

**A STUDY OF EIGHT CANADIAN STUDENT SERVICES HANDBOOKS: THE
RESEARCH AND DEVELOPMENT OF A STUDENT SERVICES HANDBOOK FOR
WOLF CREEK SCHOOL DIVISION NO. 72**

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ABSTRACT

As Director of Student Services within the Wolf Creek School Division No. 72, it came to my attention that this department of educational services did not have a handbook or manual that outlined various areas of service, procedures, policies, and information necessary for central office personnel, school staffs, and parents/guardians to utilize when implementing specialized programs for students. Questions around these issues prompted me to research the work other school divisions and provinces had done in this area of professional services. From this research, I designed, developed and wrote a resource specifically for Wolf Creek School Division No. 72.

The research and development of this Student Services Handbook revolved around this question of study. *“What have other school divisions in Canada written in this area of educational resources and what should the Student Services Handbook developed for Wolf Creek School Division No. 72 consist of?”*

The pursuit of answering this question involved several methods. For the purpose of *studying the work other professional organizations had done in this area* the search for handbooks or other parallel resource materials was accomplished by selected school divisions generously sharing their written work, thorough research on the Internet and focused communication with fellow colleagues or other professional associations.

Investigating the necessary *components for the handbook* involved gathering parallel work previously written in other school divisions and provinces as well as checking with fellow

colleagues about relevant, recent materials and documentation. The nature of this study, if it was to be brought together conclusively into one type, would be described best as *comparative*.

Two general conclusions were reached after the data was analyzed and interpreted. First, similar written work had been completed by other school divisions and provinces in this area of educational services. Secondly, these parallel resources along with input from school staffs and central office personnel assisted greatly in the unique design, structure, and development of the handbook created for the Wolf Creek School Division No. 72.

This comparative research revealed in other school divisions and provinces across Canada indicated some similarities and differences. With each of these resources, there was a consistent theme of service delivery, policies / procedures, student referral, and assessment. These themes were integrated in the development of the Student Services Handbook for Wolf Creek School Division No. 72. It was also apparent that each school division and province had different methods of implementing student programs which enhanced the study and confirmed the need for a specific resource that would meet the unique needs of each school division and province across Canada.

This project describes that process and contains the resulting document I produced from my graduate research, which contributes to meeting Wolf Creek School Division No. 72 student's needs by all members of the educational team.

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Background to the Project

In the fall of 2000, I started a new position in the Wolf Creek School Division No. 72 as one of the Director of Student Services. This meant leaving Eckville Elementary school where I was the School Counselor and Assistant Principal. This new job came with an enormous list of responsibilities that primarily focused around the coordination of specialized programs for students in all schools within the division.

Near the beginning of the school year it came to my attention that there was a need for a resource document which would attempt to outline all of the services coordinated under the management of the Student Services department. Available in central office and many schools were several pieces of documentation, forms, policies and procedures that were not connected to Student Services, even though they represented a Student Services program.

After discussing this need with my colleague, the other Director of Student Services, it was decided that I should look into this further. Discussion followed with the Superintendent of Schools. He indicated that there had been previous requests from school administrators as well as he had been requesting this type of resource for a number of years. The Superintendent expressed that Student Services is a very busy and demanding department and wondered if we would have time to create such an extensive resource. In response to his thoughts, I decided to go ahead with the beginning stages of development of the Student Services Handbook for Wolf Creek School Division No. 72.

Another large reason behind the development of this handbook, was the fact that a very large amount of money is received by the Wolf Creek School Division No. 72 every

school year from Alberta Learning for the programming and services costs incurred for children with exceptional difficulties. A resource with documentation, forms and reference materials needed to be developed to assist in the tracking and monitoring of the funding received for special needs students.

