

LEARNING SERVICES MANUAL UPDATED DRAFT JUNE 2021

SD No. 59 Peace River South



School District 59 ~ Peace River South

This is a draft document of Learning Services Manual and is a work in progress. The draft will be updated to reflect the Ministry of Education Inclusion Policy when it is completed.

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INTRODUCTION

This handbook provides information on how the needs of students with diverse learning needs are addressed in School District #59. Based on BC Ministry of Education policy and procedure and on structures for support, School District #59 provides an inclusive learning environment for students with diverse learning needs. This guide is intended to provide information to classroom teachers, learning assistant teachers, principals and parents on the School District #59 philosophy around providing quality education programs for students with diverse learning needs.

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Section 1

FRAMEWORK

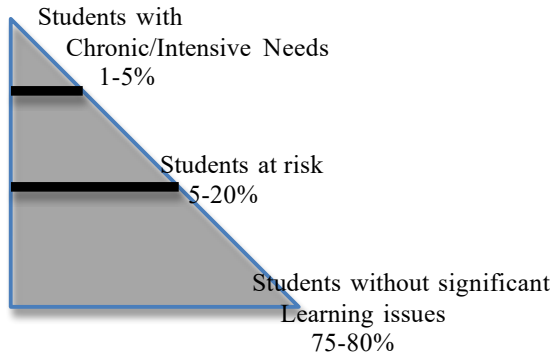
School District 59 Peace River South, because of size, socio-economic conditions and diversity of learners, has learning needs that are school specific and which vary from year to year. Diversity in our schools poses both challenges and opportunities for students, parents and teachers. It demands that we examine what we do and how we do it, in a way that serves the best interest of all students in our schools. School District 59 is committed to providing instructional support that is learner focused, flexible, and responsive.

**Our Mission is to act with Integrity as we
cultivate Communication and Understanding in
our support of students within the school and community**

Guiding Beliefs

- An inclusive environment is ideal and is planned with the best needs of the student in mind. All students are valued, for whom they are and are seen as having potential to grow and develop academically and socially.
- Capacity building occurs in order to embrace diversity.
- Planning is a collective responsibility and requires a collaborative approach.
- Student learning is maximized when instruction is differentiated for diverse learning needs.
- Planning is based on building on student strengths
- Instructional support is focused on early and the least intrusive intervention, (i.e., universal, targeted, intensive).

Organizing for Diversity:



Student Population

Research shows most students (75% to 80%) will not require support beyond the classroom teacher to be successful. Some students (5% to 20%) will require targeted instructional support at some point in their school career. A few students (1% to 5%) will require intensive intervention throughout their school career. Learning Services work primarily with students who require targeted instructional support.

The core activities of Learning Services, targeted instructional support is built from an understanding of:

- Factors affecting learning (academic, social, family, health).
- Instruction or intervention focused on learning needs (in addition to regular classroom instruction).
- Accommodations to learning and/or behavioral needs (continuum of direct intervention to independence).
- Quality assessment practices (to be able to administer, read, interpret and implement assessment information).
- Supporting differentiation of instruction at the classroom level.

The Learning Services model is based on principles of collaborative teamwork and shared responsibility for improving student achievement. Members of the Learning Services team work in partnership with school-based team (LAT, Classroom teacher, Administrators, counsellors, etc). The team will coordinate their efforts, skills, and expertise in assessing, identifying, planning and providing instruction for students with diverse learning needs. Where necessary, outside community services would be utilized.

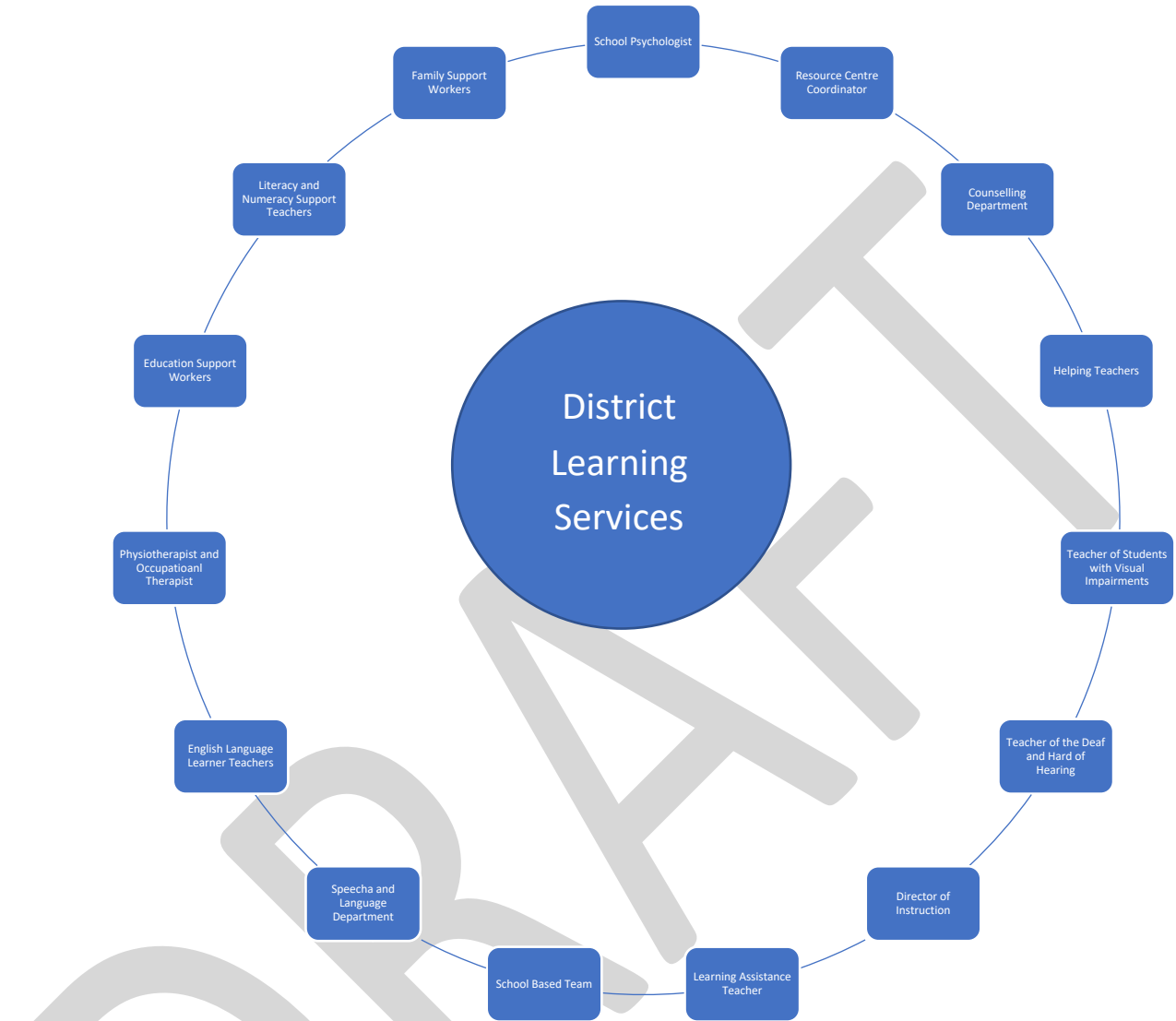
Differentiated Instruction is a way of thinking and planning to support diverse learners. Differentiated Instruction shapes content, process, product and learning environment according to diverse learner needs. Thoughtful differentiation takes into account student differences in readiness, learning profile and student interests. It is supported by a wide array of instructional and management strategies.

