

# **Turtle River School Division Student Services Policy Manual**



*"Learning today for tomorrow"*



## **Student Services Policy Table of Contents**

<b>1. Student Services Cover Page.....</b>	
<b>2. Table of Contents .....</b>	<b>I-VI</b>
<b>3. Student Services</b>	
a. Philosophy of Student Services.....	1
b. Beliefs Statement.....	1
c. Coordinator of Student Services.....	2
d. Student Services and Supports Available.....	2
e. Overview of Student Services and Supports (diagram) .....	3
f. Coordinator of Student Services Job Description.....	4
g. Special Education Guidelines (AEP) .....	6
h. Appropriate Education Programming.....	6
i. Inclusion.....	7
<b>4. Diversity of Student Needs</b>	
a. Adaptations.....	8
b. Accommodations.....	9
c. Individualized Programming.....	10
d. English as an Additional Language Programming (EAL) .....	10
e. Modified Programming.....	11
f. Permission to Modify.....	12
i. Tracking of M & I Programming.....	13
ii. School Tracking Sheet of M and I Programming.....	14
<b>5. Overview of Student Services.....</b>	<b>15</b>
a. Student Services Supports Available.....	17
b. Resource Support.....	18
i. Resource Teacher Job Description.....	19
ii. Resource Teacher Evaluation Form.....	21
iii. Resource Referral Form.....	24
c. Student Planning Support.....	26
i. Individual Education Plan's (IEP's).....	27
ii. IEP Template.....	35
iii. Circle of Care/Wraparound Plans.....	43



# Turtle River School Division Policy Statement

Page II

Section  
Student Services

d. Panel Meetings.....	44
i. Classroom Profile Template 1.....	46
ii. Classroom Profile Template 2.....	47
iii. Classroom Profile Template 3.....	48
e. Speech Language Assessment and Therapy Job Description.....	51
i. Speech Language Referral Procedures.....	53
ii. Speech language Referral Info.....	54
iii. Speech Languages Referral form.....	55
iv. Speech Languages History form.....	56
f. Educational Psych Assessment Job Description.....	58
i. Psych Referral Procedures.....	59
ii. Psych Assessment Report Procedures.....	61
iii. Psych General Screening Procedures.....	62
iv. Psych Referral Form.....	64
v. Psych History Form.....	65
vi. Psych Referral Package.....	66
g. Division Social Worker Information.....	76
i. Division Social Worker Job Description.....	78
ii. Division Social Worker Referral Procedures.....	80
iii. Division Social Worker Ref Form.....	82
iv. Division Social Worker Case Notes Form.....	84
h. Mental Health.....	85
i. Occupational Therapy (OT) Description/Roles.....	86
i. OT Referral Procedures.....	88
j. Physiotherapy (PT) Description/Roles.....	90
i. PT Referral Procedures.....	92
ii. OT & PT Referral form (CTI) .....	94
iii. OT & PT Services pamphlet (CTI) .....	95
iv. OT & PT Services brochure (CTI) .....	95
k. Literacy Intervention .....	96
l. Early Literacy Intervention (ELI) .....	98
i. ELI Lesson Format Outline.....	99
ii. ELI Lesson Plan Template.....	100
m. Precision Reading.....	101



# Turtle River School Division Policy Statement

Page III

Section  
Student Services

n. Guidance and Counselling.....	102
i. Guidance and Counselling Services.....	102
ii. Guidance and Counselling Definitions.....	103
iii. Guidance and Counselling Programs.....	104
iv. Guidance and Counselling Goals.....	104
v. Guidance and Counselling Models.....	105
vi. Guidance and Counselling –Job Description.....	110
o. Life Skills Coaching.....	111
p. Vision and Hearing Screening.....	112
i. Audiologist Parent Letter.....	113
q. Administering Medicine to Students.....	114
i. Medication Dispersal Policy and Procedures.....	114
ii. Procedures for Administering Medicine to Students.....	116
iii. Medication Info form.....	117
iv. Parents Request to Give Medication Form.....	119
v. TRSD Medical Info form.....	120
vi. Medical Administration Tracking Form.....	122
r. Mature Student Diploma.....	123
s. Credit Recovery Policy.....	126
i. Eligibility and Process.....	127
ii. Credit Recovery Application.....	130
iii. Credit Recovery Profile.....	132
iv. Recommended Course Placement - Subject Teacher form.....	135
v. Credit Recovery learning Plan.....	138
vi. Credit Recovery Positive Supports Tracking form.....	141
vii. Credit recovery Final Mark Submission form.....	142
viii. Recommended Course Placement - Principal form.....	145
t. Credit Counselling Policy.....	146
u. Challenge for Credit Option Policy .....	147
i. Challenge for Credit Option Guidelines.....	147
ii. Challenge for Credit Option Student Procedures.....	151
iii. Challenge for Credit Option - Intent to Challenge Application Form.....	153
iv. Challenge for Credit Option – Parent/Guardian Approval Form.....	154
v. Challenge for Credit Option – Letter of Agreement between the Student and School.....	155
vi. Challenge for Credit Option – Final Report Form.....	156



# Turtle River School Division Policy Statement

Page IV  
Section  
Student Services

v. Specialized Equipment .....	157
i. Request for Specialized Equipment form.....	158
w. Specialized Transportation.....	159
i. Request for Specialized Transportation form.....	160
ii. Transportation Plan for Students with Special Needs.....	162
x. Student Health Care Plans (URIS) .....	163
i. URIS Training.....	163
ii. URIS Procedures/Responsibilities.....	164
iii. Who develops the healthcare plans.....	165
iv. Healthcare plans/URIS Binders.....	165
v. Collection and Disposal of Healthcare Plans.....	167
vi. Provincial Directive – Life Threatening Allergies.....	167
vii. References.....	167
viii. URIS Binder Rubric.....	168
ix. URIS Form Group B.....	168a
x. URIS Asthma Health Care Plan.....	168c
xi. First Aid and Emergency Medical Care – Anaphylaxis Procedures.....	169
y. Supervision and Training Services.....	177
i. New Resource Teacher.....	177
ii. New Guidance Counsellor.....	178
z. Student Services Common Forms List and Locations.....	179(i)-(ii)
i. Authorization / Release of Information (ROI) forms.....	179a-c
ii. Access to Pupil Information for Students over 18 years.....	179d
iii. Lesson Plan Template.....	179e-l
iv. Student Record of Planning and Contact Form.....	179m
aa. Request for Student Services Policy.....	180
i. Student Services Referral Form.....	181



# Turtle River School Division Policy Statement

Page V  
Section  
Student Services

<b>6. Student Services Job Descriptions / Roles &amp; Responsibilities.....</b>	<b>182</b>
a. Coordinator of Student Services .....	183
b. Resource Teacher.....	184
c. Classroom Teacher.....	186
d. Division Social Worker.....	187
e. Speech Language Pathologist.....	188
f. Principal.....	189
g. Vice-Principal.....	189
h. Head Teacher.....	190
i. Educational Assistant.....	200
j. School Division Psychologist.....	191
k. Guidance and Counselling.....	191
l. French Consultant.....	192
m. Literacy & Numeracy Consultant.....	194
n. Career Development Coordinator.....	195
<b>7. Resource Assessments and Meetings Schedule of Activities.....</b>	<b>196</b>
<b>8. Use of Service Animals.....</b>	<b>199</b>
a. Service Animal Guidelines and Procedures.....	200
b. Resources and References.....	205
c. Sample Classroom Letter.....	206
d. Sample Transportation Letter.....	207
<b>9. Transitioning Into High School Policy.....</b>	<b>208</b>
a. Sample Grade 8 to 9 Transition Plan.....	211
<b>10. Promotion and Retention of Students.....</b>	<b>214</b>
a. Special Needs Programming.....	218
b. Student Retention Tracking Form.....	219
<b>11. Behaviour Policy.....</b>	<b>220</b>
a. Unacceptable Behaviour.....	220
b. Safe and Caring Schools Code of Conduct.....	222
i. Table of Contents.....	222
c. Behaviour Intervention Planning (BIP) .....	241
i. BIP Template Form - DREAM.....	242
ii. Behaviour Contracts.....	246
iii. Sample Behavioural Contract.....	246
iv. Behaviour Tracking.....	248
v. Sample Behaviour Tracking Forms.....	249
1. Sample ABC Tracking Chart.....	249
2. Sample Scatter Plot Chart.....	250



# Turtle River School Division Policy Statement

Page VI  
Section  
Student Services

vi. Functional Behavioural Assessments.....	251
a. Sample Scatter Plot for Functional Behavioural Assessment.....	251
vii. Behaviour Documentation.....	252
1. Behaviour Trigger/Consequences/Reward Chart.....	253
viii. DREAM BIP Plan.....	242
<b>12. Adapted Education Planning (AEP) .....</b>	<b>254</b>
a. Adapted Education Plan Template 1.....	255
b. Adapted Education Plan Template 2.....	259
c. Adapted Education Plan Template 1.....	262
<b>13. Cumulative File Inserts .....</b>	<b>264</b>
a. Cumulative File Insert 1.....	264a
b. Cumulative File Insert 2.....	264b
<b>14. Resource Reports.....</b>	<b>265</b>
a. Resource Report Template.....	265a
<b>15. Differentiated Instruction (DI), Universal Design for Learning (UDL) and Response to     Intervention (RTI) .....</b>	<b>266</b>
<b>16. Supporting ALL Learners - Funding of Schools.....</b>	<b>267</b>
<b>17. Assessment.....</b>	<b>268</b>
a. Provincial Assessments.....	268
b. Standardized Assessments.....	268
c. Divisional Assessments.....	269
i. Divisional Assessments List.....	270
1. Reading Assessment Reporting Forms.....	270a(i)-(ii)
2. WRAT Assessment Reporting Form.....	270b
3. Brigance Assessment Reporting Form.....	270c
4. Observation Survey Reporting Form.....	270d-e
<b>18. Transitional Programming.....</b>	<b>271</b>
a. Early Childhood transition to school for students with special needs.....	271
b. Transition planning process support for students with special needs reaching 16 years of age.....	271
c. Post-Secondary.....	272
d. PATH.....	272
e. Vocational Programming.....	272
f. Life Skills / Community Programming.....	272
<b>19. Manitoba Education Student Services Support Documents.....</b>	<b>273</b>



# Turtle River School Division Policy Statement

Page 1

Section  
Student Services

## **Philosophy of Student Services**

Turtle River School Division's Student Services Department supports students in their learning and growth. We believe that every student can be successful if given the right supports. By providing access to support and services we are able to help students and families achieve equal access to the curriculum and accomplish their learning goals.

Our goal is to make each student feel they belong and valued in their learning environment. Students should feel safe and enjoy coming to school and learning in order to benefit from their education. All students learn in different ways and at different rates. The strengths and abilities between students differ greatly. This is why the needs of each individual student also vary. The inclusion of all students in their learning is essential in providing a place for students to learn and grow not only academically, but emotionally and socially. As a result, our role is very important in providing families and students with access to the right support(s) needed in order to help support all students achieving success.

## **Beliefs Statement**

Turtle River School Division believes that every student deserves a strong education. In order for this to occur, it is important that our education system provides the appropriate supports each students need, in order to allow for all students to be successful. We recognize and understand that this support looks different from student to student and what works best for one will not necessarily work for another. We need to work as a school, divisional, and community team to provide the best combination of supports necessary to help each student and family achieve success.

Our division is committed to providing a safe and caring atmosphere that promotes and supports positive school climate and rich student engagement. Student academic, social, and emotional achievement is important for a student's overall well-being. The division believes in and supports the principles of inclusion and will help support student learning as outlined from Manitoba Education in the Appropriate Education Guidelines.





# Turtle River School Division Policy Statement

Page 2

Section  
Student Services

## **Coordinator of Student Services**

The Coordinator of Student Services supports schools and students by providing extra resources and funding for students with special needs and special school programs or school initiatives where services are determined to be needed.

## **Student Services and Supports Available**

Turtle River School Division is able to offer the following services to students in our division from qualified personnel with training and experience in consulting and collaborating with school teams in order to support planning for students who require special consideration over and above regular classroom instruction.

- Guidance and Counselling
- Resource Support
- Individual Education Planning
- Social Worker Counselling
- Speech and Language Assessment and Therapy
- Educational Psychological Assessment
- Student Support Instruction
- Life-Skills Coaching
- Occupational /Physical Therapy (OT/PT)
- Medical and Emergency Response Planning
- Vision and Hearing Screening
- Educational Assistant Support
- Kindergarten Screening
- Early Literacy Intervention
- Literacy/Numeracy Support
- Transportation Planning
- Transition Planning
- Behaviour Planning
- Attendance Planning



# Turtle River School Division Policy Statement

Page 3

Section  
Student Services





# Turtle River School Division Policy Statement

Page 4

Section  
Student Services

## **Coordinator of Student Services**

The Coordinator of Student Services' role is to organize, manage, direct and support the delivery and access of specialized assessments and support services for students, families, teachers and schools. This may include the training of specialized staff members to the access to many of the appropriate supports available.

## **Coordinator of Student Services Job Description**

The Coordinator of Student Services will provide leadership and support under the direction of the superintendent in the area of special education, guidance and administration. Due to the consultative nature of this role, it is imperative that the Coordinator of Student Services establish good working relationships with the school administrators, teachers and support staff.

### **Qualifications:**

The Coordinator of Student Services shall possess a teacher's certificate, special education certificate, and a coordinator's certificate. The Coordinator of Student Services shall have at least five years of successful teaching experience. The board prefers that the Coordinator of Student Services have at least four years of experience as a resource teacher and or school administrator.

### **Evaluations:**

The superintendent shall provide ongoing feed back to the Coordinator of Student Services. A formal report shall be done on the Coordinator of Student Services following the same format as set out in the evaluation of principal's policy.

### **Duties and Responsibilities:**

- Provide ongoing support and monitor the implementation of the collaborative resource model in each school
- Coordinate the special programs that exist in the division. Coordination in these programs involves assisting schools in actual placement of students in the programs, transferring students back to regular programs, selecting appropriate materials and ideas for the program, and providing professional development for staff.
- Assist the principal in the recruitment, supervision and evaluation of teacher assistants.



# Turtle River School Division Policy Statement

Page 5

Section  
Student Services

- Insure that the division receives its entitlement of special needs grants, and monitor the expenditure of them.
- Serve as a resource to teachers in providing support to regular classroom teachers in their attempts to accommodate and integrate children with exceptional learning needs.
- Provide liaison with the various branches and agencies which provide support services to special education within the division - specifically:
  - i) Act as liaison with Child Care and Development Branch of the Department of Education and Training.
  - ii) Coordinate activities with various helping agencies such as the Department of Health and Social Services and other community agencies that may be a benefit to students with particular needs.
- Coordinate the divisional Early Identification program and prepare the annual Early Identification grant proposals.
- Assist in providing enrichment programs for students.
- Assist in the administration of E.S.L. grants and implementation of E.S.L. programming in Hutterian schools.
- Coordinate hearing and vision screening within the division.
- Coordinate standardized testing programs within the division.
- Assist with identification and programming decisions regarding the English Language development support program for native students.
- Supervise the clinicians assigned to the division; Speech/Language Pathologist and Psychologist.
- Assist in the budget preparation for special education.
- Assist the schools with program planning by providing them with current materials.
- Coordinate professional development activities for resource teachers and teacher assistants.
- Participate as an active member on the principals' council.
- Attend division professional development meetings.
- Attend all meetings as requested by the superintendent and or chairperson.
- Provide personal counseling services to students.
- Perform other duties as assigned by the superintendent.

## **Professional Development**

The Coordinator of Student Services will pursue a professional development plan that will assist him/her in keeping current to his/her programming area. The division will encourage and support the coordinator to participate in his/her professional organizations at the regional and provincial level.

Resolution No.3 June 1, 2004

Resolution No.6 August 29, 2006



# Turtle River School Division Policy Statement

Page 6

Section  
Student Services

## **Special Education Guidelines (AEP)**

Turtle River School Division recognizes that programming for students will vary between individuals in order to meet their individual needs. These guidelines or standards in practice highlight regulations for providing quality education to all students. The Public Schools Act legislation that highlights this specific programming is the Appropriate Education Programming (AEP) amendment.

## **Appropriate Education Programming**

In October 2005, Manitoba Education passed the Appropriate Education Programming Act as amendment to The Public Schools Act. The following quotes summarize the general obligations of school divisions

- 2(1) the appropriate education programming that a school board must provide the curriculum.
- 2 (2) A school board must ensure that, as far as reasonably practicable, appropriate educational programming is available to a pupil in a regular class of his or her peers at
  - A) The school whose catchment area includes his or her residence, or
  - B) another school that provides the program, as designated by the board, that the pupil is to be enrolled in, if the school described in clause (a) does not provide that program (MECY 2007, p.71)

Appropriate Education Programming, as outlined in Manitoba Education's Appropriate Educational Programming Handbook for Student Services, targets 8 key areas and working regulations:

- 1. Placement and Accessibility
- 2. Early identification
- 3. Student Assessment and communication of results
- 4. Individual Educational Programming
  - a. Team approach
  - b. Parental involvement
  - c. Transition protocols
- 5. Student Services Planning and Reporting
- 6. Student Discipline
  - a. Consider disability
  - b. BIPs if suspended more than 2 times
  - c. Provide programming while suspended or expelled
  - d. Re-entry process
- 7. Dispute Resolution
- 8. Policy



# Turtle River School Division Policy Statement

Page 7

Section  
Student Services

## **Inclusion**

Turtle River School Division believes that every student deserves the right to learn in an environment that meets their needs; be it physical, academic, social, and mental well-being. Inclusion is the best learning environment that meets the needs of that student.

Manitoba Education defines Inclusion as;

*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.*

(Appropriate Educational Programming in Manitoba, Standards for Student Services, 2006 p. 1)

Manitoba Education (2015) describes an inclusive school model and its core values and beliefs as;

*“Inclusive schools provide a learning environment that is accessible to all students as a place to learn, grow, be accepted and enjoy all the benefits of citizenship. In an inclusive school, all students are provided with the supports and opportunities they need to become participating students and members of their school communities. Collaboration among home, school and community is imperative.”*

(Accessed on January 5, 2015 (<http://www.edu.gov.mb.ca/k12/specedu/index.html>))

The core values and beliefs consist of:

- All students having the ability to learn, in different ways and at different rates.
- All students have individual strengths, abilities and needs.
- All students want to feel that they are valued and belong.
- All students are entitled to benefit from their education.

Student Services are the staff and services delivered by school divisions, community partners and other agencies, Manitoba Education and Advanced Learning and the other government departments to meet the needs of students who have exceptional learning, behavioural, social/emotional, communication, sensory, physical, cognitive/intellectual, academic or special health-care needs. It is a team's approach and responsibility in providing the appropriate educational programming.

(Accessed on January 5, 2015 (<http://www.edu.gov.mb.ca/k12/specedu/index.html>))

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## **Diversity of Student Needs**

The instruction and assessment of students with special needs often presents unique challenges for educators to meet the diverse needs of all students. Students reflect an extensive variety of cognitive and physical skills, abilities and interests. It is therefore, often necessary for teachers to adapt, modify, or individualize instruction and/or assessment in order to meet the needs of each student; allowing them to achieve success.

## **Adaptations**

Adaptations are changes in the teaching process, the materials used, a student's assignments, student work and assessments in order to help the student achieve the expected learning outcomes. The end goal is still the same for the student. It is just a different way of reaching that goal to support their learning needs. Often, what we do to help support one student benefits other students. When this occurs, it is no longer an adaptation; it is simply effective teaching.

Schools each have access to a variety of Adaptation checklists that identify a range of supports that teachers can use to meet a student's diverse needs which includes differentiated instruction, adaptation, modification and individualization. This is not a continuum of supports but specific ways that help a student in specific areas in order to success in achieving expected learning outcomes from the department approved curriculum. Adaptations vary by the needs of each specific student and are determined by the students' teacher and school team in order to respond to their specific needs. For example, adaptations can range from allowing a student to use a calculator, by having extra time on an assessment, providing a copy of the class note, having their work and assignments "chunked" or by even allowing a student to be assessed orally in order to determine their learning.

If a student requires an adaptation the teacher will automatically provide it in order to help the student. In times where a teacher is uncertain of what adaptation can be made, the school resource teacher can collaborate and assist in determining what adaptations may provide the most success. The school resource programs have adaption checklist sheets that can be used to help support student programming by developing an AEP: Adapted Education Plan with the students support team.

If an adaptation is used, regardless of its success, it should be documented on the student's report card by the teacher and/or the students IEP by the resource teacher. The tracking of adaptations will allow for successful planning in the future when identifying what gave the student the most success in supporting their learning.



# Turtle River School Division Policy Statement

Page 9

Section  
Student Services

## **Accommodations**

Accommodations are changes in the; curriculum content, forms of instruction, student learning, forms of assessment, location, timing, scheduling, the way a student communicates their understanding, the environment in their classroom or school, and other elements that give a student with special needs the ability to participate in the classroom or assessment activity, but do not fundamentally alter, change, or lower the learning outcomes or expectations of the curriculum task/activity. Accommodations, like adaptations vary with each individual student.

Accommodations are made in order to remove any barriers, allowing all students access to learning. For example, a student with a mobility disability may require transportation that can accommodate a wheel chair. In addition, the school may have to ensure there are ramps where there are stairs or an elevator and the doorways are wide enough to accommodate a wheel chair. A student with vision impairment may require preferential seating near the board in the classroom. Similar to adaptations, an accommodation made for one student can benefit all students.

If an accommodation is used, regardless of its success, it should be communicated between the school support team. It doesn't need to be recorded on the student's report card or an IEP because an accommodation is something we do automatically in order to support the student's access to their education. While it doesn't have to be formally documented, it can sometimes be helpful when a student is transitioning between teachers. For example, the use of preferential seating in the classroom to help a student with vision difficulties is important information for the next teacher to have in order to plan for a student to have a successful year.





## **Individual (I) Programming**

Individualized Programming is educational programming that is individualized to meet a student's specific needs. It is intended only for students with **significant cognitive disabilities** who would benefit from a highly individualized and functionally appropriate learning experience outside of the department developed curriculum. The student's cognitive disabilities are so significant that they are not able to benefit from participating in the regular department curriculum. Individualized programming **is not intended** for students with special needs who do not have cognitive disabilities. Individualized programming provides students with educational programming that meets their unique learning requirements in their age-appropriate and community environments.

The classroom teacher and resource teacher are responsible for implementing the individualized educational program after the decision has been made in collaboration from the students support team. Students can receive individualized programming at any grade level when it has been deemed appropriate by the students support team in order to meet their individual learning needs.

When a student's programming is individualized during kindergarten to grade 8, it is done by the teacher in collaboration with the resource teacher in order to meet the learning needs of the student. The decision is made by the students support team. Students are working on a program that has outcomes and goals developed specifically for them. In grades 9 to 12, a student continues on an individualized program receiving courses developed by the teacher and resource teacher to help support their individual learning needs. Schools will use the Individualized Course Programming codes in the subject table handbook to identify courses completed. The course code is denoted with an I and the course objectives, goals, and plan is attached to a student's IEP. Students who are on an individualized program are exempt from provincial examinations.

### **Reference**

Manitoba Education and Training (1995). Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years. Winnipeg, Manitoba.

<http://www.edu.gov.mb.ca/k12/specedu/individu/index.html>

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

English as an Additional Language programming is appropriate for students that are learning English as an additional language during their first four years. This programming emphasizes support for student learning in regards to developing English Language skills and supports a student's transition.



# Turtle River School Division Policy Statement

Page 11

Section  
Student Services

## **Modified (M) Programming**

Modified Programming are changes in the; curriculum content, form of instruction, student learning, form of assessment, location, timing, scheduling, communication of understanding, the environment in their classroom or school, and other elements that give a student with special needs the ability to participate in the classroom or assessment activity, that **fundamentally alter, change, or lower** the learning outcomes or expectations of the curriculum task/activity.

It also includes the altering of any department developed or approved course that has significant modifications made to the curriculum. A course or program is modified when the curriculum goals or objectives are changed by more than 50 per cent in order to accommodate the special learning needs of students with significant cognitive disabilities. The modifying of student programs and courses are intended to promote the inclusion of all students. It is not intended to be used to isolate or exclude students. The classroom teacher and resource teacher are responsible for implementing curriculum modifications with input from the students support team.

Students can be modified at any grade level when it has been deemed appropriate. When a students programming is modified in grades kindergarten to grade 8 it is done by the teacher in order to meet the learning needs of the student in order to help support them in reaching curriculum goals at their grade level. The students IEP identifies the students goals and programming and the IEP and report card notes the students overall assessment. In grades 9 to 12, a student is modified on a course by course basis. It is not to be applied globally to a whole year of study but only course and program specific. The course code is denoted with an M and the course objectives, goals, and plan is attached to a student's IEP. Curriculum modifications are clearly identified in advance of learning placement. Students who are modified are exempt from provincial examinations.

Not every student can receive Modified programming. The school-team decides if the student needs and meets the requirements of modified programming. In order to be designated this type of programming; students must have a diagnosed significant cognitive disability.

If a student has modified courses on their high school transcript, it may not be accepted by some post-secondary institutions. This is why it is important for schools to have conversations with the student and their parents/guardians prior to enrolling in a modified course. In order to ensure that these important conversations occur, schools are required to get a permission form completed prior to enrolling a student in a modified course or program. These forms will be placed in the student file.

### **Reference**

Manitoba Education and Training (1995). Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4. Winnipeg, Manitoba. <http://www.edu.gov.mb.ca/k12/specedu/modified/>



# Turtle River School Division

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Telephone 204-835-2067 Fax 204-835-2426

Page 12

## Permission to Modify School Program \_\_\_\_\_ 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 less than 50% 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: \_\_\_\_\_



# Turtle River School Division Policy Statement

Page 13

Section  
Student Services

## **School and Division Tracking of Modified and Individualized Programming**

Schools are responsible for tracking students who receive Modified or Individualized programming. At the beginning of each semester, schools will submit a list of students who are receiving "M" or "I" programming by completing a tracking form that identifies what student(s) are receiving this type of programming. In some cases the programming may be modified for only specific course subjects. In order for a student to qualify for this type of programming, they must meet the eligibility requirements as set out in the department guidelines. "Towards inclusion: A Handbook for Modified Course Designation, Senior 1-4".

It will be the responsibility of the principal and resource teacher to complete this form and submit to the Student Services Coordinator at the division office by September 30<sup>th</sup> and February 30<sup>th</sup> of each school year.

When a student's program is Individualized or Modified, they require an IEP that details the significant curriculum changes and implementations plans for the integrated learning experience.

The Division's Student Services Coordinator will track all students that are receiving Modified and individualized programming at schools.



# Turtle River School Division Policy Statement

Page 14

Section  
Student Services

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

## **Tracking of Modified and Individualized Programming**

Student Name	Grade	Teacher	Course Name & Code	

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

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

*"Learning today for tomorrow"*



# **Overview of Student Services and Supports**

**In  
Turtle River  
School Division**



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# Turtle River School Division Policy Statement

Page 16

Section  
Student Services

## **Student Services**

Student Services consists of staff and services provided by the school division for all students who may experience communication, academic, behavioural, emotional, social or health care needs. Student Services in Turtle River School Division are directed by the Student Services Coordinator and Resource Consultant who provides leadership and support to the special services program.

## **School Psychologist**

Turtle River School Division accesses the following psychology services on a contract basis:

- Student Assessment
- Program Recommendations
- Consultation

Referrals for psychological services are made through the Resource Teacher.

## **Resource Teachers**

Resource Teachers have specialized training and experience in developing programs and strategies to meet a wide range of student needs. Resource Teachers in each school provide direct and indirect services to students who require extra support in their school programs. They work collaboratively with students, teachers, parents, clinicians, and administrators to develop effective and successful programs for all students. Resource Teachers work with parents and staff to coordinate specialized services and provide program accommodations.

## **Educational Assistants**

Educational Assistants work directly with students under the guidance and supervision of the Classroom Teacher, Resource Teacher, and School Administrators to provide appropriate educational programming. Educational Assistants work with individuals and/or small groups of students, assist teachers in the supervision of students, assist in class and school activities, and assist students with special needs.

## **Speech and Language Pathologist**

The Speech and Language Pathologist works with students who require extensive services in the development of communication skills. The SLP provides assessment, program planning, materials, and demonstration therapy. The targeted areas of communication include: language, speech, phonological awareness, voice, fluency, and social language skills.

## **Children's Therapy Initiative**

Children's Therapy Initiative – Prairie Mountain Regional Health Authority – coordinates the delivery of therapy services for children within the boundaries of the Prairie Mountain Regional Health Authority. Therapy services include those of Occupational Therapy, Physiotherapy, Speech Language Pathology, and Audiology. Referrals may be made through the Resource Teacher.

## **Unified Referral Intake System – U.R.I.S.**

The U.R.I.S. nurse assists in developing individual health care plans with parents for children who have special health care needs. The U.R.I.S. nurse trains school staff on the required procedures when responding to the child's health care needs or emergencies.

## **Community Schools Connector**

The Community Schools Connector, in Alonsa School, provides as a liaison, counseling, and programming services to students, parents, and school. The CSC provides suggestions on meeting emotional needs so students can become more effective learners.



## **Services/Student Support Available**

If a student is having difficulties in the regular classroom program, schools may decide that a student may benefit from further support beyond the regular programming. This support may look different based on each school, available resources, and each individual student. Some of the most common forms of student support used are;

- Small group instruction
- One-on-one pullout support
- Alternate learning placement
- Resource teacher support
- Tutoring
- Adaptations
- Accommodations
- AEP Planning
- IEP Planning
- Counselling
- Coaching
- Academic Assessments
- Intervention Programming
- Referral to an Educational Psychologist
- Referral to Occupational Therapist
- Referral to a Physiotherapist
- Referral to the Speech Language Pathologist
- Referral to the Division Social Worker
- Referral to Mental Health
- Referral to Community Health Nurse
- Referral to AFM Counsellor
- Referral for Additional Funding Supports
- Referral to Children's Disability Services/Adult Disability Services
- Referral to Market-Abilities (Vocational Rehab) /Employment Services
- Referral to Additional Agency Services
- Attendance Planning
- Behaviour Planning
- Distance Education
- Online Web Courses
- Career Counselling
- Guidance
- URIS Nurse support





# Turtle River School Division Policy Statement

Page 18

Section  
Student Services

## **Resource Support**

Turtle River School Division understands the importance of Resource Teachers in all schools. Resource Teachers support student learning by providing resources from within the school with the support of both students and classroom teachers with intervention programming and planning and assist in helping students, teachers, and families in accessing clinicians and outside services.

Resource teachers have specialized training in supporting student learning and in developing specialized plans that will support individual student growth and success.

When a student has been identified in need of further assessment to assist in their learning plan, the classroom teacher will complete a Resource Referral Form. The resource teacher will then meet with the referring teacher and determine what is the next action that needs to be taken: further academic assessment; referral to a specialist; counselling; individual plan development; intervention programming; or by completing a classroom observation.

The division's resource support model is a consultative and collaborative model where the resource teacher supports the classroom teacher who is responsible for the delivery of the students' education. The resource teacher helps the teacher access the supports required to assist with the students learning plan.



## **The Role of The Resource Teacher**

### **Job Description**

Resource teachers have specialized training and experience in assessing and developing strategies and programs to meet a wide range of student learning needs. Resource teachers provide direct and indirect services to students who require extra support. They work with parents and staff to coordinate specialized services and provide program accommodations, adaptations, and modifications. They develop Individual Education Plans, write funding applications, and organize team meetings, as required.

1. **Consultation:** Consultation is the process of
  - a. sharing information and ideas with another person or group of persons,
  - b. combining knowledge into new patterns,
  - c. making mutually agreed on decisions
2. **Collaboration:** Collaboration is the provision of a direct service where the resource teacher:
  - a. Teams with one or more persons in the same process or activity
  - b. Participates integrally for the purpose of a consistent approach to the child
3. **Direct Service:** Direct service is the provision of a service delivered directly by the resource teacher to students. The resource teacher may be asked to:
  - a. Make an educational diagnosis or evaluation
  - b. Develop a program, based on the above results

Schools will be expected to develop a form, which a classroom teacher will use, to initiate a referral to the resource teacher to carry out a formal evaluation.

Resource teachers will be expected to develop a system, which ensures that continued appropriate monitoring and follow up of special needs students will take place.



## **Specific Duties of The Resource Teacher**

Resource teachers will

1. **work collaboratively** with the following **to develop effective and successful programs for all students**
  - a. students
  - b. teachers
  - c. clinicians
  - d. administrators
  - e. parents
2. **be case managers** who are responsible for
  - a. coordinating personnel
  - b. chairing team meetings
  - c. keeping records
  - d. developing individual education plans with the school team
  - e. completing funding applications with the school team
  - f. coordinating outside agency involvement
  - g. communicating with parents
3. **assess and develop programs and strategies** to meet a wide range of student learning needs (accommodations, adaptations, modifications)
  - a. formal testing
  - b. informal testing
  - c. inventories
  - d. check lists
  - e. reading/writing continuums
  - f. observation of students' performances
4. **provide direct and indirect services** to students who require extra support in school
5. **evaluate the effectiveness of programs** in terms of student's performance, in collaboration with the student's team

### **Evaluation:**

Resource teachers shall be evaluated as per division teacher evaluation policy. The coordinator of student services may become involved in evaluation where necessary and desirable.



# Turtle River School Division Policy Statement

Page 21

Section  
Student Services

## **Resource Teacher Evaluation Form**

Name: \_\_\_\_\_ Report Period: \_\_\_\_\_

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

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S = Satisfactory   I = Improving   NI = Needs Improvement   NA = Not Applicable

### **1. Professional and Personal Attributes**

- \_\_\_\_\_ demonstrates enthusiasm for resource teaching
- \_\_\_\_\_ strives to improve resource teaching competence
- \_\_\_\_\_ exhibits confidence in performing resource teacher role
- \_\_\_\_\_ maintains confidentiality
- \_\_\_\_\_ assumes responsibility
- \_\_\_\_\_ relates positively with staff, students, and parents

### **2. Professional Preparation**

- \_\_\_\_\_ demonstrates knowledge and understanding of the role and functions of a resource teacher
- \_\_\_\_\_ demonstrates knowledge and understanding of a variety of diagnostic techniques
- \_\_\_\_\_ attends a variety of professional development sessions to expand knowledge of role

### **3. Assessment and Observation of Learner Competence**

- \_\_\_\_\_ demonstrates an understanding that assessment is completed in order to develop programs, not to classify the learner
- \_\_\_\_\_ utilizes appropriate assessment procedures based on the reasons for referral
- \_\_\_\_\_ demonstrates awareness/knowledge of student's learner strengths and styles and makes recommendations accordingly
- \_\_\_\_\_ recognizes abilities, weaknesses, and interests of learners
- \_\_\_\_\_ consults/collaborates with support staff as required and lets them know their information is valuable
- \_\_\_\_\_ utilizes observation procedures effectively in a variety of settings



# Turtle River School Division Policy Statement

Page 22

Section  
Student Services

## 4. Management of Direct Teaching Situations

\_\_\_\_\_ teaching sessions have lesson plans containing specific objectives supported by rationale  
\_\_\_\_\_ demonstrates the ability to analyze and use the data collected from a direct teaching session to plan future sessions or adapted/modified instructional programs  
\_\_\_\_\_ keeps accurate and adequate records

## 5. Program Implementation and Evaluation

\_\_\_\_\_ always utilizes the team approach, (school team includes a minimum of the parents, classroom teacher, and principal)  
\_\_\_\_\_ effectively collaborates with the school team to identify specific needs  
\_\_\_\_\_ assists with the development of resource program goals regarding provision of resource teacher services  
\_\_\_\_\_ assists with the development of program goals for individual student needs  
\_\_\_\_\_ meets regularly with team members to ensure programs are being delivered effectively  
\_\_\_\_\_ provides support in the form of: direct teaching (in class or one-on-one), consultation (with teachers and parents), materials, and coordinating support personnel (educational assistants, clinicians, outside agencies)  
\_\_\_\_\_ evaluates the effectiveness of individual programs in collaboration with the school team  
\_\_\_\_\_ uses regular classroom observation in identifying, developing, and evaluating program effectiveness.

## 6. Conferencing and Collaboration Skills

\_\_\_\_\_ demonstrates the ability to provide data and information in a way which is easily understood  
\_\_\_\_\_ demonstrates the ability to maintain objectivity when dealing with a crisis situation  
\_\_\_\_\_ demonstrates the ability to facilitate the group decision making process  
\_\_\_\_\_ demonstrates the ability to develop teams of parents, students, and professionals that can implement recommendations collaboratively  
\_\_\_\_\_ collaborates in a professionally respectful manner  
\_\_\_\_\_ demonstrates the ability to advocate for the individual student differences  
\_\_\_\_\_ demonstrates the ability to act as a change agent



# Turtle River School Division Policy Statement

Page 23

Section  
Student Services

## 7. Professional Development Sessions Attended

Date	Workshop

### Goals for the year:

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### Comments:

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Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Resource Teacher \_\_\_\_\_ Date \_\_\_\_\_



# Turtle River School Division

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

Page 24

## Resource Referral

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

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

Referred by \_\_\_\_\_ Date \_\_\_\_\_

A. Prerequisites for a classroom teacher to refer a student to resource:

- a. Differentiated instruction has not proven successful
- b. Adaptations have not proven successful

B. Please describe in detail what you have tried to help support this student prior to this assessment. Please note/comment on your results of these actions.

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C. Present performance on classroom based assessments

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Page 25

## D. Reason for referral to Resource for specialized assessment

- ☐ Academic
- ☐ Motor skills
- ☐ Communication
- ☐ Sensory
- ☐ Behaviour
- ☐ Other \_\_\_\_\_
- ☐ Health Care
- ☐ Vision
- ☐ Hearing
- ☐ Self-management
- ☐ Social/Emotional

## E. Additional Information

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Classroom Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Resource Teacher Date Received: \_\_\_\_\_

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





## **Student Planning Support**

One area of support to students is individualized planning. We understand that students learn differently and at different rates. The way we learn and what we learn also varies greatly. Therefore, it is also likely to also believe that the way we plan and support students in education must also require different educational program planning/support.

This support comes in a variety of different forms and methods. It may be less formal where a teacher makes adaptations for all students in the classroom, simply be a change in the delivery of instruction, or even as easy as varying the method of student assessment. However, there are times when the programming is not meeting the needs of the student. When this occurs, the classroom teacher will then access further support in developing an appropriate plan to meet this individual student's needs.

This support can come in the form of collaboration between a resource teacher and teacher and will often lead to the development of an Individualized Education Plan (IEP). These plans take many forms and shapes and basically identify what a student requires in order to be successful (supports) and a plan of action that will be taken (teaching focus) in order to help the child meet the students educational goals (what we need to accomplish). The plans focus may not only be on academics, but may include other relevant domains such as; behavior, social, emotional, physical, or mental well-being. There are many different types of plans that try and help students grow at their own level and pace in order to achieve success. An Attendance plan, Behavior plan, Adapted Education Plan (AEP), Transition plan, Circle of Care plan and the Wraparound plan are some of the different types of plans used in schools to support students. The types of plans may differ but they all fall under the students Individualized Education Plan (IEP).



## **Individual Education Planning (IEP's)**

### **Rationale:**

Learning between students varies greatly and as a result students may require an Individual Education Plan (IEP) be developed that will support student learning when their needs can no longer be met with the classroom teachers' general learning plan. An Individual Education Plan is used to develop student specific goals in order to help students grow and develop their skills and abilities in each area of development. Plans can support students with both deficits and in need of further enrichment. IEP's help address a multitude of domains focusing on Academic support to Behavioural support.

As parent involvement is essential to the development of any student's potential, it is even more critical that parents of special needs students be involved in the academic and behavioral programming for their child. Team meetings serve the following purposes:

1. Enable parents to meet with the staff that works with their child to discuss concerns, behaviors, attitudes, problems and successes.
2. Enable the team to review and evaluate the individual education program that the child is receiving.
3. Enables the team to share ideas and develop future IEP objectives and strategies.

### **What is an IEP?**

An IEP is an individual education plan developed by a student's team that examines a student's current level and then creates goals for the student that will support a student's learning and growth. It is a chance for the school team to plan and assess the students learning and to determine how the students team and best support the student. IEP meetings are managed by the school resource teacher that is also the IEP case manager. Meetings must occur a minimum of two times per year in the fall and again in the spring, but may occur as frequently as needed. An IEP meeting can be requested by any of the members of the students IEP team by requesting the case manager to call a meeting. Goals are evaluated with data collected by the team and results are discussed with strategies of how the student can be best supported in and out of the classroom.

### **References**

Student-Specific Planning: A Handbook for Developing and Implementing Education Plans (IEPs), Manitoba Education, Winnipeg, Manitoba (2010).  
[http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student\\_specific\\_planning.pdf](http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student_specific_planning.pdf)



# Turtle River School Division Policy Statement

Page 28

Section  
Student Services

## **Who receives an IEP?**

Any student can have an IEP however due to time constraints, typically only students with extraordinary learning and behavioural needs have plans. The division policy mandates that the following students must have an IEP:

- Students who are receiving “M”, “E”, or “I” designated programming.
- Students who are retained a grade (must be on an IEP for a full year after as they transition through their retention); and
- Any student that requires additional learning or instructional changes that differs from the classrooms regular program should have an IEP in order to support their learning plan (this includes enrichment and student support).

AEP's or Adapted Education Plans are simpler IEP's that are usually in a checklist format that highlight what adaptations will be used to support the students learning plan. While this plan is not as extensive, it is still known as a form of an IEP which is simply an umbrella for any sort of additional planning that is specific to just one student.

## **Who is Part of the Students' IEP Team?**

The student, parents/guardians and school resource teacher determine who should be part of the students IEP team. A typical IEP meeting can include supports from the school, home, and community and vary depending on each child's supports and needs. The case manager will help decide to involve of the participants that are needed or can provide the student with support.

The following are the some of the most common participants in an IEP meeting:

The “**Core Team**” is comprised of:

- Student
- Parent/Guardian
- CFS/Agency Worker
- Classroom Teacher(s)

An “**In School Team**” utilizes the supports that are already in the school such as the;

- Resource Teacher/Special Education Teacher (Case Manager)
- Principal
- Educational Assistant (EA)
- School Counsellor
- Community Connector



# Turtle River School Division Policy Statement

Page 29

Section  
Student Services

The **“School Division Support Team”** includes;

- Mental Health Professionals
- Health Professionals
- Division Social Worker (SW)
- Resource Consultant
- Student Services Coordinator
- Hearing Consultant
- Vision Consultant
- Psychologist
- Physiotherapist (PT)
- Occupational Therapist (OT)
- Speech Language Pathologist (SLP)

The **“Community Support Team”** may include;

- Children’s Disability Services (CDS)
- Adult Disability Services (ADS)
- Employment Services/Market Abilities
- Student’s Friend
- Relatives
- Tutor
- Other

## **When are IEP’s**

Turtle River School Division policy indicates that a minimum of two formal IEP Team Meetings for team consultation. One is in the fall (October) and the other is in the spring (May). The Fall IEP meeting needs to be completed by October 31<sup>st</sup> and the Spring IEP meeting must have taken place by May 31<sup>st</sup>. Any member of the team may request from the case manager to call another meeting as needed or when new information has been received in order to help plan and best support the students’ needs. It should be noted that there may be times when the full team is not available or convened.

Although we try our best to coordinate schedules, there will be times where a member of the team will not be able to attend a meeting. As IEP meetings are important and timely, there may be times where a meeting must still continue without the full team. In these cases, it will be up to the case manager to meet with the team members that were unable to attend and share the plan developed by the team, the information gathered, and recommendations that helped to form the student’s new specific goals. They will then note any changes suggested to the team and adjust the students IEP plan accordingly or call another team meeting if required.



# Turtle River School Division Policy Statement

Page 30

Section  
Student Services

## **Fall IEP Meeting Purpose**

By October 31<sup>st</sup>, the team shall meet to review or develop a student's IEP. The team may adjust the program based on the changes that may have occurred over the summer and on new information gathered.

- Allow parents a chance to meet with any staff members that work with their child and discuss any concerns, behaviours, attitudes, problems, and successes.
- Review the IEP plan developed in May. Evaluate the specific goals set in May and assess their success.
- As a team, review what supports are recommended for the student to be successful, discuss the teachers' observations and assessment of student learning from the beginning of school, discuss any pertinent assessments recently completed and adjust supports that will be used to meet the needs of the student.
- Set new Goals for October to May.

## **Spring IEP Meeting Purpose**

By May 31<sup>st</sup>, the team shall meet to review or develop a student's IEP. The team may adjust the program based on any changes that may have occurred during the school year and on new information gathered.

- Allow parents a chance to meet with any staff members that work with their child and discuss any concerns, behaviours, attitudes, problems, and successes.
- Review the IEP plan developed in October. Evaluate the specific goals and strategies set in October and make recommendations and adjustments to the IEP in planning for the rest of this school year and the beginning of the next school year.
- Reporting of the assessment of the students' progress towards student specific goals.
- As a team, review what supports are recommended for the student to be successful, discuss the teachers' observations and assessment of student learning, discuss any further assessments that were completed and adjust supports that will be used to meet the needs of the student.
- Set new Goals for May to October.

Signatures of all team members shall be obtained on the document. The IEP shall clearly indicate that the IEP may be changed by the case manager during the course of the year to meet the needs of the student. However, for larger changes, a team meeting will be called in order to discuss and setup supports for the students plan and set goals for the student. The revised IEP will be distributed to the students' team if any changes occur. *If possible, schools may find it advantageous to invite the students' upcoming teacher to attend this meeting in order to help fully understand the students learning needs and plan as they transition into the next grade.*



# Turtle River School Division Policy Statement

Page 31

Section  
Student Services

## Different Types of Individual Education Plans

Individual Education Plans come in different forms and may be different as they are based on the needs of the individual learner. The school resource teacher and student support team will help determine what plan should be used that will help best support each student. Plans can be as simple as a short comment written in a student's file to a 30 page plan. Turtle River School Division has developed an IEP Template that all schools will use as a base plan format in order to have uniformity between our schools. This will support students who may transfer from one school to the other. Below are some of the most common types of plans the division may use in order to help support the students growth:

- **IEP – Individual Education Plan** – A plan that outlines supports and goals that will be used to help support the students overall growth and education. The division has a common IEP template that is used with all division schools.
- **ITP – Individual Transition Plan** – This plan supports students who are on an Individualized Education Program as they transition in or out of school. It leads to the support and development of planning and access to resources in the vocational and residential plans for the student and family. Life skills in various domains are identified with goals and supports put in place.
- **BIP – Behaviour Intervention Plan**-A specific plan that supports positive behavior in the school and classroom. The plan is used to support students in achieving
- **URIS Plan** –United Referral and Intake System (URIS) are plans that a public health nurse develops a plan formed with the parent/guardian that outlines a student's special health care needs. The individual health care plan is then used in schools to assist and care for your child.
- **Hearing Support Plan** - the hearing consultant from Manitoba Education works with the student, families, and schools in developing a support plan that will help the individual child's learning needs. These are usually part of a student's IEP.
- **Vision Support Plan** – the vision consultant from Manitoba Education works with the student, families, and schools in developing a support plan that will help the individual child's learning needs. These are usually part of a student's IEP.
- **AEP – Adapted Education Plan** – usually a checklist of ways the teacher and school can assist the students learning
- **Transition Plan/PATH** – used to support students as they transition in or out of school. PATH stands for Planning Alternative Tomorrows for Hope and is a planning tool that supports students as they transition beyond school.
- **Attendance Plan** – focuses on how to help support the student achieving regular attendance in school.
- **Circle of Care Plan or Wraparound Plan** – Family and Student-centred approach that develops goals for the team in order to help the student, rather than for the student. It involves more community supports to help with the student and families success.
- **Other** – there are many different formats beyond the ones listed above that may be implemented when and where they are deemed needed to help support the student.