The Wolf Creek School Division No. 72 consists of thirty-two school sites and covers a large geographical area in the shape of a square with the north, south, east, and west boundaries measuring approximately sixty miles. Two Directors of Student Services are allocated to service the thirty-two school sites ranging from Early Childhood Services to grade twelve. The farthest distance of travel between various school sites is approximately one hundred and fifty kilometers. These two factors make it a challenge to visit all school sites regularly. This contributes to the need to create a resource for Student Services to implement across the division in all thirty-two school sites. Schools having access to current reference materials and documentation from Student Services can assist in meeting their needs without frequent visitation from the directors.

Once the need for the production of a Student Services Handbook was evident, a few illustrious questions urgently awaited inquiry. First, who would be involved in the process of developing this handbook? Would the complete development be my responsibility or would there be other colleagues or professionals involved? Secondly, what material and documentation will the handbook consist of? What exactly needs to be done so that we can be sure that the handbook contains all of the relevant and pertinent information needed for effective implementation? Finally, what have other school divisions and/or provincial ministries of education written in this resource area or educational services? Are there parallel handbooks developed that can be used for comparative study

purposes? These questions bubbled to the forefront of the study and required answers before the beginning stages of the Student Services Handbook for the Wolf Creek School Division No. 72 could take place.

How have my past experiences in the education profession brought me to the point of developing this project? I accepted this new position as Director of Student Services after thirteen years of combined experience teaching, counseling and administrating in schools across Alberta and Saskatchewan. My first experience teaching brought me to a small settlement, Buffalo Narrows, of nine hundred people located in northern Saskatchewan. I taught grade six and three in a school of approximately two hundred students. After two years in Buffalo Narrows, I accepted a teaching position in Grande Prairie, Alberta at a Junior High school which consisted of four hundred and fifty students. For the first couple of years, I taught various subjects like math, science, computers and outdoor education to grade seven, eight and nine students. For my remaining two years at the Junior High, I was accepted as one of the two school counselors. Looking for more experience with students from Early Childhood Services(ECS) to grade twelve, I accepted a school counseling position at Eckville, Alberta. This job involved counseling students from ECS to grade twelve. After one year, the assistant principal position at one of the schools opened up and I was successful in obtaining this position. For five years at this school, my role consisted of being the assistant principal, school counselor and teacher of a variety of subjects. My administrative duties mainly focused around the implementation of specialized programs like the resource room, special needs, counseling, family school liaison, program unit funding for kindergarten students and enhanced policing. This

position was excellent preparation for my present responsibilities as one of the Director of Student Services for the Wolf Creek School Division No. 72.

Another key factor in my readiness for this project was my graduate education. While I was an assistant principal, I enrolled in the graduate program with the University of Lethbridge. A cohort was formed in the Red Deer area. About twenty other colleagues and I began our studies together taking courses provided by the University of Lethbridge. My courses have focused around the field of Counseling Psychology. These studies have given me a solid foundation and provided an excellent background in preparing me for the task of researching and developing a Student Services Handbook for the Wolf Creek School Division No. 72.

Many experiences as a student enrolled in the graduate program at the University of Lethbridge have prepared me for the skills and knowledge necessary to complete my project. Correspondence with colleagues and professional associations was a huge focus in each of the courses completed in my studies. This gave me confidence and direction when consulting various school divisions and colleagues for the purpose of gathering essential information for this project. During my studies as a graduate student I was expected to analyze various articles and review different professional documents. These skills were extremely helpful in the completion of this project, as several documents and papers were examined. Finally, most of the courses completed in my graduate program centered around Counseling Psychology. Thus, the term papers written were typically focused around subject areas that related to this field of study. Some examples are a paper on Schizophrenia was written, a handbook on Bereavement was created, a paper on Counseling via the Internet was completed, a project on the implementation of a Positive

Prevention program called Lions-Quest was written, a videotape showing my abilities as a Counselor was presented, a paper reviewing a number of Counseling theories was established, an independent curriculum project was completed, a paper reviewing various special education programs was written and research was completed that measured how safe and caring a specific elementary school was.