In order to meet the diverse learning needs of a school's student population the organization of Learning Services delivery model varies from school to school. It is expected that thoughtful service delivery be aligned with promising practices in reaching the educational goals of students. Schools should decide the focus for Learning Services, considering the nature of the needs and range of other school-based supports.

The Learning Services Team

What is the role of Learning Services?

Learning Services in School District # 59 consists of both district support teachers and school-based support including Learning Assistant Teachers (LATs), Principals and Student Education Assistants. The direct role of Learning Services is to provide focused instruction that is 'in addition to' as well as 'aligned with' classroom instruction in partnership with the classroom teacher. The goal is to help build capacity in school-based staff. The indirect role of Learning Services is to promote and support differentiated instruction and behaviour management at the classroom level through a consultative process. The work of Learning Services is to 'build from and be linked to' identified student strengths, stretches and shared learning goals.



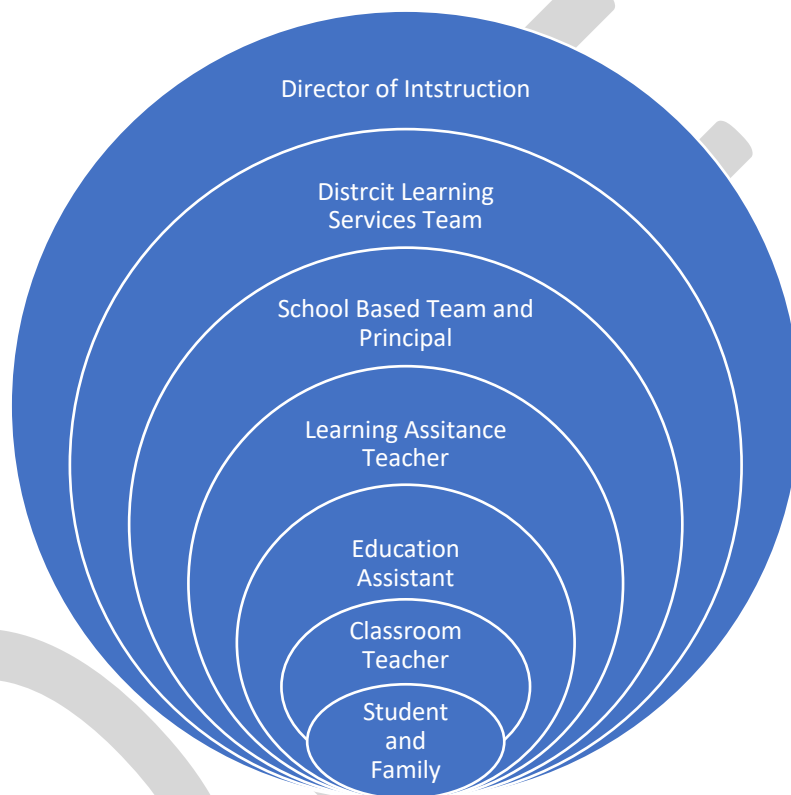
The District Learning Services Team

SECTION 2

SERVICE DELIVERY

STUDENTS RECEIVING SUPPORT

Depending on the student’s needs, different levels of service may be required and accessed.



Levels of Student Support Based on Need

Roles and Responsibilities

The Classroom Teacher

The classroom teacher has the responsibility to provide appropriate programs for all students in their class. Classroom teachers will:

- Design, supervise and assess the educational program for students with diverse learning needs.
- Provide direction in collaboration with the school-based team for the Education Assistant
- Collaborate with the Learning Assistance Teacher to ensure appropriate programs and support
- Collaborate with the School-Based Team and the District Learning Services Teams
- Consult and communicate with parents

The Education Assistant

The Education Assistants work under the direction of the classroom teacher. Student Education Assistants will:

- Provide an inclusive experience for the student
- Implement programs and provide feedback to classroom teachers
- Collect data to inform teacher assessment of the student
- Communicate regularly with school-based team

The Learning Assistance Teacher

The Learning Assistance teacher works with classroom teachers and school-based team to provide support for students who are in the high and low incidence categories, students who have mild learning difficulties, struggling students and students who are English language learners. The Learning Assistant Teacher will typically provide services that include:

- Consultation, collaborative planning and program placement
- Collaboration that extends to meaningful parental involvement as well as consultation with district and community personnel
- Assessment and evaluation to Level B.
- Ongoing Documentation (including request for ministry designation)
- Direct instruction (one on one, small groups, whole class) and team teaching
- Support development of programs for English Language Learners

- ❑ Support development of programs for students with diverse learning needs that require additional supports including:
 - English Language Learners
 - Students who are struggling
 - High Functioning LOW Incidence Diverse learning needs.
 - Low Incidence Diverse learning needs (ministry codes)
 - A** - Physically Dependent - Multiple Needs
 - B** - DeafBlind
 - C** - Moderate to Profound Intellectual Disabilities
 - D** - Physical Disability or Chronic Health Impairment
 - E** - Visual Impairment
 - F** - Deaf or Hard of Hearing
 - G** - Autism Spectrum Disorder
 - H** - Intensive Behaviour Intervention or Serious Mental Illness
 - High Incidence Diverse learning needs (ministry codes)
 - K** - Mild Intellectual Disabilities
 - P** - Gifted
 - Q** - Learning Disabilities
 - R** - Moderate Behaviour Support of Mental Illness

The Principal

The Principal will facilitate the school-based team and work with the classroom teacher(s), LATS, education assistants, and the district learning services team and will ensure:

- ❑ That structures and processes are in place to support the programs for all students.
- ❑ That IEPs are implemented, monitored and followed
- ❑ Teachers receive the information they need to work with students with diverse learning needs who are in their classrooms
- ❑ That the School Based Team is operational in the school and will facilitate the collaborative efforts of the team members in meeting the diverse learning needs of students

District Helping Teachers and the District Learning Services Team

District Support Teachers will provide support for all students with a focus of students who are identified by ministry criteria. They will typically provide service that includes:

- Consultation, collaborative planning and program placement of students who have a ministry designation.
- Assessment and evaluation to Level C.
- Assistance with interpretation of documentation.
- Provide Support and guidance with district processes
- Location and implementation of specialized resources.
- Provide training around specialized needs where needed.
- Participation in School Based Team meetings at the request of a teacher, Learning Assistance Teacher and/or parent.

Director of Learning Services

The Director of Learning Services will:

- Ensure that policies and practices within the district are in accordance with SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures and Guideline.
- Make the decision on student eligibility for students to be designated in Special Education Categories.
- Support capacity building opportunities among all learner groups

Section 3

EDUCATIONAL PLANNING

Individual Education Plan (IEP)

An IEP is a written plan, developed for a student, which describes the program supplemental or replacement goals for the student, the essential supports, the services that are to be provided and includes measures for tracking achievement. It serves as a tool for collaborative planning among the school, the parents, the student, (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies. The IEP will reflect the student's learning strengths and stretches accordingly and can be brief or more comprehensive.

The IEP is:

- A concise and usable document that summarizes the plan for the student's education program.
- A tool to assist teachers in monitoring and communicating student growth.
- A plan developed, implemented, and monitored by school staff in consultation with others involved with the student.
- A flexible, working document with meaning for all contributors.
- An ongoing record to ensure continuity in programming.

The IEP is not:

- "Written in stone"
- A daily plan, or a description of everything that will be taught to one student.
- A means to monitor the effectiveness of teachers.
- A report card (however, the report card should comment on progress towards IEP goals).

What is an IEP for?

- The development of an IEP serves a number of purposes:
- It formalizes planning decisions and processes, linking assessment with programming.
- It provides teachers, parents, and students with a record of the educational program for an individual student with diverse learning needs, and serves as the basis for reporting the student's progress.

