐ Follow a specific routine
5. ☐ Alternate quiet and active tasks
6. ☐ Time limits for specific tasks
7. ☐ Other _____

F. Environmental Adaptations
1. ☐ Use of a study carrel
2. ☐ Use of proximity seating near teacher
3. ☐ Seated in area free of distractions
4. ☐ Use of checklists for organization
5. ☐ Use of a daily planner/agenda
6. ☐ Provide opportunities for movement
7. ☐ Reduce/minimize distractions (visual, auditory, spatial, movement)

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8. ☐ Other_____

G. Technical Supports/Special Considerations
1. ☐ Use of a calculator
2. ☐ Use of a computer
3. ☐ Modified schedule
4. ☐ Medication
5. ☐ Dictate to scribe
6. ☐ Enlarge material
7. ☐ Use of manipulatives
8. ☐ Built up pencils/pencil grips
9. ☐ Spell checker
10. ☐ Other _____

H. Behaviour/Attention
1. ☐ Behaviour contract
2. ☐ Positive reinforcement
3. ☐ Provide "stop and think" place
4. ☐ Daily work check
5. ☐ Timer to complete tasks
6. ☐ Self-monitoring charts/checklists
7. ☐ Rules posted on desk and/or wall
8. ☐ Quiet work area
9. ☐ Concrete reinforcement
10. ☐ Preferential seating
11. ☐ Direct instruction of organization and study strategies
12. ☐ Breaks, varied activities
13. ☐ Other _____

I. Evaluation
1. ☐ Tests read to student
2. ☐ Open book tests
3. ☐ Modified test format and/or types of questions
4. ☐ Shorter tests
5. ☐ Test marked on basis of questions attempted
6. ☐ Oral test
7. ☐ Scribe used for testing
8. ☐ Completion of test in an alternate location
9. ☐ Allow student to use printing instead of cursive writing
10. ☐ Avoid pressure of speed
11. ☐ No penalties for spelling or mechanical errors
12. ☐ Tests sent home in advance
13. ☐ Writing tests in parts
14. ☐ Other _____

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Name: _____

Grade/Subject: _____

_____

Reason(s) for Adaptations:
_____

_____

_____

Please note that although these adaptations may be used consistently in the classroom setting for the specific student, the adaptation may not be allowed on the Provincial Examination or Standard Tests. Adaptations that jeopardize the integrity or the content of the examination or test will not be considered.

This information was shared with

_____

By

_____

On

_____

By: telephone __ interview __ letter __ School Resource Department

Adapted Education Plan

Classroom Environment
◊ Preferential seating
◊ Reduce distractions
  o Visual
  o Auditory
  o Movement
◊ Alternate work area
◊ Acoustical Treatments
◊ Study carrels

Organization
◊ Check often for understanding/review
◊ Have student repeat directions
◊ Teach study skills
◊ Use study sheets
◊ Use long term assignment timelines
◊ Teach skills in several settings
◊ Chapter summaries
◊ Check with teacher to ensure student has the necessary texts and notes before leaving
◊ Underline the specific directions
◊ Visual daily schedule
◊ Agenda/home-school books

Presentation of Subject Matter
◊ Support from educational assistant
◊ Teach to student's learning style
  o Visual
  o Auditory
  o Kinesthetic
◊ Individual/small group instruction
◊ Provide notes or cloze notes
◊ Books on tape
◊ Videos and movies
◊ Present demonstrations (model)
◊ Emphasize critical information
◊ Pre-teach vocabulary
◊ Reduce language level or reading level
◊ Post teach concepts, review
◊ Use manipulatives
◊ Activity based learning
◊ Graphic organizers
◊ Use visual sequencing

Pacing
◊ Extend time requirements
◊ Vary activity
◊ Allow breaks
◊ Omit assignments using copying in a timed situation.