My interest in researching resources in other school divisions and developing a resource for the Wolf Creek School Division No. 72 was inspired by a number of factors. The need for a handbook in the school division was made clear at the onset of my new position. Further exploration of this task with colleagues and central office personnel acknowledged the pursuit of my motivations. The large amount of provincial funding for special needs students dispersed in the school division further confirmed the request for current and relevant documentation. Finally, the challenging task of coordinating all of the specialized programs in a school division consisting of thirty-two school sites in a relatively large geographically area additionally affirmed my interest in this area of research.

Purpose of the Project

When an individual attempts the study or research of a certain area of study, it is very important for him/her to know the answer to the following question. “Why would you want to pursue this inquiry?” Relative to the area of study I focused on, I should know the answer to the following question. “Why did I research all of the resources available that parallel a Student Services Handbook and develop a handbook that attempts to meet the needs of the Wolf Creek School Division No. 72?”

The answer to this question is extensive. The need for a resource that would assist in delivery of services provided by the Directors of Student Services was brought to my attention at the onset of accepting my new position as a Director of Student Services last fall. As I pursued this request it became clear to me that this need was driven from many areas of educational services within our school division.

The Superintendent of Schools and school administrators requested the development of such a resource. In various informal conversations with the Superintendent and school based administrators it became apparent that the need for a handbook which would give information about all of the areas involved in Student Services was needed.

Schools in Wolf Creek have a goal to achieve good communication between central office, school staff and parents/guardians. This handbook was one attempt to assist in the achievement of this goal. If documentation relevant to the implementation of all Student Services programs was easily accessible for central office, school staffs and parents/guardians then any professional or parent/guardian would be able to access the

information required at anytime. This would assist greatly in the achievement of improved communication between school staffs, central office and parents/guardians.

Current and essential documentation from Alberta Learning needed to be available for all school sites and parents/guardians at all times. Along with this information, school staffs and central office personnel required appropriate reference materials for the effective monitoring and review of programs and services for special needs students. The development of a Student Services Handbook would gather all of the essential information and documentation needed for effective implementation, monitoring, and review of all Student Services programs. All documents from Alberta Learning could be located in this handbook for school staffs, central office personnel and parents/guardians to access when necessary.

School staffs requested useful and relevant information about the many areas of learning difficulties that students experience in their classrooms. Teachers and teacher aides responsible for the implementation of special needs programs and services connected with Student Services wanted current information regarding various methods that are successful when implementing reading, writing, and math programs. A resource which could connect them with information about these areas of expertise would benefit them greatly.

Finally, there is a significant amount of money transferred from Alberta Learning to schools for special needs students. The implementation of this funding in schools requires the Directors of Student Services to account for large numbers of forms, reports and other documentation. The handbook would provide standardized reference materials to assist with this essential task.

The essence of my project of doing research and constructing a comprehensive handbook related to several areas of research. One of the topics of study was the *components*[italics added] of the Student Services Handbook. Knowing what contents the handbook should consist of was a significant accomplishment. Many discussions and work with colleagues in my school division assisted greatly in this area of study.

Specific topics to be included in the handbook were suggested by various professional colleagues. It was mentioned by school administrators that timelines identifying the dates when various Student Services documents need to be completed and handed in should be included in the handbook. Also, an overview of roles and responsibilities for special education teachers, classroom teachers, teacher aides, school administrators, counselors, and directors of student services be defined in the resource manual. In addition, it was requested by school administrators and central office personnel that emphasis be given to special needs funding and the monitoring of special needs programs. School staff indicated that an explanation of new initiatives from the government of Alberta regarding children services was necessary to be placed in the handbook. Central office personnel and school administrators requested that information for special needs teacher assistants be included in the resource. Information regarding the education of native students was defined as an area that required attention. Finally, school administrators and staffs indicated that a list of resources and forms relevant to student services programs be available in the handbook.