- It serves as a tool for tracking individual student learning in terms of agreed upon goals and objectives.
- It documents the relationships between any support services being provided and the student's educational program.
- It provides parents and students with a mechanism for input into the individualized planning process.

IEP documentation provides evidence that:

- The parent and/or student were offered the opportunity to be consulted about the preparation of the IEP (e.g., minutes of parent/student IEP meetings).
- The student is receiving learning activities in accordance with an IEP.
- The IEP is reviewed at least once each school year.

Who must have an IEP?

1. All students with a diverse learning needs designation must have an IEP- there are three instances in which an exception can be made:
 - The student with diverse learning needs requires minor adaptations to educational materials, or instructional or assessment methods. In this case a Student Learning Plan would be an appropriate planning document.
 - The expected learning outcomes established by the applicable educational program guide have not been replaced for the student with diverse learning needs. In this case a Student Learning Plan would be an appropriate planning document.
 - The student with diverse learning needs is receiving, in a school year, 25 hours or less of remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.
2. All students who are on a replacement goal program (previously modified).
3. Students who do not meet either of the first two criteria, but their educational program needs to be guided by a Behaviour Plan.
4. Students who do not meet either of the first two criteria, but their educational program needs to be guided by a supplemental goal program (previously adapted).

IEP Development and Implementation

A key role of the District Helping Teacher and the District Learning Services team is to work with the Learning Assistant teacher to facilitate the IEP process for students with low incidence diverse learning needs. An effective IEP will guide the implementation of supplemental and/or

replacement goals to a student's instructional program. In addition it will identify the universal and essential supports for the student's learning. It should be driven by quality assessment information and must be written in such a way that all current and future team members can understand it.

The Learning Assistance Teacher will work with the classroom teacher to ensure that students who are struggling or who have high incidence diverse learning needs have appropriate programs.

Students for who are English Language Learners vary substantially in their needs for support. Based on the assessed needs of the student, a determination should be made as to instructional goals that can be reasonably met in the current school year. These should be reported in an Annual Instructional Plan (AIP), which includes a list of additional services being provided. While each student needs an AIP, it can be written specifically for the individual student or groups of students who share similar needs.

Content of the IEP

IEPs for students with diverse learning needs must include one or more of the following:

- 1) The replacement goals for that student, which are different from the prescribed curriculum outcomes for the course or subject.
 - Individualized goals should:
 - Be set at a high but attainable level to encourage the student, staff and parents to hold high expectations.
 - Be accompanied by measurable objectives developed for each goal to enable IEP review and evaluation
- 2) A list of the support services required by the student, which might include:
 - A description of the time and setting for the special program,
 - Names and roles of individuals who will be involved, or
 - The strategies and/or teaching methods to be used.

- 3) A list of supplemental goals, essential supports and strategies planned to help the student meet the outcomes established for the student. These may be the prescribed curriculum outcomes or individualized outcomes modified to meet the student's diverse learning needs.

In addition to the above, an IEP may contain the following:

- A description of the student's current learning and information based on strengths and needs from formal assessment results.
- Information from teachers, parents, or related service providers concerning the student's academic, social and behavioural needs.
- Appropriate intellectual, social, emotional and career/work goals for the student.
- Target dates for progress toward those goals with a review date to look at the progress made by the student.
- Short-term objectives that will provide direction and indicators of the student's progress toward those goals.
- A description of how the student's progress will be measured and how the student will be evaluated.
- Plans for the next transition point in the student's education (including transitions, beyond school completion) and linkages to Graduation Transitions during Grades 10-12.

Developing an IEP

IEP development should be a continuous and flexible process, rather than a series of separate and discontinuous steps. Wherever possible, it should be incorporated into the regular routines of planning, evaluation and reporting that occur for all students. This process should work best when individual schools, ideally the School Based Team, establish clear procedures to support identification, assessment and planning for students with unique learning needs.

Procedures should be in place to:

- Establish a case manager

- Provide opportunities for ongoing collaboration and consultation among classroom/ specialist teachers, administrators and support personnel.
- Ensure information is promptly shared.
- Ensure consistency in reporting and documenting plans.
- Plan for and facilitate transitions.
- Effectively research differences.

Parents and students are important partners in the development of the IEP. Parents have the opportunity to be active participants in the process and should feel welcome and encouraged to contribute throughout the process.

The planning process can be divided into five phases:

1. Identification/Assessment
2. Planning
3. Program support/implementation
4. Evaluation
5. Reporting

ANNUAL INSTRUCTION PLAN (AIP) DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS

Source: English Language Learning Policy Guidelines, 2018

Current knowledge with regard to effective practices should form the basis for program and instructional planning and service delivery for ELL students. The initial assessment to identify students who require ELL services, the ongoing review and assessment of their progress, the support services provided, and the discontinuation of service is all a shared, professional responsibility among the educators who have contact with the ELL student.

Based on the student's initial language assessment or ongoing language assessment throughout the previous year, an Annual Instruction Plan (AIP) should be developed before September 30 for the current school year.

As part of this planning process, parents should be notified that their child is receiving ELL service. Furthermore, an ELL Specialist must be involved in the planning process by writing the AIP, or consulting with the AIP writer and reviewing the AIP.

Each AIP needs to include information for the current school year on the ELL student's:

- Language assessment (Idea Proficiency Test administered by the ELL specialist)
- Linguistic and/or literacy goals that can reasonably be met in the school year. Often the goals are taken from the BC ELL Standards that can be found at:
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/english-language-learning>
- Support plan for language development, including a schedule or plan showing nature of support and support strategies

The development of the AIP should consider the following:

- Current level of proficiency in all language domains using ELL Standards or BC Performance Standards (See Appendix C for ELL Standards).

Student's language development.

- Previous educational and personal experiences.
- Promising, research-based practices in English Language Learning, learning activities integrate listening, speaking, reading and writing.
- Authentic & meaningful contexts.

- Integration of language content and thematic teaching simultaneously developing students' language, content-area knowledge, and thinking skills.
- Ongoing, formative assessment that supports instruction.
- Differentiation of Classroom Instruction

Services should be delivered by an ELL specialist or occur with the guidance of an ELL specialist. The services should address the student's linguistic needs and must be clearly distinct from services that would normally be provided to address student differences.

All ELL additional services should be documented, including information on the 'nature of support' and support strategies. These could include:

- ELL educator consulting with classroom teacher, teaching assistant and/or LAT
- ELL educator co-planning, co-teaching, and/or team teaching with classroom teacher
- ELL educator delivering small-group instruction
- Direct skill building instruction/support to an individual student
- Classroom teacher using differentiation (e.g. adaptations, supplementary curriculum materials, accommodations)
- Collaborative planning with individual student regarding language goals and strategies

Reporting Student Progress

ELL student progress information must be included at the end of each term on the AIP. The ELL specialist responsible for the student should be involved in some way in the ELL student progress reporting, by providing information on the student's progress for inclusion with the report or by reviewing and approving the information. At the end of each term the district ELL teacher provides a summary of the student's progress in their online programs for the school LAT.

Academic Assessment

Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and results in the identification and implementation of selected educational strategies.

Learning Assistance Teachers play an integral role in gathering assessment information

to develop a comprehensive student profile that will assist in planning for the student. In order to best plan for an individual student a multi-faceted approach which gathers information about the student's strategies, meta-cognition, attitude, interest and experience is essential. LATs participate in gathering information through informal assessments and/or through more standardized, formal assessments. The assessment support may include:

- Criterion-referenced or norm-referenced assessment as appropriate to answer questions about how best to provide instruction or support.
- Ongoing curriculum/classroom-based assessment.
- Ongoing assessment of targeted small group/individualized instruction.
- The synthesis and interpretation of information from psycho-educational reports, language and curricular assessments, student records, parents and other service providers (may include relevant health-related information).
- In-depth interviews with students to determine their knowledge of the learning process and thinking strategies.)

