



## Turtle River School Division - Administrative Procedure

### Section D – Student Services Appropriate Education and Programming

#### Reference:

- [The Human Rights Code \(Manitoba\)](#)
- [Canadian Charter of Rights and Freedoms \(Canada\)](#)
- [The Public Schools Act \(Manitoba\) PSA 58.6](#)
- [Appropriate Educational Programming Regulation 155/2005](#)
- [Education Administration ACT \(Manitoba\)](#)
- [The Public Schools Amendment Act \(Appropriate Educational Programming\), S.M. 2004, proclaimed October 28, 2005](#)

#### General Principles

The instruction and assessment of students with special needs often present unique challenges. Students portray an extensive variety of cognitive and physical skills, abilities, learning styles, and interests. Therefore, schools are required to provide access to appropriate educational programming for all students, allowing each one to achieve success. Turtle River is committed to foster the inclusion of all students, including those with special needs.

Manitoba Education and Early Childhood Learning defines inclusion as follows:  
*"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."*

(Standards for Student Services, Manitoba Education & Early Childhood Learning, 2022)

Turtle River School Division will provide the following:

1. **Parental Involvement and Information:** Providing parents with necessary information and involving them in decision-making processes regarding their children's education is crucial for fostering a collaborative relationship between schools and families. This aligns with both the Human Rights Code and the Public Schools Act of Manitoba.
2. **Designation of Case Manager:** Designating a case manager, often a resource teacher, to work with students, parents, teachers, and other professionals in developing student-specific plans (SSPs) ensures personalized support for students with special needs.
3. **Opportunities for Participation:** Involving students and parents in the development, implementation, monitoring, and evaluation of SSPs promotes transparency and accountability in the educational process.

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4. SMART Goals in SSPs: Setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) in SSPs ensures that objectives are clear, attainable, and relevant to the student's needs.
5. Regular Review of SSPs: Regular review and revision of SSPs, at least twice a year, ensure that educational plans remain responsive to students' evolving needs.
6. Progress Reporting to Parents: Informing parents of students' progress at regular intervals, as well as communicating any necessary programming changes, facilitates ongoing collaboration between educators and families.
7. Transition Planning: Developing transition plans for students transitioning into and out of school ensures continuity of support and services. These plans should be initiated well in advance to facilitate a smooth transition process.

[https://www.edu.gov.mb.ca/k12/specedu/programming/transition\\_childhood.html](https://www.edu.gov.mb.ca/k12/specedu/programming/transition_childhood.html)  
<https://www.edu.gov.mb.ca/k12/docs/policy/transition/>

8. Principal Accountability: Holding school principals accountable for the delivery and implementation of educational programming and services emphasizes the importance of leadership in promoting inclusive practices and supporting the diverse needs of all students.
9. Professional Development: Providing ongoing professional development opportunities for educators to enhance their understanding of inclusive practices and effective strategies for supporting students with diverse learning needs.
10. Resource Allocation: Ensuring adequate resources, including staffing, materials, and assistive technologies, to support the implementation of individualized educational plans and meet the needs of all students.
11. Collaboration with Community Partners: Collaborating with community agencies and service providers to access additional supports and resources for students with complex needs, including healthcare services, therapeutic interventions, and community-based programs.
12. Cultural Responsiveness: Recognizing and valuing the cultural backgrounds and identities of students and families and ensuring that educational programming is responsive to diverse cultural perspectives and experiences.

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By adhering to these principles and considering additional factors, Turtle River School Division can effectively promote inclusive education and provide meaningful learning opportunities for all students, in accordance with Manitoba's educational regulations and human rights frameworks.

#### **A. Teaching Practices**

The following teaching practices and strategies are aimed at promoting inclusive education and supporting diverse student needs.

1. **Scaffolding:** Teachers are encouraged to employ scaffolding techniques, gradually reducing support as students become more proficient. This involves

- simplifying complex tasks,
- structuring tasks for immediate success,
- modeling steps, and
- providing guided practice with feedback.

The ultimate goal is for students to apply skills independently.

2. **Differentiated Instruction:** Teachers are urged to differentiate instruction based on students' diverse learning needs, interests, and strengths. This may involve altering processes, content, affect, learning environments, or products to accommodate individual differences.

3. **Universal Design for Learning (UDL):** UDL- principles are highlighted as a means of creating inclusive systems, environments, and materials that cater to diverse student abilities and needs. This may include flexible curricular materials, inclusive technologies, accessible physical spaces, and various accommodations to maximize learning access for all students.