# Turtle River School Division Policy Statement

Page 32

Section  
Student Services

## IEP Planning Team Roles and Responsibilities

Participants	Role/Responsibility
Parent(s)/ Legal Guardian(s)/ Foster Parent(s) CFS	Attend and participate in IEP Planning Meetings. Assist student in IEP home-learning activities. Notify resource teacher of any family, medical, or other important issues/changes. Share progress and difficulties/success at home with the classroom teacher and resource teacher.
Student	Follow the rules, routines, and instructions directed by the teacher/school. Is an active participant/decision maker in the planning of his/her IEP when appropriate.
Classroom Teacher (s)	Implement the IEP with guidance and support from the resource teacher. Attend regular meetings regarding the student. Consult regularly with resource teacher regarding progress and program. Support and provide direction for EA's working with the student. Communicate with parents as needed.
Educational Assistant (s)	As directed by the classroom teacher and/or resource teacher, support and guide the student, implement the IEP, and provide feedback regarding student progress.
Resource Teacher (CASE MANAGER)	The Resource Teacher is the Case manager of the IEP. Their role is to record and distribute the IEP all members of the team. The case manager plans and chairs the IEP meeting. They coordinate and schedule meetings when necessary or as initiated by a member of the students IEP team. Support classroom with programming using a consultative and/or direct service model. Facilitate meetings, develop IEPs in collaboration with the teacher, write funding applications, communicate with parents, facilitate specialized assessments, and liaise with/make referrals to outside agencies and other professionals as needed.
Principal	Is accountable for the delivery and implementation of educational programming and services for students with exceptional needs and responsible for ensuring that an IEP is prepared. Contact parents when required, support IEP, and attend IEP meetings.
School Counsellor	Support classroom teacher/Resource teacher with programming using a consultative and/or direct service model. Attend IEP meetings as appropriate. Develop and/or assist with behavior intervention plans. Individual/ group counselling as required. Make appropriate referrals to outside agencies and other professionals as needed.
Division Social Worker	Support classroom teacher/Resource teacher with programming using a consultative and/or direct service model. Attend IEP meetings as appropriate. Develop and/or assist with behavior intervention plans. Individual/ group counselling as required. Make appropriate referrals to outside agencies and other professionals as needed.
School Psychologist	Provide a cognitive and/or academic achievement assessment. Refer to a physician or diagnose a student's learning abilities. Counsel families and or students as needed. Provide recommendations for programming and planning for the students' education plan.
Physiotherapist	Provide therapy and recommendations and training for school therapy. Assess students' gross motor skills. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.
Occupational Therapist	Provide therapy and recommendations and training for school therapy. Assess students' fine motor skills. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.
Speech Language Pathologist	Provide therapy and recommendations and training for school therapy. Assess students' speech language skill progress. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.
Student Services/ Resource Consultant	Attend and participate in IEP meetings. Provide guidance and consultation to students, families, teachers, principals, and schools. Complete specialized academic assessments. Provide access to further assessment tools and services. Support the development of plans that meet the needs of students. Support schools implementing IEPs and applying for funding.
Children's DisABILITY Services	Assist in planning and participate in the student IEP. Participate in the transitioning of students into and out of school. Provide support with assessments and the development of a PATH plan for students. Support families with access to resources and programs. E.g. MarketABILITIES, Assisted Living, etc...
Adult DisABILITY Services	Assist in planning and participate in the student IEP. Participate in the transitioning of students into and out of school. Provide support with assessments and the development of a PATH plan for students. Support families with access to resources and programs. E.g. MarketABILITIES, Assisted Living, etc...
Consultant for the Visually Impaired	Participate in the IEP meeting, consult with teacher/resource teacher regarding student programming. Help develop goals for student. Support student access to equipment and resources to support learning.
Consultant for the Deaf and Hard of Hearing	Participate in the IEP meeting, consult with teacher/resource teacher regarding student programming. Help develop goals for student. Support student access to equipment and resources to support learning.
Other	



# Turtle River School Division Policy Statement

Page 33

Section  
Student Services

## **Resource Teacher/IEP Case Manager Specific Responsibilities;**

The Resource Teacher of a school is also the IEP Case Manager and responsible for the following duties;

- meeting with and collaborate with teachers about students who require student specific programming.
- arrange for student assessments with various clinicians
- complete specialized assessments on students.
- help determine who will be part of the IEP meeting
- communicate with parents regarding student programming and plans
- scheduling team meetings; calling additional meeting at the request of a team member.
- formally developing and recording the actual written IEP plan
- help the team determine the appropriate type of student program is required.
- check with the student if they would like to attend their meeting (at the discretion of parent and team)
- distributing copies of the IEP to each of the participants in a timely manner after each meeting / change in the IEP
- filing copies of the IEP in the students' cumulative file, resource file, and forwarded to the division student services coordinator
- support the implementation and teaching of the students education plan
- facilitate the IEP meeting discussion
- develop SMART specific goals for the student





# Turtle River School Division Policy Statement

Page 34

Section  
Student Services

## **Resource Teacher/IEP Case Manager Specific Responsibilities:** *'continued'*

- meet with and discuss what the student wants and needs are
- collect and share assessment data with the team
- report the students achievement on his goals in his IEP
- support the teachers in reporting student achievement on IEP and in report card
- have all participants sign the IEP in order to acknowledge participation in the plan

## **Teacher Specific IEP Responsibilities**

The classroom teacher is a key component of the students' core team and responsible for the following duties:

- read and implement a student's Individual Education Plan and developed goals
- work in collaboration with the school resource teacher to support the student
- differentiate assessment, instruction, and environment in their classroom in order to meet the needs of all students.
- provide adaptations and accommodations as necessary to support the student learning
- participate in the IEP meeting and assist in developing the IEP
- collect and share assessment information with the team
- track behavior and social interactions in the classroom

## **When is an IEP Discontinued?**

An IEP can be discontinued when the team decides it is no longer required to support the needs of the student. IEP's can be reopened at any time after a team meeting when and if the need arises by a member of the team requesting a meeting to discuss any new information.

If a student is receiving "I", "M", or "E" programing, or they are funded level 2 or level 3, then they are required to have an IEP and cannot be discontinued unless the above programming changes. Additionally, students who are retained a grade must be on an IEP for a full year after; as they transition through their grade retention.



# Turtle River School Division Policy Statement

Page 35

Section  
Student Services

## Turtle River School Division IEP Template



Turtle River School Division Individual Education Plan (IEP) Student Name:

**CONFIDENTIAL PAGE**

**Turtle River School Division**

Box 309, 808 Burriows Ave.  
McCreary, Manitoba R0B 1B0  
PH: 204 835 2067

FAX 204 835 2426

### Individual Education Plan

#### Student Information

Student's Name:	XXXXXXXXXXXXXXXX	Last IEP Update:	XXXXXXXXXXXXXXXX
MET #:	XXX	Address:	XXX
Date of Birth:	XXX	Email Address:	XXX
Parents/	XXX	Teacher(s):	XXX
Guardians:	XXX		XXX
Home Phone:	XXX		XXX
Cell Phone:	XXX		XXX
Work Phone:	XXX		XXX
		Grade:	XXX

Academic Plan	[ ]
Vision Support Plan	[ ]
Hearing Support Plan	[ ]
Transportation Plan	[ ]
Behaviour Plan	[ ]
Attendance Plan	[ ]
AEP (Adaptation Plan)	[ ]
Individualized Programming	[ ]
Modified Programming	[ ]
Crisis Response Plan	[ ]
PATH / Transition Plan	[ ]
URIS Plan	[ ]
Condition(s):	XXX
	XXX
	XXX

#### Funding

Level 2	[ ]
Level 3	[ ]
Category:	XXX
Funded Until:	XXX

Agency	YES	[ ]
Involvement:	NO	[ ]

Agency Name:	XXX
Worker Name:	XXX
Address:	XXX
Phone:	XXX

Case Manager: XXX

#### Confidentiality Disclaimer

Please note that this page contains confidential personal medical information and is not to be shared. This page must be kept in the Resource File in a locked and secure place. This is in conjunction with the Pupil File Guidelines and in correspondence with the Personal Health Information Act (PHIA 2011) and Freedom Information Protection of Privacy Act (FIPPA 2011). DO NOT COPY WITHOUT PERMISSION.



Turtle River School Division

Date: XXX

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# Turtle River School Division Policy Statement

Page 36

Section  
Student Services



Turtle River School Division Individual Education Plan (IEP) Student Name

## CONFIDENTIAL PAGE

### Student Profile

#### Background & History

Grade Completed:  
Schools Attended:  
Attendance:  
First Language:  
Other Languages:  
Family Information:  
Behaviour at Home/School:

#### Medical Information

Family Doctor:  
Medication: YES ( ) NO ( )  
Medication Name:  
Related Medical Issues:  
Feeding / Special Diet:  
Mode of Communication:  
School Vision Exam: YES ( ) NO ( )  
Date of Exam:  
Outcome:  
School Hearing Exam: YES ( ) NO ( )  
Date of Exam:  
Outcome:

<u>Date</u>	<u>Diagnosis / Results</u> (most recent first)	<u>Physician / Practitioner</u> <u>Agency</u>

#### Confidentiality Disclaimer

Please note that this page contains confidential personal medical information and is not to be shared. This page must be kept in the Resource File in a locked and secure place. This is in conjunction with the Pupil File Guidelines and in correspondence with the Personal Health Information Act (PHIA 2011) and Freedom Information Protection of Privacy Act (FIPPA 2011). DO NOT COPY WITHOUT PERMISSION.



2 | Page  
Turtle River School Division

Date: XXX





# Turtle River School Division Policy Statement

Page 37

Section  
Student Services



Turtle River School Division Individual Education Plan (IEP) Student Name

## Planning Team Participation, Roles and Responsibilities

Name	Role	Responsibility	Participated in IEP Meeting
	Parent(s) Legal Guardian(s) Foster Parent(s) CFS	Attend and participate in IEP Planning Meetings. Assist student in IEP home-learning activities. Notify resource teacher of any family, medical, or other important issues changes. Share progress and difficulties/success at home with the classroom teacher and resource teacher.	
	Student	Follow the rules, routines, and instructions directed by the teacher/school. Is an active participant/decision maker in the planning of his/her IEP when appropriate.	
	Classroom Teacher (s)	Implement the IEP with guidance and support from the resource teacher. Attend regular meetings regarding the student. Consult regularly with resource teacher regarding progress and program. Support and provide direction for EA's working with the student. Communicate with parents as needed.	
	Educational Assistant (s)	As directed by the classroom teacher and/or resource teacher, support and guide the student, implement the IEP, and provide feedback regarding student progress.	
	Resource Teacher (CASE MANAGER)	The Resource Teacher is the Case manager of the IEP. Their role is to record and distribute the IEP all members of the team. The case manager plans and chairs the IEP meeting. They coordinate and schedule meetings when necessary or as initiated by a member of the students IEP team. Support classroom with programming using a consultative and/or direct service model. Facilitate meetings, develop IEPs in collaboration with the teacher, write funding applications, communicate with parents, facilitate specialized assessments, and liaise with/make referrals to outside agencies and other professionals as needed.	
	Principal	Is accountable for the delivery and implementation of educational programming and services for students with exceptional needs and responsible for ensuring that an IEP is prepared. Contact principals when required, support IEP, and attend IEP meetings.	
	School Counsellor	Support classroom teacher/Resource teacher with programming using a consultative and/or direct service model. Attend IEP meetings as appropriate. Develop and/or assist with behavior intervention plans. Individual group counselling as required. Make appropriate referrals to outside agencies and other professionals as needed.	
	Division Social Worker	Support classroom teacher/Resource teacher with programming using a consultative and/or direct service model. Attend IEP meetings as appropriate. Develop and/or assist with behavior intervention plans. Individual group counselling as required. Make appropriate referrals to outside agencies and other professionals as needed.	
	School Psychologist	Provide a cognitive and/or academic achievement assessment. Refer to a physician or diagnose a student's learning abilities. Counsel families and/or students as needed. Provide recommendations for programming and planning for the students' education plan.	
	Physiotherapist	Provide therapy and recommendations and training for school therapy. Assess students' gross motor skills. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.	
	Occupational Therapist	Provide therapy and recommendations and training for school therapy. Assess students' fine motor skills. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.	
	Speech Language Pathologist	Provide therapy and recommendations and training for school therapy. Assess students' speech language skill progress. Consultative role in providing suggestions and programming in and out of the classroom. Participate in the IEP meeting and support student goal planning and skill development with the teacher/team.	
	Student Services/Resource Consultant	Attend and participate in IEP meetings. Provide guidance and consultation to students, families, teachers, principals, and schools. Complete specialized academic assessments. Provide access to further assessment tools and services. Support the development of plans that meet the needs of students. Support schools implementing IEPs and applying for funding.	
	Children's Disability Services	Assist in planning and participate in the student IEP. Participate in the transitioning of students into and out of school. Provide support with assessments and the development of a PATH plan for students. Support families with access to resources and programs. E.g. Market ABILITIES, Assisted Living, etc...	
	Adult Disability Services	Assist in planning and participate in the student IEP. Participate in the transitioning of students into and out of school. Provide support with assessments and the development of a PATH plan for students. Support families with access to resources and programs. E.g. Market ABILITIES, Assisted Living, etc...	
	Consultant for the Visually Impaired	Participate in the IEP meeting, consult with teacher/resource teacher regarding student programming. Help develop goals for student. Support student access to equipment and resources to support learning.	
	Consultant for the Deaf and Hard of Hearing	Participate in the IEP meeting, consult with teacher/resource teacher regarding student programming. Help develop goals for student. Support student access to equipment and resources to support learning.	
	Other		



Turtle River School Division

Date: XXX



# Turtle River School Division Policy Statement

Page 38

Section  
Student Services



Turtle River School Division Individual Education Plan (IEP) Student Name

## Individual Education Plan

**Turtle River School Division**

Box 309, 808 Burriows Ave.  
McCreary, Manitoba R0B 1B0  
PH: 204 835 2067  
FAX 204 835 2426

## Student Profile – *continued*

### Strengths, Interests, and Weaknesses *(list)*

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

### Supports Currently in Use *(list)*

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓



4 | Page

Turtle River School Division

Date: XXX



# Turtle River School Division Policy Statement

Page 39

Section



Turtle River School Division Individual Education Plan (IEP) Student Name

## Student Profile – continued

### Present Levels of Educational Performance

(Teacher anecdotal notes and comments, current grade, current progress, assignment and test results, etc.)

<u>Course/Subject</u>	<u>Comments, Results, &amp; Progress</u>	<u>Teacher</u>

### Most Recent Academic Achievement Assessments:

(WJ III, SLP, Gates, WRAT, OT, PT, Reading Assessments, etc...) More specific information is available upon request.

<u>Date</u>	<u>Assessment/Results</u> (most recent first)	<u>Professional</u> (Name and Title)



5 | P a g e

Turtle River School Division

Date: XXX





# Turtle River School Division Policy Statement

Page 40

Section  
Student Services



Turtle River School Division Individual Education Plan (IEP) Student Name \_\_\_\_\_

## Student Goals –

### Past Goals and Benchmarks

#	Domain	Student Specific Goal (SMART) (Outcome/Learning Goal)	Strategies	Not Met	Working Towards	Approaching	Met
1							
2							
3							
4							
5							
6							

### Annual Goals and Short-Term Benchmarks

#	Domain	Student Specific Goal (SMART) (Outcome/Learning Goal)	Not Met	Working Towards	Approaching	Met
1						
2						
3						
4						
5						
6						



6 | Page  
Turtle River School Division

Date: XXX

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# Turtle River School Division Policy Statement

Page 41

Section  
Student Services



Turtle River School Division Individual Education Plan (IEP) Student Name

## **Programming Recommendations, Adaptations, & Strategies**

### **General Strategies**

- ☐
- ☐
- ☐
- ☐

### **GOAL #1**

- ☐
- ☐
- ☐
- ☐

### **GOAL #2**

- ☐
- ☐
- ☐
- ☐

### **GOAL #3**

- ☐
- ☐
- ☐
- ☐

### **GOAL #4**

- ☐
- ☐
- ☐
- ☐

### **GOAL #5**

- ☐
- ☐
- ☐
- ☐

### **Basic Program Adaptations**

- ☐ Compacting Curriculum
- ☐ Assignments – reduced quantity
- ☐ Assignments – accept reduced quality
- ☐ Assignments – extended time
- ☐ Assignments differentiated – alternatives allowed
- ☐ Alternate texts/programs
- ☐ Prioritization of required areas of study
- ☐ Other (one-to-one assistance as needed)



7 | Page

Turtle River School Division

Date: XXX





# Turtle River School Division Policy Statement

Page 42

Section  
Student Services



Turtle River School Division Individual Education Plan (IEP) Student Name

## Signature Page

Signing this IEP acknowledges that you have participated in this student's IEP meeting and you are a member of this student's educational support team. Signature also indicates understanding of the IEP.

Parent/Guardian	OTHER	CFS/Agency Worker
Parent/Guardian	Student Services	Teacher
Principal	Resource Consultant	Teacher
Speech Language Pathologist	Occupational Therapist	Teacher
Student	Division Social Worker	Teacher
Physiotherapist	Psychologist	Children's Disability Services
Resource Teacher/ CASE MANAGER	School Counsellor/ Guidance	Consultant for the Deaf and Hard of Hearing
OTHER	Agency Worker	Consultant for the Visually Impaired
OTHER	Adult Disability Services	Educational Assistant
Educational Assistant		



8 | Page

Turtle River School Division

Date: XXX



## **Circle of Care / Wraparound Plans**

Circle of Care or Wraparound Plans are a more inclusive planning model where the focus is family-centered. These plans differ from IEP's where goals are set for the student. In this model goals are set for the team to support the family/student. These plans are inclusive because they rely on the support of the persons family, friends, and the entire community's resources and supports. The plan is team-based and requires adequate time for planning. The Wraparound facilitator must do a lot of planning and meeting before the formal Wraparound plan meeting and will continue to help implement the supports for the family throughout.

"The Wraparound process is a person/family driven, team based planning process that develops an individualized plan that uses the strengths of the person/family and their team members to collectively develop strategies that the whole team takes on that effectively addresses the person's/ family's needs on a day to day basis" (Wraparound Canada, 2014).

The Wraparound model has a number of phases around the planning. It is not a quick fix. It is a long-term and intensive approach that has proven to be successful and needs to be facilitated by a qualified facilitator. The intensity of this plan is great: Most facilitators report on needing 3 to 5 hours per week with plans requiring anywhere from 6 months to 2 years duration to be effective.

The model begins with the facilitator helping the child, youth or adult and their family to identify immediate safety needs and assists them in developing both proactive and reactive safety plans to immediately address them. It then continues at long-term planning and focusses on strengths, dreams, and hopes for the targeted individual. An Action Plan is developed to support the individual's growth towards these goals and supports are all called upon to help them reach their goals.

Wraparound is effective because it makes the necessary shift from collaboration to integration. The integration of natural community supports with one plan that incorporates everybody's efforts. Needs are prioritized and carried out one at a time. This model supports the supports of the local community and neighborhood to get involved and to take charge of this initiative. It's about building a community of support for those most in need.



# Turtle River School Division Policy Statement

Page 44

Section  
Student Services

## **Panel Meetings**

Turtle River School Division supports panel meetings in the division as a form of school team meetings regarding the planning for student and classroom learning dynamics. Panel Meetings are a way for teachers to collaborate and have important discussions regarding their classrooms in regards to student learning styles and preferences. Classroom Profiles are developed identifying the student learning styles and needs; in order to help teachers identify how to best meet the needs of the students in their classroom. Panel Meetings are also an opportunity for teachers to make referrals to clinicians and for further assessments for students in their classroom. They support student transitioning between grades, classrooms and teachers.

The resource teacher will organize and coordinate these meetings. They will take notes and help support the classroom teacher, collaborating, providing ideas on how to meet the needs of various students, and facilitating the meeting. These plans are kept and used at the school level with the resource teacher keeping meeting notes in their files. These plans allow the resource teacher to identify the needs in the school as a whole and support the planning of where the needs will be and where planning will be needed for the following school year.

It is expected that the teacher and resource teacher come prepared to these meetings with completed assessments, data, and anecdotal notes. It is important to come prepared to use the time the most effectively. The resource teacher will use the **Division Panel Meeting Template** that has been developed to help guide the meeting. In addition, the resource teacher will bring **classroom profile planning templates** to help support this process. In the Fall meeting, the resource teacher will meet with each classroom teacher to develop a classroom profile. In the spring meeting, the resource teacher will meet with the current classroom teacher and the next grade classroom teacher to have transitioning discussions.

Dependent on the meeting, the participants will vary. The school principal, any clinicians (e.g. speech language pathologist) that are wanted at the meeting for support, classroom Educational Assistants, or any other support can also be invited if deemed needed by the resource teacher and/or classroom teacher.

Panel Meetings occur twice per year; in the Fall and Spring. The board supports the release time of teachers during the scheduled meetings twice per year. Fall meetings should occur during the last week of September and be concluded by October 31<sup>st</sup> at the latest. Spring meetings should occur at the end of the school year, being completed by June 10<sup>th</sup>. The suggested discussions for each meeting are as follows;



## Turtle River School Division Policy Statement

Page 45

Section  
Student Services

### **Fall Panel Meeting (classroom profile / planning)**

- Develop Classroom Profiles
  - Collaborate with the resource teacher 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
- Complete Referrals for specialists, clinicians, or resource support
- Discuss division assessment and academic assessment results

### **Spring Panel Meeting (transitioning)**

- Transition planning between grades, classes and teachers.
- Teachers are able to prepare for their students upcoming needs and learn what worked and didn’t work best during this current school year.
- Review of learner needs and identification of what worked best with specific students.

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

### Individual Concerns

### Decisions/Programming

(strategies & adaptations to be used)

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



Medical  
(Other)

Language

Social/Emotional

Learning

Behaviour

PT/OT

Social

Grade to Grade Transitions

Name: \_\_\_\_\_

Student Specific Needs

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

Health	Communication	Academics	Social/Emotional/Behavioural	Sensory	Other

Classroom Strengths

Classroom Needs



# Turtle River School Division Policy Statement

Page 48

Section  
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

#### 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



# Turtle River School Division Policy Statement

Page 49

Section  
Student Services

## **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

## **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







## **Speech Language Assessment and Therapy**

Turtle River School Division provides students with the services of a Speech Language Pathologist who will provide assessment, therapy, and program planning support for students as they continue to develop their language skills.

### **Job Description**

The Speech and Language Pathologist works with students who require extensive services in the development of communication skills. The SLP provides assessment services and programming for referred students and may provide direct or indirect services. The SLP designs and supervises school articulation programs. Referrals to the Speech and Language Pathologist are made through the Resource Teacher and/or Principal.

### **Qualifications:**

- A valid Manitoba Education School Clinician's Certificate as a Speech and Language Pathologist
- Completion of a recognized speech and language pathologist's preparation program.
- Knowledge of the public school system
- Eligible for licensure by the Manitoba Speech and Hearing Association
- Demonstrates knowledge and skill in student assessment and programming interventions as it relates to speech and language development
- Demonstrates ability to function in the role of a team member.

### **Responsibilities:**

The responsibilities of the Speech and Language Pathologist include:

- to assess the speech and language of students. This includes
  - o Kindergarten through grade 12
  - o Individual students referred by teachers, parents, or themselves.
  - o Follow-up assessment of students who have previously been identified as having speech and language problems.
- To discuss assessment results with school staff and parents.
- To work with teachers, educational assistants, and parents to develop and coordinate corrective programs for students with communication deficiencies.
- To attempt to provide programs that, as much as possible, can be carried out in the classroom.
- To provide direct intensive therapy for students with severe, or moderately severe, speech or language delays or disorders
- To meet with teachers and parents to assess progress.



# Turtle River School Division Policy Statement

Page 52

Section  
Student Services

- To arrange referrals to outside agencies, as required.
- To provide counseling services with parents.
- To attend workshops for the purpose of keeping abreast with contemporary development research.
- To prepare a summary for each child requiring speech and language services
- To discuss caseload with the Resource Teacher, Principal, and Coordinator of Student Services.
- To meet and maintain the standards that have been established by the Manitoba Speech and Hearing Association.
- These include:
  - o Every student enrolled in speech and/or language training will be assessed by the Speech and Language Pathologist prior to enrollment in special services.
  - o Training and supervision of all educational assistants that implement speech, language, and/or hearing programs.
  - o All program theories should be established by the Speech and Language Pathologist.
  - o Supervision of Educational Assistants will be in the form of:
    - Initial training
    - Periodic observation of sessions
    - Educational assistant's daily reports
- Other duties as assigned by the coordinator of student services.

## **Salary Scale**

Remuneration and benefits shall be in accordance with the clinician's education and experience, as determined by the Professional Certification Branch of Manitoba Education and Training and the current Manitoba Teachers' Society/Turtle River School Division collective agreement.

The Speech and Language Pathologist shall be entitled to holidays equivalent to teachers, provided that the administrative and clerical functions are completed to the specifications and time lines of the Coordinator of Student Services.

## **Evaluation**

The Speech and Language Pathologist will be monitored by the Coordinator of Student Services. The Coordinator of Student Services, after consulting with the Principals, shall be responsible to carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy.



## **Speech Language Services Referral Procedures**

### **Procedure:**

1. If the classroom teacher, parent or school resource teacher feel that a possible weakness in communication may be affecting the students' performance they should complete a Speech-Language referral.
2. The classroom teacher should then meet with and discuss concerns with the parent or guardian and school resource teacher in order to begin initiating a formal referral.
3. The school resource teacher has Speech-Language Referral packages that include a Speech Language Referral Form and Student History form.
4. The classroom teacher will then meet with the school resource teacher to complete the referral form.
5. The resource teacher will then collect all school signatures and place a photocopy in the students file.
6. The completed Referral Form, Student History, and Information Page explaining what the assessment is all about will be sent home in an envelope for the parent/guardian to sign and return to the school/division.
7. Parents/Guardians have two choices in returning the forms.
  - a. They can seal envelope addressed to the Speech Language Pathologist and return to the school, or
  - b. They can directly mail the envelope addressed to the Speech Language Pathologist to the division office address below:

**Turtle River School Division  
Attention: Speech Language Pathologist  
Box 309, 808 Burrows Ave.  
McCreary, MB  
R0J 1B0**

8. Once the parents/guardians have signed off on the Speech Language referral. The Speech Language Pathologist will complete an assessment and/or diagnosis as determined.
9. The Speech Language Pathologist will then make recommendations for the next steps to take for this student (E.g. Speech Therapy, Further Assessment, Recommendations, etc....) and a report regarding their assessment will be generated.



# Turtle River School Division Policy Statement

Page 54

Section  
Student Services

## **Speech Language Referrals - Information**

### **Speech-Language Referrals in the Schools**

#### **Why do a speech-language assessment?**

A speech-language assessment is completed to identify any possible weaknesses in communication that may be affecting your child's performance in the classroom. A complete speech-language assessment helps the speech-language pathologist determine appropriate treatment goals (if necessary) and to provide strategies for the classroom and for you at home to help your child become a more efficient communicator.

#### **How is a speech-language assessment initiated at a school? (i.e. the referral process)**

Before a speech-language assessment can be completed, the attached Speech-Language Referral Form must be completed and signed by the school team, including the parents/guardians. Please take the time to discuss that presenting concerns and ask what strategies have already taken place to help your child in the classroom. Remember, the speech-language assessment will not take place until the referral form is completed and signed.

#### **Why do I have to complete the Student History Form?**

The Student History Form provides background information that needs to be considered when making a speech-language diagnosis. Previous medical, developmental, educational, behavioural and/or hereditary factors can all be related to your child's speech-language difficulties and may impact the way that the assessment is completed or how we plan for therapy. All information that you provide on the Student History Form is strictly **confidential** and used only for the purpose of the current assessment. Please return the completed Student History Form with the signed Speech-Language Referral Form in the enclosed postage-paid envelope.

#### **What is included in a speech-language assessment?**

Typically, a speech-language assessment will include an observation of your child in the classroom, consultations with the classroom and/or resource teachers, and non-invasive informal or formal testing of your child's communicative abilities. During the one-on-one testing, the child is engaged in conversation and asked to perform a series of speech-language related tasks. Overall, students typically enjoy the one-on-one sessions. Parent input may also be requested in order to assist with the assessment.

#### **How long does the assessment take?**

Depending on your child's attention span and persistence, the assessment can be completed over one or two sessions ranging from 30 to 60 minutes. Time is also needed for classroom observations and consultation with teachers. Given that the speech-language pathologist works in several schools with a large ongoing caseload, a complete assessment may take up to a month to complete once it is started.

#### **What happens after the assessment is completed?**

After testing is finished, a meeting is arranged to discuss testing results and recommendations with you and the school team. You will be contacted to arrange a time that will suit your schedule. If warranted, your child may be set up on a therapy program at school to address any identified concerns. Speech-language therapy is typically performed by an educational assistant under the direction of the speech-language pathologist. A formal report, which documents the testing results and any treatment planning, will be sent to the school and to you at home at a later date. If your child is placed on a speech-language therapy program, communication with you and the school team is maintained through regular progress reports and year-end reports. Please feel free to contact your speech-language pathologist at Mountain View School Division Office (204-638-3001) at any time if you have any questions or concerns regarding the speech-language assessment process.

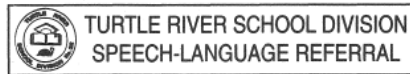


# Turtle River School Division Policy Statement

Page 55

Section  
Student Services

## Speech-Language Services -Referral Form/Student History



Date of Referral:	_____
School:	_____
MET #:	_____

Student's Last Name: \_\_\_\_\_ Student's First Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Gender: \_\_\_\_ Age: \_\_\_\_ Grade: \_\_\_\_ Teacher: \_\_\_\_\_  
Physician: \_\_\_\_\_ Referral Initiated by: \_\_\_\_\_ Languages Spoken in Home: \_\_\_\_\_

**Please fill out address information for whoever has legal/shared custody.**

Mother/Guardian Information:	Father/Guardian Information:	Agency/Guardian Information:
Last Name	Last Name	Agency Name
First Name	First Name	Case Worker Name
Street # & Name, Box # or RR and Comp	Street # & Name, Box # or RR and Comp	Street # & Name, Box # or RR and Comp
Town/City	Town/City	Town/City
Postal Code	Postal Code	Postal Code
Phone #	Phone #	Phone #

Date and Results of School Vision Screening: \_\_\_\_\_

Date and Results of School Hearing Screening: \_\_\_\_\_

### Reason for Referral:

Please check issues of concern to you regarding this student's communication skills.

- |   |   |
|---|---|
| <input type="checkbox"/> Articulation/Phonology                                       | <input type="checkbox"/> AAC Comprehension        |
| <input type="checkbox"/> Cognitive Orientation (i.e. pre-language skills, lifeskills) | <input type="checkbox"/> AAC Production           |
| <input type="checkbox"/> Pragmatics (i.e. social-language)                            | <input type="checkbox"/> Language Comprehension   |
| <input type="checkbox"/> Voice Production   | <input type="checkbox"/> Language Production      |
| <input type="checkbox"/> Hearing Aids/Assistive Listening Devices                     | <input type="checkbox"/> Fluency/Rate/Rhythm      |
| <input type="checkbox"/> Phonological Awareness                                       | <input type="checkbox"/> Deaf and Hard of Hearing |

Please elaborate on these concerns:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does this student experience other difficulties, which influences his or her learning abilities (i.e., academic, behaviour, physical, cognitive, medical conditions, hearing, vision, etc.)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are this student's strengths/skills?

\_\_\_\_\_  
\_\_\_\_\_

What additional testing has been completed with this student?

\_\_\_\_\_  
\_\_\_\_\_

What strategies or interventions have been tried to help improve this student's communication skills (i.e. modeling of appropriate sound production or word usage, language experience activities, resource assistance, etc.)?

\_\_\_\_\_  
\_\_\_\_\_

What are your expectations from this referral?

- ☐ Assessment only to determine functional level  
☐ Assessment with follow-up programming suggestions

What type of supports will the school and home commit if the student requires a specific programming?

- ☐ Educational Assistant Time ☐ Consultation Time ☐ Regular Parent/Child Interactions At Home

Please list additional significant information, parent concerns, and/or comments:

\_\_\_\_\_  
\_\_\_\_\_

Resource Teacher Signature

Classroom Teacher Signature

Principal Signature

Parent/Guardian Signature

Student Services Administrator Signature

White - School Copy

Yellow - Clinician Copy

Pink - File Copy

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# Turtle River School Division Policy Statement

Page 56

Section  
Student Services

## STUDENT HISTORY FORM

The information on this form is confidential and will be used to assist with your child's speech-language assessment and intervention planning. The assessment cannot be completed until this form is returned to the speech pathologist. Please return completed form in the postage-paid envelope provided.

### Identifying Information:

Child's Name		
Date of Birth (Y/M/D)	Age	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Address (Street, City, Postal)		
Mother/Guardian	Home Phone	Work Phone
Father/Guardian	Home Phone	Work Phone
Sibling Name	Age	Speech/Language History
Sibling Name	Age	Speech/Language History
Sibling Name	Age	Speech/Language History
Physician Name		
Physician's Address		Physician's Phone

### Medical History:

This is our..... <input type="checkbox"/> biological child <input type="checkbox"/> adopted child <input type="checkbox"/> foster child		
Age of mother at child's birth?	Child's birth weight?	Length of pregnancy?
Describe any complications during pregnancy (i.e., injury, accident, disease, etc.).		
Describe any complications at birth or within the first week of life.		
Was anesthetic prescribed during labour/delivery? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Has your child ever been hospitalized? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe:		
Is your child currently on any medication? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe:		
Please check any of the following that your child has experienced.		
<input type="checkbox"/> Sinus Trouble	<input type="checkbox"/> Frequent respiratory infections	
<input type="checkbox"/> Seizures/convulsions	<input type="checkbox"/> Tonsillitis	
<input type="checkbox"/> Serious head injury or accident	<input type="checkbox"/> Headaches	
<input type="checkbox"/> Allergies	<input type="checkbox"/> Chronic Colds	
<input type="checkbox"/> Asthma	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> High fever		
Has your child ever had ear infections? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many? _____		
How were they treated? <input type="checkbox"/> Medically (antibiotics) <input type="checkbox"/> Placement of tubes		
Has your child had his/her hearing tested by an audiologist? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, when, by whom, and where?		
Does your child wear a hearing aid? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which ear? _____		

Over →



# Turtle River School Division Policy Statement

Page 57

Section  
Student Services

2

<b>Speech-Language Information:</b>
Describe your concerns with your child's speech-language development.
When did you first become concerned?
How does your child feel about his/her speaking ability?
Has your child previously received speech-language therapy or been assessed by a speech-language pathologist? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, when, by whom, and where?
Is English the only language spoken in the home? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, which other languages are spoken?
I am interested in doing some home activities to assist with my child's speech-language development. <input type="checkbox"/> Yes <input type="checkbox"/> No

<b>Developmental History:</b>		
When did your child <u>sit</u> alone without support?	When did your child first <u>crawl</u> ?	When did your child begin to <u>walk</u> ?
When did your child <u>dress/undress</u> independently?	When did your child <u>feed</u> him/herself?	When did your child become <u>toilet trained</u> ?
When did your child use his/her <u>first words</u> ?	Does your child have difficulty with <u>chewing</u> or <u>swallowing</u> ? <input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Educational/Family History:</b>
Please list all schools your child has attended.
Do you have any concerns about your child's academic performance? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe:
What subjects does your child do well in?
What subjects does your child struggle with?
How would you rate your child's performance in school? <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below Average
How does your child get along with other children?....adults?
What outside agencies are involved with your child? <input type="checkbox"/> Child & Family Services <input type="checkbox"/> Occupational/Physical Therapy <input type="checkbox"/> Children's Special Services <input type="checkbox"/> Mental Health <input type="checkbox"/> Private: _____ <input type="checkbox"/> Other: _____
Are there members in your family with a history of learning or speech-language difficulties? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:

**How would you like to receive the results of your child's speech-language assessment?**  
☐ Please send me a copy of my child's assessment.  
☐ Please call me to discuss the results. The best time to call is: \_\_\_\_\_  
☐ I would like to meet with the speech pathologist. The best time to meet is: \_\_\_\_\_

Person completing this form: \_\_\_\_\_ Date: \_\_\_\_\_





# Turtle River School Division Policy Statement

Page 58

Section  
Student Services

## **Educational Psychological Assessment**

Turtle River School Division provides students with Educational Psychological services in the form of consultation regarding programming, counselling, and assessment in order to support planning for student learning. Educational Psychological Assessments are initiated by the school team when a student identifies difficulties in one or more areas in their learning plan. Schools are required to first do a variety of preliminary assessments before a referral for an Educational Psychological Assessment is completed to support the school team in developing a learning plan for a student. The psychologist will also support schools with recommendations and resources that will help support the student.

## **Educational Psychologist- Job Description**

School Psychologists shall be responsible for assessment, liaison, counseling, and programming services to students, parents, and school staff. Psychologists make recommendations to administration, professional staff, and parents to assist students in becoming more effective learners. School psychologists may also provide direct therapy to students.

### **Qualifications**

The school psychologist must possess a Master's Degree in Psychology and be eligible for a Manitoba School Clinician's Certificate in Psychology.

### **Evaluation**

The Coordinator of Student Services shall carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy. The evaluation shall be based on input from the School Principals, observations made by the Coordinator of Student Services, and review of the records kept by the School Psychologist.

### **Duties and Responsibilities of the School Psychologist**

The School Psychologist shall:

1. Assess the individual abilities and disabilities of students.
2. Interpret results of the assessments.
3. Promote an active understanding of a child's needs by parents, educators and other support services.
4. Work collaboratively with school staff, parents, and other professionals in planning and implementing programs.
5. Provide consultative and support services to teachers and parents.
6. Provide direct counseling to students when required

Referrals to the School Psychologist are made through a School Team approach (Teacher, Resource Teacher, and Principal). Parents may make direct requests for psychology services through their child's Resource Teacher or Principal.



# Turtle River School Division Policy Statement

Page 59

Section  
Student Services

## **Educational Psychologist Assessment Referral Procedures**

### **Procedures:**

1. If the school team feels that a student would benefit from and Educational Psychological Assessment then a referral form will be completed but only after further school assessment is first completed.
2. Prior to a Psychological Assessment, the school resource teacher or the Coordinator of Student Services will complete an Academic Assessment in order to gather more specific information regarding a student's abilities and assist in identifying areas of concern.
3. If after an academic assessment is completed and the school team still determines that they are having difficulty understanding how to best support this student academically in their learning, instruction, abilities, and planning then a referral will be initiated by the school resource teacher.
4. The school resource teacher will contact the parent and explain why the school team is making a referral for an educational psychological assessment.
5. The school resource teacher will then collect all school signatures required for completing the referral before making a photocopy for the student file.
6. The resource teacher will then send home an Educational Psychologist Assessment package that contains information as to why an assessment is being completed, the referral form, and a student history form for parents to complete, sign, and return to the school/division office.
7. Parents/Guardians have two choices in returning the forms.
  - a. They can seal envelope addressed to the Division Psychologist and return to the school, or
  - b. They can directly mail the envelope addressed to the Division Psychologist to the division office address below:

**Turtle River School Division  
Attention: Division Psychologist  
Box 309, 808 Burrows Ave.  
McCreary, MB  
R0J 1B0**



## Turtle River School Division Policy Statement

Page 60

Section  
Student Services

8. Parents and guardians may request an Educational Psychological Assessment; however, it will be decided and determined by the school team if such an assessment is warranted.
9. Schools are limited in the number of assessments they are allowed to complete each year as they are contracted out with the Educational Psychologist based on availability and need each year dependent on priority.
10. Once the parents/guardians have signed off on the Educational Psychologist Assessment referral. The Division Psychologist will be scheduled and they will complete a psychological assessment.
11. The Division Psychologist will then make recommendations for the next steps to take to support this student. A Psychological Assessment Report will be completed that may include a cognitive assessment. This assessment will be kept confidential, and only shared with the parent and students resource teacher. The psychologist may also recommend in the report which members of the school team should have access to this report in order to help support the student.



# Turtle River School Division Policy Statement

Page 61

Section  
Student Services

## **Educational Psychologist Assessment Report Procedures**

1. Once an Educational Psychological Assessment has been completed. The assessment report is to be kept confidential as per Manitoba Education Pupil File Guidelines, Freedom of Information and Protection of Privacy Act, and the Personal Health Information Act.
2. A copy of the Educational Psychological Assessment will be copied for only the parent(s)/guardian(s) and school resource file.
3. The school resource teacher will keep this assessment locked in the students resource file. The student's resource file is part of the cumulative file but kept separate with only the school principal and school resource teacher having access to this folder. This folder contains private health information and related assessments that are kept confidential. The folder follows the student's cumulative file and is transferred when a student transfers schools.
4. The Educational Psychological Assessment information is then used in order to support the students learning in the school. The school resource teacher will use discretion in what they share with the classroom teacher and educational assessment. The whole assessment will only be shared at the discretion and direction of the parent.
5. The school resource teacher will use any recommendations and or diagnosis to help the student and family access supports in programming and resources. This may include Individual Education Planning, accessing further department funding, and/or for further assessments, resources and programs that the student meets eligibility to access.
6. Recommendations from this assessment are required to be used in the school to assist in the students learning plan. The suggested recommendations will only not be implemented if they cause the school due hardship. Recommendations need to be shared in student planning with the student's teacher so they can be included in the teacher's instruction, assessment, and student's education plan.
7. Teachers are expected to do their best to implement the psychologist's recommendations to the best of the abilities. If assistance or support is needed, the teacher will ask the school resource teacher to assist in implementing the recommendations for the student. This is a collaborative model of support.
8. If the parent(s)/guardian(s) would like an additional copy, the school resource teacher, at their request can make a copy.
9. If the parent would like a copy of this assessment shared with another agency or individual, a Release of Information consent is required to be completed before the school is permitted to share with another party. A copy of this Release of Information is to be kept on file at the school.



# Turtle River School Division Policy Statement

Page 62

Section  
Student Services

## **Educational Psychological Assessment - General Screening Procedures**

### Procedures:

1. The school resource teacher will schedule and prepare a place in the school where the assessment will take place that meets the needs of the division psychologist. It should be free of noise and distraction.
2. The school resource teacher will let the teacher(s) and effected school staff know of the plan and schedule to assess the student in their classroom. The teacher(s) will also be involved in the assessment later in the process. The resource teacher will arrange for coverage for that teacher if needed in order to free them to the part of the assessment where they are needed. The teacher will come prepared bringing assessment data, samples of student work, and examples of behavior and any relevant data collected.
3. The school resource teacher will plan and schedule parents and school staff members required for the assessment to take place as outlined procedurally below.
4. On the day of the assessment, the resource teacher will also gather all of the students signed referral form(s) and student files (e.g. cumulative file, resource file, and possibly the student history) for use of the psychologist for the assessment.
5. The Division Psychologist will arrive at the school at the scheduled designated time and day.
6. The school resource teacher will greet the division psychologist as they arrive at the school and bring to the designated assessment room and provide the noted files, documentation, and signed referral form with permission to assess each student.
7. The resource teacher will then introduce the student with the psychologist ensuring that they are able to build rapport and the student feels safe. Once that is established, the resource teacher will step out, allowing the assessment to take place. The assessment usually takes approximately one hour in duration, depending on what the focus and purpose of the assessment.
8. After the student assessment, the psychologist will need 15-20 minutes to consolidate the assessment and prepare for the next part of the assessment.



## Turtle River School Division Policy Statement

Page 63

Section  
Student Services

9. The psychologist will then interview and speak with the parent(s)/guardian(s). This usually takes 30-45 minutes in duration. At this time they will discuss their impressions from their assessment on their child and continue to gather information for their summary report.
10. After the parent/guardian interview is concluded, the psychologist will then meet with the student's teacher, principal and resource teacher. They will discuss and share information on what they are seeing at the school. Share assessment data, academic assessment information, and any behavior notes and samples of work that they feel are important to share. This usually lasts 30 minutes in duration.
11. The Psychologist may ask the parent/guardian and/or the teacher to complete a survey or checklist regarding the student. This information is very important and will be collected and used in completing the final assessment.
12. Finally, the school psychologist will then bring the parent(s)/guardian(s) and school staff members together for a final post-conference and debrief of the students assessment. It is a time for all parties to ask any questions regarding helping and supporting the students learning and/or behavior. This is also the unofficial impressions from the assessment and discussions. This debrief is approximately 30 minutes in duration.
13. In approximately 4-6 weeks, the psychologist will complete a formal, official assessment report which consolidates all of the collected information. The resource teacher will keep this report confidential, only sharing copies of the assessment report with the appropriate individuals (parent(s)/guardian(s) and resource file (principal and resource teacher)). Recommendations will be shared with teachers and educational assistants as needed to support the students learning. Copies will be shared with other individuals with permission from the parent(s)/guardian(s).

### **SAMPLE ASSESSMENT SCHEDULE**

9:00 am	Student Assessment
10:15am	Parent Interview/Conference
10:45 am	Teacher/Principal/Resource Teacher Interview/Conference
11:15am	Post-Assessment Debrief/Question Period

*\*Where time constraints are an issue, the psychologist may choose to combine steps 9, 10, and 11 and have a group debrief meeting.*



## **Educational Psychologist Assessment Referral History**

### **Psychology Referrals In the School: *Psycho-Educational Assessments***

#### **Why do a psycho-educational assessment?**

A psycho-educational assessment is done to develop a respectful picture of your child and to find out how your child learns the best, state possible areas of concern that may need to be addressed to enhance their learning, and provide strategies for the classroom and for you at home to help your child progress at school. The psycho-educational assessment is *not* about assigning labels to students.

#### **What is included in a psycho-educational assessment?**

Usually a complete psycho-educational assessment will include an observation of your child at work in the classroom, consultations with the teacher and resource staff, an assessment of cognitive ability to provide information about your child's potential for being independently successful at school, achievement testing to see what levels your child is currently functioning at, and possibly other specialized tests depending on the nature of the concerns. Students typically enjoy the one-to-one sessions. Parent input may be requested before the assessment but typically most information is given at a follow-up team meeting with parents after the assessment is completed.

#### **How long does the assessment take?**

The testing may be done over several sessions ranging from 30 to 90 minutes, depending on the type of assessments that are required. The testing time is broken up to be manageable for the age of your child as appropriate. Time is also needed for classroom observations and consultation with the teacher. Given that the school psychologist works at many different schools with a large ongoing caseload, a complete assessment may take up to a month to complete once it has started.

#### **What happens after the assessment is completed?**

After the testing is finished a brief meeting is held with the school team to discuss programming options and then the parents are contacted to arrange for a meeting as soon as it can be scheduled. Testing results and recommendations are presented orally at the parent meeting and a formal report is sent to the home and school at a later date.



# Turtle River School Division Policy Statement

Page 65

Section  
Student Services

## Educational Psychologist Assessment Referral Form



### *Turtle River School Division* **PSYCHOLOGY REFERRAL FORM**

Student's Name \_\_\_\_\_ School \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Parent's (Guardians) \_\_\_\_\_

Legal Guardianship \_\_\_\_\_ Mother \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_ Father \_\_\_\_\_ Phone \_\_\_\_\_

Siblings (Names, Ages, Grades) \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_ Home Phone \_\_\_\_\_

Teacher \_\_\_\_\_ Date of Referral \_\_\_\_/\_\_\_\_/\_\_\_\_

Family Physician \_\_\_\_\_ Referral Initiated By \_\_\_\_\_

Languages Spoken in Home \_\_\_\_\_

1.) Reason for Referral

\_\_\_\_\_ Academic \_\_\_\_\_ Behavioral \_\_\_\_\_ Counselling (Social/Emotional)

Please elaborate on these concerns: \_\_\_\_\_

2.) What makes these concerns worse? Better? \_\_\_\_\_

3.) What are this student's strengths/skills? \_\_\_\_\_

4.) What are your expectations from this referral? \_\_\_\_\_

5.) Is this child receiving other support services:

\_\_\_\_\_ Guidance \_\_\_\_\_ Child and Family \_\_\_\_\_ Speech and Language \_\_\_\_\_ Resource \_\_\_\_\_ Mental Health \_\_\_\_\_ Other

6.) Previous Testing Information: \_\_\_\_\_

7.) Medical Information (i.e. glasses, medication, diagnosis): \_\_\_\_\_

8.) Please list additional significant information, parent concerns, and/or comments: \_\_\_\_\_

Date \_\_\_\_\_ Resource Teacher \_\_\_\_\_

Parent \_\_\_\_\_ Classroom Teacher \_\_\_\_\_

Principal \_\_\_\_\_ Asst. Superintendent \_\_\_\_\_

White - School Copy

Yellow - File Copy

Pink - Clinician Copy





## Psychology Referrals in the School: *Psycho-Educational Assessments*

### Why do a psycho-educational assessment?

A psycho-educational assessment is done to develop a respectful picture of your child and to find out how your child learns the best, state possible areas of concern that may need to be addressed to enhance their learning, and provide strategies for the classroom and for you at home to help your child progress at school. The psycho-educational assessment is *not* about assigning labels to students.

### What is included in a psycho-educational assessment?

Usually a complete psycho-educational assessment will include an observation of your child at work in the classroom, consultations with the teacher and resource staff. An assessment of cognitive ability to provide information about your child's potential for being independently successful at school, achievement testing to see what levels your child is currently functioning at, and possibly other specialized tests depending on the nature of the concerns. Students typically enjoy the one-to-one sessions. Parent input may be requested before the assessment but typically most information is given at a follow-up team meeting with parents after the assessment is completed.

### How long does the assessment take?

The testing may be done over several sessions ranging from 30 to 90 minutes, depending on the type of assessments that are required. The testing time is broken up to be manageable for the age of your child as appropriate. Time is also needed for classroom observations and consultation with the teacher. Given that the school psychologist works at many different schools with a large ongoing caseload, a complete assessment may take up to a month to complete once it has started.

### What happens after the assessment is completed?

After the testing is finished a brief meeting is held with the school team to discuss programming options and then the parents are contacted to arrange for a meeting as soon as can be scheduled. Testing results and recommendations are presented orally at the parent meeting and a formal report is sent to the home and school at a later date.



## Turtle River School Division Policy Statement

Page 67

Section  
Student Services

### Completing the Referral

When completing a Psychological Referral Form for your child it is important to be informed of why the referral is being requested. Take time to discuss the presenting concerns and ask what strategies or types of assessment have already taken place that have prompted the referral. The psycho-educational assessment will not take place until the parents sign the referral form. The school staff listed on the bottom of the referral form must also sign it.

### Student Information Form

When completing a psycho-educational assessment, it is important to consider relevant background information, including family history, health history of the child, educational history, and the child's current functioning both inside and outside of school. Please complete the attached Student History Form and return it to the school psychologist, in the enclosed self-addressed, stamped envelope at your earliest convenience.