Within Wolf Creek School Division No. 72, a large variety of programs and services are accountable to the department of Student Services. This was evident in the number of sections that needed to be included in the handbook. Areas of study that related

to specially funded programs from Alberta Learning or other agencies were included in eight out of the twenty sections that make up the handbook. Sections 5.3 (Early Literacy Program) and 5.4 (Early Intervention Programs), section 6 (Program Unit Funded Students), section 8.2 (Special Education Programs), section 10 (Funding and Coding), section 13 (Family School Liaison Program), section 14 (School Officer or Enhanced Policing Program), section 16.1 (Student Health Initiative Partnership) and section 18 (Native Education Project) are all related to programs implemented in Wolf Creek School Division No. 72 through Student Services. The remaining sections give information regarding various procedures, policies and instructions for the implementation of Student Services programs in Wolf Creek School Division No. 72. Section 3 (Overview of Student Services/Timelines and Record Keeping/Programs Coordinated by Student Services), section 4 (Overview of Roles and Responsibilities), section 5 (Screening for Early Identification/Early Childhood Services), section 7 (Referral and Assessment of Students with Special Needs), section 8 (Placement of Students with Special Needs/Special Education Programs/Student Services Contracts), section 9 (Individualized Program Plan/Transition Planning), section 11 (Consulting Services/Complex Needs), section 12 (Dispute Resolution and Appeals), section 15 (Child Welfare/Young Offender), section 17 (Special Needs Teacher Assistant Manual), section 19 (Recommended Resources) and section 20 (Forms).

The other area of research for this project explored the existence of *parallel work*[italics added] done in other school divisions and/or provinces regarding this domain of educational services. A number of other school divisions and provinces were found to have made similar contributions to the education profession. After careful study and

evaluation of each handbook from various school divisions and provincial ministries, it was evident that there were significant differences and strong parallels between the handbooks reviewed. Handbooks or similar resources were reviewed from the following Canadian school divisions and provinces: ‘Chinook’s Edge School Division No. #73’; ‘Clearview Regional Division No. 24’; ‘Lakehead Public Schools’; ‘Peace River North - School District No. 60’; ‘St. Albert Catholic Schools’; ‘Willow Creek School Division No. 28’; ‘British Columbia - Ministry of Education’ and ‘Saskatchewan Education’.

Considering the purpose and focus of this project illuminates the essential direction or path of the research. The focal point or central goal of this study revolves around this question.

“What have other school divisions / provinces written in this area of educational resources and what should the Student Services Handbook developed for Wolf Creek School Division consist of?”[italics added]

As mentioned previously, several areas of educational services are accountable to the department of Student Services. This fact is reflected in the quantity and variety of sections included in the handbook. The review of various resources developed by other school divisions and provinces indicated that educational professionals had done parallel work in this area of educational services.

The creation of a ‘working title’ that resounded the above question and gave a good description of this project played an integral part in the research. The following title was developed to capture the true nature of the research and evolution of this project:

'A Study of Eight Canadian Student Services Handbooks: The research and development of a Student Services Handbook for Wolf Creek School Division' [italics added].

After division-wide research of knowledge and needs of stakeholders, I developed several components to be included in the handbook. They helped organize and shape the final project. Those twenty sections are:

- * Introduction and Acknowledgments
- * Table of Contents
- * Overview of Student Services
- * Timelines and Record Keeping
- * Programs Coordinated by Student Services
- * Overview of Roles and Responsibilities
- * Screening for Early Identification
- * Early Childhood Services
- * Early Literacy Program
- * Early Intervention Programs
- * Program Unit Funded Students
- * Referral and Assessment of Students with Special Needs
- * Placement of Students with Special Needs
- * Special Education Programs
- * Student Services Contracts
- * Individualized Program Plan
- * Transition Planning

- * Funding and Coding
- * Consulting Services / Complex Needs
- * Dispute Resolution and Appeals
- * Family School Liaison Program
- * School Officer or Enhanced Policing Program
- * Child Welfare
- * Young Offender
- * Student Health Initiative Partnership
- * Student Health Outreach Services
- * Special Needs Teacher Assistant Manual
- * Native Education Project
- * Recommended Resources
- * Forms