4. **Response to Intervention (RTI):** The RTI model is presented as a tiered approach to addressing academic and social-emotional needs. Tier 1 involves standard classroom instruction, with subsequent tiers providing increasingly intensive interventions based on student responsiveness. The goal is to identify and remediate difficulties promptly.

5. **Accommodations:** Accommodations are described as adaptations to instructional and assessment practices to support students' unique circumstances without altering curriculum expectations. These accommodations may include adjustments to location, timing, communication methods, or environmental factors to facilitate student participation. It's emphasized that accommodations should be

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communicated among the school support team and may not need to be recorded on report cards.

Overall, these teaching practices and strategies reflect a commitment to inclusive education and ensuring equitable opportunities for all students, in line with human rights principles and educational regulations.

### **B. Student-Specific Plans**

Student-specific plans (SSPs) address the unique learning needs of students within the Turtle River School Division.

#### **Purpose of SSPs:**

SSPs serve as written documents to address a student's specific learning needs and function as planning, record-keeping, and communication tools. They aim to help students progress beyond their current levels of performance by outlining tailored educational interventions.

#### **When SSPs Are Required:**

SSPs are required in various circumstances, including when students

- need student-specific outcomes beyond the provincial curriculum,
- require modifications or individualized programming,
- have special learning needs,
- experience chronic absenteeism, or face barriers to attendance
- have been suspended out of school more than twice during a school year

SSPs may include:

Adapted Education Plans (AEPs),  
Curriculum Modification Plans (CMPs),  
Individualized Educational Plans (EPs),  
Behavior Intervention Plans (BIPs),  
Individualized Transition Plans (ITPs),  
Attendance Plans, and  
Personalized Transportation Plans (PTPs).

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#### **Responsibilities of Principals:**

Principals are responsible for:

- designating a case manager, typically a resource teacher, to develop and implement SSPs in collaboration with parents, students, teachers, and other professionals.
- ensuring the delivery and implementation of educational programming and services for students with exceptional learning needs,
- informing parents of student progress, and overseeing the development and updating of SSPs.

#### **Documentation and Evaluation:**

SSPs, including IEPs and BIPs, must be developed, revised, implemented, monitored, and evaluated at least twice a year, with parent/guardian involvement. Signatures from parents/guardians and students may be required to indicate involvement in the planning process. Any reduction or alteration in the school day for students with SSPs must be documented in the plan.

Individual Education Plans (IEPs): IEPs are required when students \_\_\_\_\_

- are unable to meet regular learning outcomes,
- receive Special Needs Funding Level II or III,
- or meet certain designations (e.g., English as an Additional Language, Modified course designation).

The development of IEPs involves identifying student-specific outcomes beyond curricular outcomes and may include collaborative person-centered planning processes.

#### **Adaptations and Modifications:**

Adaptations and modifications may be made to teaching processes, materials, assignments, or student products to assist students in achieving curricular learning expectations. [Adapted Education Plans \(AEPs\)](#) and Curriculum Modified Plans (CMPs) document these changes and require parental involvement and signatures.

#### **Personalized Transportation Plans (PTPs):**

PTPs ensure that students with special transportation needs receive appropriate transportation services. These plans are developed on an individual basis in consultation with parents, school staff, and transportation supervisors.

[Request for Bus Transportation Form](#)

[Personalized Transportation Plan](#) is below.

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#### **Behavior Intervention Plans (BIPs):**

BIPs are implemented when behavioral challenges significantly affect a student's learning.

The purpose of BIPs is to address chronic or repetitive behavior by setting goals, implementing proactive and reactive strategies, and replacing negative behavior with more acceptable alternatives.

BIPs may take various forms, such as behavior tracking forms, behavior contracts, or Functional Behavior Assessments (FBAs).

The Turtle River School Division emphasizes collaborative planning and parental involvement in the development and implementation of BIPs. It is expected that all schools use the division's [Behaviour Intervention Plan](#) in order to achieve consistency across the division. A [Behaviour Tracking Form](#) is also available.)

#### **English as an Additional Language (EAL) Programming**

EAL programming supports students learning English as an additional language during their first four years.

It focuses on developing English language skills and facilitating students' transition into the educational environment.