Assignments

◊ Give directions in small, distinct steps
◊ Use oral, written and picture clues for directions
◊ Decrease reading level
◊ Decrease difficulty level of assignment
◊ Shorten assignment
◊ Have students provide answers orally
◊ Read directions to student
◊ Allow student to type assignment
◊ Provide alternate assignments
◊ Avoid penalizing for spelling errors or poor penmanship unless this is a goal
◊ Give extra cues or prompts
◊ Support from educational assistant

Classroom Assessment

◊ Fewer questions
◊ Modify format
  o Multiple choice
  o Word bank
  o Short answer
◊ Have tests read to the student
◊ Oral/taped reporting/testing
◊ Administer test in alternate setting
◊ Extend time
◊ Open book test or allow use of notes
◊ Directions and questions written in simple sentences.
◊ Have a scribe
◊ Provide a study guide
◊ Actual test used as a study guide
◊ Allow use of computer or calculator
◊ Allow alternate methods to demonstrate understanding of content (diagrams, drawings…)
◊ Ask clarifying questions
◊ Provide written outline for essay questions
◊ Support from Educational Assistant

Materials/Technology

◊ Taped texts
◊ Highlighted texts
◊ Study guide
◊ Assistance with note taking
◊ Reduce readability level
◊ Work completed on a computer
◊ Use of calculator allowed
◊ Computer programs

Motivation/Reinforcement

◊ Verbal positive reinforcement
◊ Non-verbal positive reinforcement
◊ Concrete reinforcements or rewards

Social Interaction Support

◊ Cooperative learning groups
◊ Multiple rotating peers
◊ Teach sharing/negotiating skills
◊ Teach social communication skills
◊ Structure activities to create positive interaction
◊ Use peer tutoring
◊ Focus on social process rather than end-product
◊ Grades on attitude and participation are separate from academic mark

Others

_____

_____

_____

_____

_____

<u>Cumulative File Inserts</u>

Student Cumulative File inserts are an important tool that identify the special needs, supports, and services that a student receives. These forms indicate what assessments have already been completed, what plans or accommodations are in place for a student; as well as their location and existence. The purpose of the cumulative insert is to ensure student support services are not neglected and to signify to educators that additional programming is available. One cumulative file insert form *("Cumulative File Insert")* is attached permanently on the inside cover of the cumulative file with the second form (*"Student Record Tracking")* being loosely placed in the cumulative file. The attached cumulative file insert signifies what services or plans are being utilized. The second loose cumulative file insert, indicates more information and of when and what has been used as supports by the student. It also notes where the location of the additional available information is kept located.

All students who receive any type of student services, additional programming or supports must have a cumulative file insert sheet completed and placed in their cumulative form. The school **resource teacher is responsible** for <u>completing and maintaining both of the cumulative file inserts</u>. Resource teachers need to keep the insert sheets current by *updating the cumulative file inserts as any plans or services are developed or used once they commence.* Additionally, when a student first enters the school system, *the cumulative file should be reviewed by the school resource teacher, and if the student qualifies, a cumulative file insert should be completed at this time.* Schools need to use the attached two cumulative file insert forms provided in the student services forms section.

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Cumulative File Insert
(To be stapled to the inside cover of cumulative file)

Name: _____ Birth Date ___/___/_____

Gender: ___

Address: _____ Phone: _____

School: _____

The Pupil Support File for this student contains reports from the services indicated:

School
- o Resource Teacher

Student Services
- o Psychologist
- o Speech Language Pathologist
- o Physiotherapist
- o Occupational Therapist

Manitoba Education and Training
- o Consultant Deaf/Hard of Hearing
- o Consultant Blind/Visual Impaired

Other
- o Audiologist
- o Mental Health
- o Child and Family Services
- o Children's Special Services

The Pupil Support File also contains:
- o English Language Adapted Learning Plan
- o Individual Education Plan
- o Individual Behaviour Plan
- o U.R.I.S. Health Care Plan
- o Individual Transition Plan

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Student Service Record

Student:_____

A Pupil Support File, with information regarding service supports provided for this student, is available. The following supports have been accessed:

Location	Services Accessed	Year												
		Grade												
	Funded EBD3 or URIS A													
	Previously Funded Level II or Level III													
	Individualized Education Plan													
	Modified (Individualized Education Plan)													
	Adapted Education Plan													
	Behaviour Intervention Plan													
	Resource Teacher – Intervention													
	Speech / Language													
	Psycho-Educational Assessment													
	Consultant from MB Education (HOH, Blind,)													
	Hearing Screening													
	Vision Screening													
	Physiotherapy													
	Occupational Therapy													
	Counseling													
	Agency Support (CFS, AFM, CSS, MH)													
	Health Care Plan (URIS B) – location -													
	Medication -													
	Early Literacy Intervention													
	Other -													