## Turtle River School Division Policy Statement

Page 68

Section  
Student Services

### STUDENT HISTORY FORM

The information on this form is confidential and will be used to assist with your child's psycho-educational assessment and program planning. Please return the completed form to the School Division Office in the self-addressed, stamped envelope provided.

#### IDENTIFYING INFORMATION

Name of Child: \_\_\_\_\_

Sex: M      F \_\_\_\_\_ Birthdate: YR/\_\_\_\_M/      DI\_\_\_\_ Age: \_\_\_\_\_

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

Phone: \_\_\_\_\_

The following questions are to be completed by the parent or guardian most familiar with the child's history, activities, and routine.

What outside agencies are involved with your child?

- |  |  |
|--|--|
| <input type="checkbox"/> Child & Family Services                   | <input type="checkbox"/> Occupational/Physio Therapy |
| <input type="checkbox"/> Children's Special Services               | <input type="checkbox"/> Mental Health               |
| <input type="checkbox"/> Society for Manitoban's with Disabilities | <input type="checkbox"/> Other: _____                |
| <input type="checkbox"/> Private                                   |  |

#### FAMILY BACKGROUND

This section seeks information on the parent(s)/guardian(s) and brothers and sisters of the child. In general, this information assists in determining if any environmental or hereditary factors might be contributing to the reason for referral.

PARENT(S)/GUARDIAN(S)	MOTHER	FATHER
First Name		
Marital Status		
Occupation		
Language(s) (spoken in home)		
Health Problems/Concerns		
Do you live with the child? (Y/N)		
Is the child adopted? (Y/N)		
Is the child a foster child? (Y/N)		

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## Turtle River School Division Policy Statement

Page 69

Section  
Student Services

Brothers & Sisters	Eldest	Next	Next·
First Name			
Age			
Sex		-	
Grade in School			
Health Problems/Concerns			

Are there any other persons living in the home? \_\_\_\_\_

Please indicate whether your child's relatives are known to have experienced any of the following:

Relative	Learning Difficulties	Attentional Difficulties	Behavioural Difficulties
Mother			-
Father			
Siblings			
Maternal Grandmother			
Maternal Grandfather			
Maternal Aunts/Uncles			
Paternal Grandmother			
Paternal Grandfather			\
Paternal Aunts/Uncles			

Please Describe: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Turtle River School Division Policy Statement

Page 70

Section  
Student Services

Children's problems can be affected by or related to other stresses. Has your family experienced any of the following in the past two years:

- |  |   |
|--|---|
| <input type="checkbox"/> Separation                  | <input type="checkbox"/> Illness of family member       |
| <input type="checkbox"/> Divorce                     | <input type="checkbox"/> Change of residence            |
| <input type="checkbox"/> Increase in family conflict | <input type="checkbox"/> Change of school               |
| <input type="checkbox"/> Death in family             | <input type="checkbox"/> Loss/change of job or vocation |
| <input type="checkbox"/> Addition to household       | <input type="checkbox"/> Drug or alcohol abuse          |
| <input type="checkbox"/> Financial stress            | <input type="checkbox"/> other (please specify)         |
| <input type="checkbox"/> Legal problems              |   |

---

## HEALTH INFORMATION OF CHILD

The following series of questions deal with your child's health from the prenatal stage to the present. This information will assist in assessing the child's difficulties and in developing an educational program. If adoptive or foster parents, please complete the following questions using the information you have been given..

### Prenatal & Delivery

How often did you visit a doctor while you were pregnant?

- |                                      |                                |
|--------------------------------------|--------------------------------|
| <input type="checkbox"/> Regularly   | <input type="checkbox"/> once  |
| <input type="checkbox"/> a few times | <input type="checkbox"/> never |

What prenatal conditions did you experience while pregnant with the child?

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> none      | <input type="checkbox"/> infections   |
| <input type="checkbox"/> measles   | <input type="checkbox"/> drugs        |
| <input type="checkbox"/> toxemia   | <input type="checkbox"/> alcohol      |
| <input type="checkbox"/> allergies | <input type="checkbox"/> smoking      |
| <input type="checkbox"/> accidents | <input type="checkbox"/> other: _____ |

Please give details:

---

Length of Pregnancy: \_\_\_\_\_ Length of Labour: \_\_\_\_\_

Type of birth:

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> natural      | <input type="checkbox"/> Rapid labour                  |
| <input type="checkbox"/> caesarean    | <input type="checkbox"/> low forceps                   |
| <input type="checkbox"/> induced      | <input type="checkbox"/> breech                        |
| <input type="checkbox"/> high forceps | <input type="checkbox"/> Drugs used (lease list) _____ |

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# Turtle River School Division Policy Statement

Page 71

Section  
Student Services

Child's weight at birth: \_\_\_\_\_ lbs/oz \_\_\_\_\_ Grams

Was your child placed in an incubator? (Y/N) \_\_\_\_\_

If yes, for how long? \_\_\_\_\_ days

Was resuscitation used? (Y/N) \_\_\_\_\_

Apgar score \_\_\_\_\_

Were there any bruises, scars or abnormalities of the child's head? (Y/N) \_\_\_\_\_

Was your child jaundiced? (Y/N) \_\_\_\_\_

Was a blood transfusion required? (Y/N) \_\_\_\_\_

Were there concerns for your child's health at birth? (Y/N) \_\_\_\_\_.

If yes, please explain:

\_\_\_\_\_

\_\_\_\_\_

## DEVELOPMENT MILESTONES

Compared to other family members, your child's development appears:

☐ faster

☐ the same

☐ slower

Was there ever any concern (by parents, other family member, doctors) with regards to the child's:

	Early' Development (Y/N)	Present Development (Y/N)
Feeding		
Fine motor skills (use of fingers, hands, etc.)		
Gross motor skills (walking, running, etc.)		
Language development (age at which 1st used words, etc.)		
Articulation of words (speech)		
Memory		
Hearing		
Vision		
Social skills (relations with other children)		..



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# Turtle River School Division Policy Statement

Page 72

Section  
Student Services

Emotional stability (excessive crying, insecurity, anxiety, etc.)		
Activity level (over or under-activity)		

If there were any concerns for any of the above, please explain in more detail. For example, at what age did your child begin speaking and were there only concerns with the clarity of their speech/articulation or were there language concerns as well?

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## ILLNESS, INJURIES, & ADDITIONAL HEALTH PROBLEMS

	Yes/No	Age (years)	Severity (mild, moderate, severe)	Comments
Pneumonia				
High Temperatures				
Seizures/Convulsions				
Head Injury				
Unconscious				
Hospitalization				
Recurring infections (ear, respiratory, other)				
Heart				
Stomach			-	
Allergies				
Epilepsy				
Headaches				
Eczema				
Other (specify)				

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# Turtle River School Division Policy Statement

Page 73

Section  
Student Services

Any additional information:

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## PRESENT PHYSICAL CHARACTERISTICS OF CHILD

Family Doctor: \_\_\_\_\_

Has your child had his/her vision tested by an optometrist/opthamotogist?

Yes                      No                      Glasses

worn If yes, when, by whom, and where?

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---

Has your child had his/her hearing tested by an audiologist?

Yes                      No

If yes, when, by whom, and where?

---

---

What, if any, medication is your child presently on?

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## STRENGTHS/INTERESTS

Please list some of your child's strengths and/or interests.

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# Turtle River School Division Policy Statement

Page 74

Section  
Student Services

## SOCIAL INTERACTION

How many close friends does your child have? \_\_\_\_\_

How would you describe your child's approach to interaction with peers?

☐ Avoids

☐ Friendly

☐ Outgoing

☐ Aggressive

☐ other(specify)\_\_\_\_\_

Comments/further explanation:

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## EDUCATIONAL BACKGROUND

	Yes/No
Attended day care	
Attended nursery school	
Attended kindergarten	
Attended special classes	
Repeated any grades	
Skipped any grades	
Age entered grade one	

Please list below the school attended by your child:

Name & Location

Grade & Dates  
Attend

---

---

Does your child like school? \_\_\_\_\_ If no, please explain: \_\_\_\_\_

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# Turtle River School Division Policy Statement

Page 75

Section  
Student Services

What are your child's academic strengths?

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What are your concerns regarding your child's academic performance?

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Please add any other information pertinent to our understanding of your child:

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Person completing this form: \_\_\_\_\_

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



## **Division Social Worker**

Turtle River School Division has a full-time Social Worker Clinician who is available to help support students, families, and schools. The Social Worker is able to provide counselling services to students on a multitude of levels that various from informal conversation to grief counselling. The Social Worker will also support students in other models beyond one-on-one situations, such as by working in small groups and by doing classroom interventions. Schools are supported by professional development activities and support in working with students. The model used is “strength-based” and focus on a student’s strengths in order to help support social, emotional, academic, and physical well-being.

### **Goals of a School Social Work Clinician**

- Understand student behavior from a holistic perspective
- Build on strengths to improve the social, emotional, and academic functioning of a student
- Build relationships with families, communities, and schools
- Ensure that programs are accessible to families and students
- Build upon a family’s and student’s strengths in the community

### **What does the School Social Work Clinician Do?**

- Work with the students who are experiencing problems which are interfering with their success in school or with their attendance
- Advocate for families and students
- Collaborate with the school, community, and family to ensure the success of each student
- Prevent, educate, and provide interventions to at-risk students
- Facilitate groups and individual counseling for students and families
- Crisis Interventions
- Threat Assessments
- Assist with referrals to collateral agencies
- Provide workshops for parents/guardians
- Promote cultural growth and awareness





# Turtle River School Division Policy Statement

Page 77

Section  
Student Services

## **Possible Reasons for a Referral to the School Social Work Clinician**

- \* Student experiencing loss, family illness, or changes to family structure (separation and divorce)
- \* Parent-teen conflict
- \* Anxiety, depression, self-harming behavior
- \* Difficulty with adjusting to school environment
- \* Low self-esteem and self-worth
- \* Poor school attendance
- \* Poor connection with school, community, and peers
- \* Substance abuse
- \* School-age pregnancy
- \* Family violence
- \* Students at-risk of dropping out of school



## **Division Social Worker – Job Description**

### **Job Description**

The social worker is a divisional support person who will:

- work with the students who are experiencing problems which are interfering with their success in school or with their attendance.
- work with students individually or in groups and will assist them with problems of a behavioral, emotional or social nature.
- connect students to other professionals, when necessary.
- work with a student and his/her family to promote changes in behavior and to assist the student to achieve success within the school.

### **Qualifications:**

- Minimum of a baccalaureate degree in Social Work from an accredited university.
- Eligibility for registration with the Manitoba Institute of Registered Social Workers.
- Ability to provide standard Social Work service including assessments and consultation, case management, psychosocial counseling, crisis intervention and discharge planning and referral.
- Ability to effectively manage complex task demands and prioritize workloads.
- Excellent skills in verbal and written communication.
- Demonstrated commitment to professional self-development

### **Evaluation**

The Coordinator of Student Services shall carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy. The evaluation shall be based on input from the school principals, observations made by the Coordinator of Student Services, and review of the records kept by the Social Worker.



## **Duties and Responsibilities of the Social Worker:**

The Social Worker shall:

- Work with families to assist in resolving the problems a student is experiencing which interfere with his/her success in school.
- Advocate on behalf of the student and the school.
- Assist students with social, behavior, emotional problems by providing support and advice.
- Consult and collaborate with the school team, parents, and other professionals in sharing information and establishing a plan for each one's role in working with the student.
- Provide workshops for parents/guardians.
- Work with groups of students on a common social, emotional, or behavior concern.
- Act as a liaison between school and parents/guardians.
- Support the school with attendance concerns by making home visits to develop a positive and supportive relationship between parents/guardians and the school.
- Assist parents in the referral of their children to outside agencies.
- Support First Nations students with academic, cultural, social and emotional concerns.
- Promote cultural growth in First Nations students to assist them in their academic success.
- Write diagnostic reports and treatment summaries.
- Be available for Individual Education Plan development and review.



## **Division Social Worker –Referral Procedures**

### Procedures for Parent Referrals:

1. If a parent would like their child to see the division social worker, they can complete a referral form, sign, and submit it confidentially either to the school resource teacher or mail to the address below. This form is available by requesting a copy from the school or available for download off our division website.
2. Once the referral form is completed and received. The Division Social Worker will get the appropriate school and division signatures required to proceed with the referral. They may also contact you if they have any further questions. Once the referral has been formally approved, then the Division Social Worker will schedule with the school a time to see your child with the school. They will also contact you to let you know when they will begin seeing your child.
3. While the division social worker can do a number of proactive and preventative interventions, a parental request of this sort would be specifically for some one-on-one counselling or coaching.
4. Please note that the Division Social Worker maintains full confidentiality between them and their student. The counsellor's oath requires them to only break this confidentiality if it is felt that the child will harm either themselves or others.
5. Dependent on the students need or priority, they may be placed on the Division Social Worker's waiting list if their current caseload is already full. In most cases the student referral will be evaluated for priority and urgency of need and services and support will be made available as soon as possible.
6. Parents/Guardians have two choices in returning the forms.
  - a. They can seal envelope addressed to the Division Social Worker and return to the school, or
  - b. They can directly mail the envelope addressed to the Division Social Worker to the division office address below:

**Turtle River School Division  
Attention: Division Social Worker  
Box 309, 808 Burrows Ave.  
McCreary, MB  
R0J 1B0**



# Turtle River School Division Policy Statement

Page 81

Section  
Student Services

## **Procedures for School Referrals:**

1. If a member of the school team feels that a student or class would benefit from support from the Division Social Worker, then they can complete a referral form. The resource teacher will gather all of the school team signatures and make a photocopy that they will keep on file before proceeding to the next step.
2. If the referral is for a school intervention, small group counselling, or a classroom presentation then a parental signature is not required.
3. If the referral is for one-on-one counselling with a student, then parental/guardian consent is required.
4. If parental consent is required. The school resource teacher will contact the parent and explain why the school team is making a referral to the division social worker before sending home the referral.
5. Parents/Guardians have two choices in returning the forms.
  - a. They can seal envelope addressed to the Division Social Worker and return to the school, or
  - b. They can directly mail the envelope addressed to the Division Social Worker to the division office address below:

**Turtle River School Division  
Attention: Division Social Worker  
Box 309, 808 Burrows Ave.  
McCreary, MB  
R0J 1B0**

6. Once the referral form is completed and received. The Division Social Worker will get the appropriate school and division signatures required to proceed with the referral. They may also contact the parents or school if they have any further questions or to let you know when they will begin seeing your child.
7. Once the referral has been formally approved, the Division Social Worker will schedule with the school a time to see your child. If the referral is for a school or classroom intervention/presentation then they will coordinate with the school principal, resource teacher, and classroom teacher.
8. Dependent on the students need or priority, they may be placed on the Division Social Worker's waiting list if their current caseload is already full. In most cases the student referral will be evaluated for priority and urgency of need and services and support will be made available as soon as possible.



## Turtle River School Division

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

### **School Social Work Clinician Referral Form**

Date of Referral: \_\_\_\_\_ Referral Source: \_\_\_\_\_

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Parents/Guardians: \_\_\_\_\_ Phone: \_\_\_\_\_

Concerns/Reason for Referral: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Check all areas of concern:

<b>BEHAVIOR</b> <input type="checkbox"/> Discipline <input type="checkbox"/> Aggression/Acting Out <input type="checkbox"/> Impulsive <input type="checkbox"/> Withdrawn <input type="checkbox"/> Hyperactive <input type="checkbox"/> Unusual/"Odd" Behavior	<b>SCHOOL</b> <input type="checkbox"/> Academic Progress <input type="checkbox"/> Organizational Skills <input type="checkbox"/> Peer Relations <input type="checkbox"/> Authority Figure Relationships <input type="checkbox"/> Poor Attention <input type="checkbox"/> New/Transfer Student
<b>HOME</b> <input type="checkbox"/> Death/Loss <input type="checkbox"/> Separation/Divorce <input type="checkbox"/> Conflict <input type="checkbox"/> Recent Move <input type="checkbox"/> Other	<b>EMOTIONAL</b> <input type="checkbox"/> Sad <input type="checkbox"/> Nervous/Anxiety <input type="checkbox"/> Angry <input type="checkbox"/> Fearful <input type="checkbox"/> Mood Swings <input type="checkbox"/> Other

**Interventions Attempted:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Guidance/Resource Involvement:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**What are your expectations for this referral?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Classroom Intervention/Presentation** ☐

**School Intervention** ☐

**Small Group Counselling** ☐

**One-On-One Counselling** ☐

**Other** ☐

**Please List any External Agencies Involved or Other Supports this child is receiving:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are the student's strengths/skills/interests:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Please list additional significant information, parent concerns, and/or comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student knowledge of referral (circle):** a. ~~Has~~ not been discussed with the student.  
b. Student is aware of the referral  
c. Parent/Teacher is aware of the referral

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Student Services Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_



# **SOCIAL WORK CASE NOTE**

Page 84

## **TYPE OF CONTACT:**

**Parties Involved:**

**Type of Meeting or Reason for Contact:**

**Date and Time:**

## **PRESENTING ISSUES:**

## **OBSERVATIONS:**

## **CONCERNS:**

## **NEXT CONTACT DATE IF KNOWN:**

**Division Social Worker Name (Print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





## **Mental Health**

Turtle River School Division understands the importance of Mental Health and Well-being of all of our students. Emotional and social health is just as important as their physical health and helps support a student's well-being as a whole. We understand that there has been a continued increase to the amount of stress and pressure that students are facing in this day of age. Anxiety, depression, abuse of drugs and alcohol, suicide, bullying, feeling alone, and dealing with grief are just some of important mental health issues that students are facing in schools today. The division is able support students' mental wellness in a variety of ways both in and out of the school. The division promotes and supports staff members in receiving professional development in related training that will help support a student's Mental Health. The division has an Emergency Response Protocol that mandates that every school have a yearly emergency response and trauma plan to assist in supporting students and schools in cases of emergency and trauma. Support and access to resources are dependent on the individual student and situation. The school principal with support of the school resource teacher will help students and families access the appropriate resources in order to support student mental health. The following Mental Health resources are available to support students at any time during the school year.

- School Guidance and counselling from a student's teacher, resource teacher, and principal is available and on-going as needed.
- The Division Student Services Coordinator helps support schools in providing access to the appropriate services for students.
- The Division Social Worker can provide therapy in the form of relaxation techniques, discussions, and coaching.
- The Division Social Worker can also provide one-on-one counselling.
- The local health Authority has a Mental Health worker that we can help coordinate and access for a referral.
- The division has access to AFM for counselling regarding additions and any general counselling related services.
- The Division Educational Psychologist can help support students with their learning and behavior and may make a referral to a specialist.
- We can give students access to Mental Health services and providers that can support a student's well-being and need is critical. The division can help students access health care services in the form of:
  - RHA Mental Health Crisis Services 1 866 588-1697
  - Manitoba Suicide Line 1 877 435-7170
  - Manitoba Farm and Rural Stress Line 1866 367-3276
  - Kids Help Phone 1800 668-6868
  - RHA and Manitoba Education "Suicide Prevention Handbook"



## **Occupational Therapy (OT)**

The Division is able to support students with the services of an Occupational Therapist in order to help them reach their full potential. This service is a collaborative model and includes the assessment and recommendations of student skills and abilities by an Occupational Therapist. Services are contracted out through the Regional Health Authority (RHA) and the Parkland Children's Therapy Initiative (PCTI). Once referred for services, a clinician will initiate the process of adding the student to their caseload. In some cases this means there may be a waiting list. However, this is dependent on the current caseload of the Occupational therapist in the schools region. The Central Referral Intake will forward the referral on to the Occupational Therapist who will coordinate the assessment and priority of need.

### **What is Occupational Therapy?**

Occupational Therapy refers to two aspects: Everything that people do to occupy their everyday lives and the therapy aspect of assessment and treatments allowing one to recover, develop, and maintain the daily living and work skills essential to health and well-being. Occupational Therapy (OT) includes student and family supports that focus on a student's growth and development in attaining important skills related to the following areas below:

- Motor skills—fine, large, oral motor skills
- Sensory processing
- Cognitive skills—perceptual, attention, learning
- Psychosocial skills
- Self-care skills
- Play / adaptive skills
- Environmental access, modification
- Specialized equipment needs

### **Who Provides Therapy Services?**

Trained occupational therapists work together with families and team members to provide services within available resources. Therapy services may be delivered in a variety of settings dependent on the needs of the child and family. The Occupational Therapist Clinician completes all assessments and then trains a school staff member to provide therapy to support the child.



# Turtle River School Division Policy Statement

Page 87

Section  
Student Services

## **How Does Occupational Therapy Look?**

Occupational Therapy may look different for each individual student. This may involve exercises at home or school and periodic assessments and consultations by the clinician to review the students' progress and development. The therapy provided at the school can be from that of the clinician, from another school trained employee or even in the classroom from the students teacher dependent on what therapy is needed to support the students overall growth.

Using the child/family centered team approach, therapy services may include:

- Screening / assessment
- Direct intervention
- Consultation with parents and child care providers for home/child care/school programs
- Education for parents and care providers
- Specialized equipment and environmental adaptations.

## **Examples of Occupational Therapy Areas of Support May Include:**

- Adaptive Play skills
- Self-care skills
- At risk for choking
- High risk infant
- Delayed development of milestones
- Feeding concerns
- Environmental access needs
- Texture aversions
- Fine motor skills (e.g. How to grip a pencil)
- Peer interactions
- Saliva control
- Attention and Organization (e.g. How to study for a test)
- Sensory Processing
- Other



# Turtle River School Division Policy Statement

Page 88

Section  
Student Services

## **Referral Procedures for Occupational Therapy**

1. If a parent or teacher has a concern regarding any of their child/students growth and development related to one or more of the Occupational Therapy areas listed above, then a referral may be initiated by either party.
2. A referral form may be completed by an agency, parent/guardian, and/or school teacher/principal. However, the referral must have permission granted to refer from the legal guardian and be submitted by the school division.
3. To initiate a referral, a referral form may be obtained by requesting one from either Parkland Children's Therapy Initiative (PCTI), the School Resource Teacher, or by contacting the Student Services Coordinator at the Division Office.
4. If the referral is completed by a parent/guardian. They can access a copy of the referral from by contacting the PCTI office at the telephone number listed below or by requesting a copy from the school resource teacher.
5. As the school resource teacher works as a liaison at the school for clinician services being accessed, it is really important to keep them involved in this process if at all possible. The resource teacher will work with the family and clinician in coordinating and providing therapy and services at the school.
6. The school resource teacher will provide parents with a copy of the PCTI pamphlet regarding OT and PT services.
7. The resource teacher in each school can assist teachers, principals, and parents in completing the referral form.
8. The most current copy of the PCTI Referral form needs to be used to make the referral. PCTI prefers original documents when possible for their records.
9. Completed referrals are to be sent into the School/Division office. PCTI will not accept referrals directly; the forms must be submitted through the school division.
10. Referrals are to be copied and placed in the students file by the school resource teacher.



## Turtle River School Division Policy Statement

Page 89

Section  
Student Services

11. Referrals are then mailed in to Central Intake at the address below where they will be directed to the correct provider agency. The agency will contact the family to begin the service planning. **Referrals must be signed by the parent/legal guardian granting permission.**
12. The PCTI receptionist will then contact the school resource teacher and let them know who will be seen and when as well as calls the parent and invites them to the school.

Parkland Children's Therapy Initiative Referral for Service Address

**Parkland Children's Therapy Initiative – Central Intake,  
Dauphin Regional Health Centre, 625 3<sup>rd</sup> Street S.W.,  
Dauphin, Manitoba, R7N 1R7  
Phone (204) 638-2164  
Fax (204) 629-3430**



## **Physiotherapy (PT)**

The Division is able to support students with the services of a Physiotherapist in order to help them reach their full potential. This service is a collaborative model and includes the assessment and recommendations of student skills and abilities by a Physiotherapist. Services are contracted out through the Regional Health Authority (RHA) and the Parkland Children's Therapy Initiative (PCTI). Once referred for services, a clinician will initiate the process of adding the student to their caseload. In some cases this means there may be a waiting list. However, this is dependent on the current caseload of the Physiotherapist in the schools region. The Central Referral Intake will forward the referral on to the Physiotherapist who will coordinate the assessment and priority of need.

### **What is Physiotherapy?**

Physiotherapy (PT) is a healthcare profession which supports people in restoring, maintaining, and maximizing their strength, function, movement, and overall well-being. Physiotherapists have training of how the body works and specialized hands-on clinical skills to assess, diagnose, and treat symptoms of illness, injury, and disability. Physiotherapy includes student and family supports that focus on a student's growth and development in attaining important skills related to the following areas below:

Domain of service includes:

- Motor skills—large, fine
- Sensory processing
- Muscle tone, flexibility and strength
- Balance and coordination
- Mobility
- Play skills
- Specialized equipment needs.



# Turtle River School Division Policy Statement

Page 91

Section  
Student Services

## **Who Provides Therapy Services?**

Trained Physiotherapists work together with families and team members to provide services within available resources. Therapy services may be delivered in a variety of settings dependent on the needs of the child and family. The Physiotherapist completes all assessments and then trains a school staff member to provide therapy to support the child.

## **How Does Physiotherapy Look?**

Physiotherapy may look different for each individual student. This may involve exercises at home or school and include periodic assessments and consultations by the clinician to review the students' progress and development. The therapy provided at the school can be from that of the clinician, from another school trained employee or even in the classroom from the students teacher dependent on what therapy is needed to support the students overall growth.

Using the child/family centered team approach, therapy services may include:

- Screening / assessment
- Direct intervention
- Consultation with parents and child care providers for home/child care/school programs
- Education for parents and care providers
- Specialized equipment and environmental adaptations.

## **Examples of Physiotherapy Areas of Support May Include:**

- Adaptive Play and Self-care skills
- Delayed development of milestones
  - Has awkward physical coordination
  - Trips and falls easily
- Feeding concerns
- Environmental access needs
  - Avoids playground equipment
- Texture aversions
- Gross motor skills (e.g. Has trouble with ball handling skills)
- Peer interactions
  - Avoids participation in gym
- Other



# Turtle River School Division Policy Statement

Page 92

Section  
Student Services

## **Referral Procedures for Physiotherapy Services**

1. If a parent or teacher has a concern regarding any of their child/students growth and development related to one or more of the Physiotherapy areas listed above, then a referral may be initiated by either party.
2. A referral form may be completed by an agency, parent/guardian, and/or school teacher/principal. However, the referral must have permission granted to refer from the legal guardian and be submitted by the school division.
3. To initiate a referral, a referral form may be obtained by requesting one from either Parkland Children's Therapy Initiative (PCTI), the School Resource Teacher, or by contacting the Student Services Coordinator at the Division Office.
4. If the referral is completed by a parent/guardian. They can access a copy of the referral from by contacting the PCTI office at the telephone number listed below or by requesting a copy from the school resource teacher.
5. As the school resource teacher works as a liaison at the school for clinician services being accessed, it is really important to keep them involved in this process if at all possible. The resource teacher will work with the family and clinician in coordinating and providing therapy and services at the school.
6. The school resource teacher will provide parents with a copy of the PCTI pamphlet regarding OT and PT services.
7. The resource teacher in each school can assist teachers, principals, and parents in completing the referral form.
8. The most current copy of the PCTI Referral form needs to be used to make the referral. PCTI prefers original documents when possible for their records.
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## Turtle River School Division Policy Statement

Page 93

Section  
Student Services

11. Referrals are then mailed in to Central Intake at the address below where they will be directed to the correct provider agency. The agency will contact the family to begin the service planning. **Referrals must be signed by the parent/legal guardian granting permission.**
12. The PCTI receptionist will then contact the school resource teacher and let them know who will be seen and when as well as calls the parent and invites them to the school.

Parkland Children's Therapy Initiative Referral for Service Address

**Parkland Children's Therapy Initiative – Central Intake,  
Dauphin Regional Health Centre, 625 3<sup>rd</sup> Street S.W.,  
Dauphin, Manitoba, R7N 1R7  
Phone (204) 638-2164  
Fax (204) 629-3430**



# Turtle River School Division Policy Statement

Page 94

Section  
Student Services

## Occupational and Physiotherapy Referral Form



### PARKLAND CHILDREN'S THERAPY INITIATIVE Referral for Provision PARKLAND REGION of Therapy Services



☐ Cross Referral ☐ New Referral ☐ Transfer

Services Requested ☐ OT ☐ PT ☐ SLP ☐ Audiology

Child's Name: \_\_\_\_\_ ☐ Male MHSC# \_\_\_\_\_  
Birthdate: Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_ ☐ Female PHIN# \_\_\_\_\_  
☐ Parent(s) \_\_\_\_\_ Phone (h): \_\_\_\_\_  
☐ Alternate Caregiver(s) \_\_\_\_\_ Phone (w): \_\_\_\_\_  
Home Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
Legal Guardian \_\_\_\_\_  
and Agency: \_\_\_\_\_ Phone: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_ Fax: \_\_\_\_\_  
  
\*Family Doctor/Pediatrician: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Child is enrolled in:

☐ Home Support Program ☐ Child Care Centre ☐ Nursery School  
☐ Public School ☐ Private School ☐ Home School ☐ First Nation School ☐ CSS  
School or Child \_\_\_\_\_  
Care Centre: \_\_\_\_\_ Phone: \_\_\_\_\_ School Division: \_\_\_\_\_

Developmental concerns and/or diagnosis: \_\_\_\_\_

Other pertinent information: \_\_\_\_\_

Referral Source: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

**Consent for Referral:** I am in Agreement with a referral to the Parkland Children's Therapy Initiative for provision of the above identified therapy services for my child as defined in the PCTI information pamphlet.

\_\_\_\_\_  
Signature of Parent or Legal Guardian Date

\_\_\_\_\_  
Signature of Witness Date

☐ I have received a copy of the information pamphlet telling me about this program.

For Office Use Only:

Date Received at Intake ☐ OT/PT ☐ RHA ☐ RCC  
☐ SLP ☐ SMD ☐ S.D.  
☐ Audiology

Check areas stated below that apply to the concerns regarding this child.

Occupational Therapy/Physiotherapy	Audiology	Pre School Speech Language Speech
<input type="checkbox"/> Adaptive functioning <input type="checkbox"/> Feeding <input type="checkbox"/> Fine Motor <input type="checkbox"/> Perceptual Issues <input type="checkbox"/> Sensory Issues <input type="checkbox"/> Learning Disabilities <input type="checkbox"/> Organizational Issues <input type="checkbox"/> Equipment needs <input type="checkbox"/> Attention Deficit  <input type="checkbox"/> Balance <input type="checkbox"/> Coordination <input type="checkbox"/> Strength <input type="checkbox"/> Flexibility <input type="checkbox"/> Range of Motion <input type="checkbox"/> Ambulation	<p><u>PRIORITIES:</u> (check all that apply)</p> <input type="checkbox"/> Child/Adolescent <input type="checkbox"/> Sudden Hearing Loss <input type="checkbox"/> Sudden Tinnitus (ringing in ears) <input type="checkbox"/> Vertigo <input type="checkbox"/> Loss of Hearing in one ear <input type="checkbox"/> Other Medical Referrals  <p><u>REASON FOR REFERRAL:</u></p> <input type="checkbox"/> Decreased Hearing <input type="checkbox"/> Medical Concerns <input type="checkbox"/> Newborn Screening <input type="checkbox"/> Ear Infections <input type="checkbox"/> Tinnitus <input type="checkbox"/> Vertigo <input type="checkbox"/> Speech Language Concerns <input type="checkbox"/> Education Concerns  <p><u>REQUEST FOR SERVICE:</u></p> <input type="checkbox"/> Audiological Assessment <input type="checkbox"/> Hearing Aid Evaluation <input type="checkbox"/> Hearing and Fitting Check <input type="checkbox"/> Earmold Fitting/Impression <input type="checkbox"/> Special Tests <input type="checkbox"/> CAP <input type="checkbox"/> Site of Lesion <input type="checkbox"/> Earmold <input type="checkbox"/> Impression <input type="checkbox"/> Hearing Aid Fitting	<input type="checkbox"/> Difficulty producing sounds and words  <input type="checkbox"/> Some sound errors (i.e. "tar" or "star", "toat" for "goat" "wock for "rock") <input type="checkbox"/> Unfamiliar listener CAN understand 50-95% of child's utterances <input type="checkbox"/> Unfamiliar listener CAN NOT understand 50-95% of child's utterances  <input type="checkbox"/> No concerns  <p><u>Expressive/Receptive Language</u></p> <input type="checkbox"/> Does not appear to understand what is being told to him/her <input type="checkbox"/> No words <input type="checkbox"/> Limited words. Approximately: _____ <input type="checkbox"/> Grammatical concerns <input type="checkbox"/> No concerns  <p><u>Social Language</u></p> <input type="checkbox"/> Does not interact with others (i.e. no eye contact, doesn't play with others, etc.) <input type="checkbox"/> Interacts inappropriately with others (i.e. hits, takes toys, unable to take turns, etc.) <input type="checkbox"/> No concerns  <p><u>Voice/Fluency</u></p> <input type="checkbox"/> Suspect stuttering (more than three repetitions of words/sounds/phrases) <input type="checkbox"/> Gets "stuck" or avoids speaking <input type="checkbox"/> Facial grimaces or other unusual behaviors noted during speech <input type="checkbox"/> Hoarse voice <input type="checkbox"/> Raspy voice <input type="checkbox"/> History of vocal abuse (i.e. shouting) <input type="checkbox"/> Pitch concerns (too high/too low) <input type="checkbox"/> Diagnosed voice disorder from ENT. Specify _____ <input type="checkbox"/> No concerns

Please rate this child's frustration level with his/her problem area:

1	2	3	4	5
Not noticeably frustrated				Extremely frustrated

**Please Return Completed Form To:**  
 Central Intake – Children's Therapy Initiative  
 Parkland Regional Therapy Services  
 Dauphin Regional Health Centre  
 625 3<sup>rd</sup> Street S.W.  
 Dauphin, MB R7N 1R7  
 Phone (204) 638-2164 Fax (204) 638-2228

# PARKLAND CHILDREN'S THERAPY INITIATIVE PARKLAND REGION

**CONSENT FOR:  
EXCHANGE OF  
INFORMATION**

Child's Name:	Birthdate: (M/D/YY)
---------------	------------------------

**EXCHANGE OF INFORMATION:**

Under Section 22(2)(a) and (g) of the Personal Health Information Act (PHIA) (legislation in the province of Manitoba), referring agencies and other services may exchange information for the purpose of assessment, treatment and further referral.

I understand that information will be exchanged with the individuals/agency I have specified below:

<u>Name of Resource Service</u>	<u>Name, Address &amp; Telephone # (all information required)</u>	<u>Release Reports to:</u>
Family Doctor/Pediatrician	_____	<input type="checkbox"/>
Public Health Nurse	_____	<input type="checkbox"/>
Child Development Clinic	_____	<input type="checkbox"/>
Foster Parent(s)	_____	<input type="checkbox"/>
Rehabilitation Centre for Children (RCC)	_____	<input type="checkbox"/>
Speech-Language Pathologist	_____	<input type="checkbox"/>
Audiologist/Audiometrist	_____	<input type="checkbox"/>
Physiotherapist	_____	<input type="checkbox"/>
Occupational Therapist	_____	<input type="checkbox"/>
Service Coordinator (CSS, SMD, CFS)	_____	<input type="checkbox"/>
Day Care Centre/Nursery School	_____	<input type="checkbox"/>
School Division/School	_____	<input type="checkbox"/>

***Others (please provide name, address and telephone number):***

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Any other person(s) not authorized under the Act who wish to receive information or a copy of a report are required to obtain written consent from the individual or their authorized legal representative.

I understand that the information collected and exchanged will be used for the purpose of assessment, planning, developing programs and/or strategies that will benefit the child or family. This information may be shared verbally or through written reports.

This consent for exchange of information is valid for the duration of program participation unless otherwise specified.

Signature of Parent or Legal Guardian: \_\_\_\_\_ Date: \_\_\_\_\_



## Occupational and Physiotherapy Services Pamphlet

Referral for therapy services can be initiated through:

- Physician
- Pediatrician
- Child Development Clinic
- Other therapy services
- Preschool / school screening
- Public Health / Families First
- Child & Adolescent Mental Health Services
- School Divisions
- Child and Family Service Agencies
- Family Services and Housing
- Child Care Centres
- Parents (Referral for Audiology only)

For more information contact:  
Children's Therapy Initiative  
Parkland Region  
(PCTI)

Central Intake at:  
PRHA—Parkland  
Regional Therapy Services

Phone: 1-204-638-2164  
Toll Free: 1-800-259-7541

### Children's Therapy Initiative Parkland Region



"A New Way of Working Together"

#### Participating Partners:

Family Services and Housing  
Rehabilitation Centre for Children  
PRHA—Parkland Regional Therapy Services  
Society for Manitobans with Disabilities  
Healthy Child Coalition  
Mountain View School Division  
Swan Valley School Division  
Frontier School Division  
Turtle River School Division  
Ecole Jours De Plaine School

CTI-C issue date: July 2006

### Children's Therapy Initiative Parkland Region (PCTI)

#### Children's Therapy Services

Audiology  
Occupational Therapy  
Physiotherapy  
Speech Language  
Pathology





Therapy Services are available to assist children in reaching their full potential through assessment and intervention of identified concerns in the area of hearing, speech, language, movement, learning, self-care and social development.



Therapy Services are provided using a child/family centered team approach which may include:

- \* Screening / assessment
- \* Direct intervention
- \* Consultation with parents and child care providers for home/child care/school programs
- \* Education for parents and care providers
- \* Specialized equipment and environmental adaptations.

### **Audiology**

Domain of service includes:

- \* Hearing
- \* Counseling for appropriate hearing intervention needs
- \* FM listening systems



### **Speech Language Pathology (SLP)**

Domain of service includes:

- \* Speech sounds
- \* Language understanding & use
- \* Social language skills
- \* Voice quality
- \* Oral motor control
- \* Fluency of speech
- \* Augmentative/alternative communication

### **Occupational Therapy (OT)**

- \* Motor skills—fine, large, oral motor skills
- \* Sensory processing
- \* Cognitive skills—perceptual, attention, learning
- \* Psychosocial skills
- \* Self-care skills
- \* Play / adaptive skills
- \* Environmental access, modification
- \* Specialized equipment needs



### **Physiotherapy (PT)**

Domain of service includes:

- \* Motor skills—large, fine
- \* Sensory processing
- \* Muscle tone, flexibility and strength
- \* Balance and coordination
- \* Mobility
- \* Play skills
- \* Specialized equipment

# Occupational and Physiotherapy Services Brochure

The Children's Therapy Initiative - Parkland Region coordinates the delivery of therapy services (Occupational Therapy, Physiotherapy, Speech Language Pathology and Audiology) for children within boundaries of the Parkland Regional Health Authority.

**Participating Partners:**

- Family Services & Housing
- Rehabilitation Centre for Children
- Society for Manitobans with Disabilities
- Healthy Child Coalition
- Parkland Regional Health Authority (PRTS)
- Mountain View School Division
- Swan Valley School Division
- Turtle River School Division
- Frontier School Division
- Ecole Jours De Plaine School

The Children's Therapy Initiative - Parkland is a demonstration project under a joint initiative of the provincial government funding partners of Education, Citizenship & Youth, Family Services & Housing, Health, Healthy Living, and Healthy Child Manitoba.

"The provincial initiative has chosen the emblem of the snowflake as a metaphor to reinforce the uniqueness of all children, families and communities. Each snowflake merges into a system that draws upon Manitoba's diversity, strength, and creativity to provide services to meet unique regional needs."

- Provincial Children's Therapy Initiative Planning Guide.

PCTI issue date: May 2006

***Parkland Children's Therapy Initiatives***

***Parkland Region (PCTI)***

**Coordinating Children's Therapy Services in the Parkland**

***"A New Way of Working Together"***

***Who is eligible?***

- Any child (birth to school leaving) with an "identified developmental concern" in areas such as speech, hearing, movement, learning and social development.

***Who can refer?***

With parent/legal guardian consent, referrals can be made by any of the following service providers:

- Physicians and Pediatricians
- Child Development Clinic
- Other therapy services
- Preschool and school screening
- Public Health/Families First
- Child & Adolescent Mental Health
- Family Services & Housing
- Child Care Centres
- Child & Family Services Agencies
- School Divisions
- Parents can make direct referrals for Audiology by calling Central Intake

***Where do referrals go?***

- Referrals are sent to Central Intake at:

*Parkland Regional Therapy Services  
Dauphin Regional Health Centre  
Therapy Department  
625 - 3<sup>rd</sup> Street SW  
Dauphin, MB R7N1R7  
Phone: 1-204-638-2164  
Toll Free: 1-800-259-7541*

- Referrals for school-based speech therapy will be retained within the school divisions. Referral information will then be sent to Central Intake at the Parkland Regional Therapy Services.

***Who ensures that my referral is considered?***

- Each referral will be reviewed by a therapist at Central Intake and then directed to the appropriate provider agency. The agency will contact the family to begin the service planning.

***How will information be shared?***

- Parental consent is required for the sharing of information between agencies providing services for the child.
- Parents, therapists and any other team members work together to identify goals and establish a plan to meet the child's needs.

***Who will provide the therapy services?***

- Trained occupational therapists, physiotherapists, speech-language pathologists, audiometrists and audiologists work together with families and other team members to provide services within available resources.
- Therapy services may be provided in a variety of settings, depending upon the needs of the child/family.

***Who are the partner agencies within PCTI who will be providing services?***

- Parkland Regional Therapy Services - Parkland RHA
- Rehabilitation Centre for Children
- Society for Manitobans with Disabilities
- Local School Divisions:  
Mountain View School Divisions  
Swan Valley School Division  
Frontier School Division  
Turtle River School Division  
Ecole Jours De Plaine School





## **Literacy Intervention**

The division recognizes how each student is very distinct in both how they learn and what rate they learn. As a result, it is possible for students to be in greatly different areas in their learning. As students continue to learn and grow in their academic development their classroom teacher will try their best to meet all of the needs of all learners in their classroom. However, the division recognizes that this is not always possible for a teacher to meet the needs of all of their students.

Literacy Intervention is an important component of every school student literacy support team. The program is developed and run by the school resource teacher who after a great deal of consideration of the information available decides if a student would benefit from an intervention. The resource teacher consults with their school principal, the students classroom teacher, parents, examines the students' learning history, and uses their most recent assessments to help decide if literacy intervention is appropriate for a student.

The purpose of the intervention is to complement the students current classroom program with literacy programming at their specific level that will provide the student with appropriate challenges and more individual or small group support. The intervention is typically one-on-one or in a small group format in order to provide the student(s) with additional interaction and support from the school staff member running the intervention program. There are two basic types of intervention possible: reading support or reading enrichment.

The Reading Support program helps to support student(s) who are having challenges with keeping up in their classroom literacy programming. They are experiencing difficulties in reading and are behind their peers. There is usually trouble seen in more than one literacy area; reading, oral, writing, comprehension, or the identification of words and letters. Our goal is to provide the student with direct intervention that focuses on providing students specific programming that will support their growth and development in order to attempt to catch them up to their peers. The intensive support that is focused on their gaps and areas of development will help move them along in their learning and support their overall academics.



## Turtle River School Division Policy Statement

Page 97

Section  
Student Services

The Reading Enrichment program focuses on providing students that are advanced in their literacy programming with challenging content at their level of development. Students that qualify for enrichment are usually more than three grade levels their class in vocabulary development and comprehension. They are able to critically think and analyze text while being able to understand the hidden meaning the author is trying to convey. We want to provide the student(s) with programming that specifically focusses on literature that will allow them to continue developing their learning and support their growth academically. In order for a student(s) to be enrolled in an enrichment program, parental consent is necessary.

Literacy Intervention Support programming can look different for each student, grade, or school. It varies greatly, depending on the needs of the student(s). It may involve one-on-one intervention or use a model that includes small group formats. What is common in all the models is that it involves a teacher or trained teacher assistant that pulls students out of their regular classroom programming, as scheduled, preferably at a time where a student will miss the least disruptive instruction in their classroom, and will focus on programming in literacy that will meet their needs and encourage their specific development in learning where they are at. **The intention of the program is to complement the teacher's literacy programming with differentiated, student-specific and intensive support in order to support rapid growth.**

The Literacy Intervention Model can vary from school to school based on the needs of the students and school. While the model may be different between schools, the following key elements should be included in every model:

- The intervention pull-out should be 3 to 5 days per week.
- It should be for 20 to 30 minutes at a time.
- Small group is the preferred groupings of 2 to 6 students
- The program should be planned and run through the schools resource department utilizing the lesson plan and program samples as noted below or equivalent/similar.
- The text being used **needs** to be appropriate (*at the students assessed reading level, not grade level*).
- The same text is used for 3 to 5 days consecutively in order to gain mastery
- Everyone has the same text and is read first by the teacher, then again by the group, and then again by the individual students. Each day the text is read at least three times.
- There are strategies taught before the text is taught and then used after the text has been read in order to solidify learning and reinforce concepts read and strategies to decode text while increasing comprehension.
- It is suggested that post-reading activities include fun and interactive activities that engage students (*e.g. Success for All learners - blackline masters sheets and or graphic and visual organizers*).
- Reinforce learning with activities and completed work sent home



# Turtle River School Division Policy Statement

Page 98

Section  
Student Services

## **Early Literacy Intervention Program (ELI)**

The Early Literacy Intervention program is a targeted intervention response for beginning readers in Grade One. It is funded from categorical grant support through the department of education where three to five students are targeted for intensive intervention. The students targeted have been selected based on a recent literacy assessment of students in the grade one class in that school. Students then receive a highly structured literacy intervention program that will attempt to support the student's literacy growth. The overall goal of the program is to help support their growth in order to allow them to progress at a faster rate in order to make further gains.

The school resource teacher is responsible for ensuring that the school ELI program is running. They are in charge determining which students are selected, setting up the intervention program, and completing all related reports on the students' progress.

The division requires a list of students that each school has selected to participate in the ELI program be submitted to the Student Services Coordinator before October 15<sup>th</sup>. Additionally, each schools ELI intervention program should start and be up and running prior to September 30<sup>th</sup>. Resource teachers must assess students using the Marie Clay Observation Survey Tool, a Reading Assessment Tool, and using the K/1 Brigance Screening tool. The education department has provided schools and the division with a data collection template for submitting data. A final ELI report summary is due into the Student Services Coordinator by June 2<sup>nd</sup>. The Student Services Coordinator is responsible for collecting and compiling the division's summary report that is submitted to the department.



# Turtle River School Division Policy Statement

Page 99

Section  
Student Services

## **Early Literacy Intervention Lesson Format**

### **Part A Review**

1. Read vocabulary cards
2. Reread 2 books (Teacher gives praise point: "I like how you...")

### **Part B New Book**

1. "Book Walk" – child/children are cued to meaning and vocabulary by going through the book. Teacher tries to weave the language of the book into discussion.
2. Have children make predictions – what is happening, what they think will happen, how it will end, etc.
3. The child/children reads the book.

### **Part C Sight Words**

1. New sight words are put on file cards – word on one side and sentence on the other.
2. Read cards several times; if a word is not recognized, have them read the sentence on the back of the card.
3. Child must earn 5 checks on a card before the word is put into "Words I Know" envelope.
4. Periodically, "Words I Know" are sent home for review.

### **Part D Phonemic Awareness**

1. Magnetic Letters –
  - a. Put letters in alphabetical order and name them
  - b. "Show Me" – have students point to a specific letter
  - c. "What is the name of this letter and what sound does it make?"
  - d. "... starts with which letter?"
  - e. "Give me a word that begins with ..."
  - f. "This word says 'bat'; change the first letter and make it say 'cat'."
2. White Board Activities
  - a. "Print the letters from a to ..."
  - b. "Print the letter that comes at the beginning of the word ...."
3. Make and Break .
  - a. Choose a word family (At, cat, bat, etc.)
  - b. Have the appropriate letters in the middle of the board
  - c. This is "at", make it say "bat", make it say "at", make it say "bat", for example

### **Part E Message Book**

1. Sentence is generated through discussion.
2. Child prints the sentence one word at a time following the guided instruction through the sounds in the word.
3. Child sequences the words into the sentence.
4. Child rereads the sentence.
5. Teacher cuts the sentence apart, scrambles it, and the child rearranges it.
6. Child rereads the sentence and puts it in an envelope to take home.

### **Home Program**

1. Two or three books to reread.
2. Flash cards
3. Cut up sentence
4. Home journal
5. Word family words to practice



# Turtle River School Division Policy Statement

Page 100

Section  
Student Services

## SAMPLE Early Literacy Intervention Lesson Plan

### Early Literacy Daily Intervention Lesson Plan

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

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

#### Part A – Review

Cards: \_\_\_\_\_  
\_\_\_\_\_

Books: \_\_\_\_\_  
\_\_\_\_\_

Part B – New Book: \_\_\_\_\_

Vocabulary: \_\_\_\_\_

#### Part C – Sights Words:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Part D – Phonemic Awareness:

Magnetic Letters/sounds to target \_\_\_\_\_

Word family to practice \_\_\_\_\_

White Board Activities \_\_\_\_\_

#### Part E – Message created:

\_\_\_\_\_  
\_\_\_\_\_

#### Home Program

Books

Flash cards

Cut up sentence

Home journal

Word family



## **Precision Reading**

Turtle River School Division supports schools using various Reading Intervention tools in supporting students. While the division does not favour or support one program over another, Precision Reading has been a successful program used in our divisions schools. Precision Reading is an example of one such program that supports student reading development. Precision Reading is a reading intervention program that supports reading growth with daily intervention that targets word recognition, vocabulary development and reading fluency. Precision Reading is popular because of its ease of use, low programming costs and overall effectiveness. It is important that a school determines which reading intervention program best meets the needs of the students in their schools.