In some cases, special training is required when administering different types of assessment:

- In-class: These measures would include teacher-developed assessments as well as district-developed measures.
- While these assessments do not require any specific coursework or training per se, the information gained from these assessments can be useful in data collection and progress monitoring.
- Level A: These measures can be administered, scored and interpreted with the use of the manual and a basic knowledge of testing and measurement principles and with training provided by a qualified supervisor.
- Level B: These measures require specific training for administration, scoring, and interpretation. Use of these measures requires a more thorough understanding of psychometric principles than Level A assessments. Training for administering Level B assessments would include advanced level (senior undergraduate or graduate) coursework in testing, or similar training provided by a qualified supervisor. At a minimal level, this training would include instruction in psychometric principles (Reliability, validity, test construction and supervised experience in administering, scoring, and interpreting tests.)

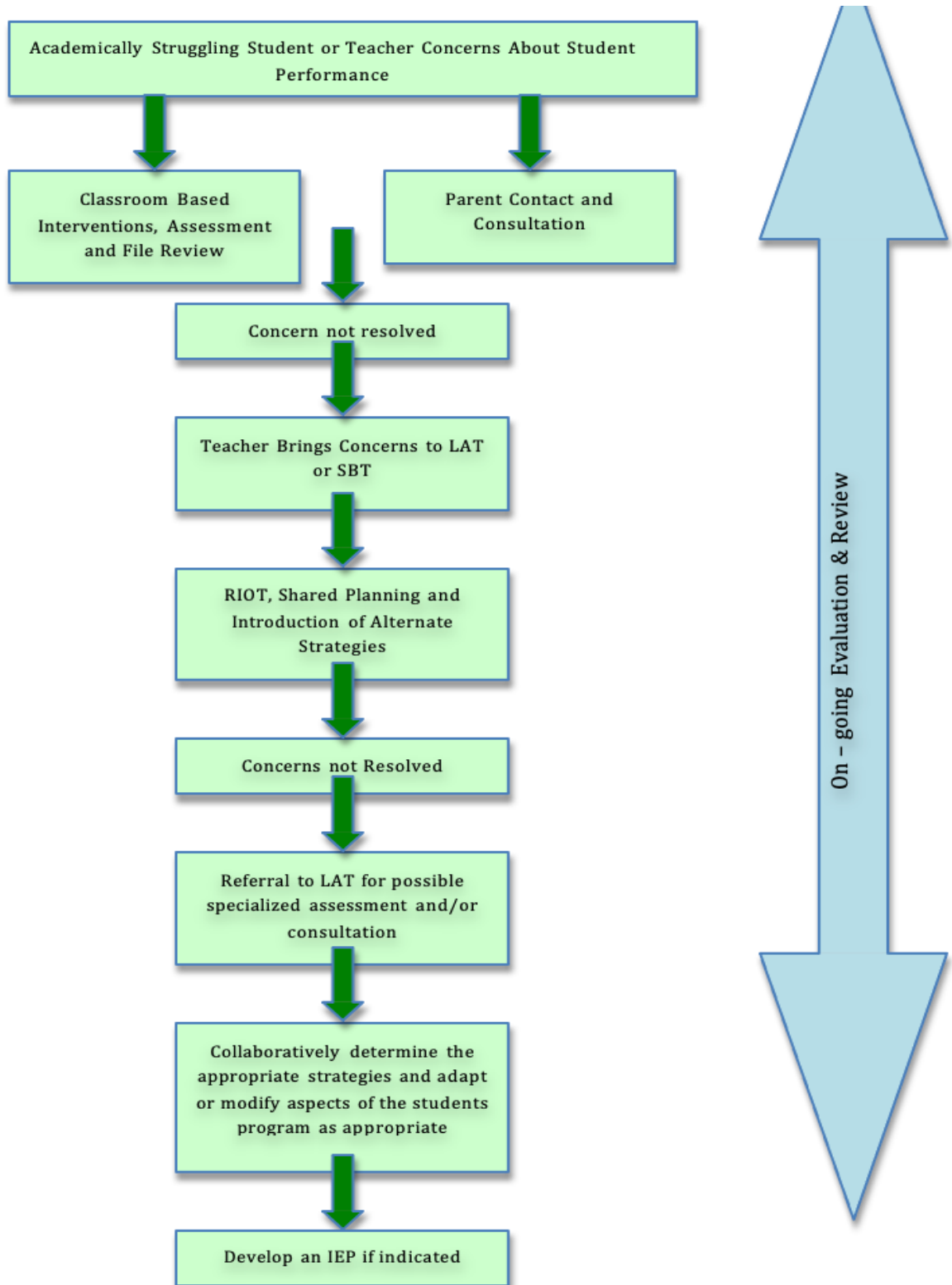
- Level C: These measures require advanced (graduate level) training for interpretation, and sometimes administration and scoring. Administration of these measures requires a thorough understanding of psychometric principles and a high level of "professional skill and judgment for their interpretation". A minimum of a master's degree in psychology or a related discipline, including academic and supervised clinical experience. School Psychologists administer Level C assessments within the school district.

Note: Prior to administering Level *B* or Level *C* assessment, informed, written consent is required from the parent and, as appropriate, the student. After the assessment has been completed, a brief written report is provided to parents and staff and the assessment findings communicated and interpreted to the parents, the student and staff.

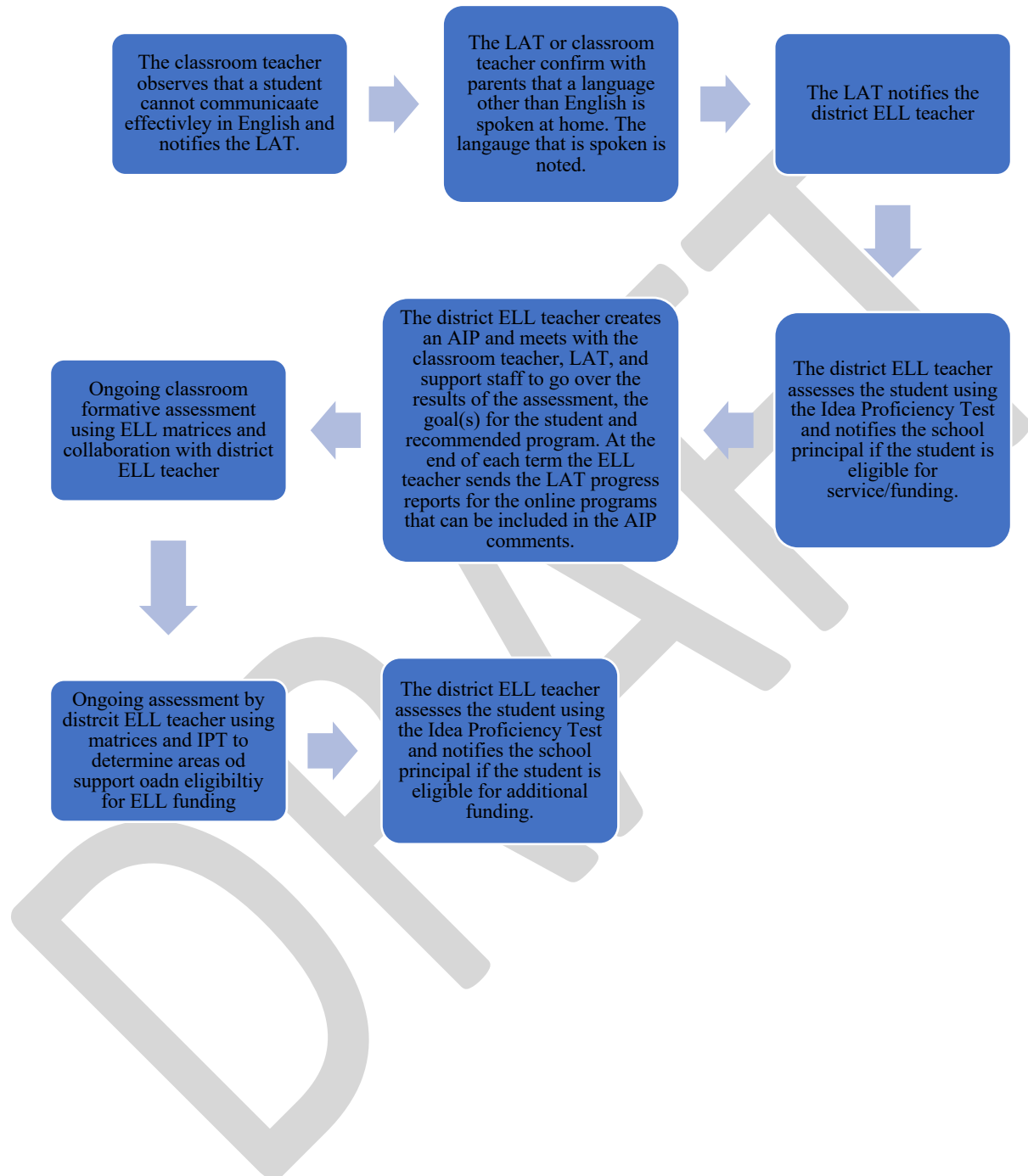
Recommended Assessment Measures for Different Areas