<https://www.edu.gov.mb.ca/k12/cur/eal/framework/section7.pdf>

[https://www.edu.gov.mb.ca/k12/cur/eal/docs/ssp\\_my\\_form.fx.pdf](https://www.edu.gov.mb.ca/k12/cur/eal/docs/ssp_my_form.fx.pdf)

#### **Transition Plans:**

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 student's 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.

#### **Transition into School Plan:**

- This plan is designed to support students as they enter the school system, whether it's starting kindergarten or transferring from another educational setting.
- The plan involves convening a team meeting with representatives from various supportive agencies, community supports, school supports, health supports, as well as the student and their family.

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- The purpose of the meeting is to outline the supports and accommodations the child will require to ensure their successful integration into the school environment.
- Information gathered during this meeting is utilized in the development of the student's individual education plan (IEP), ensuring that the plan is comprehensive and tailored to the student's specific needs.
- The plan outlines the roles and responsibilities of each agency and support system involved in facilitating the student's transition into the school system.

[https://www.gov.mb.ca/healthychild/publications/protocol\\_early\\_childhood\\_transition.pdf](https://www.gov.mb.ca/healthychild/publications/protocol_early_childhood_transition.pdf)

#### Transition out of School Plan:

This plan is developed to support students as they transition out of the school system, whether it's graduating from high school or moving on to post-secondary education, vocational training, employment, or other community-based programs. The transition protocol begins when a student is sixteen years old or in grade eleven.

- Similar to the transition into school plan, the transition out of school plan involves convening a team meeting with representatives from various agencies, supports, and the student's family.
- The purpose of these meetings is to outline the necessary supports and resources to facilitate a smooth transition for the student into their post-school endeavors.
- Responsibilities and roles of each agency and support system are clearly defined in the plan to ensure that the transition process is well-coordinated and that the student's needs are adequately addressed.
- The plan may also include considerations for ongoing support and follow-up to ensure the student's continued success beyond their school years.

[https://www.edu.gov.mb.ca/k12/docs/policy/transition/bridging\\_to\\_adulthood\\_en.pdf](https://www.edu.gov.mb.ca/k12/docs/policy/transition/bridging_to_adulthood_en.pdf)

#### Planning Alternative Tomorrows with Hope (PATH)

Planning Alternative Tomorrows with Hope (PATH) is a powerful planning process commonly used to create a vision and set goals for individuals, including students

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with special needs or those undergoing transitions. The PATH involves the following step:

#### 1. Bringing Together the Support Team:

The PATH process begins by convening a support team consisting of various stakeholders who play a role in the student's life, both currently and in the future. This may include family members, educators, therapists, social workers, community members, and other relevant individuals.

#### 2. Creating a Vision for the Future:

The support team collaboratively develops a vision for the student's future, typically looking ahead five years. This vision encompasses the student's aspirations, dreams, and desired outcomes in various areas of life, such as education, employment, social connections, independent living, and leisure activities.

#### 3. Setting Long-Term and Short-Term Goals:

- Based on the established vision, the support team works together to set long term goals that align with the student's aspirations. These goals represent the overarching objectives the student aims to achieve over the next five years.
- Additionally, short-term goals are established to outline the specific steps and actions needed to progress toward the long-term goals. These short-term goals provide a roadmap for implementation and guide the student's day-to-day activities.

#### 4. Assigning Roles and Responsibilities:

- Each member of the support team takes ownership of their commitment to supporting the student in achieving their goals. Roles and responsibilities are clearly defined and assigned to ensure that everyone understands their contributions to the plan.
- This may involve educators providing specific instructional support, family members assisting with home-based activities, therapists offering specialized interventions, community members providing access to resources and opportunities, and so forth.

#### 5. Monitoring and Reviewing Progress:

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- The support team regularly monitors the student's progress towards their goals, adjusting strategies and interventions as needed to address challenges and capitalize on opportunities.
- Periodic reviews are conducted to assess the effectiveness of the plan and make any necessary modifications to ensure continued alignment with the student's evolving needs and aspirations.
- By engaging in the PATH process, the support team collaborates to create a comprehensive and person-centered plan that empowers the student to pursue their dreams and achieve their full potential.

#### **Modification Plans:**

Modification plans are designed for students with intellectual deficits who require modifications to the provincial curriculum to achieve academic success.

- Modification Plans are implemented when students are unable to meet regular learning outcomes, despite instructional supports.
- The plan involves modifying the number, essence, or content of grade-level provincial Expected Learning Outcomes (ELOs) in subjects/courses.