Review of the Literature

The Student Services Handbook developed for Wolf Creek School Division No. 72 is not the first to be created in school divisions or provinces across Canada. A number of other school divisions and provinces have put together a similar resource for their administrators, school personnel and parents. I will outline various other handbooks/manuals and briefly summarize their content and how each has contributed to their respective school division or province. The handbooks I will be doing a brief overview of are from the following school divisions in Alberta and provinces across Canada:

Chinook's Edge School Division No. 73 (Alberta); Clearview Regional Division No. 24 (Alberta); Lakehead Public Schools (Ontario); Peace River North - School District No. 60 (British Columbia); St. Albert Catholic Schools (Alberta); Willow Creek School Division No. 28 (Alberta); British Columbia Ministry of Education and Saskatchewan Education.

The Chinook's Edge School Division No. 73 developed a 'Special Education/Student Services Handbook' in April of the year 2000. This handbook is extremely extensive displaying essential reference materials and information for staff working with special needs students and parents/guardians of children with learning difficulties.

Included in this handbook is a large assortment of valuable information. The table of contents involves the following items: 'Overview of Special Education Philosophy - Beliefs and Legislation'; 'Funding/Coding Definitions for Special Needs Students'; 'Roles & Responsibilities'; 'Screening for Early Identification of Special Needs - Pre-school/ECS'; 'Early Childhood Services'; 'Early Literacy Initiative'; 'Referral and Student

Assessment’; ‘Placement and Programs - Process and Procedures’; ‘Individual Program Plans’; ‘Transitional Planning’; ‘Consulting Services - Complex and Mild/Moderate Needs’; ‘Dispute Resolution and Appeal Procedures’; ‘Recommended Resources’; ‘Student Health Initiative Coordination of Services’; Child Welfare/Young Offender Protocol’; ‘Contingency Funding Formula - Allocation Model for Mild/Moderate’ and ‘Forms’.

Various features found in this handbook can also be detected in other handbooks/manuals researched. For example, ‘Overview of Special Education Philosophy - Beliefs and Legislation’, ‘Funding/Coding Definitions for Special Needs Students’, ‘Early Childhood Services’, ‘Referral and Student Assessment’ and ‘Placement and Programs - Process and Procedures’ are common categories viewed in other handbooks/manuals. A unique characteristic of this handbook is the ‘Referral and Student Assessment’ section. It suggest specific assessments for teachers to use when working with students. Also, it clearly indicates the process for this assessment to take place.

This handbook from the Chinook’s Edge School Division No. 73 named, ‘Special Education/Student Services Handbook’ is an admirable resource for teachers, administrators, counselors and parents working with children who have exceptional difficulties. It presented a wide variety of data which focused on essential details needed for effective programming, planning and implementation of educational services to students with special needs.

The Clearview Regional Division No. 24 completed a ‘Special Education Handbook’ very recently in June of 1998. Their handbook covers a large area of services

focusing mostly on the services for special needs students. It identifies many of the areas necessary for schools to implement special needs programming effectively.

The following items of information can be found in the handbook: 'School Board Policy and Procedures', 'Screening for Early Identification', 'Referral of Students with Special Needs', 'Assessments', 'Placement', Individualized Program Plans', 'Program Outcomes', 'Transition Planning', 'Coordinated Services for Children', 'Dispute Resolution and Appeals', 'Funding', 'Coding', Early Childhood Services and Program Unit Funded Students', 'Forms', 'Special Needs Teacher Assistant Manual' and 'Recommended Resources'.

The handbook from Clearview School Division is very informative, easy to follow and would be a great asset to the schools in their division. Some of the highlights of this handbook are as follows. There is an extensive amount of information regarding the programming of special needs students from any grade level, ECS to grade 12. It has relevant information about school board policy / procedure and essential information from Alberta Learning. There are various forms and documents that would be extremely helpful for school personnel to use when designing programs for their students. The handbook identifies the various roles of professionals responsible for the implementation of programs for special needs students.

In conclusion, the handbook from the Clearview School Division is a remarkable resource and a valuable document for educational professionals to use when implementing programs for special needs students.

The resource that Lakehead Public Schools created is titled 'Special Education'. It is a comprehensive resource which specifies and explains all of the special education services available in their school division.

