

Downtown Family of Schools

Elsie Roy Elementary

Lord Roberts Elementary

King George Secondary



 *Middle Years
Programme*

STUDENT SUPPORT SERVICES

Policy Consolidated May/2017

STUDENT SUPPORT SERVICES POLICY

At the **Downtown Family of Schools** we believe that all students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

We promote an inclusive education system in which students with diverse abilities are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs.

The practice of inclusion goes beyond integration by facilitating and supporting students to have meaningful participation in the academic classroom, socially valued roles in the school community, and the promotion of interaction with others.

PLACEMENT

As a Downtown Family of Schools, our emphasis is on educating students with diverse abilities in their neighborhood school with their age and grade peers. However this, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings. All students in year 1-5 are part of the MYP program. Depending on the individual needs of the child, students may be offered options to complete an adapted and/or modified portion of the requirements of the MYP certificate (i.e. personal project or required coursework).

A strengths based perspective guides the development of individualized plans for students. These plans use the students' unique learning profile to support goals and objectives that are both realistic and ambitious.

Parents play an integral role in the education of their children with diverse abilities. Individual education plans (IEPs) are developed by working in partnership parents, guardians, specialist and classroom teachers and other service personnel.

All students have the responsibility to comply with the school rules authorized by the Heads of School and stipulated within the Code of Conduct or School Handbook.

Our Downtown Family of Schools makes all reasonable efforts to accommodate all students in their catchment school. Students whose needs cannot be met within the school can be referred to district programs in the VSB that may better suit their diverse abilities.

PLANNING

The Downtown Family of Schools follows a tiered response to intervention approach to planning support for students with diverse learning needs.

Pre-referral intervention strategies (PRIS)

1. Observe students in classroom
2. Try different adaptation in classrooms
3. Document and refer student to School-based team
4. Develop an individualized education program (IEP) for the student
5. Arrange and complete psychoeducational testing
6. Apply for a ministry designation for student if appropriate

Response to PRIS intervention

1. The goal is that the majority of diverse needs can be met in the classroom with non-formalized adaptations. These adaptations are created cooperatively between the resource teacher and the classroom teacher.
2. Implementation of an academic strategies block for student if needed in year 3-5.
3. A small percentage of students will need additional support such as pull-out time, special modifications, specialized program and one-to-one support.

An Individual Education Plan (IEP) is provided for each student who has a ministry designation, or who receive at least 25 hours of specialized support services during the school year (i.e. Skills Development class, pull-out resource support, push-in learning support).

IEPs are created through collaboration between the student, parents and school based resource teacher. Implementation is monitored throughout the year by the School Based Team. IEPs are reviewed in the spring, when recommendations for next year are made.

SCHOOL BASED RESOURCE SERVICES

a) Purpose

School-based resource services are designed to support students with Ministry designations along with non-identified students with learning and/or behavioural challenges.

b) Description of Services

The School Based Resource teacher (SBRT) is the case manager for all students with Ministry designations. The SBRT creates and implements Individual Education Plans, coordinates support services, advocates for inclusion of students with diverse abilities and consults with classroom teachers around adaptations and/or modifications to coursework and implementation of IEP strategies.

The School Based Resource teacher, working with the school based team, coordinates testing and supports for both Ministry designated students and non-identified students with demonstrated learning needs.

The school based team provides a coordinated and integrated set of support services that include school-based consultation, collaborative planning and co-ordination with classroom teachers, special education staff and district learning services.

Some schools, particularly at the elementary level, combine learning assistance with other special education services to create a 'Resource Teacher' model.

Where this model is used, one resource teacher works with a number of classroom teachers to provide support for all students in their classroom: those with high and low incidence Ministry designations, those who have mild learning difficulties, those who may need enrichment, and in some cases, those who are learning English as a second language.

At the secondary level, students may receive academic support in Skills Development classes. In these small classes direct instruction in learning strategies, as well as 1:1 support with academic curriculum is provided by a specialist teacher.

Students with more specialized needs may receive pull-out support coordinated and delivered by the School Based Resource teacher.

c) Collaborative Planning and Co-ordination

Each school within the Downtown Family of Schools site has a school-based team (SBT) that meets regularly to discuss students with challenges that are impacting learning. The SBT works through collaborative consultation - assisting with pre-referral interventions and consulting with teachers, paraprofessionals, school-psychologists and outside agencies to design and implement support services for students with special needs.

d) Instruction

Instructional services include:

- Teaching students to develop learning strategies for use in classroom settings or for independent learning;
- Skill development or remediation and the development of compensatory skills to ameliorate challenges related to a diagnosis.

The setting for direct instruction provided by learning assistance and school based resource teachers (i.e. the classroom, the learning assistance centre, resource room, or some combination of both) is determined in collaboration with the classroom teacher based on student needs and the instructional goals to be achieved.

e) Consultation

Consultative services provided by the SBT includes:

- Collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials;
- Advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or group of students;
- Consultation with parents and students regarding learning strategies and organizational skills; and
- Consultation with district and community resource personnel.

EVALUATION AND REPORTING

Standards for all students, including students with diverse abilities, are developed with high but appropriate expectations for student achievement. Students with diverse abilities are expected to achieve some, most, or all provincial curriculum outcomes with specialized supports and adaptations and/or modifications to materials and learning activities.

Unless a student with special needs is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, the student's progress report(s) must contain written comments describing:

- what the student is able to do;
- the areas in which the student requires further attention or development; and
- the ways of supporting the student in his or her learning.

The written comments must contain a statement about the progress of the student in relation to the goals in his or her IEP. Where appropriate, written comments should describe ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and should describe the time period required to enable the student to demonstrate such learning.

A letter grade or percentage (the typical manner for reporting student progress in grades 4 through 12) may only be assigned for a student with special needs where that student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program, that person should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Downtown Family of Schools' Special Education philosophy and policy align with its statements on mission and international mindedness. The school applies its special education policy with flexibility and empathy.