### **C. Modified and Individualized Plans**

#### **1. Modifications**

##### **Purpose of Modifications:**

Modification plans are designed for students with intellectual deficits who require modifications to the provincial curriculum.

- Modifications involve changes to the number, essence, or content of grade-level provincial Expected Learning Outcomes (ELOs) in a subject/course to meet the learning needs of students with intellectual deficits.
- These modifications are documented in the student's specific plan (SSP) to ensure individualized support.
- The Modified course designation (M) is used for students with modified subjects/courses in grades 9 to 12.
- Parents/guardians are required to sign the [Permission to Modify School Programs](#) for each modified course.
- The [Tracking of Modified and Individualized Programs](#) must be submitted to the student services coordinator at the beginning of each semester.

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#### Criteria for Eligibility:

Students eligible for modifications must meet specific criteria:

- Criterion A: Students must have deficits in intellectual functions, such as reasoning and abstract thinking, as determined by a standardized intelligence assessment administered by an educational psychologist.
- Criterion B: Intellectual deficits must prevent students from attaining enough ELOs in a subject/course, even with instructional supports like differentiated instruction and adaptations.
- Criterion C: Students must benefit from modified provincial curriculum to meet their learning needs.

#### Exclusions:

Modifications are not intended for students who:

- Do not meet Criterion A of an intellectual developmental disorder diagnosis but have special needs in other areas (e.g., physical disabilities, emotional or behavioral disorders).
- Meet Criterion A of a diagnosis of intellectual developmental disorder but can attain enough ELOs with instructional supports.
- Meet Criterion A, Criterion B at the severe or profound level, and Criterion C of an intellectual developmental disorder diagnosis and require individualized programming.

#### Assessment

- In kindergarten to grade 8, students with modified subjects are included in provincial assessments.  
[www.edu.gov.mb.ca/k12/assess/assess\\_program.html](http://www.edu.gov.mb.ca/k12/assess/assess_program.html)
- In grades 9 to 12, students working on M-designated courses do not participate in provincial tests.

#### Modification Reporting

The provincial report card is used to report student progress.

[www.edu.gov.mb.ca/k12/assess/docs/report\\_card/index.html](http://www.edu.gov.mb.ca/k12/assess/docs/report_card/index.html)

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#### **2. Individualized Programming:**

Individualized programming is designed for students with severe or profound intellectual disabilities who do not benefit from participating in provincial curricula.

Highly individualized functional learning experiences are identified to build independence outside of the provincial curriculum.

Individualized programming involves setting student specific outcomes (SSOs) in the individual education plan (IEP) and ongoing monitoring and evaluation.

#### **Eligibility Criteria:**

Individualized programming is intended for students who meet the following conditions:

- Criterion A, Criterion B at the severe or profound level, and Criterion C of a diagnosis of intellectual developmental disorder as determined by an individual standardized intelligence assessment administered by a qualified mental health practitioner (e.g., psychologist) or
- Diagnosis of global developmental delay or an unspecified intellectual disability by a qualified mental health practitioner (e.g., physician). Students' intellectual developmental disorder must prevent them from benefiting from participation in the provincial curriculum.

#### **Exclusions:**

Students who do not meet Criterion A, Criterion B at the severe or profound level, and Criterion C of an intellectual developmental disorder diagnosis but have special needs in other areas, such as:

- physical, emotional or behavioural disorders
- mental health concerns or illnesses
- specific learning disorders
- communication or language disorders.
- being blind or visually impaired
- being deaf or hard of hearing

Students with an intellectual developmental disorder who may be able to meet or approximate the ELOs of a subject/course using instructional supports, such as differentiated instruction, adaptations, and modifications.

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#### **Program Development and Implementation:**

- A case manager is designated by the principal, and meeting dates are planned to monitor student progress.
- Daily plans are created by classroom teachers, linking the IEP to daily instruction, with support from resource teachers if necessary.
- The student support team develops, revises, implements, documents, monitors, and evaluates the Individualized Education Plan (IEP) as needed.

#### **Assessment and Reporting:**

- Student progress is monitored based on the achievement of student specific outcomes (SSOS) outlined in the IEP.
- Grades are not assigned to SSOs, and students progress at their own pace, potentially until the age of 21.
- In kindergarten to grade 8, students are included in provincial assessments, while in grades 9 to 12, they do not participate in provincial tests.
- Reporting includes completing the front page of the report card to the extent possible, with individualized programming designated as "I" using the three-character course designation in grades 9 to 12.
- Students are eligible to achieve the Certificate of Completion under specific conditions related to their participation in the Individualized Senior Years Program or reaching the maximum age eligibility.