Key for Location of File: R – Resource Room filing cabinet   C – Cum file in Office   **Initial of person completing this form each year**

Resource Reports

Resource teachers are accountable to parents with providing them with an update of the services and progress that their child is having with the additional educational services being provided. It is important that there is documentation of the services that are being provided to students. Resource Teachers must report on all of the services being provided to each of the students receiving all of the following additional services:

- Speech Language Therapy
- Occupational Therapy
- Physiotherapy
- Reading Intervention/Pull-Out
- Resource Support
- Numeracy Support (out of the class)
- Literacy Support (out of the class)
- Any Specialized Interventions/Programming

The **"Resource Report"** must outline the type of service being provided, the duration, length of time, frequency, and progress. A copy of this report should be sent home to parents with their child's report card. Resource Teachers must also forward a copy to the Student Services Coordinator along with a copy being placed in the student cumulative and resource files in order to document a student's services and development. A *Resource Report should be completed and distributed every reporting period (report card).* Schools need to use the attached resource report template form provided in the student services forms section.

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SCHOOL LETTERHEAD

Student:

Grade:

Date:

Frequency of Intervention: _____minutes or _____ classes per week

Skills Targeted:

Comment: These are some suggestions you may wish to include in your anecdotal report.:
      -Success or lack of progress
      -Attitude
      -Work ethic
      -Materials Used or a Theme you may be using
      -Recommendations, if any (further testing???)
      -Ways to help your child at home

Your signature
Name/Information

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<u>Differentiated Instruction (DI),Universal Design for Learning (UDL) and Response to Intervention (RTI)</u>

The division supports educators using effective teaching strategies that engage and benefit all of the students in their classroom. Effective Teaching strategies allow for classrooms and learning in becoming inclusive to the needs of all students. As students learn in different ways and at different rates it is important that that we don't participate in instructional models of the past where *"one size fits all"*. Learning has changed and so must instructional methods and supports when it comes to supporting effective learning and instructional practices. Differentiated Instruction, Universal design for Learning, and Response to Intervention are three evidence-based educational practices that support inclusive learning.

Differentiated Instruction is a different way that a teacher instructs students so that they meet all of the different types of learners in their classroom. It focusses on the different student's learning strengths and preferred learning styles.   Differentiated Instruction has teachers alter or change the way they present information to students, the way they assess student learning, and by altering the type of work or activities that students complete in order to show learning. The philosophy is that all students in a classroom can learn with effective teaching that allows for all students to be successful learning in their own preferred learning style.

Universal Design for Learning is a way of planning and teaching where one lesson is developed that encompasses all of the different needs and levels of the entire class in a way that all students can be successful. It is accessible instruction that is based on the philosophy of doing things that benefit all students with flexible approaches that allow all students to get to the finish line by adjusting and customizing individual student needs. Universal Design for Learning is a set of principles that give equal opportunities for all students to learn.

Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavioral needs. It focusses on providing intensive support and assistance to students who have been identified as "at-risk". The early intervention of supports works by screening students regularly and early in order to provide students with the appropriate supports early.

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<u>Supporting ALL Learners - Funding of Schools</u>

The division supports students in schools under the Student Services model. The Student Services model provides additional supports to schools in the forms of additional staffing, access to specialists, assessments, services, resources, and other supports. Students of various needs are supported by the board through the funding of schools formulas located in the division policy.

The board understands that there are times when needs arise unexpectedly that cannot be planned. In addition to the formulated funding, schools are able to formally request additional funding and supports in writing on a case by case basis to the Superintendent. The Superintendent will review the request and with the guidance and approval of the board may be able to provide access to further supports and resources.

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Turtle River School Division works in partnership with families, agencies, and businesses in order to support students as they both enter and leave our school systems. Transitional Programming is a form of active early planning that places the students' needs first; allowing for systems to prepare supports prior to the student entering or leaving school. It maximizes the system's capacity to support a student using all available supports.

A team meeting is called by the students' current case manager that allows for all supportive agencies, community supports, school supports, and health supports to meet with the student and family in order to begin planning and outline the supports that the child will require in order to be successful. This information is used in the development of the student's Individual Education Plan.

