

STUDENT SUPPORT SERVICES

Background

The District will provide a continuum of programs and services designed to meet the unique need and abilities of all students.

The District works toward removing barriers and providing appropriate assessment, services and programs to ensure that the school system is inclusive, equitable, of high quality, relevant, accessible and accountable.

Definitions

School Based Team (SBT) includes a small group of regular members, including the Principal or designate, a School-based Learning Support Teacher (LST), the student's classroom teacher, a counsellor and a speech/language pathologist., The team may also include District Student Support staff (, (e.g., school psychologist, District behaviour teacher, gifted learning support teacher, and others)

The District uses a Response to Instruction (Intervention) (RTI) model of support. RTI uses a 3-level support model; Tier 1, Tier 2 and Tier 3.

At the Tier 1 level, the expectation is that classroom teachers will differentiate their instruction in order to meet the needs of the learners in their class. The differentiation should be based on a regular cycle of pre-assessment, instruction and post-assessment.

The Tier 2 level is accessed through the SBT and involves supplementing the Tier 1 support in the classroom with the increased intensity and frequency of targeted support by the Learning Support Teacher (LST).

The Tier 3 level involves more formalized assessment as well as diagnostic information. At this level of intervention a designation is made and an Individual Education Plan (IEP) is written.

District Assessment Screening Committee (DASC) includes school psychologists and the District Administrator of Student Support Services.

Procedures

1. Pre-Referral Activities

- 1.1 For most students, the identification/assessment phase begins in the classroom, as the teacher observes exceptionalities in learning and behaviour.

- 1.2 The teacher collects data on the student’s learning profile, including their response to instructional, curricular, and environmental classroom adaptations and differentiation of instruction. This process may include consultation and collaboration with individual school-based and/or district personnel.
- 1.3 If classroom based differentiated instruction and/or interventions/adaptations are not sufficient to meet the student’s learning needs, the teacher may refer the student to SBT for discussion and consideration of possible further student supports.

2. Role of the School-Based Team

- 2.1 The SBT will meet regularly to consider requests by teachers related to individual students learning need, and to review pre-referral assessment data.
- 2.2 The SBT may recommend any of the following:
 - 2.2.1 Extended consultation on possible classroom strategies (Tier 1 support);
 - 2.2.2 Targeted out of classroom support supplementing the classroom-based interventions (Tier 2 support);
 - 2.2.3 Planning for and co-ordination of services in the school, including academic assessment and possible referral for psycho-educational assessment (Tier 3 support)
 - 2.2.4 Access to additional school, District, community or regional services;

3 Role of District Assessment Screening Committee Related to District-Based Assessments

The District Assessment Screening Committee will review all SBT assessment applications to determine if they have clearly followed the RTI model of support. The DASC will notify the SBT indicating whether the student has been accepted for District-based assessment or whether further RTI documentation is required.

- 3.1 When a student is accepted for any formal District-based assessments (psycho-educational or speech/language assessments), the District will:
 - 3.1.1 Send a letter to parents/guardians requesting written consent for the assessments. If a student is a ward of the Superintendent of Family and Child Services, the Superintendent or a social worker who is the local designate must provide written consent before an assessment can be made.
 - 3.1.2 Conduct an assessment.
 - 3.1.3 Communicate and interpret assessment findings to the parents/guardians. The District will provide a written copy of the report to parents/guardians and indicate how the report will be made accessible to others working with the student.
 - 3.1.4 Following the interpretation meeting, the SBT may submit a Screening Request Form (Form 215 - 2) to the DASC, in order to request a learning disabilities designation (Category Q) for the student. The SBT will ensure they have verbal consent of parents prior to submitting the form. Should the

student be screened on, the parents will be asked for signed consent to approve the services. The designation of learning-disability will not be made until the signed consent is received at the district Student Support Services office.

3.2 The SBT may submit a Screening Request Form (Form 215 - 2) to the DASC, at parent/guardian request, in order to request a review of psycho-educational assessments provided by outside agencies.

3.2.1 Assessment reports will:

3.2.2 Remain in the student's general school file for no more than three (3) years.

3.2.3 Remain in Student Support Services' files no longer than seven (7) years unless subsequent assessments have been completed.

3.2.4 Not be disseminated to other agencies or districts without written parent/guardian consent.

4 Programming/Placement

4.1 Written parental consent is only required for students to receive special education services for learning disabilities (category Q or gifted services (category P)). All other designations are made solely by the District Administrator of Student Support Services in consultation with district personnel

4.2 Student Support Services will use current assessments completed by District personnel and reports from private registered psychologists, health unit staff, agency personnel or other District assessment staff in considering programming options. These may include one or more of the following:

4.2.1 Adaptations to make the learning environment more accessible.

4.2.2 Alternate approaches to instruction and/or evaluation.

4.2.3 Use of adaptive/assistive technologies.

4.2.4 Provision of intensive, direct instructional intervention (e.g., remedial, compensatory).

4.2.5 Modifications to the curriculum content only when appropriate.

4.2.6 Provision of support services, (e.g., speech and language therapy, occupational therapy or physiotherapy, counselling,).

4.2.7 Assignment of targeted support by an Educational Assistant to help with the implementation of IEP goals

4.2.8 Provision of specialized training (e.g., Braille, orientation and mobility),).

4.3 Individual Education Plans (IEPs) will be written and maintained for students with designations in identified special education categories,. IEPs must meet the requirements as outlined in Special Education Services: A Manual of Policy, Procedures and Guidelines. The IEP process must include an opportunity for the parents/guardians to have meaningful consultation.