# Turtle River School Division Policy Statement

Page 102

Section  
Student Services

## **Guidance and Counselling**

Turtle River School Division believes in the importance of providing its students with guidance and counselling to support their success and well-being. The board expects each teacher and school administrator to give guidance to his/her students on a day-to-day basis, giving such support and direction as he/she is capable.

The division realizes that there are times when further support is needed and has also developed specific guidance and counselling objectives for Turtle River School Division that are based on the Department of Education's "Guidelines for Guidance Services" document. The specific counselling and guidance goals focus on three main areas: Educational; Career; and Personal/Social areas. Furthermore, in order to meet the standards set out by the department model, the division has developed a six-tier model of guidance in order to best meet the needs of each individual student along with a four component model of a Comprehensive Guidance and Counselling Model.

The role of the guidance counsellor is important in ensuring students are provided with the advice and support needed to solve problems and be successful. While the model of guidance may differ amongst each school, their role and job description remain consistent.

## **Guidance and Counselling Services**

Turtle River School Division recognizes the societal factors which have an impact on the personal, social, educational and career needs of our students. Such factors include: rising unemployment, high mobility, changing family structures, changing roles of women in the work place, increasing use and abuse of alcohol and chemical substances, increasing incidents of child abuse, changing careers, and educational demands generated by new technology and the impact of an expanding world market.

These factors create needs and concerns in young people which must be addressed by all areas of the school program. Turtle River School Division has always advocated the education of the whole child, and all subject teachers have a responsibility in this regard. Because of limited trained guidance personnel in the division, guidance services and programs will be delivered largely through integration into existing school programs and practices by a school team consisting of administrators, teachers, and the resource teachers.



## **Guidance and Counselling Services - continued**

As a small school division with limited resources, guidance services will continue to be the responsibility of each individual school. The school principal will assign various staff members to guidance duties. The principal at the school will develop a yearly plan for guidance services. This plan is to be submitted to the coordinator of student services by no later than September 20<sup>th</sup> of each year.

The specific duties of the school guidance counselor will include group counseling, career counseling and personal counseling. The process and procedures in each school may differ as the guidance services for each school may have different emphasis and fulfill different needs.

### **Definitions:**

#### **Guidance:**

A program which provides for the distribution of information, knowledge and skills to groups of young people. Guidance activities will be oriented toward career, academic or social emotional activities as is deemed timely, appropriate and necessary.

#### **Counseling:**

Counseling is intended to assist individual students and families with specific personal/social difficulties or particular educational or career issues. In-depth counseling activities should involve the expertise of a counselor who has specialized training.

#### **Consultation:**

Consultation is a communication process which implies the active seeking of specific information, provision of which will ensure a continued two-way flow of information. Thus students, parents, teachers, administrators, paraprofessionals, resource teachers, representatives of the board, and service agencies may all be involved in communication with the counselor at various times.





## **Goals for Guidance and Counseling Programs:**

- a) To assist students in developing self-awareness in order to lead more effective, self-directed lives.
- b) To assist students in learning how to make decisions regarding their educational, career and personal/social choices.
- c) To provide necessary information to facilitate the students' decision making regarding aspects of the education, career and personal/social choices.
- d) To promote a cooperative, collaborative relationship between school, home and agencies in providing for students' needs.
- e) To establish a communication link between staff members which will facilitate strategies for the class room that will enhance the development of self-esteem for the student.

The specific guidance objectives for Turtle River School Division reflect those stated in the Department's Guidelines for Guidance Services.

## **Specific Goals:**

- 1. **Educational**
  - a) To monitor and support the academic achievement, progress and needs of students
  - b) To promote a school environment which is positive, responsive and supportive for learning
  - c) To assist students in making course choices appropriate to their abilities
  - d) To assist students to acquire the skills and work habits needed for academic
  - e) Progress and success.
- 2. **Career**
  - a) To provide students with information and assistance for making a successful transition from school to work or to post-secondary education or training
  - b) To assist students in becoming aware of opportunities regarding work or further education
  - c) To assist students in developing an understanding of interests, abilities and values related to career decision-making
  - d) To assist students in learning career planning and job search skills.



# Turtle River School Division Policy Statement

Page 105

Section  
Student Services

### **3. Personal/social**

- a) To provide support and assistance to students.
- b) To promote a positive, supportive climate within the school
- c) To assist students in identifying and understanding problems and in examining alternatives
- d) To identify and intervene or mediate with respect to student problems and difficulties affecting school progress
- e) To help students learn about, develop and maintain healthy relationships
- f) To assist students in improving self-awareness and self-esteem
- g) To encourage students to pursue personal and academic excellence and to assist them in developing their potential.

September 1, 1992

## **Guidance Model**

### **Level 1: Peer Counseling**

Students may identify a friend or fellow students as a mentor as a first contact.

### **Level 2: Mentorship**

Each student in our schools shall be asked to identify one mentor, from the staff (teacher, administrator, custodian, bus driver, secretary, etc.) This person would be advised that the student had named them as a person to which they could talk. The mentor would not be expected to contact students or follow up looking for issues to discuss. The primary purpose of the mentor is to be available to the student if the student so desires.

In a proactive situation, a mentor might be a good person to initiate dialogue with a student who is misbehaving, not attending, etc.

If a situation is deemed to be serious or beyond the expertise of the mentor, the student would be referred to the next level.

### **Level 3: In School Guidance Counselor**

Each school will designate an in-school guidance counselor. This individual (or individuals), will be responsible to carry out the day to day counseling in the school. He/she/they will work very closely with the principal and in accordance with the division policy.



## **Guidance Model - continued**

### **Level 4: The Principal**

The principal in each school shall be responsible to ensure that proper guidance counseling is being carried out in the school.

### **Level 5: The Coordinator of Student Services**

The coordinator of student services will act as a support to all levels of guidance service and if the need arises obtain outside resources, to assist.

### **Level 6: Outside Resources**

Outside resources that could be called upon to assist include, but are not restricted to those listed in the 1994-95 ADAP.

May 23, 1995

## **Four Components of a Comprehensive Guidance and Counseling Program**

### **1. The Guidance Curriculum**

Guidance content would consist of expected student learning outcomes in:

- a) Personal/social development
- b) Educational development
- c) Career development

This content would normally be delivered through classroom teaching of a course unit for credit.

### **2. Individual Planning**

Individual Planning refers to the provision of personalized information, direction, assistance, personal/social, educational, and career goals and plans. These activities are delivered on a group or individual basis.



## **Four Components of a Comprehensive Guidance and Counseling Program - continued**

### **1. Responsive Services**

Responsive Services refers to the provision of services which “respond” to students who are experiencing immediate on-going problems, concerns, or crises which interfere with their learning. These activities include individual and small group counseling, consulting with staff and parents, and referral to other agencies.

### **2. System Support**

System Support includes the administrative and management activities necessary to support the Comprehensive Guidance and Counseling Program. It may include consultation and collaboration with community agencies and other support services, staff development, research, budgeting, community relations, and program evaluation

## **Group Work**

### **A. Large Group Work or Group Guidance**

An effective means to

- Deliver Curriculum
- Implement Preventative Programs
- Address Developmental Needs

### **B. Small Group Work or Group Guidance**

An effective means to

- Enhance social skills
- Develop an Awareness and Understanding of Self and Others

## **Types of Group Work**

### **A. Educational Groups**

Provide a means of sharing information on:

- Careers
- Parenting
- Study Skills for Educational Success

### **B. Training Groups**

Allow students to develop knowledge and skills related to specific programs

- Conflict managers
- Peer Helpers
- Peer Tutors



## **Four Components of a Comprehensive Guidance and Counseling Program - continued**

### **C. Skill Development Groups**

Offer a controlled setting where students learn to deal with

- Anger management
- Problem-Solving
- Social Skills
- Self-Assertion

## **Students at Risk**

Includes those identified as;

- Emotionally and behaviourally disordered
- Potential dropouts performing poorly in school
- Being truant
- Using drugs and alcohol
- Having family problems
- Being neglected
- Having unresolved problems and concerns

The function of the school counselor dealing with at-risk students may include:

- Working as a team member with other support professionals
- Intervening with students with difficult behaviour
- Providing responsive programs
  - Crisis counseling
  - Group guidance and counseling
  - Family support
  - Consultation
- Providing in-service support to staff
- Providing special curriculum programs to strengthen personal and interpersonal skills
  - Problem-solving
  - Decision-making
  - Understanding feelings
  - Self-acceptance
- Providing referrals for additional specialized support services
- Mediating and facilitating effective behaviour change



## **Students with Special Needs**

School counselors work with colleagues to create an inclusive school environment and intervene to help students with special needs in

- Providing social skills training
- Assisting in establishing appropriate individual behaviour programs
- Serving as a consultant and resource to parents and school staff
- Promoting workshops on various disorders for students and staff
- Supporting parents and families
- Providing career planning
- Making referrals to appropriate specialists
- Assisting in the completion of funding applications and individual educational plans

## **Peer Helping**

Peer helping programs enhance the effectiveness of the total guidance and counseling program by expanding services. Students should be trained by counselors in communication and helping skills. The peer helpers can then help provide services, such as:

- Leadership/cross-age groups
- Tutoring in academic areas
- Welcoming new students
- Conflict resolution helpers
- Community and volunteer services
- Alerting counselors to serious problems



# Turtle River School Division Policy Statement

Page 110

Section  
Student Services

## **Job Description – Guidance and Counseling**

### **Qualifications**

In Manitoba, proposed certification would require counselors to complete a 30-credit hour certificate, diploma, or degree program in counselor education.

### **Evaluation**

The Guidance/Counselor will be monitored by the School Administrator. The Principal shall be responsible to carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy.

### **Duties and Responsibilities of the School Counselor**

School counselors are responsible for overseeing the development and implementation of a Comprehensive Guidance and Counseling Program. As a specialist in child and adolescent development, he or she brings valuable knowledge and skills, which assist all school personnel to respond better to the personal, social, career, and educational needs of students.

#### **1. Leadership**

Counselors play a leadership role in defining and carrying out guidance and counseling functions by problem-solving, planning, developing, and implementing the four components of the comprehensive program.

#### **2. Advocacy**

Counselors play an advocacy role for students with staff, families, and outside agencies. They assure that all programs facilitate the educational process and offer opportunity for all students to reach their full potential.

#### **3. Guidance Curriculum**

Counselors develop, co-ordinate, and implement various developmental and preventive programs.

#### **4. Responsive Services**

Counselors provide essential services to students in need through individual and small group guidance and counseling intervention, crises intervention, and staff/parent consultation required to address immediate, or ongoing concerns of students.

#### **5. System Support**

Counselors assist those who work with students. This type of intervention includes conducting workshops for parents and staff, student placement, research, data collection, community outreach, and administration.

Most counselors spend the majority of their time on direct services to students. School counseling programs and the role of the school counselor should be determined by the personal/social, educational, and career needs of the students in their school.

Resolution No. 6, March 9, 2010



# Turtle River School Division Policy Statement

Page 111

Section  
Student Services

## **Life Skills Coaching**

Students are supported by all staff members in our schools with life-skills coaching. As students learn and develop their teachers and support staff are continually supporting students as they grow in their behavior, social, and emotional development.

The school principal and resource teachers also support students as they provide guidance and coaching. As students continue to develop the essential skills for life and employment in order to be successful, they are continually coached by the staff in the school. Some of the services available include providing career counselling with the use of computer software. Career Cruising and its included products are used to help support students as they plan their next steps in life after high school. This software supports students as they see what essential skills are important in being successful and needed in each field of employment.

The division is also able to offer counselling and coaching services from its division social worker. The social worker will help coach student to make the right choices, practice and learn how to deal with different situations and circumstances that they will encounter in an appropriate way, giving them the essential skills necessary for success. The use of role-modelling, role play, and social play therapy are useful tools that can be used in order to allow for authentic experiences to occur that allow for the student to develop their skill set with practical experiences.





## **Vision and Hearing Screening**

Screening will take place in the month of October. The Speech and Language Pathologist, along with the Resource Teachers, will set up a schedule for all the schools in the division. Two substitute Educational Assistants will be hired and trained to complete the screening in all schools.

Parents will be notified before the screening, either through an individual letter (form 1) or through a general notice in the school newsletter, at the discretion of the school administration. Parents of students, who have been identified as having possible problems, will be contacted after the screening.

### **HEARING SCREENING**

Students to be screened:

- All students in kindergarten to grade three.
- Students new to the division.
- Students suspected of having hearing difficulties referred by parents and/or teachers.
- Students who failed a previous screening.
- Staff members who have roles with continual noise (*e.g. phys-ed teacher, shops teachers, band teachers*) or any other staff member(s) that would like to be tested.

Any student who fails the initial screening will be retested within a couple of weeks by the Speech and Language Pathologist. Should a student fail both these screenings, the parents shall be advised that a possible problem may exist and that it is recommended that the student be seen by an audiologist. A list of available audiologists will be attached to the letter. Students who miss the initial screening will be tested by the Speech and Language Pathologist at a later date.

### **VISION SCREENING**

Students to be screened:

- All students in kindergarten, grades 1, 3, 5, 7, 9, and 11
- Students new to the division.
- Students suspected of having a vision problem referred by parents and/or teachers.

\*These include students who are already prescribed glasses as it assists in identify the need to bring and wear glasses at school.

Students who wear glasses will not be screened, but will have a form sent home to be forwarded to their ophthalmologist/optometrist to assist in providing proper care to the student at school.

Parents of students who fail the initial screening shall be notified by letter. The second screening will test only those who missed the initial screening. Vision screening will take place at the same time as the hearing screening.

*February 21, 1995, November 7, 1995*

*Resolution No.5 February 24, 2009*



# Turtle River School Division

P.O. Box 309 McCreary Mb. R0J 1B0  
Telephone 204-835-2067 Fax 204-835-2426  
Email [divoffice@trsd32.mb.ca](mailto:divoffice@trsd32.mb.ca)

Page 113

Bev Szymesko  
Superintendent of Schools

Shannon Desjardins  
Secretary Treasurer

Dear Parent:

RE: \_\_\_\_\_

Your child recently participated in a hearing screening at school.  
The results of this initial screening indicated a follow up screening is required.

A follow up screening will be conducted by the School Division Speech Language Pathologist, at a later date, usually in October or November.

Should your child not pass this second screening, you will be contacted by the Speech Language pathologist with a letter recommending that your child be seen by an Audiologist.

A list of available audiologists will be attached to the letter.

Students who also miss the initial screening will be tested by the Speech Language Pathologist at this later date as well.

Thank you for your cooperation,

If you have any questions regarding this matter please contact the Resource Teacher at the school.

---

Resource Teacher

*"Learning today for tomorrow"*



# Turtle River School Division Policy Statement

Page 114

Section  
Student Services

## **Administering Medicine to Students**

Prescribed medicines may be administered to students by staff members **ONLY** at the request of the parent, in writing, and according to the recommendation of a doctor. Specific directions shall be provided in writing.  
October 23, 1990, reviewed January 5, 2009

## **Medication Dispersal Policy & Procedures**

Turtle River School Division understands and supports students and families having different health care needs. One specific need may be the dispersal of prescribed medication during the school day. Schools are able to support students and parents with the dispersal and administration of prescribed medications only if the following policy requirements are met.

Prior to a school staff member administering any medication to a student, parents/legal guardians are required to have the **Medication Information, Request to Administer Medication**, and the **Medical Information** form completed fully. The school principal must also initial each of the three forms and they will be placed in the student's cumulative file as long as medication is being administered or until the last day of school. On the last day of school, all remaining medication will have to be picked up by the parent/legal guardian or have arrangements made to pick up and sign off for the returned medication.

When parents/legal guardians bring in the signed consent and information forms along with the medication, a school staff member will inventory the medication being received and record it on the **Medication Administration and Tracking** form. Parents should initial the amount of medication is correct. The medication received should match up with the amount remaining as indicated on the tracking sheet. This will appropriately track the medication as well as the administration of the medication to the student. All medication must be in the original pharmacy container with the doctor's prescription order, student name, and dosage information labelled. The medication and the tracking form will then be placed in the designated school medication area. All medication must be stored in a safe and secure location. All medication should be in a locked and clearly marked place where all staff members know where it is located in cases of emergency. If the medication is a rescue medication and not deemed dangerous, for example, an "Epi-pen", then it should be easily accessible for any staff member to access without delay.



## Turtle River School Division Policy Statement

Page 115

Section  
Student Services

Principals are responsible for communicating with all staff members where a student's medication is stored. Principals will have to read and initial each form to ensure all information is completed entirely. The principal will also initial acknowledging they know of and understand the medication being dispersed and the student's needs. The principal will then designate a staff member who will be assigned as the one to administer the student's medication. A designate will be determined and notes left if a staff member should be absent as to who will administer the students medication. The principal will review the policy and medication forms in how to administer medication to students. It is the responsibility of the principal to ensure medication is being dispersed according to policy.

The designated school staff member(s) must adhere to the following administration procedures for administering medication to students. All medication must be inventoried and tracked as it is received, dispersed and administered to students using the **Medication Administration and Tracking** form. This will track the amount of medication received, when it was administered/used, and how much is left.

Prior to there being only 3 days of medication left, parents/guardians will be contacted by the staff member responsible for administering the medication in writing. The letter will indicate; how much medication remains and the anticipated date the student will run out of medication. This correspondence will be placed in the student's cumulative file with the medication dispersal files for proper documentation. Staff members are able to contact parents/legal guardians using other methods of contact such as email, by text, or by telephone but only if it is also in conjunction with a formal written notice of request for medication that is placed in the student's cumulative file. If the parent requests, the empty prescription bottle will be returned to the parent. It will then be the parent/legal guardian's responsibility to refill their child's medication or prescription. If the medication has not been filled in time, a final letter will be sent to parents indicating that the medication has been exhausted and that until we hear from them again or additional medication is brought to the school that the school will assume it is no longer required.

***If medication is dispersed without following the appropriate Medication Dispersal Policy then Turtle River School Division views these actions as negligible.***



## **Procedures for Administering Medicine to Students**

Once all forms have been completed by the parent/guardian and the principal has initialed each form, medication may be administered as recommended and prescribed by the physician. The principal will have reviewed the medication administration request with the parents/legal guardians, designated staff member(s) as well as back-up designate along with the procedures involved in administering a student's medication responsibly and safely.

**At the each time of administering medication to a student, the designated staff member who is administering the student their medication will follow the procedures:**

1. Review the student's prescription directions and dosage instructions from the physician on the medication bottle and the medication information form in the student's cumulative file.
2. The designated staff member will confirm that the medication belongs to said student.
3. Remove the appropriate dose from the prescription bottle and then close and return to the bottle to the secured medication location.
4. Take note if the medication is running low. If less than 3 days of medication, a formal communication must be initiated and sent to the parent/guardian. A copy of this letter must be filed in the student's cumulative file with the other medication dispersal forms.
5. If medication is exhausted, then a final letter is sent to the parent/guardian indicating medication is out and that until we hear from them we assume that the medication is no longer required. This letter is also filed in the students cumulative file.
6. Administer medication to student. Watch and ensure that is has been taken accordingly by said student.
7. Initial and Record on the appropriate Medication Administration and Tracking form the date and time administered.



# Turtle River School Division Policy Statement

Page 116A

Section  
Student Services

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*"Learning today for tomorrow"*



# Turtle River School Division

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

Page 117

Bev Szymesko  
Superintendent of Schools

Shannon Desjardins  
Secretary Treasurer

## Medication Information

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Name of Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Parents/Guardians: \_\_\_\_\_

Grade Placement: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Medical Condition: \_\_\_\_\_

Name of Doctor: \_\_\_\_\_

Office Phone Number: \_\_\_\_\_

Emergency contact person during school hours:

\_\_\_\_\_

Phone Numbers: \_\_\_\_\_

Alternate Emergency Contact Person: \_\_\_\_\_

Phone Numbers: \_\_\_\_\_



# Turtle River School Division

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

Page 118

Bev Szymesko  
Superintendent of Schools

Shannon Desjardins  
Secretary Treasurer

Description of any "side effects" or other problems that may occur when this student is on this medication:

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Comments: 

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Date: 

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Name of Person completing form: 

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Signature: 

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## **Turtle River School Division –** **Medical Information**

1. Name of child: \_\_\_\_\_

2. Date of Birth: \_\_\_\_\_

3. MHSC#: \_\_\_\_\_

4. Home Telephone number: \_\_\_\_\_

Home Address:

\_\_\_\_\_

5. Parents/Guardians:

\_\_\_\_\_

Address (if different from above):

\_\_\_\_\_

Work Phone Number: \_\_\_\_\_

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

6. Prescribing Physician: \_\_\_\_\_

7. Phone: \_\_\_\_\_

Office Address:

\_\_\_\_\_

8. Dispensing Pharmacy: \_\_\_\_\_

Phone: \_\_\_\_\_

Address:

\_\_\_\_\_

9. Name(s) of Medication(s):

\_\_\_\_\_



# **Turtle River School Division Policy Statement**

**Page 121**

**Section  
Student Services**

**10. Dosage and method of administration:**

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**11. Time of administration during child's attendance in school:**

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**12. Start date of medication:**

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**13. Stop date of medication (if applicable):**

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**14. Confirmation that the first dose was administered at home or hospital:**

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**15. Statement that the first dose was well tolerated by the child:**

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**16. Storage requirements, if any:**

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**17. Description of side effects:**

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**18. Response to side effects:**

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- **Note: Medication must be in original pharmacy labeled container.**





## **MATURE STUDENT DIPLOMA POLICY**

### **Policy Statement**

Turtle River School Division supports lifelong learning. As such, the schools in our division are able to support adult learners who wish to register and enroll in a Mature Student Diploma program. Student registration must be approved by the school principal and is based on an individual case by case basis. Some important factors may affect the student's enrollment at a school such as; time of registration, staff available to facilitate and run a program, and space constraints. In all instances, a school principal will make every effort possible to accommodate an adult student unless it creates an undue hardship to the school or division.

As an adult learner, the expectations and responsibilities are greater than that of a younger student. Adult learners are held up to the same school rules and expectations. They must behave and conduct themselves in a respectful manner that is conducive to the school environment. All school rules and policies must be followed in order to permit the mature student from attending the school in order to receive support or programming.

### **Mature Student Program and Eligibility**

The Mature Student High School Diploma is a program that allows eligible students an opportunity at obtaining their Mature Student Diploma using an alternate route from the regular Provincial High School Diploma that requires the completion of 30 credits. The Mature Student High School Diploma allows students to obtain an alternative diploma by achieving a total of only 8 credits. This program allows mature students to enroll in high school courses that will work with their already obtained credits in order to meet the graduation requirements. Students are able to take a course(s) from three different sources including: Distance Learning; an Adult Learning Center; and/or a Manitoba high school.

Mature Student Diplomas are available in English, Français, French Immersion, or the Senior Years Technology Education Program in English, Français or French Immersion. Enrollment can be in a full-time or part-time basis depending on the students' needs and there is no time limit for completing the graduation requirements.



**Mature Student Program and Eligibility ‘ continued ‘**

In order to qualify for the Mature Student Diploma Program the following requirements must be met:

- a) Must be 19 years of age at the time of enrollment or by the time they complete the courses they are enrolled in;
- b) Must have been out of school 6 months or longer, and out of school long enough for the class for which he or she was last a member, to have graduated from the Senior Years; and
- c) Has not obtained a high school diploma.

The Mature Student High School Diploma requires students to complete **eight** credits in total with **four** being compulsory Grade 12 credits. Of these compulsory credits, Grade 12 Math and Grade 12 English Language Arts along with any other **two** grade 12 credits are required. In addition, students must achieve **four** more elective credits. These elective credits may contain any credits from grade 9 to grade 12. These credits may include credits that were previously earned or are currently enrolled in as documented in their transcript.

The learner is responsible for obtaining and providing documentation to the school that any previously earned credits are available to be used and transferred as part of completing the Mature Student diploma. Official documents/transcripts or certified copies of the originals issued by the school or Ministry of Education are required for transfer purposes. Transcripts/documentation for transferred credits should clearly indicate the following:

- ☐ Course name and level
- ☐ Course credit value
- ☐ Date course was completed
- ☐ Mark achieved
- ☐ Where the course was completed (education institution, province, country)
- ☐ Any other information which supports the transfer of credit

If the credits were earned more than ten years ago, the school principal will decide if the student can use them to meet the requirements or will benefit by upgrading the credits. The school principal will use the Mature Student Guidelines (2003) as set out by Manitoba Education.



### **Mature Student Program and Eligibility ‘continued’**

The Mature Student High School Diploma cannot be claimed retroactively solely on the basis of previously earned course credits. There must be some more recent education achievement in order for a student to qualify in having a diploma granted. This programs model typically has mature students complete the four compulsory grade twelve level credits when enrolling in a Mature Student diploma program. However, the credits previously completed to be used are at the discretion of the school principal.

If an adult student would like to register in a Mature Student Program at a school and they meet the above eligibility requirements, they need to discuss the program further with a school principal or contact Manitoba Education to enroll in an alternative program. Applicants will have to complete a registration form and submit their high school transcript. If they do not have a transcript they may have to request one for a small fee with Manitoba Education records.

### **Application Form**

In applying for access to mature student programming, a student should meet and discuss options with a school principal. A student registration form needs to be completed. While the student can potentially register at any time, schools may decide to delay the student programming until the beginning of a school semester (September and February). Application forms should be submitted by June 15<sup>th</sup> and January 15<sup>th</sup> in order to ensure that they can be properly accommodated and to avoid any disappointment. These dates are guidelines in order to support schools as they plan for programs they are able to be offered. The student and school principal will review their application and intentions and develop a plan and schedule for the student. This plan will include guidance for what courses they require to meet the Mature Student High School diploma as well as when they could potentially graduate. If a student is registered in a school, students must follow school rules as posted in each schools handbook.

### **Credit Section and Transcript Review Sheet**

It is up to the student to contact Manitoba Education Student Records if they require a copy of their transcript. If a transcript is still available or accessible at a school, a copy will be printed at no charge. The applicant and principal will look at the transcript together in order to discuss what prior courses are applicable to be used towards meeting the requirements of the Mature Student High School diploma program.



## Turtle River School Division Policy Statement

Page 126

Section  
Student Services

### **Credit Recovery Policy**

Turtle River School Division believes in supporting students as they learn. The division also understands that there are times when one is not successful and may require further support in order to solidify learning and have success. This philosophy is part of a whole school approach to supporting learning where we help students who have fallen “off-track” in order to get them back “on-track”. The reasons vary greatly as to why students are unsuccessful at obtaining a credit. Whether it is because of a personal reason, maturity level, difficulty of content, learning style, effort placed in completing class work, a lack of practice, poor attendance, course delivery method, or needing more time to solidify knowledge; an advocate is required that can help this student get re-orientated and present themselves in a new way.

Credit Recovery is a way that schools can support students who fail courses with an opportunity to recover the credit(s) in order to move onto the next grade and ultimately graduation. It also helps students stay in school. The purpose of credit recovery is not to replace programs that exist; but rather to help them succeed with an in-school alternative to achieve learning outcomes that they previously attempted to achieve in the classroom.

Collaboration between teachers, parents, administration, school resource, learning support and the student is needed for the initial recommendation and to develop the recovery plan and provide subsequent support and monitoring. Good communication and documentation is essential to an effective collaborative plan.

A proper needs assessment is important in preparing a realistic recovery plan. The course recovery teacher will need to know about the students’ academic and learning abilities, attendance, home support, peer support, and self-esteem. These factors combined with information from the teacher of the failed course, provide the basis of the credit recovery plan.

Course requirements must be covered and mastered by the student. Therefore, the credit recovery teacher needs to know what has been mastered and what still needs to be done; this is what gets focused on.



### **Credit Recovery Eligibility**

Students are only eligible to attempt to recovery a credit if they were unsuccessful at achieving a credit they have already taken. A student only has **one full year** from the date they receive their final mark in that course to challenge a credit they did not receive. In order to apply for a course, they must also have attendance in that course that they failed that is **25% or greater**. If a students' attendance is below 25% in a course, they are not allowed to be considered for credit recovery as it is considered to not be a sincere attempt to achieve success in the course. Students are responsible for being active participants in their learning and need to be present in order to participate and learn in the classroom. Attendance below 25% would clearly identify that a student should take that course again in order to provide them with the opportunities to solidify their knowledge, further develop their skills, and have time to apply what they are learning. In very rare cases, if the attendance is because of extenuating circumstances, the principal may choose to make an exception. Students are able to challenge as many credits as they are eligible to apply for credit recovery.

### **Credit Recovery Process**

If a student would like to apply to recover a credit they were unsuccessful at receiving, the following procedure outlines the process and steps required:

1. A student may complete an application at the school office for any credit they failed (*within one year of receiving the final course mark.*) A student must complete a separate application for each course they are attempting to recover. Students need to complete the application and submit it to the principal.
2. The school principal will determine if the application meets the above eligibility guidelines (*attendance greater than 25% and application for credit recovery is dated less than one year from the students final course mark was received*). The school principal will schedule a time to meet with the student and/or parent/guardians **in a timely manner** in order to discuss the students request for credit recovery.
3. The principal will then meet with the school team to discuss the student's application. The school principal, resource teacher, credit recovery teacher and prior teacher will meet and review the student's application for credit recovery. The students learning profile will be examined where the student's attendance, work habits, behavior, submitted work, assignments, and overall final mark in the course will be reviewed closer and discussed in order to determine if credit recovery would be approved for this student. The principal will record any suggestions and feedback that the team provides him/her as they use it in making their overall decision to approve or deny the application.





## Turtle River School Division Policy Statement

Page 128

Section  
Student Services

4. If the application is denied, the student and/or parent/guardian are notified by written letter by the school principal. The student then has 14 days from the written notice to appeal this decision.
5. If the student wishes to appeal the decision, then they will complete the **Credit Recovery Application Appeal** form. This credit recovery application appeal is then reviewed with consultation from the division student support team such as the division Student Services Coordinator, Superintendent of Schools, and various divisional Consultants.
6. If the appeal is denied, the school principal will notify the student and/or parent/guardian by written letter. **This decision is then considered final at the school level.**
7. If a student and/or parent would still like to appeal this decision they must make a formal letter/request to the Superintendent of Schools and the Board of Trustees. They will then consider your request and make a final decision.
8. *All application forms, letters of approval or denial, and recovery plans are to be placed in the student's cumulative file.*
9. If the credit recovery application is approved, then the school moves on to the recovery planning steps.
10. A Recovery Plan is developed with the student school support team, student and/or parent/guardian. Collaboration amongst the aforementioned team is critical in the students overall success at recovering the course. The team must identify and place in the plan what supports and monitoring the student will need in order for them to recover their credit(s).

The prior course teacher may have samples of the students work and/or assignments as well as marks that will be valuable to be shared as the students profile and learning needs are analyzed. As course requirements must be covered and mastered by the student. The credit recovery teacher needs to know what still needs to be done and focused on.

The school resource teacher will ensure the student receives an academic achievement assessment in order to help the team understand the student's academic abilities. Additionally, other divisional assessments in language and numeracy will be shared with the team as they consider the development of this plan.



## Turtle River School Division Policy Statement

Page 129

Section  
Student Services

The principal will be sure to bring the student's transcript in order to help support the students planning in education and to see what their overall academic performance has been up to this date so that the team can support the student.

The team needs to discuss and outline the student's academic and learning abilities, attendance, home support, peer support and self-esteem in the plan. It is also important that the team fully understands the students' needs so the plan is realistic and doable. Course requirements must be covered and mastered by the student. Effective communication is an important part of the collaborative plan.

11. The student then completes the work and steps as outlined in the plan as to what the students still needs to cover and master in order to recover the credit. The credit recovery teacher will then monitor and provide the necessary supports the student requires.
12. The credit recovery teacher submits the final course mark to the principal to be added to the student's transcript using the **Credit Recovery Final Mark** form.



Turtle River School Division  
Policy Statement

Page 130

Section  
Student Services

**Credit Recovery Application**

Student Name: \_\_\_\_\_

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

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

Parent/Legal Guardian: \_\_\_\_\_

Course Name: \_\_\_\_\_

Course Code: \_\_\_\_\_

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I was unsuccessful at obtaining the credit above and would like to apply to recover the credit. I understand that my education is important and this credit will help support me as I learn, develop and in the end, graduate. I appreciate this consideration and would benefit greatly for another chance at getting this important credit.

**Reasons for applying for Credit Recovery:**

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**Why do you think you were unsuccessful at Obtaining your Course?**

*(list all or any of the reason below)*

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**What are you prepared to do this time in the Credit Recovery Option?**

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Turtle River School Division  
Policy Statement

Page 131

Section  
Student Services

*To be completed by the Student and Parent*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

*To be completed by the School Office*

Date Application Received: \_\_\_\_\_

Application Receiver Signature: \_\_\_\_\_

*To be completed by the School principal*

Students Final Course Mark: \_\_\_\_\_ Students Final Exam Mark: \_\_\_\_\_

Students Attendance: \_\_\_\_\_ present/possible

**Credit Recovery Course Placement:**

☐ Approved – Proceed with Credit Recovery Plan

☐ Denied – Reasons for Credit Recovery Placement:

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Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If a student or parent/guardian wishes to appeal the decision they have to complete the **Credit Recovery Application Appeal** form and submit within 14 days from the date of the written notice of the decision. This appeal will then be reviewed and considered with consultation from the division student support team.



Turtle River School Division  
Policy Statement

Page 132

Section  
Student Services

## Credit Recovery Profile

*To be completed by the Subject Teacher*

**Course Information:**

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course Name: \_\_\_\_\_ Course Code: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_

**Student Profile:**

Students Final Course Mark: \_\_\_\_\_ Students Final Exam Mark: \_\_\_\_\_

Students Attendance: \_\_\_\_\_ present/possible

Student Learning Style: \_\_\_\_\_

Student Needs: \_\_\_\_\_

Does the Student have an IEP? \_\_\_\_\_

Why do you think the student was unsuccessful at obtaining this course? (What were the main reasons you feel as to why they failed the credit?)

What Attempts Were Made to Help Support the Student?



Turtle River School Division  
Policy Statement

Page 133

Section  
Student Services

Please copy, list, note or attach the Course Marks/Comments (from report cards)

Please indicate the overall expectations that were successfully met by the student and level achieved.

Strand	Overall Expectation	Level / % if Successfully Achieved
<i>Eg. Number Sense and algebra</i>	<i>Operating with exponents</i>	<i>Level 2 or 66%</i>

*All overall expectations for which the student has not demonstrated Level 1 or above must be covered through the Credit Recovery Program*

Please Describe the specific learning needs of the student that will assist the Credit Recovery Teacher in developing a Credit Recovery Learning Plan:

*In your opinion, do you feel the student will be successful using the Credit Recovery Model? Final Comments/Thoughts:*



Turtle River School Division  
Policy Statement

Page 134

Section  
Student Services

*To be completed by the Resource Teacher*

Information:

Resource Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Prior Divisional / School Assessment Data:

<u>Date</u>	<u>Assessment</u>	<u>Results</u>

New / Current Divisional / School Assessment Data:

<u>Date</u>	<u>Assessment</u>	<u>Results</u>

Student Learning Profile (how does this student learn?):

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In your opinion, do you feel the student will be successful using the Credit Recovery Model?  
Final Thoughts/ Comments?

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## **Recommended Course Placement Form**

**Form to be completed by the subject teacher for each student who fails a course.**

Name of Student \_\_\_\_\_ Course \_\_\_\_\_

Subject Teacher \_\_\_\_\_ Final Mark \_\_\_\_\_

### **Recommendation:**

Repeat entire course \_\_\_\_\_ Credit Recovery \_\_\_\_\_ Other (specify) \_\_\_\_\_

Reasons for credit recovery recommendation:

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### **To be completed by the Credit Recovery Team**

*In exceptional circumstances, prior to making a determination, the Credit Recovery Team may wish additional information from the Subject Teacher who has not recommended a credit recovery. In this case, the Principal, or designate, may require the Subject Teacher to submit a breakdown of all marks for the course.*

**Credit Recovery Program Placement: Approved \_\_\_\_\_ Not Approved \_\_\_\_\_**

Please note: Final Recommendation for Credit Recovery Program placement is determined by the Credit Recovery Team.

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





Turtle River School Division  
Policy Statement

Page 136

Section  
Student Services

**Credit Recovery Application – Appeal**

Student Name: \_\_\_\_\_

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

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

Parent/Legal Guardian: \_\_\_\_\_

Course Name: \_\_\_\_\_

Course Code: \_\_\_\_\_

I am appealing your initial decision to deny me from recovering the above noted credit. I would like the school and division to reconsider my request to recover this credit. Thank you for your consideration.

These are the **prevailing reasons** why I feel I should be able to recover this credit:

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If provided this opportunity I will pledge to do the following to ensure I am successful at this attempt in obtaining this credit (*What will you do?*):

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***To be completed by the Student and Parent***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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



Turtle River School Division  
Policy Statement

Page 137

Section  
Student Services

*To be completed by the School Office*

Date Appeal for Application was Received: \_\_\_\_\_

Application Appeal Receiver Signature: \_\_\_\_\_

*To be completed by the School principal*

The following school credit recovery support team and division support team members met to discuss and reconsider your appeal for application to recover your credit and the following course placement was decided below was decided:

**Credit Recovery Application Decision Team:**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Credit Recovery Course Placement:**

☐ Approved – Proceed with Credit Recovery Plan

☐ Denied – Reasons for Credit Recovery Placement Decision:

_____
_____
_____
_____
_____

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This appeal is the final decision at the school level. If a student or parent/guardian would like to continue to appeal this decision further, then can then write a letter to the Division Superintendent of Schools and the Division Board of Trustees.

Prior Course Progress and Evidenced Learning (as per profile)	
Outcomes and topics mastered from the course already	Expectations/ Outcomes and topics not yet mastered and planned to be covered. <b>Area of Focus</b>



## Turtle River School Division Policy Statement

Page 139

Section  
Student Services

### **Program Planning**

All overall expectations for which the student has not demonstrated Level 1 (50%) or above as indicated on the Credit Recovery Profile provided by the subject teacher. And must be covered and assessed through credit recovery.

### **Learning Modules / Units of Study:**

### **Student Schedule/Plan (Time, Location - Who, When, Where, How, What)**

This Credit Recovery Plan will encompass the following course content in its plan:

- ☐ Option #1: The student's plan will be based only on the content not mastered in the course.
- ☐ Option #2: The student's plan will be based on all of the course content.



## Turtle River School Division Policy Statement

Page 140

Section  
Student Services

*The Credit Recovery Program uses prior learning knowledge that students have gained and recognizes credit towards such achievement in the recovery plan. Achievement may be merged with marks earned through credit recovery with prior marks attained during the prior learning.*

### **Credit Recovery Course Evaluation/ Assessment:**

*(How will you use prior learning assessment marks as part of the students overall mark? Will the student write a final exam? Cumulating project? What and How are marks going to be calculated / broken down? Cumulating project or Final Exam?)*

### **The Final Grade for each course in grades 9-12 will be determined as follows:**

☐ Option #1: The grade may be based solely on the Credit Recovery Program;

OR

☐ Option #2: The grade may be determined by the merging of previous evaluation provided by the Subject Teacher for successful attainment of course expectations, (as evidenced on the Credit Recovery Profile) with marks determined through evaluations conducted during the Credit.

70% of the grade will be determined by either of the two options indicated above, depending on the students Credit Recovery Program. This portion of the grade should reflect the student's most consistent level of achievement, although special consideration would be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course (as per division student assessment policy and the Manitoba Education Provincial Assessment Policy Kindergarten to Grade 1: Academic Responsibility, Honesty and Promotion/Retention.  
[http://www.edu.gov.mb.ca/k12/assess/docs/policy\\_k12/full\\_doc.pdf](http://www.edu.gov.mb.ca/k12/assess/docs/policy_k12/full_doc.pdf)



Turtle River School Division  
Policy Statement

Page 141

Section  
Student Services

**Credit Recovery Positive Supports Tracking Form**

Student Name: \_\_\_\_\_ Date of Start of Intervention/Plan: \_\_\_\_\_

Targeted Supports: \_\_\_\_\_

Intervention Summary: \_\_\_\_\_

\_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Attendance Profile: \_\_\_\_\_

Academic Success Summary: \_\_\_\_\_

\_\_\_\_\_

Student Engagement Summary: \_\_\_\_\_

\_\_\_\_\_

Comments:

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Turtle River School Division  
Policy Statement

Page 142  
Section  
Student Services

**Credit Recovery Final Mark Submission Form**

Student Name: \_\_\_\_\_

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

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

MET #: \_\_\_\_\_

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

Parent/Guardian: \_\_\_\_\_

*The Credit Recovery Program uses prior learning knowledge that students have gained and recognizes credit towards such achievement in the recovery plan. Achievement may be merged with marks earned through credit recovery with prior marks attained during the prior learning.*

Evaluation practice which may be used (Please Describe)

30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course (as per division student assessment policy and the Manitoba Education Provincial Assessment Policy Kindergarten to Grade 1:

Academic Responsibility, Honesty and Promotion/Retention.

[http://www.edu.gov.mb.ca/k12/assess/docs/policy\\_k12/full\\_doc.pdf](http://www.edu.gov.mb.ca/k12/assess/docs/policy_k12/full_doc.pdf)



Turtle River School Division  
Policy Statement

Page 143

Section  
Student Services

Culminating Activity/End Tasks:

Additional Requirements (e.g. attendance):





Turtle River School Division  
Policy Statement

Page 144

Section  
Student Services

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

Credit Recovery Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*To be completed by the Credit Recovery Teacher at the completion of the Credit Recovery Program and submitted to the Principal prior to completing the school transcripts:*

Course Code: \_\_\_\_\_ Course Name: \_\_\_\_\_

Final Mark: \_\_\_\_\_

Comments:

Credit Recovery Teacher Signature: \_\_\_\_\_

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



Turtle River School Division  
Policy Statement

Page 145

Section  
Student Services

Bev Szymesko  
Superintendent of Schools

Shannon Desjardins  
Secretary Treasurer

## **Recommended Course Placement Form**

Date: \_\_\_\_\_ Student Name \_\_\_\_\_

Course \_\_\_\_\_ Subject Teacher \_\_\_\_\_

Final Mark \_\_\_\_\_ % \_\_\_\_\_ Course Attendance \_\_\_\_\_ (days present/possible)

Date of Credit Recovery Application: \_\_\_\_\_

### **Recommendation:**

The school's student support team has met to discuss your request for credit recovery. After careful consideration of your request, a review of your attendance and final mark for the course, along with an examination of your overall performance in the course with the Subject Teacher we have decided the following:

Repeat entire course \_\_\_\_\_ Credit Recovery \_\_\_\_\_ Other (specify) \_\_\_\_\_

Reasons for recommendation:

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**Credit Recovery Program Placement:** Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

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

**Please Note:** If a student or parent/guardian wishes to appeal the decision they have to complete the **Credit Recovery Application Appeal** form and submit within 14 days from the date of the written notice of the decision. This appeal will then be reviewed and considered with consultation from the division student support team.



### **Credit Counselling Policy**

The division believes that it is important to support students in making informed choices regarding their education, particularly in what they are learning. As students decide what career paths they are interested in, they need to guidance to ensure they understand what courses they need to take in order to qualify for entry into post-secondary school, trade school, to enter the work force or even to graduate.

Schools will provide all students in grades 9 to 12 with an unofficial copy of their high school transcript at **minimum once a year at the end of June**. At any time, a parent or student may request for a courtesy copy of their transcript at the school office and the school will print a copy.

Additionally, on the students year-end report card is a summary of the courses they currently have achieved and what are still required. This helps show students and parents what compulsory and elective sections are still required in order to meet the Manitoba high school diploma requirements.

The school principal, resource teacher, guidance teacher, or homeroom teacher will meet with each student, beginning in grade 7, and yearly after, in order to review and plan what courses they currently have and require in order to not be credit deficient to graduate or to have the courses needed in order to support their career goals and aspirations. These meetings will also help support schools as they develop timetables and determine what courses students in their schools need to be offered.

Students will have opportunities to select what courses they would like to enroll in, find most interesting, and help them reach their future career aspirations. Each school will put out a course selection sheet for students as soon as their timetable is available in the spring. Students will then be able to select their courses. If at any time a student and/or parent / guardian have any questions or would like to discuss their course selection or needs, they can contact the school principal to arrange a meeting to discuss further.



### **Challenge for Credit Option Policy**

Turtle River School Division recognizes that students may, in exceptional circumstances, have already acquired the skills, knowledge, and attitudes of a particular course. The **Challenge for Credit Option** provides students with an opportunity to demonstrate that they have achieved the learning outcomes as defined by the Manitoba curriculum for that particular course\*. Students may apply to demonstrate that they can meet the curriculum learning outcomes in an appropriate way (the challenge should not be more demanding than the requirements to earn the credit through regular instruction).

This option is intended to serve particular needs such as:

- Students who are accelerated in particular subject areas because of special talents or private study;
- Students who transfer into Manitoba from another jurisdiction and would benefit from a placement in a subject/grade;
- Students whose educational attendance was affected by illness that prevented them from enrolling;
- Students who were previously home-schooled;
- Students who are considered exceptional achievers in a certain area;
- Students who can demonstrate that they have met course requirements through life experiences such as independent study, employment, volunteering, and hobbies.

*\*This option does not include the Special Language Credit Option or the Private Music Option as Manitoba Education already has a specific policy for these credits.*

### **Challenge for Credit Option School Guidelines**

#### **HOW DOES A STUDENT REQUEST A CHALLENGE FOR CREDIT**

1. Only credits and courses taught at the Grade 9 to Grade 12 level can be challenged.
2. If a student would like to Challenge a Credit, they must complete the **Intent to Challenge Application** form and the **Parent/Guardian Approval** form if the student is less than 18 years of age. If the student is 18 years of age or older, they may complete and sign-off on this form themselves. The submission of the **Intent to Challenge Application** and **Parent/Guardian Approval** forms can be completed at any time, but the school principal may need time to accommodate the students' course challenge. Granted that eligibility requirements are met and the challenge is granted, there may be some factors that will determine the timing of the challenge to be administered such as the resources available in the school at that particular time (the qualified teachers available to be designated to supervise and administer a challenge for that particular course).



## Turtle River School Division Policy Statement

Page 148

Section  
Student Services

3. Students who request the opportunity to challenge a course must be able to provide reasonable evidence that they have some likelihood of completing the challenge successfully such as appropriate independent study, work experience, volunteering experience, hobbies and/or related activities. Once a student receives approval from the school principal. The student will need to complete the **Challenge for Credit Option Letter of Agreement** form.

### HOW WILL A STUDENT BE ASSESSED

4. To ensure adequate demonstration of learning outcomes and a reliable assessment of achievement, a variety of assessment techniques may be used in order to allow students the opportunity to demonstrate prior learning in an appropriate way. The designated challenge for credit teacher will decide what form of assessment will be the best fit for that particular student and course. Some of the various assessment methods may include those used in a regular classroom setting such as: *formal tests; evaluation of written assignments; portfolio of work; interviews; demonstrations/performances; laboratory work; research paper(s); essay(s); quizzes; practical examinations; skill demonstrations; and simulations, etc..*
5. A student in Grades 9 to 12 who successfully completes a compulsory course challenge is expected to write the provincial standards tests. If the course being challenged is Grade 12 English or Grade 12 Mathematics, then the provincial standards test will represent at minimum, 30% of the students final mark.
6. In most cases, the assessment used may be a final exam or a combination of work, assignment, and final exam as assessment tools that summarize the cumulative learning outcomes from the course of the student. In this case, the student's final mark on the exam may represent the final mark reported on the students' transcript.

### ELIGIBILITY

7. Only students who have not completed the course through previous enrolment are eligible to challenge for credit. This means that a student who has successfully completed a course cannot use the Challenge for Credit Option as a way of increasing his/her mark. However, if a student was unsuccessful at obtaining the credit then they are able to challenge for credit.
8. A student, who challenges the course, either successfully or unsuccessfully, may then decide to take the course.
9. ***A student is only allowed to challenge a particular course credit once.*** If the student is unsuccessful, but still wants credit in this particular course, or who would like to raise their mark in this course, is required to take the course. All documentation must be included in the students' cumulative file.



## Turtle River School Division Policy Statement

Page 149

Section  
Student Services

### REQUIREMENTS

10. In order to receive a credit with the Challenge for credit Option, *students must achieve a minimum Final Mark of 50%.*
11. A student who successfully demonstrates through the Challenge for Credit Option that he/she possesses the learning outcomes for the course will be given a final course mark and credit.
12. The student's transcript will not make reference to the challenge option. However the students' **Challenge for Credit Option Final Report** form will be placed in the student's cumulative file.
13. There is no limit to the number of courses a student may challenge. However, it is expected that only in exceptional circumstances that a student would attempt to challenge multiple courses.
14. In order for a student to be eligible to utilize the Challenge for Credit Option, they must be enrolled in the school division. Students must be attending the school in some degree or form.

### GUIDING PRINCIPLES

15. There are no fee(s) charged for registered students to utilize the Challenge for Credit option.
16. The Challenge for Credit option is only available for courses that are taught within the division. If a student wants to Challenge a Credit for a course that is not offered, a special agreement may be negotiated between the school and student if they are able to offer the option on this particular course being challenged. *There may be some cases where some courses cannot be offered under this option.*
17. Schools will make every best effort to offer and provide students with the opportunity to utilize the Challenge for Credit Option.
18. The school principal, school resource teacher and school guidance teacher regularly promote the option for students to utilize the Challenge for Credit option as a tool to support students and families.