Area	In Class	Level B LAT/District Support Team and Counsellors	Level C School Psychologist Speech
Reading	<ul style="list-style-type: none"> Classroom Assessment Fountas and Pinnell Primary Literacy Skills FSAs/Provincial Literacy Assessments 	<ul style="list-style-type: none"> WJ IV WIAT-II KTEA-3 	
Mathematics	<ul style="list-style-type: none"> Classroom Assessment District Numeracy Assessment: SNAP FSAs/Provincial Numeracy Assessments Performance Standards 	<ul style="list-style-type: none"> WJ IV WIAT-II Key Math 3 KTEA-3 	
Writing	<ul style="list-style-type: none"> Classroom Assessment Writing samples School Wide Writes Performance standards FSAs/Provincial Literacy Assessments 	<ul style="list-style-type: none"> WJ IV WIAT-II KTEA-3 	
Vocabulary	<ul style="list-style-type: none"> Classroom assessment Primary Literacy Skills 	<ul style="list-style-type: none"> EVT-2 PPVT-4 CTOPP 2 	
ELL/ESD	<ul style="list-style-type: none"> ELL Matrices 	<ul style="list-style-type: none"> ELL Matrices IPT 	
Behaviour	<ul style="list-style-type: none"> FBA Observations 	<ul style="list-style-type: none"> FBA BASC-3 ABAS 	
Cognitive			<ul style="list-style-type: none"> WISC-IV WJ-IV WRAML-2
Memory			
Executive Function		<ul style="list-style-type: none"> BRIEF 2 	
Neuropsychological			<ul style="list-style-type: none"> NEPSY-II
Auditory		<ul style="list-style-type: none"> SCAN-3 	
Visual-Motor		<ul style="list-style-type: none"> Beery VMI 	
Speech-Language			<ul style="list-style-type: none"> Various
Other		<ul style="list-style-type: none"> Audiometry Vision Screen Hearing Screen Processing Screen 	<ul style="list-style-type: none"> Various

Continuum of Support



ELL/ESD Planning Process



Supplemental (adaptations) and Replacement Goals (modifications) for Individual Education Plan

What is a supplemental educational program?

A supplemental educational program retains the learning outcomes of the Provincial or Board Authorized curriculum and is provided so the students can participate in the program.

Supplemental goals or adaptations are instructional and assessment strategies made to accommodate a student's special/unique needs, and may include alternate formats (e.g., Braille, audio files), instructional strategies (e.g., use of an interpreter, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Good adaptations reflect student strengths and needs and lead to skills that develop independence. Effective adaptations require collaboration and coordination between classroom teacher and LAT.

Students with education programs that include supplemental goals or adaptations are assessed using the standards for the course/program and can receive credit toward a Dogwood Diploma for their work.

What is a Replacement Educational Program?

A replacement educational program has learning outcomes or goals that are substantially different from the provincial curriculum, and specifically designed to meet the student's special/ unique needs. For example, a student in Grade 9 on a replacement math program could be focusing on functional computation skills in the context of handling money and personal budgeting. Or, in language arts, a Grade 5 student could be working on recognizing common signs and using the telephone. In these examples the learning outcomes are substantially different from those of the Provincial or BAA curriculum. A student's program may include a combination of courses that have supplemental or replacement goals or neither.

Points to consider:

- Development of an effective replacement program requires collaboration between classroom teacher and LAT and the student/family.
- An effective replacement program requires ongoing involvement and intervention by both classroom teacher and LAT.

- An effective replacement program is a balance of the student participating in classroom learning experiences and on working with individualized curriculum.
- Students with diverse learning needs may:
 - Take part in the regular program with some supplemental goals (e.g., the student is following the same curriculum and aspects of the program require adaptation).
 - Take part in the regular program but have some replacement components (e.g., in some areas, where expected learning outcomes are substantially different from the regular curriculum; for example, may be totally individualized).
 - Participate in a program that has all replacement goals (e.g., *n* student with profound intellectual disabilities whose program may focus on independence and self-care skills).

When is an educational program considered supplemental versus replacement?

For some students with significant disabilities such as a Moderate to Profound Intellectual Disability, it is evident before school entry that they will require a highly individualized educational program. This program will likely have all replacement goals. For these students, the decision to replace is straightforward. However, there are many students for whom the need for a supplemental or replacement educational program does not become evident until they have entered school. Generally, there is a continuum of support to students with learning needs that ranges in magnitude from adaptations to modifications (refer to Section 3 – Educational Planning: Continuum of Support).

Over time, some students require increasingly significant supplements to be successful with the Provincial curriculum, for some of these students the need to replace the educational program will likely be considered. In practice, teachers typically will adapt instruction to support students in reaching the learning outcomes of that particular course or grade. However, some students with adaptations are still unable to meet the learning outcomes for the course/subject area or grade. It is at this time that teachers consider the need to replacing a student's educational program in order for the student to participate in a meaningful learning program. The decision-making process to supplement or replace an educational program should include teachers, parents, School Based Team, the principal, as well as consultation with the school psychologist.

The principal of the school is responsible for the implementation of educational programs (School Act Regulation 5(7)(a)). It is expected that the decision to replace an educational program follows a consultative and collaborative decision-making process.

If it looks like a student's educational needs are best met through a replacement educational program the following process is recommended:

- Classroom teacher discusses concerns with parents and develop a shared plan to support the student's learning.
- The classroom teacher to help clarify the student's academic needs conducts appropriate assessments.
- Classroom teacher and LAT teacher meet with parents/guardians to discuss student needs and collaborate on the current educational plan.
- Parents and/or teachers may agree at this time that additional assessment is needed to assist them in planning the student's program. This could include assessments like the psycho-educational assessment.
- Information is shared with the School Based Team, and parents.
- Parent signature on this document is an acknowledgement only. Parental permission is not required once meaningful consultation has occurred.
- A case manager is assigned to help guide the student's educational program.
- An IEP is developed in collaboration with the parents, classroom teacher, and case manager.
- A letter is provided to the parents re-iterating that their child's educational program is being replaced and that the implications of a replacement educational program for Graduation may be the Evergreen Certificate.
- To enable the student to meet the goals and objectives of their IEP, ongoing collaboration occurs between the LAT and the classroom teacher. An annual review of the IEP is required.