The following areas of information can be located in their resource: 'Guide for Parents and Students', 'Special Programs Offered by Lakehead Public Schools', 'Secondary Special Needs Resources' and 'Special Ed Advisory Committee (SEAC)'. Included in these sections is reference to data regarding assessment and consultation, hearing impaired programs, multi-disabilities program, resource and monitoring program, special needs program, visually impaired itinerant program, various alternative programs, home schooling, storefront program, distance education, home schooling and young offenders unit.

The resource from Lakehead Public Schools has a few similarities and differences when compared to other handbooks/manuals researched. Sections found in this resource that can also be located in other resources are the 'Special Programs Offered by Lakehead Public School' section and the 'Secondary Special Needs Resources' section. The sections labeled 'Guide for Parents and Students' and 'Special Ed Advisory Committee (SEAC)' are unique to this resource.

The resource created by Lakehead Public Schools is very useful for all educational professionals and/or parents to utilize when desiring information about the special education services offered in this school division.

The handbook that Peace River North - School District 60 developed is called 'Special Services'. It was implemented a few years ago, during the 1995 - 1996 school

year. It is an extensive handbook which outlines and defines all of the special services available in their school district.

The following items of information can be found the handbook: 'Statement of Philosophy', 'Policies, Procedures and Guidelines', 'Learning Assistance Program', 'Learning Assistance Teacher', 'Learning Assistance Handbook', 'Special Services Itinerant Programs', 'Assessment', 'Speech and Language Services', 'Physiotherapy', 'Visually Impaired Program', 'Hearing Impaired Program', 'Elementary Counseling', 'First Nations Educational-Cultural Coordinator', 'Hospital - Homebound Program', 'Open Learning Program', 'Inclusion of Students with Special Needs', and 'Teaching Assistant Handbook'.

The Peace River North - School District 60's handbook has some similarities and differences when compared to others written in this area of educational services. It describes the special services available for students, teachers and parents within their school division. One of the differences noted in this handbook when comparing it to others is that it describes services in general terms. It gives information about a lot of services, but keeps the information broad and non-specific. Another difference is that there is no reference made to the regulations directed from the BC ministry of education regarding special needs students. Some similarities between this handbook and other parallel handbooks are references made to Learning Assistance Teachers, Teacher Assistants, Inclusion Programs, Speech and Language Services, Physiotherapy, Visually and Hearing Impaired Programs, Counseling Programs, Assessment, Native Education and Homebound Programs.

In summary, the handbook developed in the Peace River North - School District 60 is a comprehensive and useful handbook for educational professionals and/or parents to use when requiring information about the special educational services offered in this school district.

The St. Albert Catholic School Division in Alberta completed a handbook in 1998 and it is titled, 'Special Education Handbook'. This handbook is very comprehensive and discusses important information for staff working with special needs students and parents of children with learning difficulties.

The handbook consists of a wide variety of information. Included in the table of contents is the following items: 'Introduction and Mission Statement'; 'Special Education Services'; 'Overview of Responsibilities', Overview of Program Planning Model'; 'Procedures for Identification, Referral, Assessment, I.P.P., Placement, Outcomes and Transitions' and 'Appendices'.

Certain characteristics found in this handbook can also be located in other handbooks researched in Alberta and provinces across Canada. For example, 'Special Education Services', Overview of Responsibilities and Program Planning', and the various 'Procedures' listed previously are common elements found in most handbooks. However, a unique attribute of this handbook is the variety of diagrams or flow charts apparent. This gives it a smooth flow for the reader and presents another method of presenting similar information. Another part of this handbook which is different than some of the others is the inclusion of 'Special Education Program Locations and Personnel' in the Appendices section. This gives the reader the required information regarding the location

of schools, name of special needs program in each school, personnel to contact and phone numbers.

In conclusion, the handbook from the St. Albert Catholic School Division titled, 'Special Education Handbook' presents as an excellent resource for teachers, administrators, counselors and parents working with children with special needs. It covers a broad range of topics with attention to specific details needed for effective planning, programming and implementation of educational services to students with learning difficulties.