## Turtle River School Division Policy Statement

Page 150

Section  
Student Services

### APPROVAL

19. The school principal makes the decision if the student meets the above eligibility criteria and purpose prior to granting a student the Challenge for Credit option. In most cases, the principal will consult with the student, parent(s)/guardian(s) and the previous subject teacher as to the students' readiness to Challenge for Credit. The consultation should include evidence that the student has a "*reasonable possibility*" to meet the learning outcomes for the course.
20. The principal is required to respond to a student's Intent to Challenge Application in a timely manner (**one week**) unless of extraordinary circumstances. However, as noted above, the principal may require a reasonable amount of time to organize and plan to be able to offer this option to a student.

### PROCEEDING WITH THE CHALLENGE FOR CREDIT

21. Once a student is approved to Challenge for Credit, the school principal will assign the student to a designated certified teacher who will oversee the students **Challenge for Credit**. This teacher will have previously taught the course or similar course and will be in charge of overseeing the administration and evaluation of assessment of the course challenge.
22. The designated teacher will initiate a conference with student and/or parent/guardian in order to review the course objectives, course content, expectations, and assessment strategies selected that will be used to assess the students learning. The teacher will provide the student with an overview of subject material and content that is required prior to any of the assessment(s). Students will then be given time to prepare and complete the assessment as provided by the teacher on the agreed upon date(s).
23. The Challenge for Credit course assessment strategy must be inclusive and representative of the entire course learning outcomes as set out in the curriculum documents. In addition, if the course has a provincial exam, then the students' provincial exam must represent a minimum of 30% of the students' final mark.
24. The assessment must be completed in a timely and practical manner.

### FINAL MARK/STANDING/REPORT

25. The designated teacher will complete a **Final Report Form** that indicates the assessment strategies used, when they were evidenced, and at what level of achievement. When the **Challenge for Credit** is completed, the **Final Report** form will be signed and submitted to the office.
26. Upon successful completion of a course challenge, the principal will submit the student's final mark along with the equivalent course credit attained to the department of education.



### **Challenge for credit Option Student Procedures**

1. If a student would like to utilize the **Challenge for Credit Option**, he/she must complete the **Challenge for Credit Application Intent** form as well as the **Parent/Guardian Approval** form if less than 18 years of age. If a student is 18 years of age or older, they can complete their own parent/guardian approval form. They must still complete the form because there is a section that has students answer important questions regarding the course challenge. When challenging a course credit, the onus is on the student to seek out and be able to identify someone who is willing to support and guide them during their challenge for credit.
2. Students must submit a separate **Intent to Challenge Application** form for each course being challenged.
3. Students must meet **Challenge for Credit** eligibility criteria as noted in the division policy guidelines.
4. The principal of the school will review the application and determine if the student meets the eligibility requirements. The principal will decide within a timely manner (*one week*) if the student is approved to proceed.
5. If the student is denied the **Challenge for Credit Option**, the principal will explain the reason to the student and/or the parent/guardian(s).
6. If a student is approved to proceed with the **Challenge for Credit Option**, the principal will communicate with the student and/or parent/guardian(s) the next steps in the process.
7. The student will then enter into a contract by completing the **Challenge for Credit Letter of Agreement** form. This form confirms that the student is serious about getting the credit being challenged and agrees to put in the necessary time and work to be successful.
8. The principal will assign the student a teacher to administer and supervise the **Challenge for Credit**. This teacher will be certified and have experience in this course of study.
9. The designated teacher will plan and make the determination of what assessment strategies will be utilized during this course challenge. Each Challenge for Credit may look different for each individual student based on the needs of the student, the course, the school, and the teacher.





## Turtle River School Division Policy Statement

Page 152

Section  
Student Services

10. The teacher will initiate contact with the student and the parent(s)/guardian(s) in order to review expectations, course content, assessment strategies chosen for this course challenge and the timeline with specific dates of the course challenge assessments.
11. After the student has completed the **Challenge for Credit** assessments, the designated teacher will complete the **Challenge for Credit Final Report** form that will be submitted to the office for submission to the department of education. The designated teacher will communicate the results of the course challenge and provide the student and parent(s)/guardian(s) with a copy of this form after it has been signed by all parties. A copy of this form will be placed in the student's cumulative file.



Turtle River School Division  
Policy Statement

Page 153

Section  
Student Services

**Intent to Challenge Application Form**

Date of Application: \_\_\_\_\_

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

Course Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Date previously took the course: \_\_\_\_\_ Final Course Mark: \_\_\_\_\_

Why are you looking to Challenge the Course? What is the purpose?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What has changed since you took the course that will help support you in successfully achieving the credit through this option (e.g. independent study, world of work, volunteer activities, and hobbies)? What makes you ready to challenge this course now?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you thought about retaking the course? Why do you feel that by challenging this course you will be successful? What will you do differently in order to be successful at Challenging this Course?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who will help support you in preparing for this course challenge (e.g. friend, teacher, parent, tutor, private art instructor, coach, director of theatre school, etc.?)

*Please note: before listing someone, you should have already asked for their agreement to help you.*

\_\_\_\_\_

*To be completed by the principal*

☐ **Approved to Challenge the Credit**    ☐ **Denied, Need to retake the course**

Reason for Decision:

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



Turtle River School Division  
Policy Statement

Page 154

Section  
Student Services

Challenge for Credit Option for a Course Credit

**Parent/Guardian Approval Form – Notice of Intent to Challenge Credit**

This form must be submitted to the school principal no later than \_\_\_\_\_.  
DATE

*I have read and understand the attached policies regarding Challenge for Credit Option.  
I understand that my son/daughter/ward is prepared to demonstrate his/her acquisition of  
the course learning outcomes for*

\_\_\_\_\_ at the end of \_\_\_\_\_  
NAME OF COURSE AND GRADE LEVEL MONTH

*I am aware that the Challenge for Credit Option will count for 100% of the final mark for  
the course he/she is challenging (Provincial standards tests for the Grade 12 compulsory  
subject areas will account for 30% of the student's final mark).*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Course to be challenged: \_\_\_\_\_

*Previous courses taken in this subject area:*

Course Name	Teacher/School/Organization	Mark/Standing

***To be completed by the student:***

Reasons for the Challenge for credit request, please comment on the following:

- How will the course credit help you fulfil your educational goals?
- What are your special interests and skills related to this course?
- How are you planning to demonstrate that you have already acquired the knowledge, skills, and attitudes of this particular course?



Turtle River School Division  
Policy Statement

Page 155

Section  
Student Services

**Letter of Agreement between the Student and School**

*This letter of agreement must be completed and signed by both the student,  
parent/guardian and principal no later than \_\_\_\_\_.*

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

Parent/Guardian Name: \_\_\_\_\_ School: \_\_\_\_\_

*I wish to challenge for credit the following course:*

Course Name	Course Grade/Level	Course Code

*I will be submitting the following as evidence that I am qualified to challenge for credit  
this course:*

	Letter(s) of recommendation from teacher(s) familiar with the course learning outcomes.
	Letter(s) of recommendation from member(s) of the community.
	A portfolio of relevant work.
	Proof of successful relevant experience.
	Proof of independent learning in a relevant area.
	Sample of relevant work.
	Proof of relevant prior learning from another educational jurisdiction.
	Proof of successful completion of courses.
	Others

**Signatures**

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

Parent /Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

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

**For office use only:**

Date application received: \_\_\_\_\_

Date challenge for credit option completed: \_\_\_\_\_

Result: \_\_\_\_\_



Turtle River School Division  
Policy Statement

Page 156

Section  
Student Services

**Challenge for Credit Option Final Report Form**

Date: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

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

Course Name: \_\_\_\_\_ Course Code: \_\_\_\_\_

Assessment Strategies	Date Completed	Level Of Achievement

**Final Course Mark** (percentage/grade): \_\_\_\_\_

***Signatures***

Challenge for Credit Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

Parent /Guardian: \_\_\_\_\_ Date: \_\_\_\_\_



### **SPECIALIZED EQUIPMENT**

The Division understands the need for specialized equipment in our school systems in order to support student growth and development. The reduction of barriers that negatively affect the student's accessibility to their educational needs impacts their overall learning. The specialized equipment helps to support the overall goal of accommodating the needs of all students, not being limited to academic supports but may also include a variety of other domains such as; cognitive, social, emotional, or physical needs.

The Division will work in collaboration with families, outside agencies, clinicians and the local Health Authority service providers in order to access, borrow and purchase specialized equipment that is will support students and families in our school system.

It is important for schools to plan for students not only in our system but also transitioning into our system. Schools must budget funding in order to facilitate the purchase and access of specialized equipment that is needed to support students in their schools. There are times that this may not be practical as students transfer in unexpectedly or needs arise without time to plan effectively to purchase and access the required specialized equipment. In these cases, schools will complete a **Request for Specialized Equipment** form. This form will be completed by the school and submitted to the division office for consideration.

The Student Services Coordinator will review and approve the request by each school on a one-by-one basis. Requests are considered both as they are submitted and on a yearly basis. Where the above policy is followed and schools plan and prepare to support students, the division will support schools in purchasing large and specialized equipment when and where possible. The Student Services budget is limited and as such not all requests for specialized equipment can be approved. The Student Services Coordinator will have to determine the order of priority based on the consideration of student need, equipment life, access to equipment and resources from other agencies, date of request, and overall cost of the equipment. The division only has access to limited funding that must be shared among all students and schools throughout the division. Purchasing of larger equipment by the Student Services department requires careful planning in order to ensure the division can meet the various needs of all students in the division.



# Turtle River School Division Policy Statement

Page 158

Section  
Student Services

Date Received

## **Request for Specialized Equipment**

*Please note: this application must be completed in full  
before it can be approved.*

Date of Application: \_\_\_\_\_ Requested by: \_\_\_\_\_

Specialized Equipment being requested: \_\_\_\_\_

Student Name this Specialized Equipment is for: \_\_\_\_\_

Student Grade: \_\_\_\_\_ Specialized Needs of the Student \_\_\_\_\_

Does the Student have an IEP? \_\_\_\_\_ Program Type (*regular, individualized, or modified*): \_\_\_\_\_

Have you tried to borrow and/or access this equipment for other agencies? If so, what agencies did you try? What other resources have you considered or explored?

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How often would this student use this equipment? How long will it last?

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Why is this equipment needed? What is the purpose? Was this equipment planned for?

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How Much does this equipment cost? How much has the school budgeted towards this equipment? How much cost is the school able to cover? Where is it purchased from?

**Please attach copies of the most recent quote(s) for costs regarding the purchase and/or installation of this equipment.**

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

Resource Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*To be completed by the Student Services Coordinator*

\_\_\_ **Approved to be purchased** \_\_\_ **Denied, unable to purchase at this time**

Reason for Decision:

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Student Services Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



### **SPECIALIZED TRANSPORTATION**

The Division strongly believes that all students have a right to an education. We recognize that all students are different and such their needs may vary as well. In the case of supporting students with transportation needs we are able to provide specialized transportation accommodations in order to support students getting to and from school.

Transportation accommodations will vary upon each student. These needs may range from wheel chair accessible transportation to the use of seatbelts and five point harnesses. The division is pleased to offer students and families accessible transportation upon request.

If accessible transportation is required, please complete the **Specialized Transportation Request** form and indicate your required transportation needs. The Division Transportation Supervisor will contact you after receiving the request in order to discuss and clarify the specific needs required for your child. The Transportation Supervisor will then develop a route, schedule and coordinate the appropriate resources and training required to best meet the needs of the student. If the Transportation Supervisor is unable to provide accessible or specialized transportation, he/she will coordinate the use of other specialized transportation resource available with the community.





Turtle River School Division  
Policy Statement

Page 160

Section  
Student Services

**Specialized Transportation Request**

Name of Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Requesting transportation from \_\_\_\_\_ to \_\_\_\_\_ school.  
(Land description) (Name of school)

**I am requesting the following Specialized Transportation needs for my child.**

<b>Specialized Transportation Need(s)</b> <i>(please check all that are being requested)</i>	
<input type="checkbox"/>	Specialized Seating Plan
<input type="checkbox"/>	Wheelchair Accessible Bus
<input type="checkbox"/>	Private "Handivan" Bus
<input type="checkbox"/>	Earlier/Later pick-up / drop-off time (start after 8:40am or end prior to 3:30pm)
<input type="checkbox"/>	Seat Belt
<input type="checkbox"/>	Five-Point Harness
<input type="checkbox"/>	Educational Assistance on the Bus
<input type="checkbox"/>	Support from the home to bus and support from the bus to home
<input type="checkbox"/>	Bus Monitor
<input type="checkbox"/>	Behavioural Support – Transportation Plan
<input type="checkbox"/>	Other <i>(please explain below)</i>
<input type="checkbox"/>	

**PART A** - to be completed if child is **living** with parent or legal guardian.

Parent / Legal Guardian: \_\_\_\_\_

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

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

Land Description: \_\_\_\_\_

Name of Present Bus Driver: \_\_\_\_\_ Name of New Bus Driver: \_\_\_\_\_



Turtle River School Division  
Policy Statement

Page 161

Section  
Student Services

**PART B** - to be completed if child is **not living** with parent or legal guardian.

Contact Person/Agency: \_\_\_\_\_

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

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

Land Description: \_\_\_\_\_

Name of Present Bus Driver: \_\_\_\_\_ Name of New Bus Driver: \_\_\_\_\_

Period of time that transportation is requested: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason for change in student residence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Any Special Instructions, Notes, or Final Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Parent(s)/Legal Guardian(s) Signature:** \_\_\_\_\_

*To be completed by the Transportation Supervisor*

Date Received: \_\_\_\_\_ Approved / Not Approved: \_\_\_\_\_

Date Contacted Parent/Guardian: \_\_\_\_\_

Reason for not approved: \_\_\_\_\_

Plan/Solution:(bus driver, bus, equipment) \_\_\_\_\_

\_\_\_\_\_



# Turtle River School Division Policy Statement

Page 162

Section  
Student Services

## TRANSPORTATION PLAN FOR STUDENTS WITH SPECIAL NEEDS

Student Name: \_\_\_\_\_

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

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

Father

Mother

Phone: \_\_\_\_\_

Home

Home

Work

Work

Cell

Cell

Location of Residence: (distance from school) \_\_\_\_\_

Street Address or Section-Township-Range

Nature of Disability:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of Transportation Needs:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Location of pick up and drop off point:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Special Training for transportation personnel:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Resource Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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



## **Student Health Care Plans (U.R.I.S. Plans)**

U.R.I.S. stands for Unified Referral and Intake System and is a protocol that was created in 1995 that supports children attending school/community programs that have special health care needs and requires assistance when they are apart from their parents/guardians. There are two types of URIS Group Plans that vary in complexity; Group A and Group B. The Province of Manitoba mandated that all school divisions develop a local policy for life-threatening allergies by June 2004.

**“Group A”-Complex Medical Procedures** - which must be performed by a registered nurse. Some examples of these complex health care procedures include: ventilator care, tracheostomy care and nasogastric tubes care. The provincial URIS committee provides supplemental support for eligible school-age children. Applications for this support must be completed by the school and submitted with to required documentation.

**“Group B”- Health Care Routines** that can be carried out by personnel within the school division, provided that a registered nurse has developed a health care plan and provided these personnel with training and periodic monitoring. Some examples of this type of health care include; catheterization, gastrostomy care and feeding, seizure management, diabetes management, inhalation of medication for asthma, and administration of an epi-pen for life-threatening allergies. These health care plans are the most prevalent in school systems and are identified at the time of school registration.

### **U.R.I.S. Training**

All Turtle River School Division staff members will be required to receive URIS training yearly from a registered public health nurse. The training will review procedures for responding to health care needs that occur in Group B situations, such as; seizures, anaphylaxis allergic reactions, and asthma. The division encourages and supports all staff members in attending these important training sessions. The school/program designate will contact and schedule URIS training for their schools with the URIS Health Nurse by June of the previous school year. The school designate will also record staff attendance or have staff members “sign-in” at the training and will forward to the division office. The division office will track all staff member URIS training. If a staff member has not completed their training, a letter will be sent requesting they complete training that is occurring in the area with a copy of the letter being placed in their employee file. The division will run and track URIS Training in our surrounding area in order to help support all staff members in receiving training. The review of URIS/Student Healthcare Plans policy and procedures will be included in new staff member orientations.



## Turtle River School Division Policy Statement

Page 164

Section  
Student Services

As the URIS Community/School Program delegate, the Principal and/or Resource Teacher will be responsible in each school to coordinate and schedule URIS training. Any school staff members that are unable to make the training at their school or miss the training due to unforeseen circumstances will have to attend training at another session either run at another school in our division or in a nearby community. The URIS nurse will share a comprehensive list of training dates that are occurring within our area. The Maintenance and Transportation supervisor will coordinate the training of all of the division bus drivers and mechanics as per division policy. **The province mandates that all division staff members receive yearly training.**

### **Division Procedures/Responsibilities**

As part of student registration, every school must include a URIS form for parents/guardians to voluntarily submit back to the school. The school/program completes the top of the form highlighting the school contact person and school/program name. This form allows parents to identify specified health care needs that their child may have to the school and also initiates a referral to the area URIS nurse to develop an individual health care plan (URIS plan) specifically for their child. As health care needs change over time, this form must be completed each year. If a form is not returned to the school, the school will assume that the health care needs have changed and that a special plan is no longer required. If a student doesn't have a URIS or specialized healthcare plan then school personnel will follow general procedures for responding to a health care emergency.

All returned URIS forms are forwarded to the school resource teacher who will review each form. If a specialized health care need is identified, they will forward the form to the local health authority URIS Nurse for a plan to be developed in consultation with the parents/guardians.

If a form is returned identifying no health issues, it is filed in the School URIS Master Binder that is kept in the school principal's office with all other health plan forms for a minimum of one year. If no form is returned to the school by **September 30<sup>th</sup>**, then the school resource teacher will make another attempt at getting the form completed by sending the parents/guardians a letter with another blank URIS application attached asking parents to complete and return to the school. A copy of this letter will be placed in the School URIS Master Binder documenting the request. As these forms are voluntary, it is up to the parents if they would like to disclose personal health information regarding their child and ultimately returning the form. If no form is still received, it will be assumed that there are no special health care needs. If a valid URIS plan is not in place in the event of an emergency, the standard provincial emergency response plan (ERP) will be followed.



# Turtle River School Division Policy Statement

Page 165

Section  
Student Services

## Who develops the Healthcare Plan?

Healthcare plans are developed by a registered nurse in consultation with parents and then submitted back to parents to review and approve. Once parents approve, they are asked to sign the plan and submit back to the health authority who will then sign and forward to the school. When the school receives the plan, it is important that the principal reads, signs, and ensures that the student's teachers are aware of the newly created plan. Principals are also asked to initial each page, signifying that they have read the plan. There are times when health care plans are not completed as quickly as needed. As an act of good faith and care for students, schools will create a temporary plan for a child using the parents completed URIS form with a copy of the general plan and procedures for the identified healthcare need. If any student had a plan during the prior school year, the plan will continue to be followed until the new plan is received or until directed it is no longer needed. Only one healthcare plan/URIS Plan can be on file at one time in order to prevent confusion. When the official plan comes in, this will replace the temporary plan. *URIS Health care plans are current until a new plan is received or care is discontinued by the Community Program (School). However, it is important that all Individual Health Care Plans are reviewed and renewed on an annual basis. The Community Program/URIS designate will check on medication expiry dates, and ensure that the plan has been reviewed and is current with parents, guardian, local URIS Nurse, and school staff members.*

## Healthcare Plans/URIS Binders

URIS Binders must be red in colour for quick identification. Resource Teachers will be required to create a school URIS Binder at the beginning of the school year as health plans are received and maintained during the year. All URIS binders need to contain the following three sections; a summary sheet, the healthcare/URIS Plan, and copies of general plans. All binders must contain a **summary sheet** of all students that have healthcare plans in the school on the first page (also referred to as a "Fragile Student List"). This list should be in grade chronological order and be *dated when last updated*. The list should identify the student name, grade, emergency medication and location, other important information and identify the student's health care need. **Healthcare plans** should then follow the summary page accordingly. At the end of the URIS binder a section with **General Plans** should also be included.



## Turtle River School Division Policy Statement

Page 166

Section  
Student Services

URIS binders will be updated on a regular basis as health care plans are received or at a *minimum four times per year* as follows; **September 30<sup>th</sup>, November 30<sup>th</sup>, February 28<sup>th</sup> and May 30<sup>th</sup>**. When the URIS binders are updated, the resource teacher must collect all of the existing plans and replace with new plans. All old plans need to be properly disposed (shredded) because of the sensitive information contained.

URIS binders should be tracked using a ***“URIS Binder Location” form*** and kept in the following locations in each school:

- Resource Office (MASTER)
- Principal's Office
- Staff Room
- 2 Office Copies (field-trips)
- School Bus Copy (each bus)
- Other School Specialty Teacher(s) (each get a copy)
- Coordinator of Student Services, Division Office Copy

The School Resource teacher will verify the binders have been updated at each of the locations and submit a signed verification into the division office *four times per year* on the dates noted above. The Student Services Coordinator will use a rubric (Form attached below) to assess that the URIS binder is in compliance with regulations and division policy.

It is each teacher's responsibility to know if any of their students have a healthcare plan/URIS plan. Teachers are required to bring a copy of their schools URIS binder on all field-trips or extra-curricular activities. Teachers are responsible for informing their substitute teacher of any students with special health care needs. As URIS binders contain sensitive medical information that is confidential and protected under *The Freedom of Information and Protection of Privacy Act (FIPPA)* and *The Personal Health Information Act (PHIA)*, they cannot be separated or copied in any way.

School principals/resource teachers will also be responsible for ensuring a teacher of a specialty course in another school such as; Automotive, Home Economics, and/or Industrial Arts receives a copy of your school URIS binder. A copy must also be forwarded to the Coordinator of Student Services at the division office who will keep a copy on file. When completing this update to the division office, individual plan updates are not wanted, but instead an update of the entire school binder should be submitted. This copy doesn't require a binder and may be submitted as a digital copy.

The Coordinator of Student Services will be responsible for creating and maintaining a division-wide Master URIS binder that is updated on the same dates as schools noted above. This Master binder will be kept at the division office for quick referral in case of an emergency. Copies will be made and given to the Maintenance and Transportation supervisor who will place and track all binders on all "Spare" school buses.



# Turtle River School Division Policy Statement

Page 167

Section  
Student Services

## **Collection and Disposal of Health Care / URIS Plans**

The collection and disposal of School URIS plans is the responsibility of the resource teacher. When a Health Care Plan is updated, the resource teacher will collect and shred all old plans in order to ensure the privacy of information is maintained. Additionally, when a specialty course has been completed and/or at the end of the school year, the resource teacher will collect all URIS binders on the last day of school in order to store and track during the summer.

## **Provincial Directive — Life-Threatening Allergies**

To further support children with life-threatening allergies who are attending community programs within the province of Manitoba, the Ministers responsible for the Unified Referral and Intake System (URIS), Health, Family Services and Housing, and Education, Citizenship and Youth distributed a provincial directive requiring that all community programs, including school divisions, develop local policy for life-threatening allergies by June 2004. **See Pages 59A –H.**

## **References**

1. Student Services: Appropriate Educational Programming – A Handbook for Student Services.  
[http://www.edu.gov.mb.ca/k12/specedu/aep/handbook\\_ss/full\\_document.pdf](http://www.edu.gov.mb.ca/k12/specedu/aep/handbook_ss/full_document.pdf)
2. The Public Schools Amendment Act (Anaphylaxis Policies).  
<http://web2.gov.mb.ca/laws/statutes/2008/c04608e.php>
3. The Unified Referral and Intake System (URIS) Policy and Procedure Manual (1999).
4. *Children with Known Risk of Anaphylaxis Policy Framework contained in the URIS Policy and Procedure Manual, June 1999.*
5. URIS Operational Plan – North Schools, Prairie Mountain Health Authority (Manitoba), 2015.
6. Anaphylaxis Policy – Bill 232 in Manitoba, (Royal Assent on October 9, 2008) - Sabrina's Law (Ontario) 2005. <http://www.ontario.ca/laws/statute/05s07>
7. Ryan's Law (2015) – Asthma -  
[http://www.ontla.on.ca/web/bills/bills\\_detail.do?locale=en&Intranet=&BillID=3012](http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&Intranet=&BillID=3012)





# Turtle River School Division Policy Statement

Page 168

Section  
Student Services

School Name: \_\_\_\_\_

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

## URIS Binder Rubric

Division URIS Protocol Requirements	Notes		
URIS Plans are in a Red Binder		YES	NO
Summary Sheet listing each student's name and grade and condition		YES	NO
Date of Revision on summary sheet		YES	NO
General Plans at rear of binder		YES	NO
Only one URIS plan at a time located in binder for each student		YES	NO
Binder labelled URIS for easy identification and access		YES	NO
URIS binders have been updated recently (annually at minimum)		YES	NO
Forms are signed by principal (or initialed)		YES	NO

*100% Above is Required to be Approved*

\_\_\_\_\_ Approved

\_\_\_\_\_ Date

\_\_\_\_\_  
Checked by

## UNIFIED REFERRAL AND INTAKE SYSTEM (URIS) GROUP B APPLICATION (a)

### Review application, complete and sign.

In accordance with Section 15 of *The Personal Health Information Act* (PHIA), the purpose of this form is to identify the child's health care intervention(s) and apply for URIS Group B support which includes the development of a health care plan and training of community program staff by a registered nurse. URIS is a partnership of health, education and family services. If you have questions about the information requested on this form, you may contact the community program.

### Section I – Community program information (to be completed by the community program)

<b>Type of community program (please ✓)</b>  <input type="checkbox"/> School <input type="checkbox"/> Licensed child care <input type="checkbox"/> Respite <input type="checkbox"/> Recreation program <input type="checkbox"/> Other: _____	<b>Community Program:</b>		<b>Where service will be provided:</b>	
	Contact person:		<input type="checkbox"/> Same as on left	
	Phone:	Fax:	Contact person:	
	Email:		Phone:	
	Mailing address :		Fax:	
	Street address:		Email:	
	City/Town:		Mailing address :	
	Postal Code:		Street address:	
			City/Town:	
			Postal Code:	

### Section II - Child information (legal name)

<b>Last Name</b>	<b>First Name</b>	<b>Birthdate</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>
		Month (print) D D Y Y Y Y

<b>Also Known As</b>	<b>Age:</b>	<b>Grade:</b>	<b>Gender:</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> M <input type="text"/> F

Does your child ride the bus? ☐ YES ☐ NO Bus Driver's Name or Bus Number: \_\_\_\_\_

**Does your child have any of the following listed health concerns?** ☐ YES ☐ NO

- If you have answered **NO**, please sign below and return this form to the community program.
- If you have answered **YES**, please complete the entire form and return to the community program.

Parent/Legal Guardian NAME \_\_\_\_\_ Parent/Legal Guardian SIGNATURE \_\_\_\_\_ DATE (MON/DD/YYYY) \_\_\_\_\_

Please check (✓) all health care conditions for which the child requires an intervention during attendance at the community program.

<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Life-threatening allergy (and child is prescribed an Auto-injector [Epi-Pen®/ Twinject®/ Allerject®])</b>
<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child bring an auto-injector to the community program?
<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Asthma (administration of medication by inhalation)</b>
<b>*IF ASTHMA IS THE ONLY HEALTH CONDITION, PLEASE SIGN AND COMPLETE THE ATTACHED INDIVIDUAL HEALTH CARE PLAN*</b>	
<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child bring asthma medication (puffer) to the community program?
<input type="checkbox"/> YES <input type="checkbox"/> NO	Can the child take the asthma medication (puffer) on his/her own?
<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Seizure disorder What type of seizure(s) does the child have? _____</b>
<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require administration of rescue medication? <input type="checkbox"/> Lorazepam <input type="checkbox"/> Midazolam
<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require the use of a vagal nerve stimulator (wand)?
<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Diabetes What type of diabetes does the child have? <input type="checkbox"/> Type 1 <input type="checkbox"/> Type 2</b>
<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require blood glucose monitoring at the community program?
<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require assistance with blood glucose monitoring?
<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child have low blood glucose emergencies that require a response?



<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Ostomy Care</b>	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child have an ostomy/stoma?	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require the ostomy pouch to be emptied at the community program?	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require the established appliance to be changed at the community program?	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require assistance with ostomy care at the community program?	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Gastrostomy Care</b>	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child have a gastrostomy tube? Type of tube: _____	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require gastrostomy tube feeding at the community program?	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require administration of medication via the gastrostomy tube at the program?	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Clean Intermittent Catheterization (IMC)</b>	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require IMC?	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require assistance with IMC at the community program?	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Pre-set Oxygen</b>	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require pre-set oxygen at the community program?	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child bring oxygen equipment to the community program?	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Suctioning (oral and/or nasal)</b>	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child require oral and/or nasal suctioning at the community program?	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	Does the child bring suctioning equipment to the community program?	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Cardiac Condition (where the child requires a specialized emergency response at the community program).</b>	
		What type of cardiac condition has the child been diagnosed with? _____	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Bleeding Disorder (e.g., von Willebrand disease, hemophilia)</b>	
		What type of bleeding disorder has the child been diagnosed with? _____	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Steroid Dependence (e.g., congenital adrenal hyperplasia, hypopituitarism, Addison's disease)</b>	
		What type of steroid dependence has the child been diagnosed with? _____	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<b>Osteogenesis Imperfecta (brittle bone disease)</b>	What type? _____

### Section III - Authorization for the Release of Medical Information

I authorize the Community Program, the Unified Referral and Intake System Provincial Office, and the nursing provider serving the community program, all of whom may be providing services and/or supports to my child, to exchange and release medical information specific to the health care interventions identified above and consult with my child's physician(s), if necessary, for the purpose of developing and implementing an Individual Health Care Plan/Emergency Response Plan and training community program staff for \_\_\_\_\_

(Child's Name).

I also authorize the Unified Referral and Intake System Provincial Office to include my child's information in a provincial database which will only be used for the purposes of program planning, service coordination and service delivery. This database may be updated to reflect changing needs and services. I understand that my child's personal and personal health information will be kept confidential and protected in accordance with *The Freedom of Information and Protection of Privacy Act* (FIPPA) and *The Personal Health Information Act* (PHIA).

I understand that any other collection, use or disclosure of personal information or personal health information about my child will not be permitted without my consent, unless authorized under FIPPA or PHIA.

Consent will be reviewed with me annually. I understand that as the parent/legal guardian I may amend or revoke this consent at any time with a written request to the community program.

If I have any questions about the use of the information provided on this form, I may contact the community program directly.

Parent/ Legal Guardian NAME

Parent/Legal Guardian SIGNATURE

DATE (MON/DD/YYYY)

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

City/Town: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Work/Daytime Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

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

Email: \_\_\_\_\_

## INDIVIDUAL HEALTH CARE PLAN (IHCP) ASTHMA (2)

Name:		Birthdate: <b>yyyy/mm/dd</b>		Photo
School/Community Program:				
Grade:	MHSC:	PHIN:		
MedicAlert™ bracelet worn? <input type="checkbox"/> Yes <input type="checkbox"/> No		Does the child ride the bus? <input type="checkbox"/> Yes Bus No. _____ <input type="checkbox"/> No		
Parent/Guardian Name:		Home Phone No.:	Daytime Phone No.:	Cell Phone No.:
Parent/Guardian Name:		Home Phone No.:	Daytime Phone No.:	Cell Phone No.:
Alternate emergency contact:		Home Phone No.:	Phone No.:	Cell Phone No.:
Allergist:			Phone No.:	
Pediatrician/Family Doctor:			Phone No.:	
TRIGGERS: List items that most commonly trigger your child's asthma.				
RELIEVER MEDICATION (or bronchodilator) provides fast temporary relief from asthma symptoms. It is recommended that reliever medication is carried with the child so it is available if asthma episode occurs.				
What reliever medication has been prescribed for your child? (CHECK ONE)		<input type="checkbox"/> Salbutamol (e.g. Ventolin®, Novo-Salmol®) <input type="checkbox"/> Budesonide (e.g. Symbicort®) <input type="checkbox"/> Other: _____		
How many puffs of reliever medication are prescribed for an asthma episode? (CHECK ONE)		<input type="checkbox"/> 1 puff <input type="checkbox"/> 1 or 2 puffs <input type="checkbox"/> 2 puffs <input type="checkbox"/> Other: _____		
Where does your child carry his/her reliever medication?		<input type="checkbox"/> fanny pack <input type="checkbox"/> purse <input type="checkbox"/> backpack <input type="checkbox"/> other _____		
Does your child need help when using reliever medication?		<input type="checkbox"/> Yes What kind of help? _____ <input type="checkbox"/> No		
CIRCLE the type of medication device your child uses for <u>reliever medication</u> :				
				_____ other
Metered dose inhaler (MDI)	MDI with Aerochamber®	MDI with Aerochamber® mask	Turbuhaler®	


*The Individual Health Care Plan and emergency medication should accompany the child on excursions outside the facility.*

Name: \_\_\_\_\_

Birthdate: \_\_\_\_\_

PHIN: \_\_\_\_\_

## STANDARD HEALTH CARE PLAN (SHCP) ASTHMA

IF YOU SEE THIS: 	DO THIS:
<b><u>Signs of an asthma episode:</u></b> <ul style="list-style-type: none"><li>▪ Coughing</li><li>▪ Wheezing</li><li>▪ Chest tightness</li><li>▪ Shortness of breath</li><li>▪ Increase in rate of breathing</li></ul>	<ol style="list-style-type: none"><li>1. Remove the child from triggers of asthma (e.g. exercise, cold air, smoke).</li><li>2. Have child sit down.</li><li>3. Ensure the child takes reliever medication (blue cap).</li><li>4. Encourage slow deep breathing.</li><li>5. Monitor child for improvement.</li></ol>
<b><u>Emergency Situations:</u></b> <ul style="list-style-type: none"><li>▪ Reliever medication has been given and there is no improvement of asthma symptoms in 5 minutes</li><li>▪ Greyish/bluish color in lips and nail beds</li><li>▪ Inability to speak in full sentences</li><li>▪ Heaving of chest or chest sucking inward</li><li>▪ Shoulders held high, tight neck muscles</li><li>▪ Cannot stop coughing</li><li>▪ Difficulty walking</li></ul> <p>If asthma symptoms are severe, the child may NOT be wheezing as there is not enough air moving in the lungs to generate a wheeze.</p>	<ol style="list-style-type: none"><li>1. Activate 911/EMS.</li><li>2. Give reliever medication every 5 minutes.</li><li>3. Notify parent/guardian.</li><li>4. Stay with child until EMS personnel arrives</li></ol>
<b><u>Signs that asthma is not controlled</u></b> <p>If staff become aware of any of the following situations, they should inform the child's parent/guardian.</p> <ul style="list-style-type: none"><li>▪ Asthma symptoms prevent child from performing normal activities.</li><li>▪ Child appears to be experiencing more frequent coughing, shortness of breath or wheezing.</li><li>▪ Child is using reliever medication more than 3 times per week to relieve asthma symptoms. An exception to this includes the use of reliever medication before exercise to prevent exercise induced asthma symptoms, which then may be used up to once a day.</li></ul>	

*I have reviewed the above plan for my child and provide consent to this plan on behalf of my child.*

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_ **yyyy/mm/dd**

*I have reviewed the above plan to ensure it provides the community program with required information.*

Nurse signature: \_\_\_\_\_ Date: \_\_\_\_\_ **yyyy/mm/dd**

*I have received the above plan and have notified appropriate staff.*

Program Designate signature: \_\_\_\_\_ Date: \_\_\_\_\_ **yyyy/mm/dd**

☐ Instruction sheet for medication device attached

**FOR OFFICE USE ONLY:**




# Turtle River School Division Policy Statement

Page 169

Section  
Student Services

## **First Aid and Emergency Medical Care Anaphylaxis Procedure**

### **1. Policy**

Turtle River School Division Board of Trustees recognizes that some students attending schools may require the administration of medication in response to an acute allergic reaction or for the medical management of chronic diseases. On occasion, emergency procedures are required in life threatening situations, including, but not limited to, asthmatic attacks, anaphylaxis, and response to low sugar emergencies. The Turtle River School Division recognizes the fact that risks can never be completely eliminated in the school setting, but will strive to ensure the safety of students with life threatening allergies by reducing the risks as much as possible.

#### **What is an Allergy?**

An allergy is the immune system's excessive reaction to a normally harmless substance, called an allergen.

At its first exposure to an allergen, the body responds by creating IgE antibodies. When the body is exposed to the allergen again, the IgE antibodies cause chemicals (e.g., histamine) to be released from mast cells, which are found in many areas of the body, including the mouth, nose, eyes, and stomach. When mast cells release these chemicals, signs such as hives, itching and swelling are seen.

#### **What is Anaphylaxis?**

Anaphylaxis ("allergic shock" or "generalized allergic reaction") is a severe allergic reaction that can result in death due to airway obstruction or a severe drop in blood pressure. It is an extreme total body reaction.

### **2. School Response**

(This policy reflects the guidelines and procedures outlined in the provincial Unified Referral and Intake System (URIS) Manual.)

When a school has been notified that a child has been diagnosed with a life-threatening allergy and may require the immediate injection of adrenaline by auto-injector, this procedure must be followed:

- a. The principal/resource teacher will ask the parent/guardian if the child carries and auto-injector and/or will be storing one at school. Based on this, the parent/guardian will be informed that a URIS application and Authorization for the Release of Medical Information will be completed and signed on an annual basis. The parent/guardian will also be asked to complete the Authorization Form for Administration of Adrenaline Auto-Injector form.
- b. The Resource Teacher will submit the URIS application and the ROMI for approval to the appropriate Regional Health Authority (Parkland RHA for Ste. Rose, École Laurier, McCreary and Alonsa and Assiniboine RHA for Glenella, Grass River, and Parkview).

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## Turtle River School Division Policy Statement

Page 170

Section  
Student Services

### **First Aid and Emergency Medical Care Anaphylaxis Procedure – Con't**

- c. The Resource Teacher will ensure that a Health Care Plan/Emergency Response Plan will be developed by the URIS nurse in collaboration with the parent/guardian, student (if appropriate), classroom teacher, administration, and other appropriate and relevant personnel on an annual basis. The plan will be specific to the age and maturity level of the child, the specific properties of the allergen and the parameters of the program.
- d. If a student does not carry an auto-injector, or have one at school, the parent/guardian must be informed that the student does not qualify for URIS support. In the event of an emergency, an ambulance will be called to transport the student to the hospital and the parent/guardian will be notified.

### **The Individual Health Care Plan will include:**

- a. Student specific allergens and the responses to allergens
- b. Plans for the avoidance of the allergen, including
  - i. Establishment of safe lunchroom and eating areas
  - ii. Procedures including cleaning and washing routines
  - iii. Avoidance of allergens both known and potentially hidden in school activities (e.g., play dough, glue, erasers, kitchen, stuffed toys)
  - iv. Special precautions to be taken during special celebrations in an attempt to plan for activities including foods prepared safely

### **The Emergency Response Plan will include:**

- a. The plan and process for administration of the adrenaline by auto-injector.
- b. Emergency Services to be contacted
- c. List of parents/guardians and back-up contacts with telephone numbers
- d. Precautions to be considered when planning field trips and other activities.

In many circumstances, a student is able to safely, consistently, and competently manage the administration of his/her own medication. Identification of this medical care must take place in order that a child specific Health Care Plan can be developed.

Medication that may be required urgently shall be carried at all times by the student requiring the medication, or the staff responsible for administering the medication, and **shall not be stored in a locked location.**

If conditions of this policy are not met by the parents/guardians, Turtle River School Division may not be in a position to assist the student in case of a medical emergency.

### **Roles and Responsibilities**

Ensuring the safety of children with known risk of anaphylaxis in a school setting depends on the cooperation of the entire school community. To minimize the risk of exposure, and to ensure rapid response to an emergency, parents/guardians, children, and program personnel must all understand and fulfill their responsibilities. The interrelatedness of these roles is vital, for failure of any group to respond appropriately will negatively impact upon all others.

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# Turtle River School Division Policy Statement

Page 171

Section  
Student Services

## **First Aid and Emergency Medical Care Anaphylaxis Procedure – Con't**

### **1. Responsibilities of the Child with a Life-Threatening Allergy:**

- a. Take as much responsibility as possible for avoiding allergens, including checking labels and monitoring intake
- b. Eat only foods brought from home.
- c. Wash hands before and after eating.
- d. Use a water bottle, if at all possible
- e. Follow safe toileting practices. (i.e. use a tissue to flush the toilet and open the stall door)
- f. Learn to recognize symptoms of an anaphylactic reaction.
- g. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- h. Wear a medical identification bracelet.
- i. Keep an auto-injector on their person at all times e.g. in a fanny pack if developmentally appropriate
- j. Know how to use the auto-injector (developmentally appropriate)

### **2. Responsibilities of the Parents/Guardians of a Child with a Life-Threatening Allergy:**

- a. Identify the child's allergies and needs to the principal and/or resource teacher.
- b. Ensure that their child has and carries an up-to-date auto-injector, If developmentally appropriate. (The adult responsible for the care of the child will carry the auto-injector if the child is unable to carry it.)
- c. Ensure that their child has and wears a medical identification bracelet.
- d. Submit all necessary documentation as required.
- e. Provide the school with pre-expiry date adrenaline auto-injectors.
- f. Ensure that auto-injectors are taken on field trips.
- g. Participate in the development of a written individual health care plan for their child, updated annually.
- h. Be willing to provide safe foods for their child for special occasions.
- i. Provide support to the school and staff as required
- j. Teach their child to
  - i. Recognize the first signs of an anaphylactic reaction
  - ii. Know where their medication is kept and who can get it;
  - iii. Communicate clearly when he or she feels a reaction starting;
  - iv. Carry his/her own auto-injector on his/her person (e.g. in a fanny pack)
  - v. Not share snacks. Lunch, or drinks;
  - vi. Cope with teasing and being left out;
  - vii. Report bullying and threats to an adult in authority;
  - viii. Take as much responsibility as possible for his/her own safety
  - ix. Understand the importance of hand washing

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# Turtle River School Division Policy Statement

Page 172

Section  
Student Services

## First Aid and Emergency Medical Care Anaphylaxis Procedure – Con't

### 3. Responsibilities of the **Principal**

- a. Submit a signed URIS application form and Release of Medical Information form to URIS nurse.
- b. Identify a contact person to liaise with the contracted health care professional, if other than him/herself.
- c. Assist with the implementation of policies and procedures for reducing risk in the classrooms, washrooms, and in the entire school.
- d. Work as closely as possible with the parents/guardians of a child with life-threatening allergies.
- e. Notify staff of the child with known risk of anaphylaxis, the allergens, the treatment, and the entire Health Care Plan.
- f. Post allergy-alert information in the staffroom and other appropriate locations.
- g. Maintain up-to-date emergency contacts and phone numbers.
- h. Ensure that all school personnel and substitute staff are informed of the presence of a child with known risk of anaphylaxis, know where the health care plan is kept, and have received instruction in the use of the auto-injector.
- i. Discuss with parents/guardians and child the importance of informing other parents/guardians that a child with a life-threatening allergy is in direct contact with their child, and ask for their support and co-operation.
- j. Arrange an annual in-service through the URIS nurse to train staff and monitor personnel involved with the child with a life-threatening allergy.
- k. Ensure that an Individual Health Care Plan, including the Emergency Response Plan, is completed and reviewed annually for each child with a life-threatening allergy.
- l. If it is not developmentally appropriate for the child to carry an auto-injector, ensure that it is kept in a safe, unlocked, and easily accessible location.
- m. Ensure safety procedures are developed for field trips and extra-curricular activities.

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# Turtle River School Division Policy Statement

Page 173

Section  
Student Services

## First Aid and Emergency Medical Care Anaphylaxis Procedure – Con't

### 4. Responsibilities of the **Teacher**

- a. Ensure you have annual training in caring for the child with a life-threatening allergy.
- b. Display a poster on anaphylaxis in the classroom.
- c. Discuss anaphylaxis with the class in age-appropriate terms.
- d. Encourage students not to share lunches or trade snacks.
- e. Choose products that are safe for all children. (Parental input is required.)
- f. Reinforce hand-washing to all children before and after eating and carefully washing desks after eating.
- g. Facilitate communication with other parents.
- h. Follow policies for reducing risk in classrooms, lunchrooms, washrooms, and common areas.
- i. Leave information in an organized, prominent, and accessible format for substitute staff.
- j. Plan appropriately for field trips, carefully considering the Emergency Response Plan. Ensure that auto-injectors and Health Care Plans are taken on field trips.
- k. Consult with parents when planning field trips, art projects, science projects, class celebrations, in order that alternate plans can be developed, if necessary.
- l. Enforce rules regarding bullying and threats.

### 5 Responsibilities of the **Bus Driver**

- a. Ensure a copy of the Individual Health Care Plans and the Emergencies Response Plans are on the bus.
- b. Enforce a No Eating Policy on the bus.
- c. Assign a front seat, clearly visible to the driver, to the child with a life threatening allergy.
- d. If at all possible, this specific bus should not be used for extra-curricular activities.
- e. Seat surface and hand rails and walls along the steps should be cleaned routinely with a designated cleaning solution.

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# Turtle River School Division Policy Statement

Page 174

Section  
Student Services

## **First Aid and Emergency Medical Care Anaphylaxis Procedure – Con't**

6. Responsibilities of the **URIS Nurse**
  - a. Consult with, and provide information to parents/guardian, children, and school staff.
  - b. Develop an Individual Health Care Plan and an Emergency Response Plan for the child with a life-threatening allergy, in collaboration with parents/guardians.
  - c. Provide anaphylaxis training to all staff.
  - d. Monitor personnel involved with children with known risk of anaphylaxis.
7. Responsibilities of **All Parents/Guardians**
  - a. Respond co-operatively to requests from the school to eliminate allergens from packed lunches and snacks.
  - b. Participate in parent information sessions.
  - c. Encourage children to respect the child with known risk of anaphylaxis and the program policies.
  - d. Inform the teacher before distributing food products to any children in the school.
8. Responsibilities of **All Children in the School** (developmentally appropriate)
  - a. Learn to recognize symptoms of an anaphylactic reaction.
  - b. Avoid sharing food, especially with children with known risk of anaphylaxis.
  - c. Follow rules about keeping allergens out of the school and washing hands and desks.
  - d. Refrain from bullying or teasing a child with known risk of anaphylaxis.

## **Avoidance of Allergens**

### **1. Establishing Safe Lunchroom and Eating Area Procedures**

In order to minimize the presence of substances to which a student is allergic, Turtle River School Division

- a. Requires the student with life threatening allergies to eat only food prepared at home.
- b. Discourages the sharing of food, dishes, and utensils.
- c. Encourages the student with life-threatening allergies to take precautions such as:
  - i. Placing food on a napkin, rather than directly on a desk or table.
  - ii. Taking only one item out of the lunch container at a time to avoid cross contamination or rolling off the napkin.
- d. Encourages the establishment of a hand-washing routine both before and after eating.
- e. Recommends that desks and tables be washed clean after eating with cleansing agent approved for school use.
- f. Recommends that chairs, door knobs, taps, water fountains be washed daily with a cleansing agent.

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# Turtle River School Division Policy Statement

Page 175

Section  
Student Services

## **First Aid and Emergency Medical Care Anaphylaxis Procedure – Con't**

### **2. Allergens Hidden in School Activities**

- a. Teachers will attempt to choose activities which will not bring students in contact with food wrappers, containers, or debris, such as recycling or yard clean-ups.
- b. Teachers will attempt to choose products which are safe for all students.
- c. Teachers will attempt to be aware of the possible allergens present in school materials such as:
  - i. Craft supplies, including play dough
  - ii. Pets and pet foods
  - iii. Bean-bags and stuffed toys
  - iv. Manipulatives (beans)
  - v. Toys and books which may have been contaminated out of school
  - vi. Materials for science projects
  - vii. Seasonal projects (garden projects, Easter eggs)
- d. Teachers will allow the student with a life-threatening allergy to keep the same desk, chair, bucket, seat at a lunch table to help avoid contamination.
- e. If at all possible, the student with a life threatening allergy will have sole use of a computer keyboard in order to reduce the risk of contamination.
- f. Students will be discouraged from sharing pencils, erasers, rulers and other school supplies.

### **3. Holidays and Special Occasions**

- a. Require the child with life threatening allergies to eat food brought from his/her home. OR
- b. Have the teacher prepare/purchase food that is safe for all students in the classroom.

### **4. Field Trips**

- a. Ensure the following are taken on each field trip:
  - i. The Epi Pen
  - ii. The Individual Health Care Plan
  - iii. The Emergency Response Plan
  - iv. A Cell Phone or a form of rapid communication
- b. Require that all staff and volunteers be aware of the identity of the child with life threatening allergies, the allergens, symptoms, and the treatment.
- c. Ensure that a staff member is assigned responsibility for the child with a life threatening allergy.
- d. If the risk factors are great, invite the parent to take part in the field trip.
- e. If the risk factors are too great, school staff, in consultation with the parents, may choose to not have the child with a life threatening allergy participate in the field trip.