SECTION 4

Reporting Student Progress

Student reports can be generated in a variety of ways depending on instructional focus and service delivery model. In all cases reporting procedures need to be consistent with the Ministry Student Progress Report Order for students with diverse learning needs and/or English language learners. Reports should be provided on the same schedule as used for all students in the school.

Evaluation of Student Learning

Wherever possible, students will be evaluated on all components of their program, including those that have been replaced and those that have not. It is important that evaluation and reporting procedures recognize the range of supplemental and replacement goals as well as essential supports, and it is understood that students may:

- Take part in the regular program with some supplemental goals (e.g., the student following the same curriculum but aspects of the program require adaptation).
- Take part in the regular program but have some replacement components (e.g., in some areas, the expected learning outcomes are substantially different from the regular curriculum).
- Participate in a program that is completely replaced (e.g., a student with profound intellectual disabilities whose program may focus on independence and self-care skills).

Student Progress Reporting for Students with diverse learning needs

Where a student with diverse learning needs is expected to surpass or achieve the expected learning outcomes set out in the provincial curriculum (this would include students on a supplemental program), regular letter-grading practices and reporting procedures will be used to indicate progress; however, instructional and assessment methods for some students with diverse learning needs may differ, and this will be related in their Individual Education Plan (IEP).

Students with supplemental goals are expected to achieve the learning outcomes. Therefore performance scales, letter grades, and regular reporting procedures are used to indicate progress.

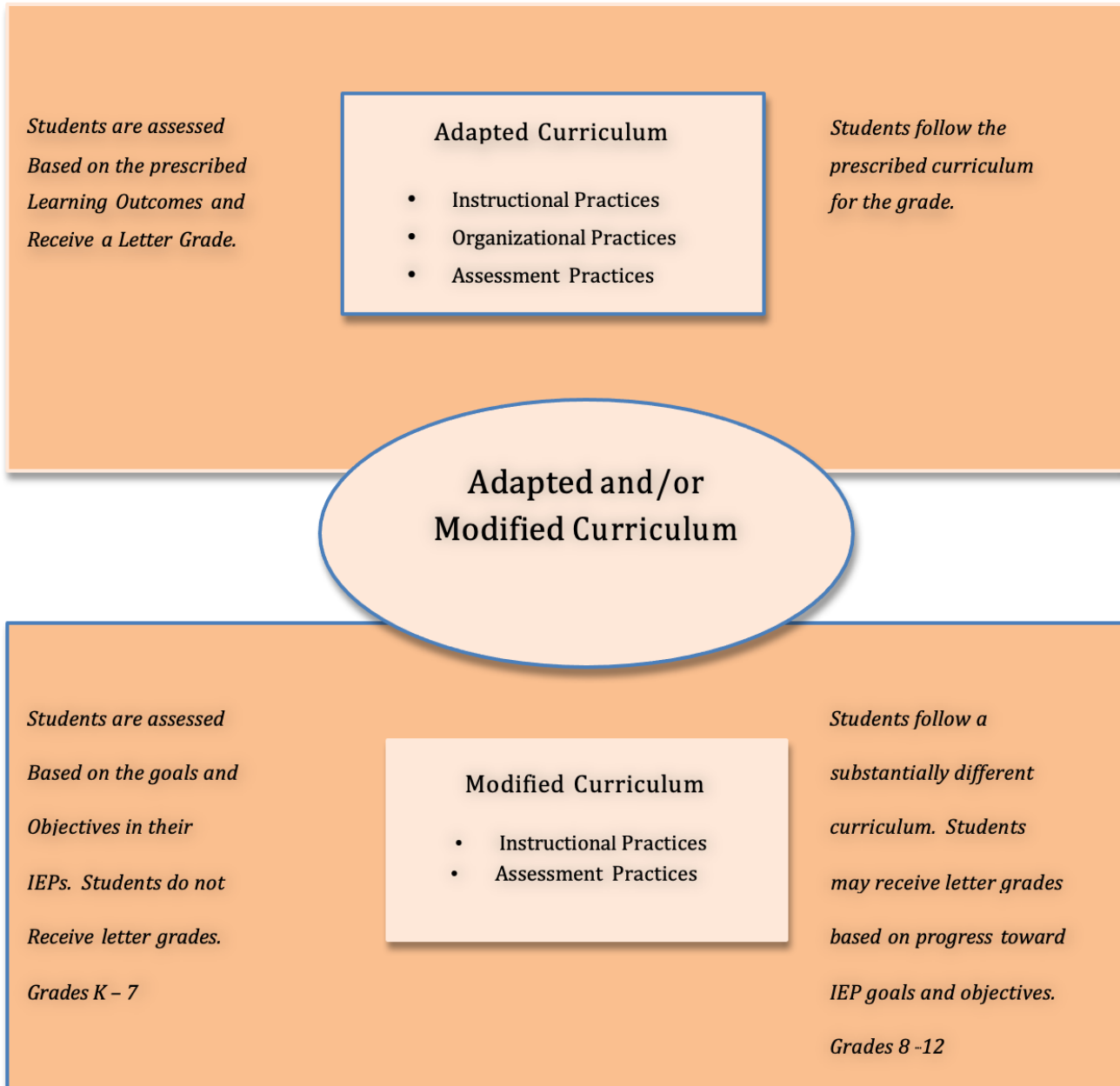
Students on a Replacement Program

A student on a replacement program must have an IEP and it is mandatory to identify that the student is on an IEP on the report card. Where it is determined that a student with diverse learning needs is not capable of achieving the learning outcomes, and substantial course or program replacement is necessary, specific individual goals and objectives will be established for the student in his or her IEP. Instead of performance scales or letter grades and percentages, structured written comments will report the level of the student's success in achieving these modified goals and objectives as identified on the IEP.

The written comments must contain:

- A statement that the progress of the student is in relation to the goals in his or her IEP and not in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade.
 - 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 in relation to the goals set out in that student's IEP.
- Where deemed to be appropriate by the Teacher or Principal, Vice Principal or Director of Instruction, written comments describing:
 - 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
 - The time period required to enable the student to demonstrate his or her learning

Reporting on Supplemental (adapted) Goals or Replacement (modified) Goals/Curriculum



Section 5

PROCEDURES

Knowing how and when to access the structures and supports in the district is vital to a well-functioning support service. This involves a shared understanding of the appropriate documentation, processes and procedures required in the development and implementation of educational plans (e.g., referrals, procedures, documentation etc.)

District Psycho-Educational Assessment Priorities

District Psycho-Educational Assessment Priorities Preamble

Learning Services promotes the idea of school personnel working collaboratively with the district helping teachers and school psychologist to determine psycho-educational assessment priorities. At the same time, the School District has certain psycho-educational assessment priorities based on Ministry of Education expectations that are reflected below. These guidelines are intended to facilitate consistent practice. It is recognized that all students are unique and discretion must be paramount to effective decision-making.

This document addresses the special education categories of Learning Disabilities, Mild Intellectual Disabilities and Moderate to Profound Intellectual Disabilities. Please be reminded that all other special education categories require medical assessment(s) or alternative supporting documentation to determine a student's eligibility for designation. The absence of all other Special Education categories within this document does not imply that students in other Special Education categories do not warrant consideration for psycho-educational assessment.