The Willow Creek School Division No. 28 in Alberta developed a handbook to assist Student Services personnel, administrative and teaching staff for the purpose of communicating about the structure and operating procedures employed in Student Services. This handbook I will be reviewing was revised in May of the year 1987.

This handbook begins with a brief introduction and then covers the following areas of information: 'Roles, Administration Duties', 'Special Education - Program Special Needs Students', 'Alternative Program', 'Enrichment Program', 'Guidance and Counseling', 'Teacher Aide Policy', 'Evaluation and Testing' and 'Appendices'.

This handbook created by the Willow Creek School Division No. 28 has many characteristics that are similar to other handbooks written in this area of educational services. There is concentration in the areas of special education programming, roles, responsibilities, alternative programming, guidance and counseling, teacher aide policy and evaluation and testing. It provides the reader with a large amount of information in all of these areas. References are made to documentation and policies from Alberta Learning (Education in 1987) regarding educational programming for special needs students. This

handbook focuses a great deal of attention to the area of 'assessment'. It outlines a number of tests, what their purpose is, the grade level of the test, and when it should be administered. Explanations of specific terms that relate to assessment is indicated. Also, there is a section dedicated to their 'Enrichment Program', which is not a common thread in other handbooks researched.

In summary, this handbook developed by the Willow Creek School Division No. 28 is an extensive document with many positive characteristics. The administrative and teaching staff, along with parents using this handbook have a valuable resource from which to gather information regarding educational services for special needs students in their school division.

The manual constructed by the BC Ministry of Education - Special Programs is titled, 'Special Education Services: A Manual of Policies, Procedures and Guidelines'. The last update of this manual was September of 1998. Due to the nature of the delivery of educational services in British Columbia, this manual would represent all of the schools in BC that are under the BC Ministry Education. Therefore this document is extremely descriptive and inclusive in design. It covers all areas of special education services.

Taking a closer look at the manual written for all of the schools in the BC Ministry of Education, the following items of information can be found: 'Message from the Minister', 'Introduction to this Manual', 'Policy Directions', 'Roles and Responsibilities', 'Developing an Individual Education Plan', 'Special Considerations: Services', 'Special Considerations for Individual Planning', 'Provincial Resource Programs', 'For Easy Reference' and 'Appendices'.

This manual includes information about all levels of services for students who require special individual planning and programming. It has many similarities to other handbooks written in this area. For example; this manual focuses on roles and responsibilities of the BC Ministry, school districts, schools, parents and students; developing education plans; special services like learning assistance, counseling, school psychology, speech-language pathology, physiotherapy/occupational therapy, hospital education, homebound; special considerations for individual planning for students with medical diagnoses, mild intellectual disabilities, moderate to severe/profound intellectual disabilities, learning disabilities, gifted, behavior disorders, multiple disabilities, physical disabilities or chronic health impairments, visual impairments, deaf or hard of hearing, autism; and provincial policies and documentation. Unique to this manual is the intensity of the documentation and the broad range and number of topics discussed.

This manual 'Special Education Services' from the BC Ministry of Education - Special Education is all inclusive and an outstanding resource for teachers, administrators, school personnel and parents to use when addressing the needs of children with difficulties that require special services in schools.

The resource prepared by the Government of Saskatchewan - Saskatchewan Education (Special Education) is titled, 'Special Education Unit'. The last update of this resource was January of 2000. Due to the kind of delivery of educational services in Saskatchewan, this resource supports all of the schools in Saskatchewan that are under Saskatchewan Education. Thus, this resource is very descriptive and informative about all areas of special educational services.

Looking into the resource, 'Special Education Unit' from Saskatchewan Education, the following items of information can be located: 'Assistance, Collaboration, Consultation, Evaluation, Support Services (ACCESS)', 'Funding', 'Qualifications', 'Resources', 'Staff' and 'Supports for Students with Exceptional Needs'.