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## Turtle River School Division Policy Statement

Page 176

Section  
Student Services

### First Aid and Emergency Medical Care Anaphylaxis Procedure – Con't

#### 5. Anaphylaxis to Insect Venom

- a. Request removal of insect nests from school property.
- b. Allow students with life threatening allergies to insect stings to remain indoors for recess during bee/wasp season.
- c. Immediately remove a child with a life threatening allergy to insect stings from the room if a bee or wasp enters.
- d. Keep outdoor garbage covered and away from play areas and dispose daily.
- e. Avoid eating and drinking outdoors.

#### 6. Anaphylaxis to Latex

- a. Provide non-latex gloves for use by staff and students (for example: in first aid kits).
- b. Inflate and deflate balls outdoors and away from students.
- c. Do not use balloons in school.
- d. Avoid soft rubber balls and stretchy rubber items, such as pink erasers and rubber bands.

*"Reference - TRSD anaphylaxis policy reflects the guidelines outlined in the provincial URIS Manual (1999)"*

Resolution No. 6 May 8, 2007

Resolution No. 3 April 27, 2010

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### **Supervision and Training Services**

The division believes that having well trained and educated staff is important in providing the best services for our students, families, and communities. Every school in our division has a Resource Teacher and Guidance Counsellor who help to support students, families, and teachers in implementing the appropriate educational programming and resources that help to support student learning. Guidance Counsellors and Resource teachers need to be skilled and well-versed in assessment, planning and programming in order to be able to effectively support teachers and students with various needs.

#### **New Resource Teacher Training**

All New Resource Teachers will receive training in administering standardized assessments. The division will support New Resource Teachers with Professional Development opportunities as they arise. In addition, New Resource Teachers will attend the Manitoba Teacher Society and/or the Manitoba Education training for New Resource Teachers. The Student Services Coordinator will be responsible for training all New Resource Teachers in completing divisional assessments, running Individual Education Planning (IEP) meetings, completing funding applications, completing reports, and in any other area of their roles and duties.

#### **New Resource Teacher Supervision**

All New Resource Teachers will be supervised for one year by the Student Services Coordinator. The Student Services Coordinator will meet, visit and model how to complete various reports and assessments. This supervision is meant to guide New Resource Teachers into their role with adequate support and training.



## Turtle River School Division Policy Statement

Page 178

Section  
Student Services

### New Guidance Counsellor Training

All New Guidance Counsellors will receive training in supporting students in regards to course selection, graduation requirements, career path planning and in planning for post-secondary options in order to prepare them both during and after school. The division will support New Guidance Counsellors with Professional Development opportunities as they arise. The Student Services Coordinator, the Career Studies Coordinator, and the Learning to 18 Coordinator will be responsible for training all New Guidance Counsellors in how to effectively support students. Training will be provided in using various software programs with students that supports student career planning and course selection guidance. Various workshops, programs, meetings and support information will be provided in order to ensure Guidance Counsellors have the most current and relevant information.

### New Guidance Counsellor Supervision

All New Guidance Counsellors will be supervised for one year by the Student Services Coordinator. The Student Services Coordinator will meet, visit and monitor the model of guidance they are providing to students in their schools. This supervision is meant to guide New Guidance Counsellors into their role with adequate support and training.



## Turtle River School Division Policy Statement

Page 179(i)

Section  
Student Services

### **Student Services Common Forms Lists and Locations**

The division understands the need for additional supports and services in student learning. It is important to not only help the educators but also support students and families as the needs arise. The Student Services department is one avenue of support that can be contacted in order to access a variety of services ranging from consultations from specialists, Individual Education Planning, and specialized equipment, transportation and assessments. In order to support prompt access to these services, it is important for schools and parents to complete the appropriate forms in order to request services. Most of the forms commonly used are in the Student Services Policy document next to their related policy such as;

- Referral for Resource Teacher Support ..... page 24
- Release of Information Forms (ROI) ..... pages 179a-179c
- Adapted Education Plan Templates (x3)..... pages 255 - 262
- Student Services Referral Form..... page 181
- Modified Programming Permission Form..... page 12
- Modified and Individualized Tracking Form..... page 14
- Retention of Students Tracking Form..... page 219
- Behaviour Intervention Planning Form – DREAM Template..... pages 242-245
- Sample Behaviour Contract Template.....page 246
- Sample ABC Tracking Chart.....page 249
- Sample Scatter Plot Chart.....page 250
- Sample Scatter Plot for Functional Behavioural .....page 251
- Behaviour Trigger/Consequences/Reward Chart.....page 253
- Divisional Individual Education Plan Template..... page 35
- Classroom Profile Templates (x3)..... pages 46-48
- Unified Referral and Intake System (URIS) Form..... pages 168a
- Unified Referral and Intake System Asthma Form..... pages 168c
- URIS Binder Rubric.....page 168
- Request for Specialized Equipment.....page 158
- Request for Specialized Transportation..... page 160
- Transition Planning for Students Entering School.....  
[http://www.gov.mb.ca/healthychild/publications/protocol\\_cwsn.pdf](http://www.gov.mb.ca/healthychild/publications/protocol_cwsn.pdf)
- Transition Planning for Students Leaving School.....  
[https://www.gov.mb.ca/healthychild/publications/protocol\\_swsn.pdf](https://www.gov.mb.ca/healthychild/publications/protocol_swsn.pdf)
- Division Social Worker Referral Form..... page 82
- Occupational Therapy (OT) or Physiotherapy Therapy (PT) Referral Form ..... page 94
- Occupational Therapy (OT) or Physiotherapy Therapy (PT) Brochures (x2).....page 95
- Specialized Assessment Referral Form..... page 181
- Psychological Assessment Referral Form ..... page 64
- Psychological Assessment History Form ..... page 65
- Psychological Assessment Referral Package.....page 66
- Speech/Language Services Referral Form.....page 55
- Speech/Language Services History Form.....page 56
- Social Worker Referral Form.....page 82





## Turtle River School Division Policy Statement

Page 179(ii)

Section  
Student Services

- Social Worker Case Notes Template.....page 84
- Vision & Hearing Services Referral Letter ..... page 113
- Division Assessment Reporting Forms (K/1 Brigance, WRAT, Observation Survey, and Fountas & Pinnell) .....pages 270a-270d
- Medicine Information Form..... page 117
- Parent's Request to Give Medication Form..... page 119
- Medical Information Form..... page 120
- Medication Administration Tracking Forms..... page 122
- Literacy Intervention Lesson Format.....page 99
- Literacy Intervention Lesson Plan Template.....page 100
- Cumulative File Inserts (x2).....page 264a-264b
- Credit Recovery Application..... page 130
- Credit Recovery Profile..... page 132
- Recommended Course Placement - Subject Teacher form..... page 135
- Credit Recovery learning Plan..... page 138
- Credit Recovery Positive Supports Tracking form..... page 141
- Credit recovery Final Mark Submission form..... page 142
- Recommended Course Placement - Principal form..... page 145
- Challenge for Credit Option - Intent to Challenge Application Form.....page 153
- Challenge for Credit Option – Parent/Guardian Approval Form.....page 154
- Challenge for Credit Option – Letter of Agreement between the Student and School.....page 155
- Challenge for Credit Option – Final Report Form.....page 156
- Release of Information (ROI) Forms (x3).....page 179a
- Access to Pupil Information Form (for students 18 years and older).....page 179d
- Lesson Plan Templates (x5).....pages 179e-179l
- Student Record of Planning and Contact Form.....pages 179m-179n
- Resource Report Template.....page 265a
- Sample Classroom Letter for Service Animals.....page 206
- Sample Transportation Letter for Service Animals .....page 207
- Student Retention Tracking Form.....page 219

If you would like to discuss any of the above services or request a copy of any of the above forms listed, please contact the Student Services Coordinator for a copy to be forwarded as per your request.



# Turtle River School Division

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

Bev Szymesko  
Superintendent of Schools

Shannon Desjardins  
Secretary Treasurer

## **AUTHORIZATION FOR RELEASE OF INFORMATION**

**STUDENT:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**BIRTHDATE:** \_\_\_\_\_ **AGE:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

I, \_\_\_\_\_, being the parent/legal guardian of \_\_\_\_\_  
(legal parent/guardian) (child's name)

do hereby authorize \_\_\_\_\_ to release information pertaining to  
(Agency/Clinic/School)

\_\_\_\_\_  
\_\_\_\_\_

(what information, medical records, reports, etc. is to be shared)

### **THIS INFORMATION IS TO BE RELEASED TO:**

\_\_\_\_\_, at the following \_\_\_\_\_  
(Name of Person Information is released to) (Agency/Clinic/School Name)

located at \_\_\_\_\_  
(Full Address and other contact information)

*This information is confidential and to be used for the purpose of providing a service to the above-named child.*

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of parent/legal guardian)

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# Turtle River School Division

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

Bev Szymesko  
Superintendent of Schools

Shannon Desjardins  
Secretary Treasurer

**STUDENT:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**BIRTHDATE:** \_\_\_\_\_ **AGE** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **GRADE** \_\_\_\_\_

I, \_\_\_\_\_, being the parent/legal guardian of \_\_\_\_\_  
(child's name)

do hereby authorize \_\_\_\_\_ **School Division**, to release information pertaining to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

This information is to be released to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This information is confidential and to be used for the purpose of providing a service to the above-mentioned child.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of parent/legal guardian)

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# Turtle River School Division

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

Bev Szymesko  
Superintendent of Schools

Shannon Desjardins  
Secretary Treasurer

## Consent for the Release of Information

I, \_\_\_\_\_, hereby give consent  
(Full Name)

to \_\_\_\_\_  
(Name of Party who is to release the information)

of \_\_\_\_\_  
(Address of Party who is to release the information)

To release the following information:

\_\_\_\_\_ Medical/Physical Condition

\_\_\_\_\_ Resource Reports/Tests

\_\_\_\_\_ Psychologist/Speech Pathologist

\_\_\_\_\_ Other Confidential Information/Material

of \_\_\_\_\_  
(Student Name and Address)

to \_\_\_\_\_  
(Name and Address of Party to Receive Information)

for \_\_\_\_\_  
(Description of how information will be used)

I understand that this information will be used for professional purposes only.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature of Parent/Legal Guardian)

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# Turtle River School Division Policy Statement

Page 179E

Section  
Student Services

## Lesson Frame

Course		Topic
Lesson Outline	Date	
	Lesson Outcomes	
Assignment		
Make note of this		



# Turtle River School Division Policy Statement

Page 179F

Section  
Student Services

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

## *LESSON PLAN*

UNIT: \_\_\_\_\_ TOPIC: \_\_\_\_\_

### **Expectations:**

*Students will be able to:*

- 
- 
- 
- 

### **Evaluation:**

*Students will be evaluated through:*

T

T

T

### **Materials:**

- < pencil
- < paper
- < math text book

### **Introduction:** (5 min)

<

### **Sequence of Learning**

1.

2.



# Turtle River School Division Policy Statement

Page 179G

Section  
Student Services

3.

4.

5.

6.

7.

8.

9.

## **Lesson Review:**

- 

- 

## **Assessment:**

- 

- 

## **Duration:**

☐ \_\_\_\_ minutes

## **Special Considerations:**

→

→



# Lesson Plan

---

GRADE:

DURATION:

SUBJECT:

DATE:

---

## OVERVIEW & PURPOSE

EDUCATION STANDARDS  
ADDRESSED (Optional)

## TEACHER GUIDE

## STUDENT GUIDE

## OBJECTIVES

## INFORMATION

## VERIFICATION

## ACTIVITY

## SUMMARY

## MATERIALS

•

•

## OTHER RESOURCES

•

•

## ADDITIONAL NOTES

# Lesson Plan

---

**GRADE:**

**DURATION:**

**SUBJECT:**

**DATE:**

---

**TOPIC**

## **TIMEFRAME FOR LESSON**

### **I. Objectives**

### **II. State Learning Standards**

### **III. Materials**

**1. Teacher materials:** •

**2. Student materials:** •

### **IV. Management/Organizing for Instruction**

### **V. Lesson Delivery**

**1. Introduce the lesson:**

**2. Clarify the purpose and objective of the lesson:**

**3. Provide instruction:**

**4. Closure:**

### **VI. Assessment**

# Lesson Plan

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**GRADE:**

**DURATION:**

**SUBJECT:**

**DATE:**

---

**VII. Accommodating Individual  
Learners**

**VIII. Extending the Lesson**

# Lesson Plan

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**GRADE:**

**DURATION:**

**SUBJECT:**

**DATE:**

---

**INTRODUCTION**

**Gain attention:**

**OBJECTIVE**

**Inform learner of objectives:**

**REVIEW**

**Stimulate recall of prior learning:**

**MATERIAL**

**Present stimulus material:**

**GUIDANCE**

**Provide learner guidance:**

**PERFORMANCE**

**Elicit performance:**

**FEEDBACK**

**Provide feedback:**

**ASSESSMENT**

**Assess performance:**

# Lesson Plan

---

**GRADE:**

**DURATION:**

**SUBJECT:**

**DATE:**

---

**RETENTION**

**Enhance retention and transfer:**



# Turtle River School Division Policy Statement

Page 179M

Section  
Student Services

## STUDENT RECORD OF PLANNING AND CONTACT FORM

Student Name: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Clinicians Involved:  
\_\_\_\_\_

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

Date: \_\_\_\_\_ Clinical Review      Phone Contact      In-School      Parent

Update Information:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Plan: \_\_\_\_\_ Person Responsible: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Clinical Review      Phone Contact      In-School      Parent  
Update Information:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Plan: \_\_\_\_\_ Person Responsible: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Turtle River School Division Policy Statement

Page 179N

Section  
Student Services

Date: \_\_\_\_\_ Clinical Review Phone Contact In-School  
Parent

Update Information:

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Action Plan:

Person Responsible:

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Date: \_\_\_\_\_ Clinical Review Phone Contact In-School  
Parent

Update Information:

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Action Plan:

Person Responsible:

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## Turtle River School Division Policy Statement

Page 180

Section  
Student Services

### **Request for Student Services Policy**

Student Services are an important part of any division in supporting the success for all learners in school systems. The Student Services Coordinator is in charge of monitoring and distributing appropriate supports and services to students, families, educators, and schools. Ensuring all students have equitable access to a good education that adapts to the students individual learning and needs.

As students, families, and educators determine that a student requires additional support in order to be successful, they should complete a Resource Referral form. The school Resource Teacher will implement a number of interventions and strategies with the classroom teacher. If after some time the child continues to have little success, a Request for Student Services form can be completed. The Student services Coordinator will then contact the school resource teacher to discuss what interventions have been tried. The Student Services Coordinator will then consult with the school team as to what strategies, services, and various supports would be the most beneficial and appropriate at the stage of student intervention.





Turtle River School Division  
Policy Statement

Page 181

Section  
Student Services

**Student Services Referral Form**

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

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

Referred by \_\_\_\_\_ Date \_\_\_\_\_

---

***Prerequisites for a parent/guardian and/or school Resource Teacher to make a request for Student Services (check all that apply):***

- ☐ Differentiated instruction has not proven successful
- ☐ Adaptations have not proven successful
- ☐ Referral for Resource Services has already been completed

**What interventions have been tried?**

---

---

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**Current performance on classroom based assessments**

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**Reason for referral to Student Services (check all that apply):**

- |                                       |  |
|---------------------------------------|--|
| <input type="radio"/> Academic        | <input type="radio"/> Social/Emotional |
| <input type="radio"/> Self-management | <input type="radio"/> Motor Skills     |
| <input type="radio"/> Health Care     | <input type="radio"/> Behaviour        |
| <input type="radio"/> Communication   | <input type="radio"/> Sensory          |
| <input type="radio"/> Hearing         | <input type="radio"/> Vision           |
| <input type="radio"/> Other _____     |  |

**Additional Information:**

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Parent/Guardian Signature \_\_\_\_\_

Classroom Teacher Signature \_\_\_\_\_

Resource Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_



### **Student Services Team Job Descriptions / Roles & Responsibilities**

Student Services are comprised of a number of layers of support that come from a variety of domains and areas. These supports come from different staff members that are placed in both schools and throughout the division as well as various services and resources that comprise of the Student Services Department. These various specialists use their expertise in their specialty area in order to provide supports and services. The following job descriptions of various student services personnel help to outline which individuals provide which supports; as well as the overall responsibility of each member of the Student Services team. These job descriptions guide us in determining whose role and responsibility it is to provide various services.

#### **Student Services Team – Roles, Responsibilities & Job Descriptions**

1. Coordinator of Student Services
2. Resource Teacher
3. Classroom Teacher
4. Division Social Worker
5. Speech Language Pathologist
6. Principal
7. Vice-Principal
8. Head Teacher
9. Educational Assistant
10. School Division Psychologist
11. Guidance and Counselling
12. French Consultant
13. Literacy & Numeracy Consultant
14. Career Development Coordinator



# Turtle River School Division Policy Statement

Page 183

Section  
Student Services

## **Coordinator of Student Services**

The Coordinator of Student Services' role is to organize, manage, direct and support the delivery and access of specialized assessments and support services for students, families, teachers and schools. This may include the training of specialized staff members to the access to many of the appropriate supports available.

## **Job Description - Coordinator of Student Services**

The Coordinator of Student Services will provide leadership and support under the direction of the superintendent in the area of special education, guidance and administration. Due to the consultative nature of this role, it is imperative that the Coordinator of Student Services establish good working relationships with the school administrators, teachers and support staff.

### **Duties and Responsibilities:**

- Provide ongoing support and monitor the implementation of the collaborative resource model in each school
- Coordinate the special programs that exist in the division. Coordination in these programs involves assisting schools in actual placement of students in the programs, transferring students back to regular programs, selecting appropriate materials and ideas for the program, and providing professional development for staff.
- Assist the principal in the recruitment, supervision and evaluation of teacher assistants.
- Insure that the division receives its entitlement of special needs grants, and monitor the expenditure of them.
- Serve as a resource to teachers in providing support to regular classroom teachers in their attempts to accommodate and integrate children with exceptional learning needs.
- Provide liaison with the various branches and agencies which provide support services to special education within the division - specifically:
  - i) Act as liaison with Child Care and Development Branch of the Department of Education and Training.
  - ii) Coordinate activities with various helping agencies such as the Department of Health and Social Services and other community agencies that may be a benefit to students with particular needs.
- Coordinate the divisional Early Identification program and prepare the annual Early Identification grant proposals.
- Assist in providing enrichment programs for students.



## Turtle River School Division Policy Statement

Page 184

Section  
Student Services

### **Job Description – Coordinator of Student Services - continued**

- Assist in the administration of E.S.L. grants and implementation of E.S.L. programming in Hutterian schools.
- Coordinate hearing and vision screening within the division.
- Coordinate standardized testing programs within the division.
- Assist with identification and programming decisions regarding the English Language development support program for native students.
- Supervise the clinicians assigned to the division; Speech/Language Pathologist and Psychologist.
- Assist in the budget preparation for special education.
- Assist the schools with program planning by providing them with current materials.
- Coordinate professional development activities for resource teachers and teacher assistants.
- Participate as an active member on the principals' council.
- Attend division professional development meetings.
- Attend all meetings as requested by the superintendent and or chairperson.
- Provide personal counseling services to students.
- Perform other duties as assigned by the superintendent.

### **Job Description - Resource Teacher**

The resource teacher provides direct and indirect services to students who require extra support. They work with parents and staff to coordinate specialized services and provide program accommodations, adaptations, and modifications.

#### **Duties and responsibilities**

The resource teacher shall:

1. Work collaboratively with students, teachers, clinicians, administrators, parents to develop effective and successful programs for all students and provide a consistency in dealing with a special needs student.
2. Be case managers who are responsible for coordinating personnel, chairing team meetings, keeping records, developing individual education plans with the school team, completing funding applications with the school team, coordinating outside agency involvement, communicating with parents
3. Assess and develop programs and strategies to meet a wide range of student learning needs (accommodations, adaptations, modifications) and provide for formal testing, informal testing, inventories, check lists, reading/writing continuums, and observation of students' performances.



## Turtle River School Division Policy Statement

Page 185

Section  
Student Services

### **Job Description - Resource Teacher - continued**

4. Provide direct and indirect services to students who require extra support in school. This includes making an educational diagnosis or evaluation and develop a program, based on the results of those activities.
5. Evaluate the effectiveness of programs in terms of student's performance, in collaboration with the student's team
6. Develop a form, which the classroom teacher will use to initiate a referral to the resource teacher to carry out a formal evaluation.
7. Develop a system, which ensures that continued appropriate monitoring and follow up of special needs students will take place.

### **Interactions with the classroom teacher**

Assuming the classroom teacher has exhausted all avenues in attempting to meet the needs of a student (using various teaching techniques (differentiated instruction), develop strategies, and design programs for meeting the needs of each student), the resource teacher then should be called on to give the additional support required.

The resource teacher shall:

1. obtain a list of the strategies and programming adaptations the teacher is presently using, and has tried in the past.
2. observe the student in the classroom, using the adaptations/strategies designed by the teacher.
3. provide teaching suggestions, program ideas, and materials.
4. observe the student after the new techniques have been put into place.
5. monitor student growth through observation and additional assessment.
6. observe and supervise the educational assistants as they work with the students, in conjunction with the classroom teacher.

The resource teacher shall carry out other such duties as may be assigned by the principal and/or student services coordinator.



# Turtle River School Division Policy Statement

Page 186

Section  
Student Services

## **Job Description – Duties of the Classroom Teacher**

A classroom teacher shall perform such duties as stated in the Public Schools Act and related regulations and such other duties as assigned by the division administration.

In addition to these duties, the board expects a teacher to present to the public a professional attitude towards education. The teacher should be aware of current educational philosophies and be able to evaluate educational programs. The board encourages each teacher to contribute time toward the school's extracurricular programs. Each teacher is required to establish and follow sound evaluation practices. These must be in keeping with the policies of the school and should be clearly defined and understood by the parents and students.

The progress of all pupils must be continuously evaluated. This evaluation should include assessment of daily work and assignment;

- a) The material students have been asked to submit should be evaluated and returned to the students as soon as possible so that the students will have feedback on his/her achievement.
- b) Oral and/or written evaluations shall occur at the conclusion of units, chapters; special projects, assignments, and examinations. Fair Assessment Practices" shall be practiced as endorsed by the Council of Ministers. high standards should be maintained in all assessment of student work.

Further and in addition to the above, the teacher shall:

- a) teach diligently and faithfully according to the terms of his/her agreement with the school board and according to this Act and the Regulations;
- b) keep a record of attendance in the manner and in such form as required by the school board;
- c) maintain order and discipline in the school;
- d) furnish to the minister, or to a field representative, any information respecting anything connected with the operations of the school or in any way affecting its interest;
- e) notify the principal who shall notify the appropriate local health authority of the area in which the school is situated or where there is no local health authority the school board that he/she has reason to believe that a pupil attending the school has been exposed to or is suffering from a communicable disease as defined in the Public Health Act and Regulations made thereunder;
- f) seize or cause to be seized and take possession of any offensive or dangerous weapon that is brought to school by a pupil and hand over any such weapon to the principal who shall notify the parent or guardian warning him/her that the pupil may be suspended or expelled from the school;
- g) deliver or cause to be delivered or provide the parent or guardian of each pupil taught by him/her reports of the pupil at the times and in the manner determined by the school board;
- h) admit to his./her classroom student teachers enrolled in teacher education institution approved by the minister, for the purpose of practice teaching and observing instruction.



## Turtle River School Division Policy Statement

Page 187

Section  
Student Services

### **Job Description – Division Social Worker**

The Social Worker is a divisional support person who will:

- work with the students who are experiencing problems which are interfering with their success in school or with their attendance.
- work with students individually or in groups to assist them with behavioral, emotional or social issues.
- connect students to other professionals when necessary.
- work with a student and his/her family to promote changes in behavior/functioning and to assist the student to achieve success within the school setting and in the community.

### **Duties and Responsibilities of the Social Worker:**

The Social Worker shall:

- Work with students and families to assist them in resolving the problems a student is experiencing which are interfering with his/her success in school.
- Advocate on behalf of the student, the family group and the school.
- Assist students with behavioral, social and emotional issues by providing support and intervention.
- Consult and collaborate with the parents, the school team and other professionals by sharing information to establish a plan for each one's role in working with the student.
- Provide workshops for parents/guardians.
- Work with groups of students who possess common social, emotional, or behavioral concerns.
- Act as a liaison between school and parents/guardians.
- Support the school with attendance concerns by developing a positive and supportive relationship between parents/guardians and the school.
- Assist parents in the referral of their children to outside agencies.
- Assist First Nations students by providing them with academic, cultural, social and emotional supports.
- Promote cultural awareness in First Nations students to assist them in establishing an identity and moving towards academic success.
- Write diagnostic reports and treatment summaries.
- Be available for Individual Education Plan development and review.



## Turtle River School Division Policy Statement

Page 188

Section  
Student Services

### **Job Description – Speech Language Pathologist**

The Speech and Language Pathologist works with students who require extensive services in the development of communication skills. The SLP provides assessment services and programming for referred students and may provide direct or indirect services. The SLP designs and supervises school articulation programs. Referrals to the Speech and Language Pathologist are made through the Resource Teacher and/or Principal.

#### **Responsibilities:**

The responsibilities of the Speech and Language Pathologist include:

- to assess the speech and language of students. This includes
  - o Kindergarten through grade 12
  - o Individual students referred by teachers, parents, or themselves.
  - o Follow-up assessment of students who have previously been identified as having speech and language problems.
- To discuss assessment results with school staff and parents.
- To work with teachers, educational assistants, and parents to develop and coordinate corrective programs for students with communication deficiencies.
- To attempt to provide programs that, as much as possible, can be carried out in the classroom.
- To provide direct intensive therapy for students with severe, or moderately severe, speech or language delays or disorders
- To meet with teachers and parents to assess progress.
- To arrange referrals to outside agencies, as required.
- To provide counseling services with parents.
- To attend workshops for the purpose of keeping abreast with contemporary development research.
- To prepare a summary for each child requiring speech and language services
- To discuss caseload with the Resource Teacher, Principal, and Coordinator of Student Services.
- To meet and maintain the standards that have been established by the Manitoba Speech and Hearing Association.
- These include:
  - o Every student enrolled in speech and/or language training will be assessed by the Speech and Language Pathologist prior to enrollment in special services.
  - o Training and supervision of all educational assistants that implement speech , language, and/or hearing programs.





## Turtle River School Division Policy Statement

Page 189

Section  
Student Services

### **Job Description – Speech Language Pathologist - continued**

- All program theories should be established by the Speech and Language Pathologist.
- Supervision of Educational Assistants will be in the form of:
  - Initial training
  - Periodic observation of sessions
  - Educational assistant's daily reports
- Other duties as assigned by the coordinator of student services.

### **Job Description - Principal**

The duties of a principal are those duties outlined in the applicable sections of the Manitoba Department of Education Administration Act, Public Schools Act, and related educational regulations.

In addition, the board expects each principal:

- to provide educational and administrative leadership in the school
- to carry out such duties as the superintendent may assign
- to accept the responsibility under the direction of the superintendent for the selection and evaluation of the teaching staff personnel.
- To encourage teachers to achieve and maintain a high level of classroom instruction through good managerial techniques.
- To have good fiscal management in own budget and a working knowledge of the financial operations of the division in order to obtain the best possible facilities and supplies for his/her staff and students.
- To manage expenditures which include such concerns as:
  - purchase specifications
  - expenditure reports
  - supply management
  - petty cash
  - inventory control
  - student organization funds
- To insure that personnel is in place to respond immediately to the alarms.
- To accept the responsibility to account for bus arrivals.
- To cooperate with the board and its staff officers in establishing division wide programs and standards.

### **Job Description – Vice-Principal**

- 1) To acquire a working knowledge of the school and the provincial curriculum.
- 2) To carry out those duties as assigned by the principal
- 3) To act in place of the principal during the principal's absence.



## Turtle River School Division Policy Statement

Page 190

Section  
Student Services

### **Job Description – Head Teacher**

- 1) To act in place of the principal during the principal's absence and a vice-principal is not available.
- 2) To make only those major decisions that would be absolutely necessary at the time and defer all other decisions for the principal and/or vice principal, as the case may be.

### **Job Description – Educational Assistant**

Since Turtle River School Division employs various categories of educational assistants, job expectations will vary from position to position and from school to school. The primary responsibility of educational assistants is to work directly with students. Educational assistants will not be involved with decisions such as student diagnosis, program prescription, evaluation, or student placement.

Educational assistants shall keep a logbook which will indicate the work assigned, work completed, etc. The logbook will be prepared with the help and guidance of the professional staff.

The duties and responsibilities of the Educational Assistant may include:

- Assist with routine student learning drills and review.
- Assist small groups or individuals with speech and language development programs as directed by the teacher or Speech and Language Pathologist.
- Administer physical exercise programs as recommended and trained by OT/PT.
- Assist with the training and supervision of students in the development of life skills.
- Assist professional staff in the development of appropriate student behaviour.
- Guide students in project work and in independent work.
- Listen to the student oral read and/or read prescribed material to the student.
- Assist with specific tasks such as seat work, reading, independent work as prescribed by the teacher.
- Assist with supervision on the playground and in the school building.
- Assist with bus loading and unloading.
- Assist with the dressing and undressing of students.
- Assist with the physically handicapped re: bathroom, lunch, physical education, etc.
- Assist with classroom entry and exit.
- Carry out other duties related to the above as identified by the school principal.
- Provide clerical duties as required by the teachers, as time permits.



## Turtle River School Division Policy Statement

Page 191

Section  
Student Services

### **Job Description – School Psychologist**

The School Psychologist shall:

1. Assess the individual abilities and disabilities of students.
2. Interpret results of the assessments.
3. Promote an active understanding of a child's needs by parents, educators and other support services.
4. Work collaboratively with school staff, parents, and other professionals in planning and implementing programs.
5. Provide consultative and support services to teachers and parents.
6. Provide direct counseling to students when required

Referrals to the School Psychologist are made through the Teacher, Resource Teacher, and Principal. Parents may make direct requests for psychology services through their child's Resource Teacher or Principal.

### **Job Description – Guidance and Counseling**

School counselors are responsible for overseeing the development and implementation of a Comprehensive Guidance and Counseling Program. As a specialist in child and adolescent development, he or she brings valuable knowledge and skills, which assist all school personnel to respond better to the personal, social, career, and educational needs of students.

#### **1. Leadership**

Counselors play a leadership role in defining and carrying out guidance and counseling functions by problem-solving, planning, developing, and implementing the four components of the comprehensive program.

#### **2. Advocacy**

Counselors play an advocacy role for students with staff, families, and outside agencies. They assure that all programs facilitate the educational process and offer opportunity for all students to reach their full potential.

#### **3. Guidance Curriculum**

Counselors develop, co-ordinate, and implement various developmental and preventive programs.



# Turtle River School Division Policy Statement

Page 192

Section  
Student Services

## **Job Description – Guidance and Counseling - continued**

### **1. Responsive Services**

Counselors provide essential services to students in need through individual and small group guidance and counseling intervention, crises intervention, and staff/parent consultation required to address immediate, or ongoing concerns of students.

### **2. System Support**

Counselors assist those who work with students. This type of intervention includes conducting workshops for parents and staff, student placement, research, data collection, community outreach, and administration.

Most counselors spend the majority of their time on direct services to students. School counseling programs and the role of the school counselor should be determined by the personal/social, educational, and career needs of the students in their school.

## **Job Description – French Consultant**

The French Consultant is responsible for the Revitalization of French in the entire division. They are the French Ambassador and represents the division as the lead in regards to teaching and revitalizing French in our division. Although the division has an expected job description listed below that facilitates the French Revitalization Program in our division, this must be completed in consultation with each schools needs and direction that is ultimately decided as per each school's principal. Schedule consistency will be important in order to provide consistent support in schools, with teachers and with students.

- Promote the teaching of French Language and Culture in schools and classes.
- Complete the French Revitalization reports requested by the department
- Find and complete applications and proposals for French Grants
- Complete the yearly application for the French Revitalization grant
- Follow the French Revitalization model described and planned for in the French Revitalization grant submitted.
- Attend the department French Meetings as scheduled.
- Develop Professionally in order to support teachers in French Instruction and Methodology
- Plan and help support each school in attending French Cultural Events and Activities
- Represent the division in regards to French Programming
- Schedule weekly support in each classroom
- Model for teachers French Instruction (every other week)
- Co-Teach and Team-Teach with classroom teachers



## Turtle River School Division Policy Statement

Page 193

Section  
Student Services

### **Job Description – French Consultant - continued**

- Plan French Lessons to be used in classrooms
- Support Teachers as they teach French in their classrooms
- Communicate effectively with teachers and schools utilizing email and other forms as appropriate.
- Coach and advise teachers on ways to support and continue developing their French programs through reflection and discussion on lessons
- Increase teachers' confidence and build strong French Programs and teams.
- Complete and submit a monthly report to their supervisor logs of French programming in order to help support growth and show accountability.
- In addition, a French Revitalization binder needs to be kept every year documenting the division growth and progress as French is revitalized in our division.
- Gather and provide French resources to schools and teachers.
- Consult and borrow resources from DREF (The department French Library)
- Promote French teaching as fun and engaging.
- Support teachers with implementing technology into their French Instruction
- Provide schools with French Professional Development and Training as needed.
- Organize French Teacher training and Professional Development with outside agencies
- Keep Financial and expense records in regards to the grant and French program
- Order French Resources as needed
- Yearly assess the divisions current French Programming and make suggestions for improving the revitalization of French in the division.
- Ask teachers for feedback through a survey a minimum of two times per year on the French Revitalization program (Fall & Spring).
- Develop and organize French Units based on Themes



## Turtle River School Division Policy Statement

Page 194

Section  
Student Services

### **Job Description – Literacy and Numeracy Consultant**

The Division Literacy and Numeracy Consultant is responsible for developing a culture of inquiry. They will use evidence-based practice to support the growth of literacy and numeracy in our schools and classrooms. This will be accomplished through co-teaching, modelling effective instruction, assisting in lesson planning, assisting in developing unit plans and by providing professional development to school staff members.

- Implement new division-wide literacy and numeracy programming.
- Represent the division as the Numeracy and Literacy Lead at various meetings.
- Collect, analyze, and organize data, developing both qualitative and quantitative information from such data, and develop new initiatives and projects that support student learning.
- Use collected data from standardized assessments to use in making evidence-based decisions.
- Develop and support teachers in using the Manitoba Curriculum effectively in their classrooms.
- Support the development and use of literacy and numeracy continuums.
- Support the implementation of new literacy and numeracy initiatives.
- Run collaborative learning sessions and professional development for teachers.
- Consult and assist teachers in developing creative unit plans that will motivate students learning
- Build capacity in teachers as you consult and support the designing of learning experiences that are accessible, effective and engaging for all students
- Assist teachers in planning and developing lessons in Math and ELA classes.
- Provide in-class coaching to teachers, including modelling, co-planning, co-teaching, and reflection, with respect to effective instruction.
- In collaboration with school administration, teachers, and division personnel, build teacher confidence and capacity to teach effective Literacy and Numeracy Instruction.
- Other duties as assigned by the Student Services Coordinator



# Turtle River School Division Policy Statement

Page 195

Section  
Student Services

## **Job Description – Career Development Coordinator**

1. Promote *intentional* career development/opportunities in schools and in communities with students, parents, community partners and other stakeholders
  - Submit articles to related media/websites/newsletters
  - Professional Development for students and staff members
  - Career & Technology Studies (CTS)
  - High School Apprenticeship Program / Accreditation
  - Lifework Courses/Projects/ Career Days/ Curriculum –based opportunities
2. Work cooperatively with staff members to maximize opportunities for students in terms of career development and exploration.
3. Encourage and support classroom teachers in promoting career development activities within their regular curriculum.
4. Support current career programming initiatives.
5. Consult with school/division coordinators to maintain and improve career development options.
6. Ensure that all required career orientated pre-employment activities are completed in all schools.
7. Organize safety training sessions in partnership with “Safe Workers of Tomorrow” / WHIMS / Department of Education, etc....
8. Assist in developing professional development in relevant areas
9. Attend HSAP Professional Learning Group and Career Professional Learning Group meetings as regional representative (share and communicate information amongst all divisions).
10. Participate in on-going relevant professional development opportunities and meetings.
11. Support the completion of the regional report to the department.
12. Identify and support the application for possible grants.
13. Work cooperatively with the school/division career development personnel to identify best practices to promote intentional career development.



## **Resource Assessments and Meetings Schedule of Activities**

Resource Teachers are required to complete and coordinate the completion of a number of divisional assessments and meetings. These meetings and assessments are important in the screening of students' skills and abilities as well as indicating which students may require further assessment and/or planning. The following assessments and meetings are completed as noted by the schedule below.

### **Assessments and Meetings**

**K/1 Brigance Screening** – This assessment needs to be done on all Kindergarten and grade one students. It is a tool that screens students' basic and developmental skills. Assessment should be done in the 3<sup>rd</sup> and 4<sup>th</sup> week of September. It also needs to also be completed at the end of May by the Resource Teacher. It is submitted into the division office by **October 15<sup>th</sup> and June 15<sup>th</sup>**.

**Observation Survey** – This assessment needs to be done on all grade one students. It is a tool that screens students' basic and developmental skills. Assessment should be done in the 3<sup>rd</sup> and 4<sup>th</sup> week of September. It also needs to also be completed at the end of May by the Resource Teacher. It is submitted into the division office by **October 15<sup>th</sup> and June 15<sup>th</sup>**.

**Early Literacy Intervention (ELI)** – The Resource Teacher needs to select between two to five students in grade one that will receive Literacy Intervention programming based on teacher and resource assessment data. The intervention focuses on supporting students in making gains towards reading and writing as they continue to move along the literacy skill continuum. The students must be selected and a list submitted to the department by **October 15<sup>th</sup>**. The final reports are due in to the division by June 5<sup>th</sup> so they can be submitted to the department.





### **Resource Assessments and Meetings Schedule of Activities - continued**

**URIS Plans** – Each school sends out a new URIS form in their students' yearly registration package. Secretaries, school principals, and URIS designates' collect URIS forms as they are completed. The school Resource Teacher then reviews each form and if a health-care need is indicated, it is forwarded to the Student Services Coordinator to be submitted to the local URIS nurse. The Resource Teacher will develop a school URIS binder, track the binder locations, and update *four times* per year (dates noted below). Binders may be updated more frequently if the need is urgent, otherwise it is updated quarterly on the dates noted below. Resource Teachers must also submit a digital copy of their updated URIS Binder with every update to the Student Services Coordinator by **September 30<sup>th</sup>, November 30<sup>th</sup>, February 28<sup>th</sup>, and May 30<sup>th</sup>**.

**Individual Education Plan (IEP) Meetings** – An IEP is simply a specific learning plan where specific learning goals and supports are designed by a team to support the students overall learning. IEP meetings can be called at any time by any member of the IEP team by contacting the IEP case manager. The responsibility of creating and developing an IEP is the Team's responsibility and doesn't rest solely on the Resource Teacher. IEP meetings must be completed a minimum of two times per year in October and May. Current Division policy states that IEP team meetings need to be completed by **October 31<sup>st</sup> and May 31<sup>st</sup>**. Case Managers and/or Resource Teachers must then develop and distribute a copy of the finalized IEP to all team members and place a copy in the students' cumulative file. A copy of the IEP must also be submitted to the Student Services Coordinator by **November 15<sup>th</sup> & June 15<sup>th</sup>**.



### **Resource Assessments and Meetings Schedule of Activities - continued**

**Retention Tracking** – In order to track students who have been retained or held back a year in grades kindergarten to eight, schools must maintain and submit a list into the division office at two different times. All retained students require an IEP the following year and must be maintained for a minimum of one year. After that one year, the IEP team will determine if the IEP will be continued or if it is no longer needed. The school Resource Teacher needs to submit lists to the division office on **Sept 15<sup>th</sup>** and **June 15<sup>th</sup>**.

**Modified and Individualized Programming** – In order to track students who are on different programming and in order to facilitate the needed communication and supports, schools must complete a tracking list of all students who have been placed on an individualized or modified program plan. This includes students receiving modified high school programming in any or all courses. The school resource Teacher needs to submit lists to the division office on **Sept 15<sup>th</sup>** and **February 15<sup>th</sup>**.

**Panel Meetings** – Schools need to complete Panel meetings two times per year as per division policy. These meetings involve important planning for students and schools as they plan student and class profiles as well as plan for student transitioning between teachers. They need to be completed during the last week of September and during October so they are completed by **October 31<sup>st</sup>** in the fall (class profile/planning). Each school Resource Teacher will keep a copy of the classroom profiles to use with each teacher to support student learners in each class and will also confirm the completion of all of the *classroom profiles* to the division office by **October 31<sup>st</sup>**. The transitioning/end of the year panel meetings should be done in the beginning of June and need to be completed by **June 10<sup>th</sup>**.

**Reading Benchmark Assessments** – Teachers are encouraged to do reading assessments monthly. However, division policy has schools submitting their students reading results into the division office a total of one time per year for grades kindergarten to eight in order to track reading and comprehension development and progress. The school Resource Teacher is in charge of supporting teachers as they complete these assessments as well as compiling a school summary and submitting them into the Student Services Coordinator at the designated dates. These assessments are to be submitted by **October 15<sup>th</sup>**.

*\*Special permission is required by the Student Services Coordinator to alter any of the above meetings and assessment dates.*



## Turtle River School Division Policy Statement

Page 199

Section  
Student Services

### **USE OF SERVICE ANIMALS**

Turtle River School Division supports and recognizes that in certain cases, appropriate educational programming may include the services of a certified service animal.

A certified service animal means the animal has been trained to provide assistance to a person that relates to that person's disability.

Integrating the use of a certified service animal in the programming for a student is outlined in the procedures and guidelines of this policy. The successful uses of service animals in schools require a lot of preparation by many individuals prior to the implementation.

Communication is critical in not only educating the school community but also by developing understanding among all individuals. In order to ensure effective communication, sample letters are included in this policy in order to guide communication with parents. A letter will be sent home to the students in any of the classes where the animal will be present in case of a student's allergies or extreme phobias. Please see attached two sample letters that schools can use to

No individual student's rights and needs take the precedence over any other individual student's rights and needs. In providing for Appropriate Educational Programming for students who require certified service animals, other students' legal rights to an education are given equal consideration.



## **SERVICE ANIMAL GUIDELINES**

The division understands the benefits associated with the use of specifically trained and certified service animals in assisting students with disabilities and/or special needs. The use of service animals is increasing in schools to support and provide treatment in different areas.

The presence of a service animal requires appropriate planning and preparation before implementing the program. The following procedures will guide schools in the successful usage of service animals in their schools.

If an incident occurs between a service animal and a staff member/student, the principal will notify and consult with the Superintendent of Schools immediately. The principal will investigate the incident, examining the antecedent and behaviour of both the service animal and affected individual(s). This investigation **must be completed in a promptly and timely manner** in order to preserve evidence, testimony, and allow for the successful remediation. The principal will document the investigation and a formal assessment and consultation with the certified service animal trainer will occur prior to the service animal returning to the school. Appropriate precautions will be put in place to ensure the safety of both the animal and students.

## **SERVICE ANIMAL PROCEDURES**

Once the school principal has been notified of the anticipated integration of the service animal to the school, the following procedures are to be implemented by Turtle River School Division prior to the admittance of a service animal to the school. It is important that all of the responsibilities of each of the parties identified in the procedures below are strictly adhered to as indicated. These procedures will be accelerated should a child who uses a certified service animal come to a school in the middle of the school year.

### **Responsibility of the Parents/Guardians:**

It is expected that parents/guardians will advise the division as soon as possible that a service animal is required in order to provide the maximum amount of time for the division and school to prepare for the integration of this request.

1. When the parent/guardian becomes aware of the child's need for a service animal, they will provide a letter to the school principal from their medical doctor recommending the use of a certified service animal prior to the commencement of the process of Appropriate Educational Programming. A reasonable amount of time will be required in order to allow for the division and school to support the planning of this students' support.



## Turtle River School Division Policy Statement

Page 201

Section  
Student Services

### **Responsibility of the Parents/Guardians– continued-**

2. Parents/guardians will also provide a letter to the school principal outlining what they see as being the benefits of having the service animal attend school with their child.
3. A certificate of training for the animal from the service animal organization must be provided to the school principal. Any financial costs to obtain this certificate are the sole responsibility of the family. Service animals certified by an organization inside or outside of Canada must have the certification standards verified by the Office of the Fire Commissioner. The student handler's ability to control the animal in a school setting must be verified by the Office of the Fire Commissioner.
4. It is the responsibility of the parent/guardian to provide the school with proof that the animal has its yearly vaccinations, required licenses, and is in good health.
5. Pay for financial implications regarding the use and care of the Service Animal.
6. Arrange for the personal care and physical needs of the Service Animal, including the procedure for attending to the physical needs of the animal (washroom break). An animal handler will be designated.

### **Responsibility of the Principal:**

1. The school principal is responsible for facilitating with parents any arrangements and communication of the expected timeline for the introduction of a service animal to the school.
2. The principal will consult with the Superintendent of Schools and Student Services Coordinator before arranging a student planning/team meeting.
3. The principal will ensure that the use of a Service Animal is consistent with the needs or recommendations as outlined in the IEP process.
4. The principal will ensure that a team meeting is arranged in order to plan and prepare for the implementation of the service animal in the school. See under the Resource Teacher Responsibilities various components to be discussed and planned.
5. The principal will consult with the Student Services Coordinator to resolve any specific concerns or issues raised regarding the presence of a Service Animal.
6. The principal will contact the Transportation Supervisor regarding transportation requirements.



## Turtle River School Division Policy Statement

Page 202

Section  
Student Services

### **Responsibility of the Principal –continued-**

1. The principal will ensure that the students, school staff members, school community and the Superintendent of Schools is informed of the expected presence of the certified service animal in the school. All letters will be retained in the students cumulative pupil file for a minimum of one year.
  - a. A letter must be sent home for all students and provided to all staff members informing the school community as to the arrival of a service animal at the school (template attached).
  - b. Inform all staff members including teachers, educational assistants, bus drivers, custodians, volunteers, school council, union representatives, and health and safety representatives of the presence of service animals.
  - c. A letter will be sent home to the students in any of the classes where the animal will be present in case of students' allergies or extreme phobias (a variation on the attached template).
  - d. If transportation of the student requiring the services of the animal is required, the principal will inform the Transportation Supervisor of the presence of the animal on the bus and that the driver and Transportation Educational Assistant (if applicable) will receive appropriate training (template attached).
  - e. A letter is to be sent to parents/guardians of all children who travel on the same bus (template attached).
  - f. Arrange for a demonstration from the National Service Animal organization for the student body, staff, and the community as required to provide education and awareness of Service Animals in Schools.
  - g. An assembly or class visit(s) are to be arranged at the school to explain the role of the service animal and any rules regarding the animal both in the school or in regards to other students interacting with the animal as they are doing their job (*for example, according to The Services Animal Protection Act, a service dog is not allowed to be petted*).
  - h. The principal will ensure that a sign is posted on every door of entry of the school building alerting visitors/emergency service providers to the presence of a working Service Animal.



## Turtle River School Division Policy Statement

Page 203

Section  
Student Services

### **Responsibility of the Principal –continued-**

1. The principal will revise emergency procedures as required to include the Service Animal, such as evacuations, fire, tornado and lockdown procedures. The principal will notify both the local law enforcement (RCMP) and Fire Department of the presence of the Service Animal.
2. The principal will ensure that the service animal's organization provides training to the student's school team (Principal, Teacher(s), Educational Assistants, and Transportation personnel) prior to the animal beginning work in the school. Training will be provided at the division's expense.
3. The principal, on behalf of the school and parents, will submit a jointly agreed to implementation plan to the Superintendent of Schools as soon as possible before the start of the service animal at the school setting.

### **Resource Teacher Role and Responsibility:**

1. The Resource Teacher will setup a team meeting involving the Parents/Guardians, Principal, Teacher(s), Educational Assistant(s), a representative from the service animal organization, the student when appropriate, and the Student Services Coordinator to discuss the following:
  - Make sure classroom staff members are informed and involved
  - Discuss the purpose/function of the service animal.
  - Determine and alternate Service Animal handler for instances when the handler is absent.
  - Clarifying with the school team who is responsible for the care of the animal – (*This rests 100% with the handler/family*). An adult from the family (or designate) must be available to take the service animal for a "break" during the day, at minimum, one time per day, preferably "midday," (*or as agreed upon by the school team*).
  - Establish where is the safest and most environmentally sound place for the animal to relieve itself and the cleaning expectations involved.
  - Discuss what considerations have been made for different seasons (i.e., summer, winter, etc.)
  - Discuss what will happen on days of inclement weather, what procedures will be taken.
  - What will happen if the student is absent, days of illness, etc.
  - The animal should be offered water at mid-day; no water container should be left down at any time. Water should be offered, then removed (determine where the animal's water container is to be kept and who will fill the water receptacle)



**Resource Teacher Role and Responsibility – continued -**

- Determine where the animal handler will remove and dispose of waste
  - Examine the physical arrangements in the classroom(s)
  - Examine transportation arrangements, i.e., all pertinent bus procedures
  - Discuss other issues including: Interference with delivery of academic program, possible changes to in-class routines and procedures, increased demands on resource staff and teachers, provision of an assistant(s) to assist the student with the animal, other children who are allergic to animals, recognition of children with a fear of animals.
  - Review cultural sensitivity for groups who will not share space with an animal
  - Determine a date for a follow-up meeting to review animal handling issues/concerns
  - Determine the process to have questions answered as they arise.
1. A copy of the parent letter and the medical diagnosis is placed in the Pupil File.
  2. Develop a Transition Plan for the Service Animal and the student that outlines:
    - a. Any necessary changes to routines and procedures;
    - b. Arrangements for the Service Animal without students present in order to familiarize itself with the school building;
    - c. A clear timetable for the implementation of the Service Animal to the school, classroom, and for training of the student's school team;
    - d. Prepare staff and students with allergies, fears, cultural sensitivity, etc.
  3. The use of a service animal should be incorporated into the IEP process.
  4. A transition plan for the animal is developed which may include the use of Social Stories, visits of the animal to the school/classroom, etc.
  5. The performance of the service animal is to be reviewed regularly during the phase-in process and after four weeks of full integration into the student's school.
  6. An appropriate emergency exit plan must be put into place and the Fire Department alerted as to the existence of the animal in the school.