Mild Intellectual Disabilities

Assessment / Reassessment:

1. Where a student is assessed and identified as having a Mild Intellectual Disability by grade 3, a reassessment is required in grade 7.
2. Where a student is assessed and identified as having a Mild Intellectual Disability in grades 4 through 7, a reassessment is required in the fifth year following the initial assessment.

Example:

A student with a Mild Intellectual Disability, who was initially assessed in grade 4, will require a reassessment in grade 9.

3. Where a student is assessed and identified as having a Mild Intellectual Disability in grade 8 through 12, no reassessment is required.

Moderate to Profound Intellectual Disabilities

Assessment / Re-evaluation:

1. Where a student is assessed and identified as having a Moderate to Profound Intellectual Disability by grade 3, a re-evaluation is required in grade 8.
2. Where a student is assessed and identified as having a Moderate to Profound Intellectual Disability in grades 4 through 7, a re-evaluation is required in the fifth year following the initial assessment.
3. Where a student enters our school district prior to grade 3 and is given a provisional Moderate to Profound Intellectual Disability designation (without psycho-educational documentation), a psycho educational assessment must be completed no later than grade 3. A re-evaluation is required in grade 8.
4. Where a student enters our school district in grades 3 through 12 and is given a provisional Moderate to Profound Intellectual Disability designation (without psycho-educational documentation), a psycho educational assessment must be completed within one calendar year. If the student is assessed and identified as having a Moderate to Profound Intellectual Disability in grades 3 through 7, a re-evaluation is required in the fifth year following the initial assessment.

Note:

Where the term re-evaluation is used above for students with a Moderate to Profound Intellectual Disability, it implies that the school psychologist will assess all relevant information to ascertain the appropriateness of a complete battery of psycho-educational assessments.

Classification	Provisional Designation	Initial Assessment	Re-evaluation
Learning Disabilities	Not applicable	Grade 3	Grade 7
		Grades 4-6	4 years post initial assessment
		Grades 7 - 12	Not required
Mild Intellectual Disabilities	Not applicable	Grade 3 or earlier	Grade 7
		Grades 4-7	5 years post initial assessment
		Grades 8-12	Not required
Moderate Intellectual Disabilities	Not applicable when a psycho educational assessment confirms diagnosis prior to entering our district	Grade 3 or earlier	Grade 8
		Grades 4 -7	5 years post initial assessment
		Grades 8-12	Not required

Adjudication

The purpose of adjudication is to provide adaptations/accommodations for students with learning disabilities and diverse learning needs during exam situations.

Learning Assistance Teacher role in adjudication consists of:

- Consulting around students who require adjudication and confirming that they meet Ministry requirements for accommodations.
- Documenting adaptations for test writing in IEPs including technological supports.
- Ensuring that the technology is available for reader/scribe service and has been an ongoing support documented in a student’s IEP.
- Consulting with District Helping Teacher around submitting documentation to the School Psychologist for requests for adjudication

To be eligible for adjudication, a student's IEP must document that she/he is working toward the prescribed learning outcomes of the course. The adapted IEP must include the specific adaptations requested in the adjudication process.

Exam Adjudication

Responsibility for approving adaptations to provincial exam conditions is now a district/school responsibility.

The following is an overview of Ministry criteria for government exam adjudication. Please note that aspects of the criteria and deadline dates can change yearly. LAT teachers who are involved in the adjudication process must check Chapter 2 of the Handbook of Procedures for the Graduation Program, every September.

The Ministry of Education recognizes there are circumstances in which a student may be unable to demonstrate his or her knowledge on provincial exams using standard procedures and formats. In special circumstances, students taking provincial exams may be entitled to adaptations to exam conditions that assist in reading exam questions and/or recording exam responses. These circumstances may be either predictable or unpredictable. Examples are:

- Predictable: students with previously identified diverse learning needs
- Unpredictable: students with sudden serious illness, injury or extreme personal difficulty.

Changes to the content of exams, such as paraphrasing, rewording, clarifying or explaining exam questions are not allowed. If schools have been using this strategy to support students with diverse learning needs to prepare them for provincial exams, practice test taking should be given only with Ministry-approved adaptations.

Schools or districts are responsible for applying Ministry-based criteria that determine which students are eligible for adaptations to exam conditions. To determine eligibility, a student's file must contain an IEP, medical reports, certificates of eligibility and/or psycho-educational assessments, along with recent achievement data, to validate that eligibility criteria are met

For **predictable circumstances** the steps involved in applying for exam adjudication can typically be summarized as:

- Verify that the student meets diverse learning needs criteria for adaptations.
- Confirm exam adaptations required are Ministry approved.
- Ensure student documentation meets eligibility criteria.
- Determine if the adaptation needs Ministry approval (reader / scribe).
- Follow the district process to apply to the Ministry for approval
- Report adaptations that have been approved at the district level to the Ministry.

Unpredictable circumstances such as serious illness, injury or extreme personal difficulty can adversely affect a student's ability to write a provincial exam and may warrant special consideration. For unpredictable circumstances, the steps involved in applying for exam adjudication can typically be summarized as:

- Determine exam adaptations the student requires and follow the district process on reporting to the Ministry the actual adaptations used by the student on exams.
- Decide whether deferral is appropriate.

The Adjudication Process: Supports for Graduation and Provincial Assessments

Information concerning Provincial Assessment Adjudication is available in the B.C. Graduation Program Policy Guide at www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-policy-guide.pdf. Further information can be found online at www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/graduation.

For more information on Ministry Policy regarding the adjudication process, visit the website at www.bced.gov.bc.ca/exams/adjudication.

Determining the need for supports during assessments is a school and school district responsibility. As a part of the adjudications process, schools or school districts must:

- Determine if a student has a demonstrated need for supports.
- Ensure all decisions regarding supports are based on evidence documented in the student's file (Individual Education Plan [IEP] or Student Learning Plan [SLP]).
- The provision of supports could also include students with recently acquired injuries/health changes (e.g., concussions or cancer treatments).
- While the use of technology is encouraged, the Ministry recognizes that there may be some students who, even when provided with a variety of supports, are still unable to demonstrate their knowledge

on assessments without a human reader or scribe. It is expected that schools will continue to work with students to become independent with the use of technology.

Students with identified needs may take up to one school day to complete an assessment. The amount of extra time granted should be based on the time accommodation regularly provided to the student during in-class assessments as documented in the student's current IEP/SLP.

Supports for assessments are allowed when there is clear evidence that the supports are consistent with the classroom assessment practices regularly used to assess the student's learning. The student's current IEP/SLP must clearly indicate:

- The student is working toward mandated Provincial curriculum learning standards (there are no replacements/modifications to curriculum learning standards).
- The specific supports are regularly provided for school-based learning assessment (tests and assessments).
- There is clear evidence that the student has regularly taken advantage of the opportunity to employ the supports when completing school tests and assessments. This evidence may be found in IEP or SLP reviews, on report cards or in file notations.

All decisions regarding supports to be provided on assessments must be based on evidence outlined in a student's IEP or SLP. The specific supports that will be used on the assessment must also be retained in a master file kept at the School District office.

The Ministry has identified specific supports to assessments that may be provided to students who meet criteria for designation as a student with Visual Impairment or who are Deaf or Hard of Hearing.

Transitions

The purpose of a transition is to provide a continuum of planning and support for students as they move from home to school, school to school, or school to community.

The Learning Assistant teacher, in collaboration/consultation with the District Support Teacher, where needed will:

- Develop transition plans that address the specific educational, vocational, social, emotional and behavioural needs of the student as well as specify the supports and services necessary to foster success.

- Coordinate collaboration between school personnel, district staff, representatives from community services (including pre-schools and postsecondary), and professionals from other government ministries, parents, and the students themselves.
- Outline roles and responsibilities of all involved in the implementation of the plan as well as monitor and evaluate its effectiveness.

