



Turtle River School Division - Administrative Procedure

Section D – Student Services

Panel Meetings

Panel meetings serve as essential collaborative sessions within the Turtle River School Division. They are designed to facilitate collaboration among teachers, resource teachers, and the principal to discuss classroom dynamics, student needs and learning styles, and to make referrals to clinicians for further support and assessments. Panel meetings also support student transitioning between grades, classrooms, and teachers.

The resource teachers organize and coordinate the panel meetings. They facilitate discussions, provide support to classroom teachers, and keep meeting notes to help identify the needs in the school and support planning to meet these students' needs.

Teachers and resource teachers are expected to come to panel meetings prepared with assessments, data, and anecdotal notes. The [Division Panel Meeting template](#) and [Classroom Profile Planning template](#) are used to guide discussions and planning. In the Fall meeting, the resource teacher and principal will meet with each classroom teacher to develop a classroom profile. These meetings are to be concluded by October 31st. In the Spring meetings, the resource teacher and the principal will meet with the current classroom teacher and the next grade classroom teacher to discuss transitioning needs. Spring meeting are to be completed by June 10th.

Dependent on the meeting's focus, the participants may vary. Clinicians (e.g. speech language pathologist) that are wanted at the meeting for support, educational assistants, or any other support can also be invited if deemed necessary by the resource teacher and/or classroom teacher.

Fall Panel Meeting (Classroom Profile/Planning)

- Develop Classroom Profiles
 - Collaborate with the resource teacher and principal to plan for services and supports needed, student learning plans, instructional planning, learning environment, and student learning styles and preferences.
- Identify “at-risk” or “gifted” students (for extra support or enrichment)
- Complete referrals for specialists, clinicians, or resource support
- Discuss division assessment and academic assessment results (inform instructional planning and support decision-making)

Board Informed:	Last Reviewed:	Last Revision:
April 9, 2024		



Turtle River School Division - Administrative Procedure

Section D – Student Services

Spring Panel Meeting (Transitioning)

- Transition planning between grades, classrooms, and teachers.
- Teachers are able to prepare for their students' upcoming needs by sharing insights and experiences from the current year.
- Review of learner needs and identification of what strategies worked best with specific students.

Board Informed:	Last Reviewed:	Last Revision:
April 9, 2024		



Turtle River School Division - Administrative Procedure

Section D – Student Services

Participants: _____

CLASSROOM PROFILE
School: _____

Date: _____

Classroom Strengths

Classroom Needs
(academic, behavioural, social, and physical)

Name of Teacher

Grade

Teacher Growth Plan

Supports/Materials

Learning Goals

- 1.
- 2.
- 3.
- 4.
- 5.

Individual Concerns

Decisions/Programming
(strategies & adaptations to be used)

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

Medical (Other) Language Social/Emotional Learning Behaviour PT/OT Social

Grade to Grade Transitions Student Specific Needs

Name: _____

Grade: _____

Health Communication Academics Social/Emotional/Behavioural Sensory Other

Classroom Strengths

Classroom Needs

Board Informed:	Last Reviewed:	Last Revision:
April 9, 2024		



Turtle River School Division - Administrative Procedure

Section D – Student Services

School Student Support Planning

Name: _____

Grade: _____

EA support needed

- in the following subject areas: _____
- staying on task

Requires

- One-on-one
- Small group instruction (with _____)
- Physical Disability
- Hard of Hearing
- Vision Impaired
- Ed.Psych Report
- Behaviour Plan
- Speech and Language Program
- Medication for hyperactivity
- Children's Special Services
- Occupational Therapist
- Physiotherapist
- Health Care Plan
- Foster Placement
- Other Agencies _____
- Unable to function in a regular program
- Has difficulty remaining focused on task at hand

Adaptations

Organization

- ◇ Use study sheets
- ◇ Use long term assignment timelines
- ◇ Chapter summaries
- ◇ Check with teacher to ensure student has the necessary texts and notes before leaving

Board Informed:	Last Reviewed:	Last Revision:
April 9, 2024		



Turtle River School Division - Administrative Procedure

Section D – Student Services

Assignments

- ◇ Give directions in small, distinct steps
- ◇ Use oral, written and picture clues for directions
- ◇ Read directions to student
- ◇ Decrease reading level
- ◇ Decrease difficulty level of assignment
- ◇ Have students provide answers orally
- ◇ Allow student to type assignment on computer
- ◇ Provide alternate assignments
- ◇ Avoid penalizing for spelling errors or poor penmanship unless this is a goal
- ◇ Break assignment into small steps with a time line

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
- ◇ Demonstrations (model)
- ◇ Use manipulatives
- ◇ Activity based learning
- ◇ Graphic organizers
- ◇ Use visual sequencing
- ◇ Emphasize critical information
- ◇ Pre-teach vocabulary
- ◇ Post teach concepts, review
- ◇ Reduce language level or reading level

Pacing

- ◇ Extend time requirements
- ◇ Allow breaks
- ◇ Omit assignments using copying in a timed situation.
- ◇ Reduce the number of questions

Board Informed:	Last Reviewed:	Last Revision:
April 9, 2024		



Turtle River School Division - Administrative Procedure

Section D – Student Services

Classroom Assessment

- ◇ Fewer questions
- ◇ Modify format
 - Multiple choice
 - Word bank
 - Short answer
- ◇ Have tests read to the student
- ◇ Oral/taped reporting/testing
- ◇ Alternate assessments: projects, demonstrations, posters, etc.

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
- ◇ Focus on social process rather than end-product

Classroom Environment

- ◇ Reduce distractions
- ◇ Visual

Board Informed:	Last Reviewed:	Last Revision:
April 9, 2024		