## Turtle River School Division Policy Statement

Page 205

Section  
Student Services

### **Transportation Supervisor's Responsibility:**

1. The Transportation Supervisor shall:
  - a. Inform the driver and where applicable, the transportation EA of the presence of a certified service animal on the bus; and ensure that appropriate training will be provided.
  - b. As part of the training procedure, the protocol for handling the certified service animal on the bus will be developed and implemented in conjunction with the animal trainer/handler that will include:
    - i. Location of animal during transport (should not be blocking aisles) i.e. under seat or in the seat compartment
    - ii. If the animal and others are safest with the animal being in an appropriate cage, etc..
    - iii. The other students should receive training from the driver and/or parent or service provider to ensure the understanding of the role and function of the certified service animal as well as the procedures for handling the animal in the bus.
    - iv. A bus evacuation plan for the animal is developed and practiced.
2. The Transportation Supervisor shall ensure that there is sufficient documentation and procedural instruction available on the bus for spare bus drivers.
3. The Transportation Supervisor in conjunction with the principal will ensure that appropriate communication with parents occurs through a letter, as per the sample provided, is distributed to all parents with students that ride on the bus which will be used to transport the service animal.

### **Resources / References**

Please refer to the attached resources/references or revised versions of these documents below for more information regarding suggested practices and legislation of Service Animal use in schools.

#### **Legislation in Manitoba – The Service Animals Protection Act**

<http://web2.gov.mb.ca/laws/statutes/ccsm/s090e.php>

#### **The Service Animals Protection Act**

<https://web2.gov.mb.ca/bills/39-3/b238e.php>

#### **The Manitoba Human Rights Code**

<http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php>

#### **The Manitoba Human Rights Commission**

[http://www.manitobahumanrights.ca/publications/guidelines/service\\_animals\\_and\\_the\\_code.html](http://www.manitobahumanrights.ca/publications/guidelines/service_animals_and_the_code.html)

*(Above URL addresses were accessed to be working as of December 13, 2016)*



## Turtle River School Division Policy Statement

Page 206

Section  
Student Services

School Letterhead

School Logo

### S A M P L E C L A S S R O O M L E T T E R

(Date)

Dear Parents/Guardians:

This letter is to inform you that (one/two) of our students have/has received a service animal from National Service Animals of Canada. "Name of Service Animal" is a (description of animal, i.e. three year old Golden Retriever), that will be accompanying the student(s) to and from school and working with the (one/two) students throughout the school day.

\_\_\_\_\_, Program Director and Co-Founder of National Service Animals of Canada from (Cambridge, Ontario), was at (your school name) on (date) to train staff members in how to handle and work with "Name of Service Animal" and the student(s). "Name of Service Animal" wears a purple "working" vest when (he/she) is working with the student(s) and (his/her) job is to increase independence and provide safety for the student(s).

We will be having an assembly to introduce "Name of Service Animal" to the rest of the students in our school and to educate them so they respond appropriately when they see "Name of Service Animal" (i.e. do not pet him when they see that he is wearing his purple vest because he is working).

We have checked all of our students' medical forms and do not have any students in our school who have indicated a severe allergy to (animal). \_\_\_\_\_, of National Service Animals of Canada, has instructed us to tell students and parents that if they feel they may be allergic to (animal), then do not touch the (animal).

We are excited to be able to have "Name of Service Animal" as an additional resource for our student(s) and are looking forward to having him as part of our (your school name) Community.

If you have questions or concerns please do not hesitate to contact me at \_\_\_\_\_. Brochures regarding the National Service Animals Program are available at our office.

Sincerely,

\_\_\_\_\_,  
Principal



Turtle River School Division  
Policy Statement

Page 207

Section  
Student Services

School Letterhead

School Logo

**S A M P L E TRANSPORTATION LETTER**

(Date)

Dear Parents/Guardians:

This letter is to inform you that (one/two) of our bus students has/have received a service animal from National Service Animals of Canada. "Name of Service Animal" is a (description of animal, i.e. Golden Retriever), that will be accompanying the student(s) to and from school and working with the student(s) through the school day.

\_\_\_\_\_, Program Director and Co-Founder of National Service Animals of Canada from Cambridge, Ontario, was at (name of school) on (date) to train staff members in how to handle and work with "Name of Service Animal" and the student(s). "Name of Service Animal" wears a purple "working" vest when (he/she) is working with the student(s) and (his/her) job is to increase independence and provide safety for the student(s).

"Name of Service Animal" will be riding to and from school on our school bus beginning (date) and we would like to check with all of our bus students' parents to see if there are any allergies that we need to be aware of so that seating can be adjusted.

\_\_\_\_\_, of National Service Animals of Canada, has instructed us to tell students and parents that if they feel they may be allergic to (animals), then do not touch the (animal). Please contact me if you believe your child to be allergic to (animals).

We are pleased to be able to have "Name of Service Animal" as an additional resource for our student(s). If you have questions or concerns please do not hesitate to contact me at (telephone number). Brochures regarding the National Service Animal Program are available at our office.

Sincerely,

\_\_\_\_\_,  
Supervisor of Transportation.



## **Transitioning Into High School Policy**

### **PURPOSE**

The purpose of a **High School Transition Plan** is to support middle school students as they transition from middle school into high school. Secondary school brings with it an increase of independence for students with more freedom and choices. For many students, secondary school can also be very intimidating and frightening with a number of changes and challenges. A new building, using a combination lock, finding your classes, a new timetable with multiple teachers, apprehension about making friends, fitting in, increased homework, new courses, and greater expectations for independent learning are only a few of the most common challenges that can cause students a lot of stress and anxiety. Often this can impact a student's overall learning and ultimately affect their future. Starting high school can be daunting before you even begin with students not knowing what to expect or in choosing the right courses. The intent of this plan is to provide students with information, experiences, and confidence as they enter high school. Students will be provided with the supports they need in order to have the best opportunity for success.

### **RESEARCH**

Research shows that if a student is at risk for not graduating early in high school if they are not successful. The studies showed that there is a 27% chance of a grade 9 student and 40% chance that a grade 10 student either drops out of high school and/or is at risk for not graduating if they miss or fail just one credit. Students benefit when secondary schools provide students with a welcoming and caring environment for grade nine students where their emotional, social, and academic needs are supported (*Evaluation of the Ontario Ministry of Education's Student Success / Learning to 18 Strategy Evaluation, 2008*). High school is tailored to meet the individual needs, interests, and strengths of every student.



## **Transitioning Into High School Policy –continued-**

### **BELIEFS & EXPECTATIONS**

Turtle River School Division believes that with the right supports in place, all students can achieve success and get their high school phase of their academic career off to a positive start in secondary school.

It is expected that all schools help support students with the successful transition from middle school into high school. This is a key transition for students at this age/grade and has a definite impact on a student's overall success in school. Students are transitioning into a credit system with defined curriculum outcomes and in some cases moving for the first time from a single homeroom teacher to a multitude of teachers. Something as simple as how to use a combination lock can be detrimental to the success of a student. The key to success involves strategic planning and preparation in each school.

The division supports schools in providing a number of transition activities. We understand that schools are rich and dynamic with ideas and activities that they run in order to support their individual buildings and students. In order to support consistency in all of the schools across the division and ensure that all students receive basic supports; the following listed transition activities **must** be completed by all schools. School principals are responsible for ensuring that a transition plan is developed each year that outlines the activities below along with any other activities that their schools would like to run to support students transitioning. ***Completed Transition Plans must be submitted to the Superintendent by the last day in March of each school year.***



## **Transitioning Into High School Policy –continued-**

### **TRANSITION PLAN CONTENTS**

This Transition Plan will outline guiding principles that will support students, families, and schools as they prepare and transition into high school. This plan will provide students and parents answers to much anticipated and asked questions and help support students in this transition by exposing them to secondary school and help them make positive choices so they can attain success. Student Success is about reaching the individual learning needs of each and every student. As schools continue to offer students more opportunities to customize their high school experience and continue developing their strengths and interests through an assortment of enriched learning opportunities.

Every school's Transition Plan **must** focus on three primary areas of support:

1. Experience and Exposure;
2. Information; and
3. Academic Support

Every school's Transition Plan **must** include the following activities:

1. Student and Parent Information Night (*April*).
2. Shadow a student in high school for at least one day (*during April of the year prior*).
3. Career Guidance Counselling – Every grade 8 student will meet with the school guidance counsellor/principal to review course choices and types of courses. They will discuss career interests and courses they will need to take in order to reach their goals (*prior to selecting their grade nine courses*).
4. Provide students and their parent/guardian with a course section sheet and course calendar that describes course(s) being offered.
5. Grade nine course selections should be limited to 2-3 choices (electives).
6. Students are matched with a **teacher/staff member mentor** (someone they can talk to, ask questions, support with day-to-day).
7. Grade nine course outlines and expectations must be clearly presented to students.
8. Grade nine core courses will be offered in the morning with the same teacher instructing **ALL** of these courses (ELA, Mathematics, etc.).
9. Compulsory courses such as mathematics and English should run **ALL YEAR** long (*allowing for more time for instruction and study*).

In order to support schools, a “**Sample Grade 8 to 9 Transition Plan**” has been developed and provided to guide school planning.



## **Sample - Grade 8 to 9 Transition Plan**

This Transition Plan focusses on 3 Primary Components of Support: Experience and Exposure; Information; and Academic Support.

### **1. Experience/Exposure**

#### **i. Student and parent info night**

- a. Occurs during April.
- b. A student advisor is assigned
- c. A one-on-one guidance session with a teacher takes place
- d. Schools vote on and choose any electives being offered at this meeting
- e. Career presentation can also be highlighted
- f. Survey students course selections
- g. Course descriptions are clarified/discussed
- h. Teachers discuss expectations of teachers/courses
- i. Discuss graduation/process
- j. Information sharing/student handbook distributed
- k. Copy of timetable/schedule can be developed for students
- l. Can tour classrooms/schools
- m. Each teacher speaks, welcomes, presents their courses, expectations

#### **ii. Student Shadowing Program**

- a. In April of their transition year, students will be paired up with a grade nine or ten student for the day. Students will attend all of their classes and work during this day, providing them with an opportunity to experience a high school day, the expectations of the course work and develop a friendship.



## **Sample - Grade 8 to 9 Transition Plan – continued-**

### 2. Information/ Knowledge

#### **iii. Guidance/Support**

- a. Teacher/Staff Mentor is assigned for the year
- b. Guidance in course selection
- c. Graduation Tracker
  1. This is already done on the new report card
  2. Students meet with the guidance counsellor and examine what courses they require to graduate and plan their anticipated graduation date.
- d. Career Guidance – what courses to take or are needed in order to get into that program

#### **iv. New Course Calendar with course options/descriptions**

1. Each course has a description, outlining what the course entails and its difficulty and pre-requisite or prior study.
2. limit grade 9 choices, focus on cores/compulsory courses
3. Website, school paper copies

### 3. Academic Support

#### **v. Clear Expectations**

- a. Specialty teachers will support student learning with clear expectations of the curricula.
- b. The credit system will be transitioned as students move into the secondary system.

#### **vi. More time on core subjects**

- a. Math & ELA run all year long in grade nine
- b. Teacher mentors/adult support person assigned
- c. Grade Nine Scheduling
  1. A schedule for grade nines that is standard and focusses on the core compulsory courses. Students have the majority of the courses scheduled with only a couple choices during their grade nine year.





**Sample - Grade 8 to 9 Transition Plan – continued-**

**vii. Teacher Relationship Building (3 ideas)**

- b. Common core teacher in grade 9 & 10 (one teacher teaches grade 9 students cores all morning).
- c. Teacher teaches all grade 8 classes and then follows students into grade 9 classes
- d. Grade 9 & 10 teacher also teaches grade 8 course.

**iv. Grade 8 to 9 Curriculum Comparison**

- Monthly teacher conference time to discuss curriculum bridging, “What they need to know?” a PLC? Need to test to see if it’s working using classroom and program based assessments.
- Develop a ELA & Math continuum
- Curriculum coverage
- What are the “Big Ideas” that students need to know and needs to be covered leading up to grade nine
- Discussion on backwards design
- Discussion on spiral planning
- ELA teachers made a list of what students need to know/skills required for grade 9



# Turtle River School Division Policy Statement

Page 214

Section  
Student Services

## **Promotion and Retention of Students**

Students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. Turtle River School Division shall provide for the continuous progress of students from grade to grade. Students who achieve the required learning outcomes for a grade will be promoted to the next grade. Students who do not achieve the required outcomes will have alternatives considered, grade retention being the last option.

Should teachers suspect that a student will not be successful in completing grade or course expectations, parents will be informed prior to the March parent teacher conferences for K-8; mid-semester for high schools (grades 9 to 12). Documentation of this communication is required by the teacher and principal.

### **STUDENT PROMOTION AND RETENTION**

1. It should be noted that all work students do shall not be used as part of the evaluation criteria. Students do some work for practice in order to develop important skills. Teachers carefully orchestrate learning activities in order to support student development and learning. Cumulative assessment through final tests and exams are critical tools used by educators to determine overall growth and learning. Final exams reflect all course learning outcomes and content.
2. Course outlines shall clearly include the criteria which will be used to evaluate students. The evaluation method should not be a surprise. Teachers develop a mark based on their course outlines that indicate where and how students will be evaluated. The evaluation methods and weighting of each method will be specified clearly for students.
3. Term marks will then be derived from a series of tests, quizzes, essays, projects, etc. as indicated in the course outline. The number of items used for evaluation purposes will vary with subjects and grades. However, as a general rule there needs to be multiple methods used in order to assess a student's overall growth and learning. Teachers should use at least ten different methods in which to evaluate a student's overall learning and determine their final mark.



## Turtle River School Division Policy Statement

Page 215

Section  
Student Services

### STUDENT PROMOTION AND RETENTION – continued-

4. Evaluation of a student's knowledge and learning in a subject can occur through a multitude of ways, including many methods and tools, such as, but not limited to the following:

- Daily work
- Oral presentations
- Participation in class
- Demonstrations
- Assignments
- Models
- Projects
- Portfolios
- Formal tests & quizzes
- Final Exams
- Others, etc.,

On the basis of the above demonstrated learning methods commonly used in classrooms; as specified in the teachers class/subject outline; the students overall learning is determined and summarized in order to provide the student with their final/overall mark. The classroom teacher will then make the recommendation to the school principal for the student to be:

- Promoted
- Conditionally Promoted
- Continue / Incomplete
- Repeat / Retained
- Conditionally Retained, and
- Placed



# Turtle River School Division Policy Statement

Page 216

Section  
Student Services

## **Criteria for Retention – Grades K-8**

Retention should be considered only after all other instructional avenues have been explored. Rarely would a student be retained more than once between kindergarten and grade 8.

All of the following criteria **need to be met** in order for retention to be considered:

- The student is in early years or middle years.
- The student is achieving significantly below grade level outcomes as determined by the classroom teacher, resource teacher and in consultation with the principal.
- An adaptations or accommodations list, which incorporates alternatives, is established for the student's year of retention. Grade retention should not be only grade repetition-there should be a clear focus on mastery of required skills.

### **Alternatives for K-8 students include:**

1. Adaptations or modifications (*if meets requirements as set out by the department*).
2. Promotion with intensive remediation services as outlined in an Individual Education Plan (IEP).
3. Promotion with individualized instruction, peer tutoring and/or a parent involvement program, modular work package.
4. Placement in an un-graded program or partially graded program with an Individual Education Plan (IEP).
5. Computer assisted instruction (CAL).
6. Placement in an alternative setting.
7. Conditional retention or promotion based on a plan to revisit student progress two weeks into September; after school begins.
8. Conditional promotion based on the completion of various assignments/activities/assessments that demonstrate learning of course required outcomes.



## Turtle River School Division Policy Statement

Page 217

Section  
Student Services

### **Promotion and Retention of Students – continued-**

When student retention is deemed appropriate, the teacher(s) shall confer with the principal. The parent(s)/guardian(s) shall receive an explanation of their child's current academic standing in relationship to grade expectations, the school's assessment of the student's learning difficulties and interventions the school has used in attempts to increase the student's achievement to expected levels.

The final decision will be made by the principal. All recommended retentions must be communicated to the Superintendent by **May 31<sup>st</sup>**.

If parent(s)/guardian(s) insist that a student be promoted against the recommendation of school staff, they must submit a written appeal to the Superintendent **within five school days**.

If parent(s)/guardian(s) insist that a student be retained against the recommendation of the school staff, they must submit a written appeal to the superintendent **within five school days**.

### **Criteria for Retention – Grades 9-12**

As high school is based on a credit system, students are not retained but achieve compulsory and elective courses in order to meet the requirements for a high school diploma. Students who achieve the required outcomes of a course in high school will receive a credit for that course. Students who do not achieve the required outcomes will have alternatives for acquiring the credit.

Alternatives for high school students include:

- Repeating the entire course.
- Credit Recovery
- Course Challenge
- Taking the course Online (PLATO, WebCT, etc.).
- Distance Education method.
- Independent study option (ISO).
- Teacher mediated option (TMO).
- Summer school



# Turtle River School Division Policy Statement

Page 218

Section  
Student Services

## **Special Needs Programming**

In accordance with **Appropriate Education Programming, Regulation 155**, accommodations will be made for assessing all learners to assist them in meeting the expected learning outcomes. Teachers should evaluate students on their learning and growth throughout the year. It may be more appropriate to recommend that a student is “placed” into the next grade rather than repeat a grade because of not meeting the academic learning expectations.

It would not be appropriate for a student to be retained if they are not likely able to meet the course outcomes. It may be more advantageous for the student to be “placed” in the next grade in order to allow the continuation of learning in other domains beyond simply academic (e.g. social, emotional, physical, etc.). The school team will meet, discuss and determine what the appropriate decision (retention, promotion, or placing) for each student. When principals and school teams (teacher(s), principal, and resource teacher) make this decision, they must consider: student development; all domains; student special needs; Appropriate Education Programming regulations; and the related division policies. Decisions are made on a case-by-case basis depending on the needs of the specific students.

The classroom teacher makes their recommendation as well as the students school team as to whether they should be promoted, placed, or retained. In the end, it is the principal’s final decision as to if a student is promoted or retained.

The principal will request that the school resource teacher complete a specialized academic assessment in order to assist in guiding with the programming and planning of the student plan for next year. This assessment, as well as the prior classroom teacher’s notes, evidence of learning, previous divisional assessments and report card data will be used by the school team to identify what areas of difficulty that the student was having and plan on how to support their learning in the upcoming school year.

If a student is retained, he/she requires an IEP be developed for the next year outlining exactly what will be done differently in order to give the student success in repeating the grade. Retained students are required to be on an IEP for a minimum of one year and then the students IEP team will decide if the IEP should be continued or discontinued.

It is important to track students who are retained. If a student is retained, the school must submit a list of retained students on the **Retention Tracking form** to the Student Services Coordinator in both **June 15<sup>th</sup>** and **September 15<sup>th</sup>**. The resource teacher will submit the **“Tracking of Retained Students” form** that is reviewed and signed by the school resource teacher and principal.



# Turtle River School Division Policy Statement

Page 219

Section  
Student Services

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

## **STUDENT RETENTION TRACKING**

*Tracking of Students Who Have Been Retained in Grades K-8*

Student Name	Grade	Teacher	Date of Retention	IEP in Place

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

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



## **Behaviour Policy**

### **Student Conduct**

The board expects that a student conducts himself/herself in such a manner as to impose no hardships on other students, the staff, or facilities of the Turtle River School Division. The board expects that each student to show proper courtesy and common sense in dealing with the public at large.

### **Unacceptable Behaviour Policy**

#### **UNACCEPTABLE BEHAVIOR**

#### **GUIDELINES FOR DETERMINING UNACCEPTABLE BEHAVIOR**

The following are some areas of conduct that may lead to disciplinary action, including suspension or expulsion from attending school in the division.

- a) Stealing, causing damage to or destroying school or student property.
- b) Causing or attempting to cause, physical injury or harm to any student, teacher or other school employee or visitor on school grounds at or during a function on or off school grounds sponsored by a school
- c) Threatening or intimidating any student, teacher or other school employee or visitor.
- d) Interfering with school purposes or with the orderly operation of the school by using, threatening or use or counseling other persons to use violence, force, coercion, intimidation, fear or disruptive means.
- e) Possessing, using or transmitting any object that in fact or under the circumstances can reasonably be considered to constitute a weapon.
- f) Possessing, using, selling, buying, transmitting or secreting any alcoholic beverage, narcotic or hallucinogenic drug, marijuana, barbiturate, amphetamine, intoxicant or any other illegal substance.





# Turtle River School Division Policy Statement

Page 221

Section  
Student Services

## **GUIDELINES FOR DETERMINING UNACCEPTABLE BEHAVIOR – continued-**

- g) Possessing, using, selling, buying or transmitting any of the following:
  - 1) Materials or items, whole or in part, the contents of which appeal to base or other prurient sexual interests or are offensive to prevailing standards in the general community.
  - 2) Materials or items, the contents of which in whole or in part, contain language commonly referred to as “profanity” or “vulgarity”, which is offensive to prevailing standards in the general community.
  - 3) Materials or items, the content of which, in whole or in part, are libelous or slanderous of any person or institution, or which is intended to hold any student, teacher or other employee, race, ethnic group or religion to scorn, ridicule or contempt.
  - 4) Materials or items, the content of which, in whole or in part, poses a clear and present danger to health or safety of other student, teachers, other employees or visitors.
- h) Involvement in any conduct on school premises or during a school function or event which violates local, provincial, or national law, where such conduct or the likelihood of engaging in such conduct, poses a clear and present danger to the health, welfare or safety of other students, teachers, employees or visitors.
- i) Refusal or failure to comply with provincial and local attendance laws, including but not limited to, truancy from specific classes and tardiness to school in general or to specific classes.
- j) Smoking on school premises or on any school bus.
- k) Willful failure to comply with the directions of teachers, student teachers, teacher assistants, bus drivers, principals or other authorized personnel.
- l) Repeated violation of any rules or regulations governing student conduct.
- m) Participation in any activity which substantially disrupts or materially interferes with or is likely to so disrupt or interfere with, any school function, activity or purpose.
- n) Dressing or grooming in a manner which presents a clear and present danger to a student’s health and safety, or in a manner which causes an interference with school work or which creates a classroom or school disruption. This code of student conduct is to be applied and enforced in addition to other rules in effect at any individual school in the division.



## Safe and Caring Schools Code of Conduct

### TABLE OF CONTENTS:

1. Philosophy of Safe and Caring Schools.....	2
2. Philosophy of Safe and Caring Environments.....	3
3. Philosophy of Inclusion.....	4
4. Definitions.....	5
5. Policy Statements.....	
6. Approach to Discipline.....	
7. Working with Parents and Guardians.....	
8. Unacceptable Behaviour.....	
9. School Code of Conduct.....	
10. Rights, Responsibilities, and Authority Regarding Student Discipline.....	
a. Rights and Responsibilities of Students.....	
b. Rights and Responsibilities of Parents and Guardians.....	
c. Responsibilities and the Authority of Teachers.....	
d. Responsibilities and the Authority of Principals.....	
e. Responsibilities and the Authority of Superintendents.....	
f. Responsibilities and Power of School Boards.....	
11. Appropriate Interventions and Disciplinary Consequences.....	
a. Informal Discussion.....	
b. Parental Involvement.....	
c. Formal Interview.....	
d. Withdrawal from Classroom setting.....	
e. Removal of Privileges.....	
f. Detention.....	
g. Restitution/Compensation.....	
h. Behavioural/Performance Contract.....	
i. Student Services.....	
j. Outside Agency/Community Involvement.....	
k. Threat Assessment.....	
l. Police Notification.....	
m. Student Suspension.....	
n. Student Expulsion .....	
12. Appeal Process.....	
a. Appeals of Disciplinary Decisions.....	
b. Appeals of Suspensions.....	
c. Appeals of Expulsions.....	



# Turtle River School Division Policy Statement

Page 223

Section  
Student Services

## **Safe and Caring Schools - Code of Conduct**

### **Philosophy of Safe and Caring Schools**

In January 2014, Manitoba Education and Advanced Learning developed a Provincial Code of Conduct that all Manitoba Schools are required to follow. This mandate is in accordance with the new regulation as stated in Section 4 of the Appropriate Disciplinary Consequences in Schools Regulation 92/2013. The intent of this legislation was to support schools in responding to inappropriate conduct, including bullying and cyberbullying. This Provincial Code of Conduct sets out a range of appropriate disciplinary consequences that all Manitoba schools are required to follow. This document updates and amends the previous "Safe Schools Charter" legislation from June 10<sup>th</sup>, 2004.

Turtle River School Division has adopted this code of conduct in order to strengthen school-wide approaches to preventing, intervening in, and responding to violence and bullying, cyberbullying, and other unacceptable student behavior. This Policy has been developed in compliance with *The Public Schools Act, The Education Administration Act, Appropriate Disciplinary Consequences in Schools Regulation 92/2013 and Administrative Handbook for Schools*. Students need to be held accountable for unacceptable behavior while still allowing school personnel to exercise professional judgment. Applying appropriate disciplinary consequences as they are warranted promotes a positive approach to safety and belonging as part of a safe and caring school environment.

### **Philosophy of Safe and Caring School Environment**

As citizens we all share a responsibility to work together to provide school environments where all students feel safe and respected, allowing for everyone to reach their full potential. In addition to the Safe Schools Code of Conduct, individual schools within Turtle River School Division are expected to continue the development of school based codes of conduct. School based codes of conduct must support the principles of the Safe and Caring Schools Code of Conduct.



## **Philosophy of Inclusion**

Turtle River School Division is supportive to developing inclusion for all people in all of our schools. Turtle River School Division is committed in fostering inclusion by sharing the responsibility to work collaboratively with all citizens in providing school environments where every student feels safe and respected, thereby allowing him or her to maximize learning potential.

Within this responsibility, the following principles are recognized and valued in ensuring safe and inclusive school environments for all:

- positive school cultures,
- respect, inclusion, fairness and equity,
- clear and consistent communication regarding expectations of conduct,
- social responsibility,
- peaceful problem solving that respects value for human diversity and human rights,
- understanding issues such as bullying, harassment and discrimination,
- fair and reasoned responses to incidents involving discrimination, harassment and bullying,
- interventions that repair harm, strengthen relationships and restore a sense of belonging,
- continuous improvement of policies, procedures and practice that promote, monitor and evaluate safe and inclusive school environments, and
- celebrating progress and achievements.

***“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.”***

*(Manitoba Education and Advanced Learning – Provincial Code of Conduct, January 2014, pg.1)*

***“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.”***

*(Manitoba Education and Advanced Learning – Provincial Code of Conduct, January 2014, pg.1)*



# Turtle River School Division Policy Statement

Page 225

Section  
Student Services

## Definitions

**Bullying** is behaviour that is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's feelings, self-esteem, body or reputation and is to create a negative school/work environment for another person.

Bullying takes place in a context of real or perceived power imbalance between people involved and is typically, but need not be, repeated behaviour.

Bullying may be direct (face to face) or indirect (through others) and it may take place through any form of expression – including written, verbal, physical – or by means of any form of electronic communication (referred to as cyberbullying), including social media, text messaging, instant messaging, websites or email etc. (Manitoba *Public Schools Act*)

**Cyberbullying** is bullying by means of any form of electronic communication, including social media, text messaging, instant messaging, websites, or e-mail etc.

**Expulsion** is the removal of a student from all schools of a school division permanently, at the discretion of the school board.

**Preventative Practices** involve the use of instruction and programs that focus on social responsibility and positive behaviour. Such approaches emphasize the collaborative development and teaching of clear behavioural expectations before conduct escalates into unacceptable behaviour.

**Reasonable Accommodation** is the school's obligation to address the special needs of students where these needs stem from the protected characteristics specified in *The Human Rights Code of Manitoba* and affect the individual's ability to access educational/school services or facilities; the measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others or other factors. (Manitoba Education and Advanced Learning)

**Student In-School Suspension** is the temporary removal of a pupil from a classroom, extra-curricular, out-of-classroom or transportation activity.

**Student Out-of-School Suspension** is the temporary removal of a pupil from attending school.

**Unacceptable Conduct** includes abusing another person physically, sexually, or psychologically, verbally, in writing, or otherwise. It also includes bullying another individual.



## **Policy Statements**

In Manitoba School Divisions, 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 of a richer future for us all.

All members of the school community have a right to learn and work in a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated. All members of the school community have a responsibility to work collaboratively toward this end.

Turtle River School Division is committed to fostering inclusion for all people. 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.

## **Approach to Discipline**

Turtle River School Division supports successful approaches for preventing and changing challenging behaviour. Common themes to a successful approach include the development of a positive school climate, a positive school-wide approach, team planning, community involvement, and professional support.

All schools are expected to engage in ***preventative practices*** – in other words, the use of instruction and programs that focus on social responsibility and positive behaviour rather than the need for negative consequences. This includes teaching the Manitoba curriculum and using such approaches as outlined in the Manitoba Education and Advanced Learning document *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying* (2005) or one of a variety of programs that build character and social responsibility. Such approaches emphasize the collaborative development and teaching of clear behavioural expectations. These focus on acknowledging students for meeting these expectations rather than punishing them for failing to meet them. Student self-control, problem solving, social responsibility and self-reliance are to be developed.

In addition, schools are expected to support the use of ***restorative practices***, that aim to develop community and manage conflict and tensions by repairing harm and building relationships (e.g., conflict resolution or peer mediation programs, restitution, and restorative justice). ***Restorative Practices*** are fair and reasoned responses to conflict, tension and unacceptable conduct designed to repair harm, strengthen relationships and restore a sense of belonging.



# Turtle River School Division Policy Statement

Page 227

Section  
Student Services

## **Working with Parents and Guardians**

Teaching self-discipline is a shared responsibility that hinges on a cooperative approach between the school and parents/guardians. Students will feel safe when they see the adults from these two parts of their lives, school and home, come together to focus on their interests. When teachers and parents communicate regularly and work collaboratively, they are more likely to develop a degree of trust.

Schools and parents may disagree on disciplinary decisions. When positive approaches to resolving disagreements are used, there are opportunities to build strong working relationships and to set positive examples for our students. Parents are encouraged to contact their school any time they have a concern regarding a disciplinary matter. A process for appealing disciplinary decisions must be included in the school code of conduct (see **Appeal Process**).

## **Unacceptable Behaviour**

The following conduct is unacceptable behavior and will be addressed in all cases. Unacceptable behaviour includes but is not limited to the following:

- Bullying/cyberbullying
- Harassment/discrimination
- Threats to self and others
- Gang involvement
- Possession of a weapon
- Possession or being under the influence of an illicit drug
- Inappropriate use of the Internet and electronic communication

## **School Code of Conduct**

*The Public Schools Act (PSA)* requires that the principal of each school, in consultation with an ad hoc *Code of Conduct* parental advisory committee to establish a *School Code of Conduct*. Principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is complete by October 31<sup>st</sup> of each academic year. The *Appropriate Disciplinary Consequences in Schools Regulation (92/3013)* requires the principal to ensure that disciplinary consequences for violation of the code of conduct are consistent with any directives from the Minister.

A school's *Code of Conduct* must include the following:

- A statement that the school's *Code of Conduct* is based on the Guiding Principles and Policy Statements of Turtle River School Division Policy.
- A statement that students and staff must behave in a respectful manner and comply with the *Code of Conduct*.



# Turtle River School Division Policy Statement

Page 228

Section  
Student Services

- A statement that the following are unacceptable:
  - Abusing another student physically, sexually or psychologically, verbally, in writing or otherwise.
  - Bullying another student.
  - Discriminating on the basis of any characteristic set out in subsection 9(2) of *The Human Rights Code*.
  - Using, possessing or being under the influence of alcohol or illicit drugs at school.
- A statement that the following will not be tolerated on school sites:
  - Gang involvement.
  - Possessing a weapon, as “weapon” is defined in section 2 of the *Criminal Code* (Canada).
- A statement that students and staff must adhere to school policies respecting the appropriate use of:
  - The Internet, including social media, text messaging, instant messaging, websites, email and emerging communication technologies.
  - Digital cameras, cell phones and other electronic or personal communication devices identified in the code of conduct or the policies of the Board.
- The disciplinary consequences in as much detail as is reasonably possible of violating the code of conduct and the process for appealing disciplinary decisions.

*The Public Schools Act* requires all school board employees (administrative, teaching, educational assistants, bus drivers, etc...) or persons in charge of students (volunteers) who become aware that a student may have engaged in unacceptable conduct at school or at school-approved activities, to report the matter to the principal as soon as is reasonably possible. Where the principal believes that a student of the school has been harmed as a result of the unacceptable conduct, the principal must, as soon as is reasonably possible, notify the student's parents/guardians.

Additionally, Bill 18 of The Public Schools Act has defined cyberbullying as a part of bullying and requires all staff members who become aware of cyberbullying are required to report the situation and to act upon it, even if it takes place outside of school hours. Cyberbullying may include one or more of the following: social media, text messaging, and instant messaging. All staff and students must adhere to the division's policies respecting the appropriate use of email, the Internet, digital cameras, and cell phones. Furthermore, the division has a Respect for Human Diversity Policy that promotes the acceptance of and respect for others in a safe, caring, and positive school environment as being inclusive to all students.





# Turtle River School Division Policy Statement

Page 229

Section  
Student Services

## **Rights, Responsibilities, and Authority Regarding Student Discipline**

### **Rights and Responsibilities of Students**

#### ***Rights***

- To learn in a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.
- To be accompanied by a parent or other adult to assist and make representations to the school board before a decision is made to expel.

#### ***Responsibilities***

- To attend school and classes regularly and punctually.
- To comply with school and division discipline and behaviour management policies.
- To behave in a respectful manner and comply with the school code of conduct.
- To complete assignments and other related work required by teachers or other employees of the school division.
- To treat school property and the property of others who are employed at or attending the school with respect.
- To assume responsibility if he or she destroys, damages, loses or converts by an intentional or negligent act school or division property.

## **Rights and Responsibilities of Parents and Guardians**

#### ***Rights***

- To be informed regularly of the attendance, behaviour, and academic achievement of his or her child in school.
- To be informed of the discipline and behaviour management policies of the school or school division and to be consulted before the policies are established or revised.
- To accompany his or her child and assist him or her to make representations to the school board regarding a suspension of more than five days or before a decision is made to expel the child.

#### ***Responsibilities***

- To cooperate fully with teachers and other school/division employees to ensure their child complies with school/division discipline and behaviour management policies and the school's code of conduct.
- To take all reasonable measures to ensure the child attends school regularly.
- To assume responsibility with the child where school/division property is damaged, lost, or converted by the intentional or negligent act of that child.

(Note: Teachers and students whose personal property is damaged or lost may bring action under *The Parental Responsibility Act*).



**Responsibilities and Authorities of Teachers**

- To model inclusiveness and respect for human diversity.
- To maintain a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.
- To maintain order and discipline among students attending or participating in activities that are sponsored or approved by the school, whether inside or outside the school.
- To behave in a respectful manner and comply with the school code of conduct.
- To ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school are appropriate, given the frequency and severity of the disciplinary violation, and take into account the student's state of development.
- To report to the principal unacceptable student conduct while at school or at a prescribed school-approved activity as soon as reasonably possible\*.
- To report to the principal as soon as reasonably possible that a student may have engaged in cyberbullying or been negatively affected by cyberbullying, whether it occurs during school hours or not\*.
- To seize or cause to be seized and take possession of any offensive/dangerous weapon brought to school by a student and hand over same to the principal.
- To suspend a student from the classroom for up to two days when a student engages in disruptive behaviour and suspension is the consequence for that behaviour under school policy or the school code of conduct (in-school suspension).
- To provide appropriate educational replacement activities when students are suspended including assessment of academic work completed.
- To promptly document and report a student in-school suspension to the principal.

*\*The duty to report to the principal also applies to employees of a school board, school division, or school district and persons who have care and charge of one or more pupils during a prescribed school-approved activity.*



# Turtle River School Division Policy Statement

Page 231

Section  
Student Services

## **Responsibilities and Authority of Principals**

- To model inclusiveness and respect for human diversity.
- To maintain a safe and inclusive environment where human diversity is respected and bullying, discrimination and harassment are not tolerated.
- To establish, in consultation with the school's advisory committee, a school code of conduct for students and staff, and to review that code of conduct at least annually.
- To ensure that a school's discipline and behaviour management policies -including disciplinary consequences for violations of the school's code of conduct - are consistent with any Ministerial directives concerning appropriate disciplinary consequences for unacceptable behaviour.
- To supervise buildings and grounds during school hours, including safety, repairs, cleanliness, et cetera.
- To remove, or cause to be removed, persons from school premises who are causing a disturbance or interruption, trespassing, or who are present for a purpose not reasonably associated with the normal functioning of the school.
- To provide disciplinary authority over the conduct of each student of a school from the time the student arrives at the school until the student departs for the day, except during any period that the student is absent from school at the request of his or her parent or guardian.
- To provide disciplinary authority over students on their way to and from school, in terms of their conduct towards one another, while travelling to and from school on school division transportation, and while on school-prescribed activities.
- To ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school, are appropriate, given the frequency and severity of the disciplinary violation, and take into account the student's state of development.
- To notify parents, as soon as reasonably possible, if the principal believes that a student has been harmed as a result of the unacceptable conduct.
- To suspend a student for up to one week for engaging in conduct that the principal considers injurious to the school environment.
- To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
- To give the superintendent, within one business day of a student receiving an out-of-school suspension, a written report setting out the pupil's name, the period of suspension, and a description of the disruptive behaviour for which the pupil was suspended.
- To keep a record of each suspension of a student.
- To develop categories of the reasons for which a student may be suspended, and to ensure that each suspension is accordingly categorized and that the total number of students suspended and the duration of suspensions are tabulated.
- To ensure that appropriate educational replacement take-home activities are provided when students are suspended including a plan for assessment of academic work completed outside of school.
- To ensure that educational programming is available to a student who has been suspended for more than five days.



### **Responsibilities and Authorities of Superintendents**

- To model inclusiveness and respect for human diversity.
  - To suspend a student from school for up to six weeks for engaging in conduct that the superintendent considers injurious to the school environment.
  - To inform the student's parent or legal guardian of the suspension and the reasons for the suspension.
  - To provide the school board with a written report setting out the student's name, the period of suspension, and a description of the disruptive behaviour for which the student was suspended.

### **Responsibilities and Powers of School Boards**

- To model inclusiveness and respect for human diversity.
  - To establish written policy\* respecting the appropriate use of
    - (i) the Internet, including social media, text messaging, instant messaging, websites, and e-mail, and
    - (ii) digital cameras, cell phones and any other electronic or personal communication devices identified by the board.
  - To establish written policy on respect for human diversity and ensure that the policy is implemented in each school. The policy must promote and enhance a safe and inclusive learning environment, the acceptance of and respect for others, a positive school environment, and the training of teachers and other staff on bullying prevention and respect for human diversity. (Refer to Respect for Human Diversity Policy)
  - To permit the student and his or her parent(s) or legal guardian(s) to make representations to the school board about a suspension of more than five days.
- To confirm or modify the suspension or reinstate the student after receiving such a representation.
- To suspend or expel any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.
- To ensure that educational programming is made available for students under the age of 18 who are expelled.
- To limit or place conditions on the teacher's right to suspend, either with respect to an individual student or generally, if the board is of the opinion that the teacher has repeatedly
  - (a) suspended an individual student for reasons that are not justified, or
  - (b) suspended students for reasons that are not justified.

*\*Appropriate-use policies may include provisions that prohibit accessing, uploading, downloading, sharing or distributing information or material that the school board has determined to be objectionable or not in keeping with the maintenance of a positive school environment.*

Sources: The Public Schools Act, The Education Administration Act, Appropriate Disciplinary Consequences in Schools Regulation 92/2013, and Administrative Handbook for Schools



# Turtle River School Division Policy Statement

Page 233

Section  
Student Services

## **Appropriate Interventions and Disciplinary Consequences**

The following interventions and disciplinary consequences emphasize positive and proactive strategies that foster student learning, as opposed to punitive and reactive strategies. Negative consequences may be necessary when other approaches to problem behaviour are unsuccessful; however, they are not effective when overused.

The principal must ensure that the school discipline and behaviour management policy, including the consequences for violating the school code of conduct, are consistent with these interventions and disciplinary consequences. The principal maintains the authority to determine which consequence is appropriate in a given situation.

Teachers and principals must ensure that interventions used are appropriate given the frequency and severity of the disciplinary violation and the student's age or state of development. In every situation, when selecting appropriate consequences, school staff should be sensitive to any student who has been the victim or target of unacceptable behaviour, as well as to the student who committed this behaviour. Reasonable accommodation is required for students with exceptional learning needs that affect their behaviour, taking into account the student's ability to comply with disciplinary measures.

The following interventions and consequences may be applied as appropriate to the context, however, they do not need to follow the order they appear in this document. Principals and schools will need to make a decision using their judgment regarding the student's conduct and its severity. Additionally, principals and schools may expand upon the list of appropriate interventions and disciplinary consequences as long as they are consistent with the directive of the department of education.

### **Informal Discussion**

A teacher or administrator speaks with the student to reach an agreement regarding the student's behaviour. Parent(s) may be contacted in some circumstances. Students who are 18 years of age or older must give their consent to contact parents.

### **Parental Involvement**

Contact is made with the parent/guardian(s) to discuss the student's specific behaviour and the steps that must be undertaken to change it. The contact could vary from a telephone conversation to a formal conference at the school with parent(s), student, and school personnel.



# Turtle River School Division Policy Statement

Page 234

Section  
Student Services

## **School Counsellor/Resource Teacher**

A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour. Parent(s) should be informed.

### **Formal Interview**

A conference is held with the student, the teacher, and an administrator and/or school counsellor and the parent(s) to develop a plan for changing the student's behaviour. As one example of a plan, it may be useful to conduct a functional behavioural assessment to guide the development of effective positive interventions based on the function of the behaviour.

### **Withdrawal from Classroom Setting**

Where specific student conduct is deemed to have a negative impact upon the classroom-learning environment, the student is withdrawn to a supervised alternate location to complete his or her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, parent(s) will be informed.

### **Removal of Privileges**

Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parent(s) will be informed.

### **Detention**

The student is detained at the school for specific unacceptable behaviour. Should a detention extend beyond regular school hours, parent(s) will be informed prior to the detention and parents will assume responsibility for transportation. If parents are not able to provide transportation alternative consequences will be assigned.

### **Restitution/Compensation**

The student and/or parent(s) are required to compensate for damages incurred to school division property by the intentional or negligent act of a child. Such compensation may be monetary in nature, but could take alternative forms such as community service.

### **Behavioural/Performance Contract**

In some instances, the student is required to meet specific behavioural standards in order to avoid more severe consequences. Such expectations are developed among the school, the parent(s), and the student. Outcomes are clarified in order to meet the behavioural standards agreed upon. Such an agreement is documented, with copies provided for all concerned parties.



# Turtle River School Division Policy Statement

Page 235

Section  
Student Services

## **Student Services**

A referral may be made to school division student services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counselling or clinical supports for the student that is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.

### **Outside Agency/Community Involvement**

A referral to an outside agency or a community resource may be necessary to address a student's behaviour e.g., a physician, adolescent or adult mental health services, Addictions Foundation Manitoba, Aboriginal Elders, etc. In all cases, parental permission must be obtained.

### **Threat Assessment**

The school will respond to all student threats to self or others through administrative action and/or school division threat assessment protocols or through critical incident preparedness plans. Outside agency and/or police involvement may be requested. Parent(s) will be informed. (Refer to Division Policy)

### **Police Notification**

Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious incidents that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on the school environment. Parents will be notified unless police direct otherwise. The Superintendent will be notified within one business day of Police notification.

### **Student Suspension**

Alternatives should be considered before suspension (e.g., classroom strategies, in-school alternatives, school-wide programs, and alternative and/or off-site locations).

- A teacher may suspend a student from the classroom for not more than two days, in-school suspension.
- A principal may suspend a student from the classroom or other school activities and/or from school for not more than five days (in-school suspension and/or out-of-school suspension).
- A superintendent may suspend a student from the school for not more than six weeks.
- A parent and/or pupil may make a request to appear before the school board to make representations about a suspension.
- A school board may, upon receiving such representation, confirm or modify the suspension or reinstate the pupil.



# Turtle River School Division Policy Statement

Page 236

Section  
Student Services

## **Student Expulsion**

A school board may expel from a school any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment.

## **Appeal Process**

### **Appeals of Disciplinary Decisions**

Students and parents must follow the school board's established appeal process. An appeal begins with the teacher who made the disciplinary decision, then to the school principal if not resolved, then to the superintendent of schools if not resolved, and finally to the school board. Exceptions are suspensions in excess of five days and expulsions; in these cases, the appeal goes directly to the school board. These are explained below.

### **Appeals of Suspensions**

In the case of a student who has been suspended for more than five days, the school board must permit the student and his or her parent or legal guardian to make representations to the school board about the suspension. The school board may confirm the suspension, modify it, or reinstate the student.

### **Appeals of Expulsions**

A student expulsion may be appealed to the school board. If a parent/guardian (or a student 18 years of age or older) wishes to appeal the board's decision, the school division's appeal process shall be followed.

## **References**

Manitoba Education and Advanced Learning — *Safe and Caring Schools, Provincial Code of Conduct, Appropriate Interventions and Disciplinary Consequences* 92/2013, January 2014, Pg. 1-14.

The Public Schools Act

The Education Administration Act

Administrative Handbook for Schools





# Turtle River School Division Policy Statement

Page 237

Section  
Student Services

## **Suspension of Students Policy**

At all times schools must maintain order and discipline as outlined in The Public Schools Act and related Regulations (*The Public Schools Act, Sections 47.1(1), 47.1(2), 48(4), 58.6, 58.10, 96(c)(f) Manitoba Regulations 92/2013, Manitoba Regulation 468/88R, Sections 28, 32, 33, 39, 40.3-40.8, 40.12, Manitoba Regulation 465/88R, Section 13, and Manitoba Regulation 77/05, Section 6*). It is the principal and teachers role to maintain discipline at a school. Principals are responsible for students from the time the students are picked up on the bus until they are dropped back off at home if they are transported or from the time they arrive at the school until the time they depart from the school if they are not transported. The principal has the disciplinary authority over all of the students in his/her school. This conduct includes the conduct towards one another on the way to and from school as well during any and all school-approved student activities.

The principal will meet yearly with each schools advisory committee in order for consultation regarding the schools code of conduct for students and staff members. These behavioral codes of conduct are clearly written and communicated for all students and staff members as well as the school community. There are many ways that the principal may choose as the best way to communicate to students, staff members and parents regarding the school expectations and consequences regarding the code of conduct such as: the use of a school handbook; staff meetings; the principal may ask every classroom teacher to review the school code of conduct with their class; at an assembly; or even to post on the schools website. The principal must share these expectations with students, staff members, and parents. The codes of conduct must include an outline of discipline and behaviour management policies that are consistent with the recommendations for appropriate behavioural consequences as made by the department of education and noted in the **Safe and Caring Schools Code of Conduct Division Policy**.

If a student is suspended out of school for **less than five days**, they will have to catch up on any missed work. Teachers and principals will do their best to get the work packaged for the parent/guardian to pick up or sent home with a sibling but this may not always be available. The onus is on the student to catch up on any missed work by speaking with their teacher(s) upon return. In cases where students are suspended for **more than five days** will still be provided with educational programming. Their absence away from school will be noted as a suspension days and with the work being completed the absence day will not be held against the student.

If a student is suspended for **more than five days**, the parent(s)/legal guardian(s) and/or pupil can make a representation to the school board regarding the suspension.



# Turtle River School Division Policy Statement

Page 238  
Section  
Student Services

## **Suspension In School**

Principals utilize the most appropriate consequences available when determining the appropriate consequence for each student. Every student and incident has many variables that must be considered in every case. In each account, the context of the incident along with the students behaviour (current and prior) along with the student's needs (history, background, special needs, etc.) will be used when making the determination for the most appropriate discipline. Where possible, principals will use the in-school suspension over an out of school suspension at their discretion.

An "In-School" suspension is an effective way of disciplining a student for their actions. The "In-School" suspension has the student attend school but report to the school principal's office. The principal then designates a supervised area for the student to complete their work in school away from their peers. The "in-school" suspension has the student isolated from their peers the whole day and out of their classroom for **ALL classes**; including physical activity, recess, and lunch. The student will still receive recess and lunch breaks but they will be at alternate times away from their peers.

The principal must communicate the "in-school" suspension to the parents and write a formal letter indicating the suspension that will be sent to the parents and superintendent. A copy of this letter will be placed in the students' cumulative file.