Where a student's needs dictate that there need to be substantial supports during transitions, the school and district personnel need to collaborate on how best to meet those needs. There is more than one kind of transition as students move through their educational program. There are transitions from community to school, Grade 7 to Grade 8 (Grade 6 to 7 in TR), from classroom to classroom and transition from school to community. The purpose of transition is to identify the needs of students and ensure that appropriate programs are established in order to help them to realize their goals.

Those transitions may involve the following:

- Collaboration with teachers, LATs, Principals and District Support Teachers to establish a transition process that will suit the needs of the student.
- Attending transition meetings and liaise with feeder school staff or teacher prior to visiting.
- Organize release time and forms to be filled out.
- Document and report back to SBT needs of incoming students and share information.
- Set up transition meetings and parent meetings in the spring to discuss various programs and expectations.

In addition, the Ministry of Education requires that case managers develop a transition plan for students with low-incidence needs transitioning from secondary to life outside of high school. These plans could include researching and visiting post-secondary sites, registering at a post-secondary institution, and/or making connections with relevant government and community organizations.

File Management

Student records shall include the Permanent Student Record and Student File as defined by the Ministry of Education. In accordance with ministerial order (M190/91), a Permanent Student

Record is required for each student enrolled or registered in the British Columbia public education system.

The purpose of the Permanent Student Record is to document the history of a student's education program. In addition to the Permanent Student Record, a Student File shall be established and maintained for each student enrolled in the public education system. The Student File will contain copies of records used in the planning and administration of the student's education program.

School Administrators are responsible for the establishment, security and maintenance of the Permanent Student Record and student files for each student registered in their school, and for ensuring that these and other student records are appropriately maintained within the context of Board Policy and Regulation (Policy & Regulation 4610).

The contents of the file will include but not be limited to:

- Report Cards
- IEPs
- Formal Assessments (i.e., Psycho-educational assessments, OT/PT Reports, SLP Reports, Medical assessments, etc.)
- Summary of objective observations or SBT objective summary and plans
- Positive behaviour support plans
- A reference to any information that is being maintained outside of the file (i.e., category binders)

The file should not contain:

- Observations
- Notes
- Assessment protocols
- Student's work
- Case notes from SBT
- A different student's name or information

Best Practices and Protocols

School and district staff that are responsible for Level B and Level C testing are required to protect the security of Level B and Level C test items. This means that test protocols should not be kept in a student's Permanent Record file. Instead, completed protocols must be placed within a separate file in a secure location. In order to inform others that Level B and Level C testing has occurred, a report or other documentation of the test results should be placed in the student's Permanent Record file.

Student Binders for Students in Low Incidence Categories

The Student Binder is part of the Student Permanent Record File and may be temporarily kept in another secured location. Contents of the Student Binder may vary according to the student's designation. There needs to be a note in the student's permanent Record File that there is a binder linked to the file. The location of the binder needs to be indicated.

Transfer of Records

All administrative personnel must know where Student Binders are located. The binder information must be transferred with the Student Permanent Record File when a student moves to another school or district. If the Student Binder is kept in another secured location, the Administrative Officer must ensure that processes are in place to facilitate the transfer of the Student Binder information with the Student Permanent Record File when the student transfers to another school.

GLOSSARY

1701 count: Student Data Collection. An electronic file that is prepared at the school level. The information collected on these forms is used in the calculation of Full Time Equivalent (FTE) students for public schools. The FTE values are then used to determine funding levels for these schools.

Adaptations: An education program with adaptations retains the learning outcomes of the regular curriculum, and is provided so the student can participate in the program. Adaptations are teaching and assessment strategies made to accommodate a student's diverse learning needs, and may include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Students with education programs that include adaptations are assessed using the standards for the course/program and can receive credit toward a Dogwood certificate for their work.

Adjudication: The process that determines if a student qualifies for adaptations on their provincial exams.

AIP (Annual Instructional Plan): A documented plan developed for an English Language Learner (ELL) that describes the instructional goals as well as a list of specialized services being provided to that student.

Assessment: A systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, set goals, and results in the identification and implementation of selected educational strategies. In some cases, specific training is required when administering different types of assessment (e.g., In-Class, Level A, B, C).

BAA (Board Authority/Authorized Courses): An elective course for credit toward graduation that is part of an educational program offered by the board. It is not determined by the minister but must meet Ministry of Education standards. The board must approve of the local program and send a copy of the program and the board's approval to the minister for information, verification, and record keeping purposes.

Collaborative Consultation: A process in which people work together to solve a common problem or address a common concern. A successful collaborative process is characterized by the following features: it is voluntary; there is mutual trust and open communication among the people involved; identification/clarification of the problem to be addressed is a shared task; the goal is shared by all participants; each identifying and selecting problem-solving strategies; and there is shared responsibility for the program or strategy initiated.

Differentiated Instruction: A teacher's response to learners' needs. Guided by general principles of differentiation, teachers can differentiate content, process, product and environment according to students' readiness, interests, and learning profile through a variety of instructional strategies, and flexible classroom management.

Diversity: An overarching concept that reflects a philosophy of equitable participation and an appreciation of the contributions of all people. It is a concept that refers both to our uniqueness as individuals and to our sense of belonging or identification within a group or groups.

ELL (English Language Learner): A person who is in the process of acquiring English and has a first language or dialect other than English.

ESD (English as a Second Dialect): Students reported as requiring English as a Second Dialect services speak a variation of English that differs significantly from Standard English used in school in broader Canadian society (e.g., significant variations in oral language vocabulary and sentence structure from those used in Standard English).

IEP (Individual Education Plan): A documented plan developed for a student with diverse learning needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

Replacement Goal (Modified) Education Program: Has learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the student's diverse learning needs. For example, a Grade 9 student in a modified math program could be focusing on functional computational skills in the context of handling money and personal budgeting. Or, in language arts, a Grade 5 student could be working on recognizing common signs and using the phone. In these examples the learning outcomes are substantially different from those of the curriculum for most other students. To enable achievement, a student's program may include some courses that are modified and others that have adaptations.

Psycho-Educational Assessment: A process of assessment that is used to gather specific information to understand how individual students think and learn. Psycho-educational assessments may include testing of cognitive ability, academic achievement, psychological processing, language skills and behaviours. The information gathered from various assessments informs educators on how to provide the best support and target interventions.

RIOT: A Process for determining if further assessment of a student's needs is required. (Review, Interview, Observe, Test)

RTI (Response to Intervention): RTI provides a process and structure for school teams in designing, implementing, and evaluating educational interventions. It is an array of procedures that can be used to determine if and how students respond to specific changes in instruction.

SBT (School Based Team): An on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students within the school.

Student Progress Monitoring: A scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction/intervention. Progress monitoring procedures can be used with individual students or an entire class.

Student Learning Plan: An informal document that includes student learning preferences, beneficial supports, goals and strategies.

Transition Planning: The preparation, implementation and evaluation required to enable students to make major transitions during their lives - from home of preschool to school; from class to class; from school to school; from school district to school district; and from school to post-secondary, community or work situations.

Universal Design for Learning (UDL): A framework for designing classrooms and curricula that enables all individuals to gain knowledge, skills, and enthusiasm for learning: A way of thinking about the organization of supports and instruction for students.

Universal Screening: A step taken by school personnel early in the school year to determine which students are "at risk" for not meeting grade level standards or those who have behavioural or emotional problems that may interfere with their learning. Universal screening can be accomplished by reviewing a recent academic or behavioural screening test that was administered to all students in a given grade level. Those students whose test scores or screening results fall below a certain cut-off are identified as needing more specialized academic or behavioural interventions.