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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 \_\_\_

## **Adapted Education Plan**

### **Classroom Environment**

- ◇ Preferential seating
- ◇ Reduce distractions
  - Visual
  - Auditory
  - 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
  - Visual
  - Auditory
  - 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.
- ◇ Reduce the number of questions

## **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
  - Multiple choice
  - Word bank
  - 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**

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## REQUEST FOR BUS TRANSPORTATION

The Public Schools Act requires school divisions to provide transportation to all students living within their division boundaries. There are occasions where some students wish to attend schools in another division. In order to address the transportation of these students in adjoining divisions Turtle River School Division has adopted the enclosed policy. This policy is intended to provide educational services in the most cost effective manner for the taxpayers of Manitoba.

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Please complete this form and return to:

Transportation Department  
Turtle River School Division  
Box 309  
McCreary, MB R0J 1B0

Name of Student(s)	Birthdate	Grade	Parents'/Guardians' Names
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Does your child have any health care needs that the bus driver needs to be aware of? (eg, allergies, asthma, heart condition, bleeding disorder, seizures, medication, etc.) \_\_\_\_\_

Any special information or concerns the bus driver should be aware of: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

Land Location of Residence: \_\_\_\_\_

Sec. / Twp. / Rge. OR Street Name & House #

Requesting Transportation to \_\_\_\_\_ School.

Requested date for transportation to begin: \_\_\_\_\_

Reason(s) for Requesting Transportation: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

### OFFICE USE ONLY:

Bus Driver: \_\_\_\_\_ Approx. Pick-up Time \_\_\_\_\_ AM

Transfer Bus Driver: \_\_\_\_\_ Approx. Drop-off Time \_\_\_\_\_ PM





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#### Personalized Transportation Plan

##### Turtle River School Division

\_\_\_\_\_ School

20\_\_ - 20\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_

Parent(s)/Guardian(s): \_\_\_\_\_

Mother's Cell Number: \_\_\_\_\_ Mother's Work Number: \_\_\_\_\_

Father's Cell Number: \_\_\_\_\_ Father's Work Number: \_\_\_\_\_

Home Address: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_

Emergency Contact Address: \_\_\_\_\_

Emergency Contact Phone Numbers: \_\_\_\_\_

##### Student's Special Needs:

- ☐ Non verbal      ☐ Hearing Impaired      ☐ Visually Impaired  
☐ Non-ambulatory      ☐ Cognitive Disability      ☐ Behaviour      ☐ Other

##### Special Equipment Child Uses:

- ☐ Wheelchair      ☐ Walker      ☐ Elbow Crutches      ☐ Canes  
☐ Seat belt      ☐ Child Seat      ☐ Child Restraining Harness

##### Assistance:

- ☐ Requires assistance boarding bus  
☐ Requires assistance entering the school

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Bus Monitor (Division Office approval required):

Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Responsibilities of Bus Monitor: (Supervision, management, loading, unloading, emergency, record keeping, communication)

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Safely Emergency Plan:

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Name of staff meeting student at school: \_\_\_\_\_

Safety Plan Reviewed with staff listed above. \_\_\_\_\_ Date: \_\_\_\_\_

Transportation Arrangements: (to be completed by Transportation Supervisor)

Bus Number: \_\_\_\_\_ Bus Driver: \_\_\_\_\_

Pick up time: \_\_\_\_\_ Drop off time: \_\_\_\_\_

Date effective to begin/terminate:

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Signatures:

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Transportation Supervisor

\_\_\_\_\_  
Student Services Coordinator

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

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

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

Student: \_\_\_\_\_ School: \_\_\_\_\_

D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

Case Manager: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent(s)/Guardian(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 behaviours? (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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5. **Measure** the success of this plan.

How will the team know this student is making progress with his/her behaviour?