## **Suspension Out-of-School**

The board regrets that from time to time it may be necessary to suspend a student from the privilege of attending school. When this form of disciplinary procedure is required the board authorizes **principals to suspend a student(s) for up to five school days**. Upon review **the superintendent may extend such suspensions for up to thirty school days**. The parents should be informed as soon as possible verbally. All suspensions must be reported to the parents and superintendent, in writing, within **twenty-four hours**. The principal shall use his/her discretion as to the time of the suspension depending on the severity of the offense and consideration of the **Safe and Caring Schools Code of Conduct Guidelines/Policy**.

### **Suspensions in a school year:**

**First** suspension: 1 – 5 days  
**Second** suspension 3 – 5 days  
**Third** suspension 5 days

Before a student is reinstated to the school he/she must meet at the conditions as set by the principal. Some of these conditions may be having parents come to the school, have all work completed, etc.



# Turtle River School Division Policy Statement

Page 239

Section  
Student Services

If a student is suspended for the **fourth time** he/she will not be permitted to return to school before the student has met with the principal, the parents and the superintendent. The onus to set up such a meeting shall rest with the parents. The superintendent shall set the conditions for the student's return to school and shall report to the board.

If a student is suspended for the **fifth time** the student shall not be permitted to return to the school before the student and the parents/guardians have met with the board. The board's decision shall be final.

The school division may suspend any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the welfare of the school. The length of this suspension will be determined by the school division at the time of suspension.

Each time a bus student is suspended, the bus driver is to be informed.

Teachers have the right to suspend a student from their classroom for up to a **maximum of two days** as set out in The Public Schools Act (Section 48(4)) if they consider the student engages in conduct that is detrimental to the classroom learning environment, or which contravenes a school code of conduct. A teacher who suspends a student must promptly document and report the suspension to the principal who in turn must ensure that the parent(s)/guardian(s) is/are promptly informed of the suspension.

The school principal will notify the superintendent who will consult with the school board chair and/or local trustee for that school. The teacher's suspension from their classroom will be reviewed to ensure it is appropriate for the student and incident. The division reserves the right to limit and place conditions on a teacher's right to suspend with respect to an individual student or circumstance. Considerations will be examined as to the frequency of the individual student being suspended from the classroom; the teachers usage in exercising their right to suspend students from their classroom; as well as ensuring the reasons for suspension are justified.

## **Appealing a Suspension**

In cases where a suspension is **more than five days**, the parent(s)/legal guardian(s) and/or pupil have the right to appeal the suspension to the school board, which in turn, can confirm, modify, or cancel the suspension. A scheduled meeting with the board does not necessarily delay the commencement of a suspension.



## Turtle River School Division Policy Statement

Page 240

Section  
Student Services

### **Student Expulsion**

The difference between a suspension and an expulsion is that when a student is expelled, the student is not expected to return to any school operated by the school division until such a time that the school board rescinds the expulsion.

Turtle River School Board has the authority to expel a student from attending any school operated within its division (*Section 48(4) of The Public Schools Act*). However, if a student is under the age of 18 years old, the school board must ensure that educational programming is made available to this student who has the right to attend school in the division (*Section 259 of The Public Schools Act*). This programming may include a home study arrangement, placement in another school or another form of accommodation. The school board's responsibility for educating a student ends upon commencement of the expulsion, and the board is not legally obliged to provide any sort of alternative programming (home study, private tutor, etc.) unless it chooses to do so. The board will fairly and reasonably assess the decision to provide supports when determining the best long-term interests of the student and school.

The school board will consider a student's special needs, if any, when deciding to expel a student. All expulsions will follow precepts of due process, procedural fairness and natural justice prior to making the formal expulsion.

A parent has the right to accompany his/her child to assist him/her in making representations to the school board before a decision is made to expel the student. If a student over the age of 18 has been expelled, his/her parents would be exempted from liability for non-attendance.



## Turtle River School Division Policy Statement

Page 241

Section  
Student Services

### **Behaviour Intervention Planning (BIP)**

Turtle River School Division believes that every year is a fresh start for every student. All prior behavior and actions in the past school year is behind the student and the school will look towards the future. This being said, it would not be appropriate for a school to forget about a student specific plan that was created. While the past actions are there for consideration only, the strength based planning would continue into the next school year. The division does support schools in the planning and supporting of all student needs. Behaviour Intervention Plans are an important tool to help support students and overall learning in a school.

If cases where a student exhibits *extreme or chronic behavior* in a classroom or at school, the students support team may decide to initiate a specific plan to help support the student managing the behavior being exhibited. Behaviour Intervention Planning (BIP) is another form and part of an Individual Education Plan (IEP) with the area of focus being strictly on Behaviour. A BIP is similar to an IEP in many ways with the *main difference* being the IEP allows for focus on various domains at one time (e.g. Academic, behavior, Physical, Emotional, social, etc.).

Behaviour Intervention Plans should not be used for individual behavior events. The BIP is meant for chronic or repetitive behavior in terms of either one action or a combination of actions. Its purpose is to have a team support the student made goals that focus on the most concerning behaviours and help the student with proactive and reactive strategies from this behavior. Finding the reason for the students behavior, the function, and then replacing the negative behavior with a more acceptable behavior is the key to any successful plan. BIP's can take many forms from a simple behavior intervention plan to a behaviour tracking form, behaviour contract, or even a Functional Behavior Assessment (FBA). In order to support schools, the division has developed and included sample templates for behavior planning. For many of the behaviour planning tools (behaviour tracking, contracts, etc.) schools can use the one that best meets their needs. It is expected that **ALL Schools** use the **Divisional Behaviour Intervention Plan Template** in order to achieve consistency across the all of the divisional school.



Turtle River School Division  
Policy Statement

Page 242

Section  
Student Services

**Behaviour Intervention Planning Template Form**

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

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

Student Name: \_\_\_\_\_

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

D.O.B. \_\_\_\_\_

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

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

Parent(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:



# Turtle River School Division Policy Statement

Page 243

Section  
Student Services

## **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 behaviour? These are the goals of the plan, be specific.



# Turtle River School Division Policy Statement

Page 244  
Section  
Student Services

## 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)





# Turtle River School Division Policy Statement

Page 245

Section  
Student Services

## 5. **MEASURE** the success of this PLAN

How will the team know this student is making progress with their behaviour?

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

---

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

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Case Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Home Room Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



# Turtle River School Division Policy Statement

Page 246

Section  
Student Services

## **Behaviour Contracts**

Behavioural Contracts or Agreements are used in order to help support the student, family and school in supporting a student's successful return to school. Behaviour Contracts are used In the contract, the student agrees to change his/her behaviour and work towards higher behavioural expectations. The school acknowledges that the students behaviour expectations are not that of perfect but the school must see some positive growth if the student is to be allowed to return back to school. The contract outlines the students negative behaviour, expectations of behaviour, conditions of return and strategies the team will implement with the student/parent(s) in order to support the students success. Upon successfully meeting the contract, the student's contract will end if the team agrees it is no longer needed. All students on a Behavioural Contract should also have a BIP created to coincide. The key to success is the planning that occurs with the student's team. School teams should include not only the classroom teachers, educational assistants, the resource teacher (case manager), parent(s)/guardian(s), any involved clinicians (CFS, CDS, ADS, Social Worker, etc.), but also the student. **The more involved the student in this process, the greater success.**

## **Sample Behaviour/Educational Contract**

### **Educational Contract Between \_\_\_\_\_ School and (Student Name)**

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

**Purpose:** This contract outlines the expectations of *(student name)* while attending school this coming Second Semester. It also identifies his/her goals and concerns the school has regarding his Education Plan and Behaviour at school.

**Goal:** The goal of this plan is to give *(student name)* a second opportunity to be successful and return to school to complete the second semester of Grade \_\_\_\_\_. In order for *(student name)* to have success, it is important that an Individualized Education Plan and Contract be developed outlining Expectations and Consequences so that both the student and school team clearly understand the goals.

**History:** An outline of what has occurred during the last period of time regarding the student (up to a year back, but more importance on the most recent).



# Turtle River School Division Policy Statement

Page 247

Section  
Student Services

## **Sample Behaviour/Educational Contract –continued-**

**Contract:** If *(student name)* is going to attend school in \_\_\_\_\_ he/she will have to follow student expectations. In addition, in order to be successful, it is important that he/she attends regularly and maintains his/her academic programming by completing assigned work and keeping his/her behaviour at an acceptable level.

### **Conditions with Expectations:** *(keep between 2 to 5)*

1. ***(student name)* will participate fully in his/her regular Grade 9 classes. A Student Schedule Has Been Developed Specifically for *(student name)* to ensure success. *(student name)* will complete assigned class work & assignments and submit according to classroom expectations. He/she needs to do his/her work in order to do well and learn. Teachers are going to treat him/her fairly and assess him/her like any other student. Failure to complete work and submit according to due dates may result in a mark of zero, reducing his/her chances for successfully achieving that credit.**
2. ***(student name)* is expected to have 90% or greater attendance at school.** *Please note, these absences include medical and sick days. Attendance is important in the learning process. Even if a student catches up on work missed, you cannot duplicate experiences that occur in the classroom.*
3. **It is expected that *(student name)* will not engaging in fighting with other students.** *Fighting is an unacceptable behaviour that is not conducive to a safe learning environment. It will be important for *(student name)* to resolve conflicts by using non-physical methods and seek the assistance in school staff members.*

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Resource Teacher

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Teacher



## **Behaviour Tracking**

Behaviour Tracking is a way that school teams can determine patterns and functions of a student's behaviour. The detailed monitoring of a student's behaviour in regards to time, subject, frequency, and type of behaviour will allow a school team to have specific data that will assist in planning to support a student's behaviour plan. The use of ABC Charts is common when tracking and analyzing behaviour because of the simplicity and ease of use. ABC represents the analysis of the Antecedent, Behaviour, and Consequence of the behaviour being observed. Antecedent is the activity or event typically occurring just before the inappropriate behaviour. Behaviour is the action or reaction of the person, a description of the inappropriate behaviour. Consequence is the events that typically follow just after the inappropriate behaviour. There is a number of behaviour tracking tools available that support documenting behaviour that can be used in school. Schools can choose from a variety of available charts and forms that they feel would work best for the specific behaviours they are tracking. It is suggested that schools specify as to what specific behaviours they are tracking (e.g. getting out of seat, talking, hitting others, etc.). The policy will include a sample template chart of a basic ABC Tracking form and Scatter Plot form.



**Sample Behaviour Tracking Forms**

**ABC Tracking Chart**

<b><u>Antecedent (A)</u></b>	<b><u>Behaviour (B)</u></b>	<b><u>Consequence (C)</u></b>
Antecedent is the activity or event typically occurring just before the inappropriate behaviour.	Behaviour is the action or reaction of the person, a description of the inappropriate behaviour.	Consequence is the events that typically follow just after the inappropriate behaviour.
<i>Examples</i>	<i>Examples</i>	<i>Examples</i>
Teacher called on John for a problem	John told a joke about religion	Peers laughed
Teacher was lecturing to the class	John began humming loudly	Teacher and peers ignored John
Teacher insisted that John answer the question	John threw his book at teacher	Teacher told John that she was very disappointed with him, and sent him to the office – went to see counsellor
Peers stopped laughing at John's jokes and began ignoring him	John threw his lunch tray on the floor and walked away	Peers looked at him
John was eating lunch with his peers	John told several jokes about sex	Peers laughed
Teacher asked John to stop humming several times during independent work time	John stopped humming	No one said anything
John was working alone	John began humming loudly	Teacher asked John to stop
The school counsellor was asking several questions to John, trying to interact with him	John ignored the school counsellor's questions, put his head on the desk, and remained this way the entire time he was there	After 15 minutes trying to get John to talk, the counsellor sent John back to class



# Turtle River School Division Policy Statement

Page 250

Section  
Student Services

## Sample Scatter Plot Chart

### Scatter Plot – 30 minute Intervals with Activities

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

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

Dates: \_\_\_\_\_ to \_\_\_\_\_ Date Collected By: \_\_\_\_\_

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

Month																		
Day																		
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
9:00-9:30																		
9:30-10:00																		
10:00-10:30																		
10:30-11:00																		
11:00-11:30																		
11:30-12:00																		
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12:30-1:00																		
1:00-1:30																		
1:30-2:00																		
2:00-2:30																		
2:30-3:00																		
3:00-3:30																		

Behaviour (B): ☒ did occur ☐ did not occur

Activities (A):      W-during whole-class instruction,      L – while listening  
                                 G- while working in a group,      T – during a transition  
                                 I – while working independently



# Turtle River School Division Policy Statement

Page 251

Section  
Student Services

## Functional Behavioural Assessments

A Functional Behavioural Assessment (FBA) is completed by an individual who has had training in how to determine the function of a person's behaviour. When an FBA is requested, the trained FBA assessor will meet with the school team regarding the concerning behaviour. The FA assessor will meet with the teacher(s) individually and student prior to a formal observation of the student in their classroom setting. The classroom teacher(s) will track the student's behaviour before the formal observation occurs. The behaviour will be analyzed and the steps of the FBA process will be followed in regards to the required team meetings. Functional Behaviour Assessments are only used with tier three students in specific cases as the process is very intensive and time consuming.

## Scatter Plot Chart for Functional Behavioural Assessment

Student: \_\_\_\_ Tim Smith \_\_\_\_ Grade: \_\_\_\_ 5 \_\_\_\_ School: \_\_\_\_ ABC Elementary \_\_\_\_

Dates: \_\_\_\_ May 5, 2016 \_\_\_\_ to \_\_\_\_ May 10, 2015 \_\_\_\_ Observer: \_\_\_\_ J. Doe (Resource Teacher \_\_\_\_

Behaviour : \_\_\_\_ *disrupts class with inappropriate comments directed towards peers* \_\_\_\_

Activity	Time	Day of the Week					Total
		Monday	Tuesday	Wednesday	Thursday	Friday	
Geography	9:00-10:00	///	//	//	///	////////	18
Mathematics	10:00-11:00	////////	//	////////	////////	////	28
Recess	11:00-11:15						0
Science	11:15-12:00	///	//	///	////	///	17
Lunch	12:00-1:00						0
Language Arts	1:00-2:00	////////	////	////////	////////	////////	30
Physed	2:00-3:30						0
<b>Total</b>		18	10	19	22	22	91

**Observational Notes:** \_\_\_\_ *Most occurrences of inappropriate behaviour are in mathematics and language arts. No incidences during unstructured activities where there is movement. Tuesday is the most successful day* \_\_\_\_

*\*Use tally mark to record incidences as they occur.*



### **Behaviour Documentation**

It is important that all student behaviour is well documented. It is the responsibility of all school staff members to document conversations and actions of themselves, students, and parents. Any communications or actions are important to document as they formally track behaviour and consequences. Behaviour documentation is important when supporting and working on a student's behaviour planning. This documentation allows for school teams to analyze the function and plan strategies to support a behavioural intervention plan. Documentation also helps in establishing timelines and confirming conversations that have occurred when discussing a student's behaviours. Behaviour documentation intensity will change as the need for the student changes.



**Triggers:**

1. Tired
2. Frustrated with school work
3. Sick
4. Homework not done
5. Grumpy/moody
6. Overwhelmed
7. Conflict at home
8. Hungry
9. Conflict at school
10. Teased or put down
11. Conflict on bus
12. Distracted/carried away by peer
13. Substance Abuse
14. Doc form
15. Incident in previous class/playground
16. No medication
17. Unknown/other \_\_\_\_\_

**Consequences:**

1. Doc form
2. Detention
3. Verbal reprimand
4. Note in agenda to parent
5. Phone call to parents
6. Time out
7. Alternative placement
8. Sent to hallway
9. Loss of privilege
10. Ignored/no consequence
11. Talk with admin/guidance
12. Loss of recess
13. Other \_\_\_\_\_

**Rewards:**

1. Free time
2. Computer time
3. Positive comment – verbal
4. Physical activity
5. Positive comment – agenda
6. Food or treats
7. Adult attention
8. Peer attention
9. “Above and Beyond” coupon
10. Positive gesture
11. Other \_\_\_\_\_

**These represent just a few of the most common (but in no way inclusive).**



## **Adapted Education Planning (AEP)**

Students needs differ from child to child and as such, so do their required supports. When planning for the needs of students, the supports that are appropriate for each student also vary in intensity. An Adapted Education Plan (AEP) is a planning tool used to support a specific student's learning needs and is considered part of a student's Individual Education Plan. Any planning for a student that is specific to their individual learning is an Individual Education Plan (IEP). Students that require support, but not the intensive support of an IEP, may benefit greater from an AEP being developed.

The School Support Team (classroom teacher(s), resource teacher, principal student (when appropriate), and the parent(s)/guardian(s)) will determine which plan is the most appropriate. The School team is responsible for participating and developing the students plan. The Resource Teacher is the Case Manager and is responsible for scheduling and coordinating team meetings, publishing, and distributing copies of the plan. If at any time a member of the team would like to meet again, they would contact the Case Manager to initiate a meeting.

AEP's are typically designed as a checklist or chart and condensed to either a single or couple pages. The use can be effective for discussing and providing additional supports for adaptations required by students and allow for schools to document effective strategies that support student learning. These adaptations or accommodations are universal at times and what we do for one student can help all of the students in the classroom. If a teacher allows all students in a classroom to utilize the adaptation (*e.g. allow all students to use a calculator*), then it is no longer an adaptation. If it is important for the student then it should still be noted somewhere in the students plan for future learning and planning. Some of the most common adaptations include: compacting the curriculum; reduced work; accepting reduced work quality; allowing extended time; differentiating assignments; providing alternative texts/programs; prioritization on essential learning and additional support. In order to support schools, the division has developed three Adapted Education Plan templates.

**Accommodations:** "A process that involves determining what barriers might affect a person, exploring options for removing those barriers, and accommodating to the point of undue hardship"(Manitoba Education, 2010).

**Adaptations:** "A change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected learning outcomes" (Manitoba Education, 2010).

### **References:**

Manitoba Education, (2010). *Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans* (p.85). Manitoba: Manitoba Text Book Bureau.



# Turtle River School Division Policy Statement

Page 255

Section  
Student Services

## Adapted Education Plan

Date:

Teacher:

Name:

DOB:

Grade:

Parent/Guardian:

Telephone:

Work:

Rationale for adapted program / Areas of concern:

Background Information / Diagnostic Results:



## Turtle River School Division Policy Statement

Page 256

Section  
Student Services

The following classroom-based adaptations are appropriate and necessary for this student.

### ***Program Adaptations***

- ☐ Pull out resource
- ☐ Teacher Assistant support in classroom (academic)
- ☐ Alternative reading materials
- ☐ Photo copy of teacher's notes
- ☐ Booklets created to provide level-appropriate materials subject \_\_\_\_\_
- ☐ Decrease in quantity / quality expectations for written assignments
- ☐ Other

### ***Process Adaptations – Instructional Strategies***

- ☐ Pre-teaching content vocabulary
- ☐ Concrete rather than abstract instructions
- ☐ Increased drill / repetition / review
- ☐ Highlighted texts
- ☐ Tasks broken down into steps (whole to part)
- ☐ Hands-on learning experiences
- ☐ Other

### ***A. Environmental Adaptations***

- ☐ Use of study carroll to decrease distractions
- ☐ Use proximity seating near teacher
- ☐ Seat in area free of distractions
- ☐ Use checklists for organization
- ☐ Provide opportunities for movement
- ☐ Reduce / minimize distractions
  - visual
  - auditory
  - spatial
  - movement
- ☐ Define personal area concretely
- ☐ Other



## **Turtle River School Division Policy Statement**

**Page 257**

Section  
Student Services

### **B. Time Adaptations**

- ☐ **Increase time for work completion**
- ☐ **Reduce amount of work**
- ☐ **Alternate quiet and active tasks**
- ☐ **Time limits for specific tasks**
- ☐ **Provide “stop and think” time**
- ☐ **Other**

### **C. Behavior / Attention**

- ☐ **Behavior contracts**
- ☐ **Positive reinforcement**
- ☐ **Provide “stop and think” place**
- ☐ **Daily work check**
- ☐ **Timer to complete tasks**
- ☐ **Self monitoring charts / checklists**
- ☐ **Rules posted on desk and / or wall**
- ☐ **Quiet work area**
- ☐ **Concrete reinforcement**
- ☐ **Preferential seating**
- ☐ **Other**

### **D. Technical Supports / Special Considerations**

- ☐ **Use of calculator**
- ☐ **Use of computer**
- ☐ **Modified schedule**
- ☐ **Medication**
- ☐ **Dictate to scribe**
- ☐ **Enlarge material**
- ☐ **Use of manipulatives**
- ☐ **Built-up pencils / pencil grips**
- ☐ **Spell checker**
- ☐ **Other**



# Turtle River School Division Policy Statement

Page 258

Section  
Student Services

## **B. Language Processing**

- ☐ Use simple sentence structure
- ☐ Repetition of instruction by student (paraphrasing)
- ☐ Frequent check for understanding
- ☐ Use of both auditory and visual instructions
- ☐ Keep instructions short and direct
- ☐ Preteach new vocabulary
- ☐ Use visual aids (charts, graphs, pictures)
- ☐ Associate new information with something already known
- ☐ Other

## **C. Testing**

- ☐ Take test orally
- ☐ Shorten test format
- ☐ Test read to student
- ☐ Modified test format and / or types of questions
- ☐ Test marked on basis of questions attempted
- ☐ Completion of written test in an alternate location
- ☐ Scribe used for testing
- ☐ Other

Parent's Signature \_\_\_\_\_

Resource Teacher's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

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



# Turtle River School Division Policy Statement

Page 259

Section  
Student Services

## OPTIONS FOR AN ADAPTED EDUCATION PLAN (AEP)

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

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

The checked items are classroom-based adaptations that are appropriate and necessary for this student's in-classroom learning needs and success.

### A. Program Adaptations

1. Assignments
  - ☐ reduced quantity
  - ☐ accept reduced quantity
  - ☐ extended time
  - ☐ differentiated-alternative allowed
2. ☐ Alternate texts/programs/resources (e.g. \_\_\_\_\_)
3. ☐ Prioritization of required areas of study
4. ☐ Regular Homework assistance
5. ☐ Tutoring
6. ☐ Adapting representation of knowledge (e.g. \_\_\_\_\_)
7. ☐ Other: (e.g. small group instruction) \_\_\_\_\_

### B. Process Adaptations/Instructional Strategies

1. Level of Thinking
  - ☐ consideration of learning style (auditory, visual, tactile/kinaesthetic)
  - ☐ consideration of multiple intelligence strength
2. ☐ Preference of individual work, ☐ or cooperative group work
3. ☐ Pre-teaching of content/vocabulary
4. ☐ Concrete rather than abstract instructions
5. ☐ Increased drill/repetition/review
6. ☐ Outline summary of important information
7. ☐ Highlighted texts, study guides and/or important points on board/overhead
8. ☐ Tasks broken down into steps
9. ☐ Hands on learning experiences
10. ☐ Other \_\_\_\_\_

### C. Language Processing

1. ☐ Preferential seating
2. ☐ Use of simple sentence structures
3. ☐ Repetition of instruction by student (paraphrasing)
4. ☐ Frequent checks for understanding
5. ☐ Outline/summary of important information
6. ☐ Use of both auditory and visual instructions
7. ☐ Slow rate of presentation



# Turtle River School Division Policy Statement

Page 260

Section  
Student Services

1. ☐ Paraphrase materials using similar language
2. ☐ Keep statements short and to the point
3. ☐ Avoid abstract language (metaphors, idioms)
4. ☐ Pre-teach new vocabulary prior to lesson
5. ☐ Monitor amount of background noise
6. ☐ Alert student to key points
7. ☐ Match readability of texts to students language level
8. ☐ Use visual aids (charts, graphs, pictures)
9. ☐ Associate new information with something already known
10. ☐ Demonstrate instructions/tasks/concepts
11. ☐ Stand close to student
12. ☐ Use multisensory examples
13. ☐ Other

## A. Visual Processing

1. ☐ Highlight information (colour code, underline)
2. ☐ Keep written assignments free from extraneous distractions
3. ☐ Clear well defined worksheets
4. ☐ Plenty of white space on worksheets/tests
5. ☐ Check for understanding of visual tasks
6. ☐ Avoid copying from board
7. ☐ Provide typed copy of material/notes
8. ☐ Use high contrast material
9. ☐ Other \_\_\_\_\_

## B. Time Adaptations

1. ☐ Increase time for work completion
2. ☐ Reduce amount of work/tests
3. ☐ Prioritize assignments/use checklists
4. ☐ Follow a specific routine
5. ☐ Alternate quiet and active tasks
6. ☐ Time limits for specific tasks
7. ☐ Other \_\_\_\_\_

## C. Environmental Adaptations

1. ☐ Use of a study carrel
2. ☐ Use of proximity seating near teacher
3. ☐ Seated in area free of distractions
4. ☐ Use of checklists for organization
5. ☐ Use of a daily planner/agenda
6. ☐ Provide opportunities for movement
7. ☐ Reduce/minimize distractions (visual, auditory, spatial, movement)
8. ☐ Other \_\_\_\_\_





# Turtle River School Division Policy Statement

Page 261

Section  
Student Services

## A. Technical Supports/Special Considerations

1. ☐ Use of a calculator
2. ☐ Use of a computer
3. ☐ Modified schedule
4. ☐ Medication
5. ☐ Dictate to scribe
6. ☐ Enlarge material
7. ☐ Use of manipulatives
8. ☐ Built up pencils/pencil grips
9. ☐ Spell checker
10. ☐ Other \_\_\_\_\_

## B. Behaviour/Attention

1. ☐ Behaviour contract
2. ☐ Positive reinforcement
3. ☐ Provide "stop and think" place
4. ☐ Daily work check
5. ☐ Timer to complete tasks
6. ☐ Self-monitoring charts/checklists
7. ☐ Rules posted on desk and/or wall
8. ☐ Quiet work area
9. ☐ Concrete reinforcement
10. ☐ Preferential seating
11. ☐ Direct instruction of organization and study strategies
12. ☐ Breaks, varied activities
13. ☐ Other \_\_\_\_\_

## C. Evaluation

1. ☐ Tests read to student
2. ☐ Open book tests
3. ☐ Modified test format and/or types of questions
4. ☐ Shorter tests
5. ☐ Test marked on basis of questions attempted
6. ☐ Oral test
7. ☐ Scribe used for testing
8. ☐ Completion of test in an alternate location
9. ☐ Allow student to use printing instead of cursive writing
10. ☐ Avoid pressure of speed
11. ☐ No penalties for spelling or mechanical errors
12. ☐ Tests sent home in advance
13. ☐ Writing tests in parts
14. ☐ Other \_\_\_\_\_

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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## **Cumulative File Inserts**

Student Cumulative File inserts are an important tool that identify the special needs, supports, and services that a student receives. These forms indicate what assessments have already been completed, what plans or accommodations are in place for a student; as well as their location and existence. The purpose of the cumulative insert is to ensure student support services are not neglected and to signify to educators that additional programming is available. One cumulative file insert form ("***Cumulative File Insert***") is attached permanently on the inside cover of the cumulative file with the second form ("***Student Record Tracking***") being loosely placed in the cumulative file. The attached cumulative file insert signifies what services or plans are being utilized. The second loose cumulative file insert, indicates more information and of when and what has been used as supports by the student. It also notes where the location of the additional available information is kept located.

All students who receive any type of student services, additional programming or supports must have a cumulative file insert sheet completed and placed in their cumulative form. The school ***resource teacher is responsible*** for completing and maintaining both of the cumulative file inserts. Resource teachers need to keep the insert sheets current by *updating the cumulative file inserts as any plans or services are developed or used once they commence*. Additionally, when a student first enters the school system, *the cumulative file should be reviewed by the school resource teacher, and if the student qualifies, a cumulative file insert should be completed at this time*. Schools need to use the attached two cumulative file insert forms provided in the student services forms section.

# Turtle River School Division

## Cumulative File Insert

(To be stapled to the inside cover of cumulative file)

Name: \_\_\_\_\_ Birth Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Gender: \_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

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

The Pupil Support File for this student contains reports from the services indicated:

### School

- ☐ Resource Teacher

### Student Services

- ☐ Psychologist
- ☐ Speech Language Pathologist
- ☐ Physiotherapist
- ☐ Occupational Therapist

### Manitoba Education and Training

- ☐ Consultant Deaf/Hard of Hearing
- ☐ Consultant Blind/Visual Impaired

### Other

- ☐ Audiologist
- ☐ Mental Health
- ☐ Child and Family Services
- ☐ Children's Special Services

### The Pupil Support File also contains:

- ☐ English Language Adapted Learning Plan
- ☐ Individual Education Plan
- ☐ Individual Behaviour Plan
- ☐ U.R.I.S. Health Care Plan
- ☐ Individual Transition Plan

# Turtle River School Division

## Student Service Record

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

A Pupil Support File, with information regarding service supports provided for this student, is available. The following supports have been accessed:

Location	Services Accessed	Year												
		Grade												
	Funded EBD3 or URIS A													
	Previously Funded Level II or Level III													
	Individualized Education Plan													
	Modified (Individualized Education Plan)													
	Adapted Education Plan													
	Behaviour Intervention Plan													
	Resource Teacher – Intervention													
	Speech / Language													
	Psycho-Educational Assessment													
	Consultant from MB Education (HOH, Blind,)													
	Hearing Screening													
	Vision Screening													
	Physiotherapy													
	Occupational Therapy													
	Counseling													
	Agency Support (CFS, AFM, CSS, MH)													
	Health Care Plan (URIS B) – location -													
	Medication -													
	Early Literacy Intervention													
	Other -													

Key for Location of File:      R – Resource Room filing cabinet      C – Cum file in Office      **Initial of person completing this form each year**



## **Resource Reports**

Resource teachers are accountable to parents with providing them with an update of the services and progress that their child is having with the additional educational services being provided. It is important that there is documentation of the services that are being provided to students. Resource Teachers must report on all of the services being provided to each of the students receiving all of the following additional services:

- Speech Language Therapy
- Occupational Therapy
- Physiotherapy
- Reading Intervention/Pull-Out
- Resource Support
- Numeracy Support (out of the class)
- Literacy Support (out of the class)
- Any Specialized Interventions/Programming

The **“Resource Report”** must outline the type of service being provided, the duration, length of time, frequency, and progress. A copy of this report should be sent home to parents with their child’s report card. Resource Teachers must also forward a copy to the Student Services Coordinator along with a copy being placed in the student cumulative and resource files in order to document a student’s services and development. A

***Resource Report should be completed and distributed every reporting period (report card).*** Schools need to use the attached resource report template form provided in the student services forms section.

## SCHOOL LETTERHEAD

Student:

Grade:

Date:

Frequency of Intervention: \_\_\_\_\_ minutes or \_\_\_\_\_ classes per week

Skills Targeted:

---

Comment: These are some suggestions you may wish to include in your anecdotal report.:

- Success or lack of progress
- Attitude
- Work ethic
- Materials Used or a Theme you may be using
- Recommendations, if any (further testing???)
- Ways to help your child at home

---

Your signature

Name/Information





## **Differentiated Instruction (DI), Universal Design for Learning (UDL) and Response to Intervention (RTI)**

The division supports educators using effective teaching strategies that engage and benefit all of the students in their classroom. Effective Teaching strategies allow for classrooms and learning in becoming inclusive to the needs of all students. As students learn in different ways and at different rates it is important that that we don't participate in instructional models of the past where *"one size fits all"*. Learning has changed and so must instructional methods and supports when it comes to supporting effective learning and instructional practices. Differentiated Instruction, Universal design for Learning, and Response to Intervention are three evidence-based educational practices that support inclusive learning.

Differentiated Instruction is a different way that a teacher instructs students so that they meet all of the different types of learners in their classroom. It focusses on the different student's learning strengths and preferred learning styles. Differentiated Instruction has teachers alter or change the way they present information to students, the way they assess student learning, and by altering the type of work or activities that students complete in order to show learning. The philosophy is that all students in a classroom can learn with effective teaching that allows for all students to be successful learning in their own preferred learning style.

Universal Design for Learning is a way of planning and teaching where one lesson is developed that encompasses all of the different needs and levels of the entire class in a way that all students can be successful. It is accessible instruction that is based on the philosophy of doing things that benefit all students with flexible approaches that allow all students to get to the finish line by adjusting and customizing individual student needs. Universal Design for Learning is a set of principles that give equal opportunities for all students to learn.

Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavioral needs. It focusses on providing intensive support and assistance to students who have been identified as "at-risk". The early intervention of supports works by screening students regularly and early in order to provide students with the appropriate supports early.



## **Supporting ALL Learners - Funding of Schools**

The division supports students in schools under the Student Services model. The Student Services model provides additional supports to schools in the forms of additional staffing, access to specialists, assessments, services, resources, and other supports. Students of various needs are supported by the board through the funding of schools formulas located in the division policy.

The board understands that there are times when needs arise unexpectedly that cannot be planned. In addition to the formulated funding, schools are able to formally request additional funding and supports in writing on a case by case basis to the Superintendent. The Superintendent will review the request and with the guidance and approval of the board may be able to provide access to further supports and resources.



## **Assessment**

Turtle River School Division believes in the importance of assessment, evaluation, and communication of student achievement in the teaching and learning process. In order for assessment to be significant, it must be purposeful and relatively accurate. Assessment can vary depending on the purpose. It can be subjective, formal and summative in nature. Assessment can be used to guide instruction, support learning, and provide evidence of student learning and progress. It is important that the type of assessment used is appropriate to the purpose of the assessment so it is meaningful.

### **Provincial Assessments**

Manitoba Education mandates that all students participate in a provincial assessment in the early years (grades three and four), middle years (grades seven and eight) and in high school (grades twelve English and mathematics). These assessments are implemented on behalf of the department by the classroom teacher who has received training. The classroom teacher must also complete various reports with these assessments that are filed in the student's cumulative files as well as sent to parents and the department.

### **Standardized Assessments**

Standardized Assessments are tests that have been "normalized" across a large sample size in order to determine "standards" as to where students should score in the area being assessed. This assessment has been widely researched in order to ensure quality and consistently accurate results that can be used by schools in order to support student learning. The method of administration must also be followed accordingly; standardized assessments have specific rules that must be adhered to along with specific scripts for administrators to follow. Assessments vary in which individual is permitted to administer each assessment. Access to these assessments requires qualified individuals to purchase the assessments and protect the integrity of the assessment. Training and certification in implementing, using and interpreting these assessments is required at the graduate level of study or specialized training.



## Turtle River School Division Policy Statement

Page 269

Section  
Student Services

### **Divisional Assessments**

The division adopts a variety of assessments that all schools complete in order to help support the development of student profiles, school profiles, and a divisional profile. These assessments provide screening for students who may have specific learning needs or learning disabilities. The assessment purpose is a way of flagging individuals that require further testing to determine specific learning needs or areas of concern. The division supports assessments in various levels and subject content. The following assessments are used in the specified grade levels:



Turtle River School Division  
Policy Statement

Page 270

Section  
Student Services

**Turtle River School Division Divisional Assessments**

Assessment	Subject Area	Grades	Frequency
K/1 Brigance Early Childhood Screen	Early Developmental Skills -literacy, numeracy, occupational skills, general skills	K/1	2x/year Fall & Spring
Fountas & Pinnell Reading Benchmark <i>and/or</i> PM Benchmark Assessment	Reading and Comprehension	K to 8	1x/year October, March, and June
Observation Survey	Early Developmental Skills -literacy, numeracy, occupational skills, general skills	1	2x/year Fall & Spring
Our School/Tell Them From Me Survey - (TTFM)	Bullying Student Engagement Career Engagement	Grades 4-12	1x/year Spring
Woodcock Johnson III (WJ3)	Academic Achievement Assessment (all school subjects and areas)	Grades K-12	Referral required
Wechsler Intelligence Scale for Children(WISC IV)	Cognitive Assessment (students ability assessment)	Grades K-12	Referral required

**Assessed by:** \_\_\_\_\_

**0-4 Unsatisfactory**

\_\_\_\_\_ School \_\_\_\_\_ Grade  
PM Benchmark Reading Assessment Summary  
Date: \_\_\_\_\_

[illegible]

**Assessed by:** \_\_\_\_\_

---

## School - Results/Overall Scores

Student Name	October /100	June /100	Age June	Cut-Off At Risk/ Gifted	Comments
*At Risk Cut-Off					Notes/Comments

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

Assessment Completed By: \_\_\_\_\_



## OBSERVATION SUMMARY FOR MULTIPLE ASSESSMENTS

MET#:(9 digit number)\_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ School Division: \_\_\_\_\_

**Outcome:** (Please describe. e.g. no further support required; long term support deemed necessary; moved; other)

### SUMMARY OF RUNNING RECORD

Text Titles	<u>Errors</u> Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
<b>Entry</b> Date: _____				
1. Easy (level)_____	_____	1: _____	_____ %	1: _____
2. Instructional (level)_____	_____	1: _____	_____ %	1: _____
3. Hard (level)_____	_____	1: _____	_____ %	1: _____
<b>Exit</b> Date: _____				
1. Easy (level)_____	_____	1: _____	_____ %	1: _____
2. Instructional (level)_____	_____	1: _____	_____ %	1: _____
3. Hard (level)_____	_____	1: _____	_____ %	1: _____
<b>End of Grade One</b> Date: _____				
1. Easy _____	_____	1: _____	_____ %	1: _____
2. Instructional _____	_____	1: _____	_____ %	1: _____
3. Hard _____	_____	1: _____	_____ %	1: _____

ASSESSMENT	L.I.		C.A.P.		Word Reading		Other Reading Test Score	Writing Vocabulary		Hearing Sounds in Words	
	54	Stanine	24	Stanine	15	Stanine		No	Stanine	37	Stanine
Entry assessment Date:											
Exit Reassessment Date:											
End of Year Assessment Date:											

Recommendations: (for class teacher, or for review, or further teaching, or further assessment).

## Form 2: ELI END OF YEAR SURVEY

**2013-2014**

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

School Division: \_\_\_\_\_

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

	Date of Birth	Date of Test	Cat. Of Test	<u>Instructional</u> Book Level	Acc %	S.C.	LI		CAP		WT	Other word test		WV		HRSIW	
							54	St	24	St	15 St				St	37	St
Name			Entry														
MET#			Exit (if not end of year)														
Outcome:			End of Year														
Name			Entry														
MET#			Exit (if not end of year)														
Outcome:			End of Year														
Name			Entry														
MET#			Exit (if not end of year)														
Outcome:			End of Year														

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## **Transitional Programming**

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 students' 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.

A team meeting is called by the students' current case manager that allows for all supportive agencies, community supports, school supports, and health supports to meet with the student and family in order to begin planning and outline the supports that the child will require in order to be successful. This information is used in the development of the student's Individual Education Plan.

The province has developed two planning tools that are used to guide the transitioning process which outlines the responsibilities and roles of all agencies as they support a students' transitioning in and out of school. One plan supports students as they enter school and the other as they leave the school system.

## **Early Childhood Transition to School for Students with Special Needs**

As students develop and grow supports are accessed as needed through early screening through healthcare providers. The Early Childhood Transition Plan is developed by the student's support team with the case manager initiating the meeting with the school system and other available community supports. The student's case manager is typically the Child Development Services (CDS) worker in their region. Student information and needed supports are discussed as a team in order to ensure that the student is able to transition into school as smoothly as possible. This transition plan guides the team's conversation into a plan for the student's entry into school.

## **Transition Planning for Students with Special Needs**

As students are ready to leave school, it is just as critical to develop a transition plan in order to help them access supports and resources that will assist them transitioning out of school. The province has developed a guide to these critical conversations that need to occur to help support the student as they transition out of school. The Transition Protocol begins when a student is sixteen years of age or grade eleven. The case manager is usually the schools resource teacher. In conjunction with the Transitioning Protocol, the



## Turtle River School Division Policy Statement

Page 272  
Section  
Student Services

school will support the students plan to access Post-Secondary education with a clearly outlined IEP that identifies supports and learning needs specifically. A major component of the student's transition plan is a psychological assessment. This cognitive assessment identifies learning needs with recommendations that can be used to support with the students' transitioning. The use of PATH planning is also another important part to a strength based model of supporting a student's transitioning. Preparing students with the necessary life skills will help students be successful after school is over.

### **Post-Secondary**

There are many supports available for students who are interested in Post-Secondary education. The school resource teacher will help the student access information and application for these programs. The students IEP and psychological assessment will be the key in supporting the students access to similar supports when making the transition into post-secondary schooling.

### **Planning Alternative Tomorrows of Hope (PATH)**

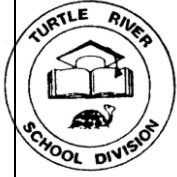
Planning Alternative Tomorrows of Hope or PATH planning is a type of planning where a student's support team (current and future) are brought together in order to plan the next five years. Goals are developed on how to get from here to there so that a student can achieve their dreams. Support teams are used to help the student accomplish smaller goals so they can reach their larger goals.

### **Vocational Programming**

The division supports students with access to vocational programming opportunities and/or experiences that support their future career goals. A placement in a shop because they have an interest in carpentry will support them entering into a vocational program, obtaining employment at such business, or even open up a future opportunity to volunteer at this business.

### **Life Skills / Community Programming**

Life Skills are important skills that a student will need when they leave school. These are skills that an average person needs to know in order to live. Basic math, personal banking, shopping, cooking, and personal hygiene are just a few of the basic life skills. As part of a student's individual education plan, schools will integrate life skills programming as well as community related programming that supports the students learning that will help support to prepare them for life after school.



## **Manitoba Education** **Student Services Support Documents**

The following documents have been developed to support schools in providing the appropriate educational programming to students and families in Manitoba schools. Manitoba Education has developed the following support documents:

Appropriate Educational Programming: Handbook for Student Services;

[http://www.edu.gov.mb.ca/k12/specedu/aep/handbook\\_ss/full\\_document.pdf](http://www.edu.gov.mb.ca/k12/specedu/aep/handbook_ss/full_document.pdf)

Appropriate Educational Programming in Manitoba: Extending Genuine Learning and Social Experiences for All School Communities, Final Consultation Summary;

<http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/FinalConsultationReport.pdf>

Appropriate Educational Programming in Manitoba: Standards for Student Services;

[http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards\\_for\\_Student\\_Services.pdf](http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf)

Appropriate Educational Programming in Manitoba: Formal Dispute Resolution Process;

[http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Formal\\_DR\\_Process.pdf](http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Formal_DR_Process.pdf)

Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community;

[http://www.gov.mb.ca/healthychild/publications/protocol\\_swsn.pdf](http://www.gov.mb.ca/healthychild/publications/protocol_swsn.pdf)

Child Protection and Child Abuse Protocol;

[http://www.cpmc.ca/documents/Reporting\\_Handbook.pdf](http://www.cpmc.ca/documents/Reporting_Handbook.pdf)

Educational Assistants in Manitoba;

[http://www.edu.gov.mb.ca/k12/docs/support/ed\\_assistants/educational\\_assistants.pdf](http://www.edu.gov.mb.ca/k12/docs/support/ed_assistants/educational_assistants.pdf)

Educators' Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing;

[http://www.edu.gov.mb.ca/k12/docs/support/dhh\\_resource/full\\_doc.pdf](http://www.edu.gov.mb.ca/k12/docs/support/dhh_resource/full_doc.pdf)

Educators Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing

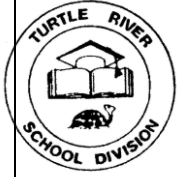
[http://www.edu.gov.mb.ca/k12/docs/support/dhh\\_resource/full\\_doc.pdf](http://www.edu.gov.mb.ca/k12/docs/support/dhh_resource/full_doc.pdf)

Education and Child and Family Services Protocol for Children and Youth in Care

[http://www.gov.mb.ca/healthychild/publications/protocol\\_youthcare.pdf](http://www.gov.mb.ca/healthychild/publications/protocol_youthcare.pdf)

Framework for Suicide Prevention Planning in Manitoba

[http://www.gov.mb.ca/healthyliving/mh/docs/suicide\\_prevention\\_framework.pdf](http://www.gov.mb.ca/healthyliving/mh/docs/suicide_prevention_framework.pdf)



# Turtle River School Division Policy Statement

Page 274

Section  
Student Services

Guidelines for Early Childhood Transition to School for Children with Special Needs;

[http://www.edu.gov.mb.ca/k12/docs/support/dhh\\_resource/full\\_doc.pdf](http://www.edu.gov.mb.ca/k12/docs/support/dhh_resource/full_doc.pdf)

Helping Your Child Succeed in School: A Guide for Parents and Families of Aboriginal Students;

Listening and Speaking: First Steps into Literacy: A Support Document for Kindergarten Teachers and Speech-Language Pathologists;

[http://www.edu.gov.mb.ca/k12/cur/ela/list\\_speak/listening\\_speaking.pdf](http://www.edu.gov.mb.ca/k12/cur/ela/list_speak/listening_speaking.pdf)

Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach;

[http://www.edu.gov.mb.ca/k12/docs/support/mb\\_sourcebook/full\\_document.pdf](http://www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/full_document.pdf)

Services for Students Who Are Blind or Visually Impaired

[http://www.edu.gov.mb.ca/k12/docs/support/bvi\\_services/document.pdf](http://www.edu.gov.mb.ca/k12/docs/support/bvi_services/document.pdf)

Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs);

[http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student\\_specific\\_planning.pdf](http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student_specific_planning.pdf)

Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder;

[http://www.edu.gov.mb.ca/k12/specedu/aut/pdf/ASD\\_Document.pdf](http://www.edu.gov.mb.ca/k12/specedu/aut/pdf/ASD_Document.pdf)

Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools

[http://www.edu.gov.mb.ca/k12/specedu/res\\_teacher/pdf/sis\\_resource\\_teachers\\_mb\\_schools.pdf](http://www.edu.gov.mb.ca/k12/specedu/res_teacher/pdf/sis_resource_teachers_mb_schools.pdf)

Supporting Inclusive Schools: School based Planning and Reporting -- A Framework for Developing and Implementing Annual School Plans and Reports;

<http://www.edu.gov.mb.ca/k12/docs/support/school-based/inclusive.pdf>

Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected;

[http://www.edu.gov.mb.ca/k12/specedu/fas/pdf/FASD\\_Document.pdf](http://www.edu.gov.mb.ca/k12/specedu/fas/pdf/FASD_Document.pdf)

Towards Inclusion: Positive Behaviour in Manitoba Classrooms

[http://www.edu.gov.mb.ca/k12/specedu/behaviour/behaviour\\_document.pdf](http://www.edu.gov.mb.ca/k12/specedu/behaviour/behaviour_document.pdf)

Towards Inclusion: From Challenges to Possibilities - Planning for Behaviour;

[http://www.edu.gov.mb.ca/k12/specedu/beh/pdf/BEH\\_Document.pdf](http://www.edu.gov.mb.ca/k12/specedu/beh/pdf/BEH_Document.pdf)

Towards Inclusion: A Handbook for Individualized (I) Programming Designation, Senior Years;

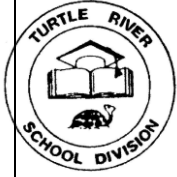
[http://www.edu.gov.mb.ca/k12/specedu/individu/pdf/complete\\_document.pdf](http://www.edu.gov.mb.ca/k12/specedu/individu/pdf/complete_document.pdf)

Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4;

[http://www.edu.gov.mb.ca/k12/specedu/modified/pdf/complete\\_document.pdf](http://www.edu.gov.mb.ca/k12/specedu/modified/pdf/complete_document.pdf)

When Words are not Enough: Precursors to Threat -- An Early Warning System for School Counsellors;

[http://www.edu.gov.mb.ca/k12/specedu/guidance/pdf/When\\_Words\\_Are\\_Not\\_Enough.pdf](http://www.edu.gov.mb.ca/k12/specedu/guidance/pdf/When_Words_Are_Not_Enough.pdf)



## Turtle River School Division Policy Statement

Page 275

Section  
Student Services

Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying;  
<http://www.edu.gov.mb.ca/k12/docs/support/guidance/WholeSchoolApproachComplete.pdf>

Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities;  
[http://www.edu.gov.mb.ca/k12/specedu/problem\\_solving/pdf/DR\\_Pamphlet.pdf](http://www.edu.gov.mb.ca/k12/specedu/problem_solving/pdf/DR_Pamphlet.pdf)

Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities;  
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Working Together: A Handbook for Parents of Children with Special Needs in School;  
[http://www.edu.gov.mb.ca/k12/specedu/parent/pdf/brochure\\_parent\\_eng.pdf](http://www.edu.gov.mb.ca/k12/specedu/parent/pdf/brochure_parent_eng.pdf)

Working Together: A Handbook for Parents of Children with Special Needs in School;  
<http://www.edu.gov.mb.ca/k12/specedu/parent/pdf/workingtogether.pdf>

Working Together: A Parent's Guide to Formal Dispute Resolution;  
<http://www.edu.gov.mb.ca/k12/docs/parents/dr/index.html>

Working Together: A Parent's Guide to Transition from School Community; and  
[http://www.edu.gov.mb.ca/k12/docs/parents/transition/working\\_together\\_guide.pdf](http://www.edu.gov.mb.ca/k12/docs/parents/transition/working_together_guide.pdf)

Wraparound Protocol for Children and Youth with Profound Emotional and Behavioural Disorders  
[http://www.gov.mb.ca/healthychild/publications/protocol\\_ebd\\_wraparound.pdf](http://www.gov.mb.ca/healthychild/publications/protocol_ebd_wraparound.pdf)

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