The province has developed two planning tools that are used to guide the transitioning process which outlines the responsibilities and roles of all agencies as they support a students' transitioning in and out of school. One plan supports students as they enter school and the other as they leave the school system.

Early Childhood Transition to School for Students with Special Needs

As students develop and grow supports are accessed as needed through early screening through healthcare providers. The Early Childhood Transition Plan is developed by the student's support team with the case manager initiating the meeting with the school system and other available community supports. The student's case manager is typically the Child Development Services (CDS) worker in their region. Student information and needed supports are discussed as a team in order to ensure that the student is able to transition into school as smoothly as possible. This transition plan guides the team's conversation into a plan for the student's entry into school.

Transition Planning for Students with Special Needs

As students are ready to leave school, it is just as critical to develop a transition plan in order to help them access supports and resources that will assist them transitioning out of school. The province has developed a guide to these critical conversations that need to occur to help support the student as they transition out of school. The Transition Protocol begins when a student is sixteen years of age or grade eleven. The case manager is usually the schools resource teacher. In conjunction with the Transitioning Protocol, the school will support the students plan to access Post-Secondary education with a clearly outlined IEP that identifies supports and learning needs specifically. A major component of the student's transition plan is a psychological assessment. This cognitive assessment identifies learning needs with recommendations that can be used to support with the students' transitioning. The use of PATH planning is also another

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important part to a strength based model of supporting a student's transitioning. Preparing students with the necessary life skills will help students be successful after school is over.

Post-Secondary

There are many supports available for students who are interested in Post-Secondary education. The school resource teacher will help the student access information and application for these programs. The students IEP and psychological assessment will be the key in supporting the students access to similar supports when making the transition into post-secondary schooling.

Planning Alternative Tomorrows of Hope (PATH)

Planning Alternative Tomorrows of Hope or PATH planning is a type of planning where a student's support team (current and future) are brought together in order to plan the next five years. Goals are developed on how to get from here to there so that a student can achieve their dreams. Support teams are used to help the student accomplish smaller goals so they can reach their larger goals.

Vocational Programming

The division supports students with access to vocational programming opportunities and/or experiences that support their future careen goals. A placement in a shop because they have an interest in carpentry will support them entering into a vocational program, obtaining employment at such business, or even open up a future opportunity to volunteer at this business.

Life Skills / Community Programming

Life Skills are important skills that a student will need when they leave school. These are skills that an average person needs to know in order to live. Basic math, personal banking, shopping, cooking, and personal hygiene are just a few of the basic life skills. As part of a student's individual education plan, schools will integrate life skills programming as well as community related programming that supports the students learning that will help support to prepare them for life after school.

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The following documents have been developed to support schools in providing the appropriate educational programming to students and families in Manitoba schools. Manitoba Education has developed the following support documents:

Appropriate Educational Programming: Handbook for Student Services;
http://www.edu.gov.mb.ca/k12/specedu/aep/handbook_ss/full_document.pdf

Appropriate Educational Programming in Manitoba: Extending Genuine Learning and Social Experiences for All School Communities, Final Consultation Summary;
http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/FinalConsultationReport.pdf

Appropriate Educational Programming in Manitoba: Standards for Student Services;
http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf

Appropriate Educational Programming in Manitoba: Formal Dispute Resolution Process;
http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Formal_DR_Process.pdf

Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community;
http://www.gov.mb.ca/healthychild/publications/protocol_swsn.pdf

Child Protection and Child Abuse Protocol;
http://www.cpmb.ca/documents/Reporting_Handbook.pdf

Educational Assistants in Manitoba;
http://www.edu.gov.mb.ca/k12/docs/support/ed_assistants/educational_assistants.pdf

Educators' Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing;
http://www.edu.gov.mb.ca/k12/docs/support/dhh_resource/full_doc.pdf

Educators Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing
http://www.edu.gov.mb.ca/k12/docs/support/dhh_resource/full_doc.pdf

Education and Child and Family Services Protocol for Children and Youth in Care
http://www.gov.mb.ca/healthychild/publications/protocol_youthcare.pdf

Framework for Suicide Prevention Planning in Manitoba
http://www.gov.mb.ca/healthyliving/mh/docs/suicide_prevention_framework.pdf