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

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

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Student

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Date

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Case Manager

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Date

---

Principal

---

Date

---

Parent

---

Date

---

Teacher

---

Date

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#### Behaviour Tracking Form ABC Tracking Chart

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

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

Dates: \_\_\_\_\_ to \_\_\_\_\_ Data collected by: \_\_\_\_\_

Behaviour: \_\_\_\_\_

Antecedent (A)	Behaviour (B)	Consequence (C)
Activity occurring just prior to the behaviour	Action or reaction, a description of the inappropriate behaviour	Events that follow the inappropriate behaviour

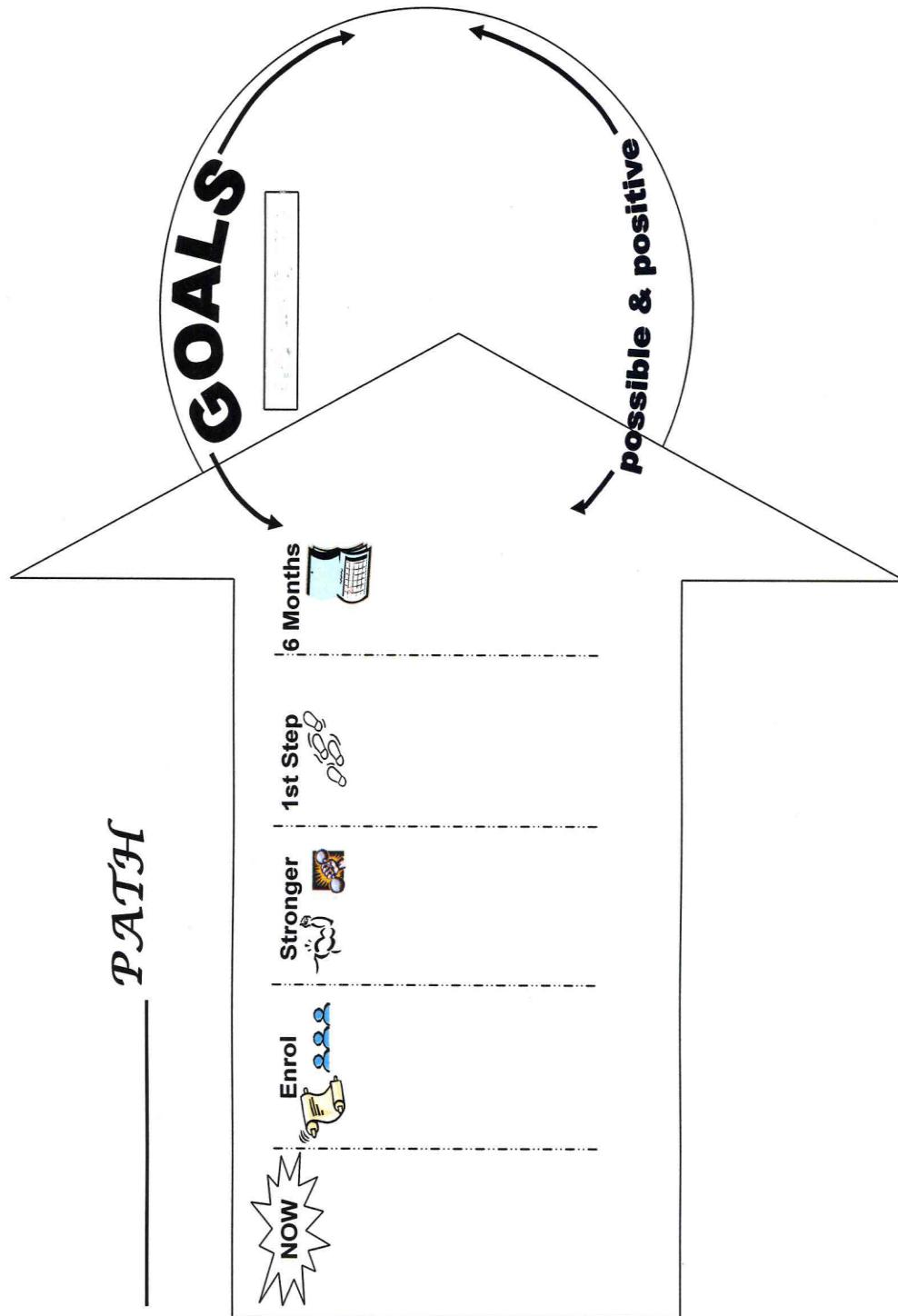
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# Turtle River School Division

P.O. Box 309 McCreary Mb. R0J 1B0  
Telephone 204-835-2067 Fax 204-835-2426

## Permission to Modify School Programs \_\_\_\_\_ 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 fewer 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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## Tracking of Modified and Individualized Programming

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name	Grade	Teacher	Course Name and Code

Resource Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*"Learning today for tomorrow"*

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