Guidelines for Early Childhood Transition to School for Children with Special Needs;
http://www.edu.gov.mb.ca/k12/docs/support/dhh_resource/full_doc.pdf
Helping Your Child Succeed in School: A Guide for Parents and Families of Aboriginal Students;

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Listening and Speaking: First Steps into Literacy: A Support Document for Kindergarten Teachers and Speech-Language Pathologists;
http://www.edu.gov.mb.ca/k12/cur/ela/list_speak/listening_speaking.pdf

Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach;
http://www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/full_document.pdf
Services for Students Who Are Blind or Visually Impaired
http://www.edu.gov.mb.ca/k12/docs/support/bvi_services/document.pdf

Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs);
http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student_specific_planning.pdf

Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder;
http://www.edu.gov.mb.ca/k12/specedu/aut/pdf/ASD_Document.pdf

Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools
http://www.edu.gov.mb.ca/k12/specedu/res_teacher/pdf/sis_resource_teachers_mb_schools.pdf

Supporting Inclusive Schools: School based Planning and Reporting -- A Framework for Developing and Implementing Annual School Plans and Reports;
http://www.edu.gov.mb.ca/k12/docs/support/school-based/inclusive.pdf

Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected;
http://www.edu.gov.mb.ca/k12/specedu/fas/pdf/FASD_Document.pdf

Towards Inclusion: Positive Behaviour in Manitoba Classrooms
http://www.edu.gov.mb.ca/k12/specedu/behaviour/behaviour_document.pdf

Towards Inclusion: From Challenges to Possibilities - Planning for Behaviour;
http://www.edu.gov.mb.ca/k12/specedu/beh/pdf/BEH_Document.pdf

Towards Inclusion: A Handbook for Individualized (I) Programming Designation, Senior Years;
http://www.edu.gov.mb.ca/k12/specedu/individu/pdf/complete_document.pdf

Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4;
http://www.edu.gov.mb.ca/k12/specedu/modified/pdf/complete_document.pdf
When Words are not Enough: Precursors to Threat -- An Early Warning System for School Counsellors;
http://www.edu.gov.mb.ca/k12/specedu/guidance/pdf/When_Words_Are_Not_Enough.pdf

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Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying;
http://www.edu.gov.mb.ca/k12/docs/support/guidance/WholeSchoolApproachComplete.pdf

Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities;
http://www.edu.gov.mb.ca/k12/specedu/problem_solving/pdf/DR_Pamphlet.pdf

Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities;
http://www.edu.gov.mb.ca/k12/specedu/problem_solving/pdf/complete_document.pdf

Working Together: A Handbook for Parents of Children with Special Needs in School;
http://www.edu.gov.mb.ca/k12/specedu/parent/pdf/brochure_parent_eng.pdf

Working Together: A Handbook for Parents of Children with Special Needs in School;
http://www.edu.gov.mb.ca/k12/specedu/parent/pdf/workingtogether.pdf

Working Together: A Parent's Guide to Formal Dispute Resolution;
http://www.edu.gov.mb.ca/k12/docs/parents/dr/index.html

Working Together: A Parent's Guide to Transition from School Community; and
http://www.edu.gov.mb.ca/k12/docs/parents/transition/working_together_guide.pdf

Wraparound Protocol for Children and Youth with Profound Emotional and Behavioural Disorders
http://www.gov.mb.ca/healthychild/publications/protocol_ebd_wraparound.pdf

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INSTRUCTION FOR STUDENTS WHO ARE INFIRM

The board expects the teachers to make provisions for temporarily infirm students to keep up with their program.

GUIDANCE PROGRAMS

The board expects each teacher and school administrator to give guidance to his/her students on a day-to-day basis, giving such support and direction as he/she is capable.

COMMUNITY RESOURCE PERSONS

In order to bring first hand information into the classroom, the board encourages its professional staff members to be aware of persons in the community who are knowledgeable in certain fields and make provision for them to take part in the appropriate class work.

A professional staff member must be present when these community resource persons are working with the class.

PARKLAND REGIONAL LIBRARY

The schools are encouraged to make use of the Parkland Regional Library facilities. Their bookmobile makes a scheduled visit to several schools in the division. This library will assist in obtaining reference material for a particular topic upon request.

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