One similarity found in this resource when comparing it to other resources/handbooks is the emphasis on funding guidelines. It clearly identifies the targeted areas of funding, timelines for document submission, transportation allocations and categories of special needs students. Another area that resembles parallel special education resource manuals is the focus on supports for students with exceptional needs. More specifically the concentration on legislation and programming/consultation. An area that is unique to this resource is the teacher qualifications section. It clearly defines the required professional qualifications for special education staff personnel. A procedure for assessment of qualifications is outlined very clearly in the resource.

The resource 'Special Education Unit' from Saskatchewan Education - Special Education is an extremely useful and informative document for school personnel and parents to use when requiring information regarding the needs of children with exceptional difficulties.

Method for the Project

The pursuit of answering the questions surrounding the research for this project implicated several procedures. Exploration of the *need for a Student Services Handbook [italics added]* centered around interviewing, discussing with fellow colleagues and collecting data from the accounting department in Wolf Creek School Division No. 72. Various meetings, telephone calls and e-mail messages provided a medium for the gathering of information required. For the purpose of *studying the work other professional organizations had done in this area [italics added]*, the search for handbooks or other parallel resource materials was accomplished by school divisions generously sharing their written work, research on the Internet, and communication with fellow colleagues or other professional associations. Investigating the necessary *components for the handbook [italics added]* involved gathering parallel work previously written in other school divisions and provinces as well as checking with fellow colleagues about relevant reference materials and documentation. The nature of this study, if it was to be brought together conclusively into one type, would be described best as *comparative*.

Examining the necessity for creating a Student Services Handbook for the Wolf Creek School Division No. 72 meant that all stakeholders involved with education had to be consulted. This took the form of meetings, interviews, informal discussions, telephone calls, and e-mail correspondence. It came to my attention very soon after assuming the role as Director of Student Services, that a handbook had been requested from both central office personnel and school administrators. Pursuit of confirming this request occurred through informal conversations with school personnel and central office staff.

The large amount of funding received from Alberta Learning for special needs students and specialized programs for schools drove the need for a resource book that would assist in the monitoring and review of these grants. Documentation from the accounting department of Wolf Creek School Division No. 72 regarding the amount of money spent during the past three years assisted in this area of the study. The summary of these numbers provided information giving strong evidence that the department of Student Services in Wolf Creek School Division No. 72 was growing annually in Alberta Learning specialized funding grants.

Locating several parallel handbooks or other school resources that complimented the Student Services Handbook immediately revealed that Wolf Creek School Division No. 72 would not be the first professional organization to do work in the area of educational services. Gathering of these similar documents meant communicating with other school divisions via the phone, e-mail or through informal conversations at professional functions. The following documents were collected through this procedure: Chinook's Edge School Division No. 73, Clearview Regional Division No. 24 and St. Albert Catholic Schools. Another method of collecting data was by phoning school divisions and asking them to share any work they had completed in this area of educational services. Peace River North - School District No. 60 and Willow Creek School Division No. 28 responded to this type of research request. Many school divisions and provincial ministries of education are just beginning to use the Internet as a tool for communicating information about their educational services and programs. Thus, one school division and two provincial ministries of education were located on the Internet and relevant information was downloaded from their site for the purpose of this study.

Once the appropriate material was gathered, an analysis of each document took place. This was completed by reading each of the documents and outlining the components that were applicable to this project. Information gathered from my fellow colleagues in Wolf Creek School Division about the relevant contents that needed to be included in the handbook, was used as a standard to compare each document to.

Every section of the completed handbook was a product of collected data from the other Director of Student Services, school personnel, and central office staff in Wolf Creek School Division No. 72 and similar documentation from other school divisions or provincial ministries of education. This will be discussed further by summarizing the documents or resources used in the development of each section in the completed handbook.

The majority of sections in the handbook were created through an accumulation of collected data from other school divisions or provincial ministries, school personnel in Wolf Creek School Division and consultation with the other Director of Student Services. The sections of the Student Services Handbook developed in this manner were the following: Section 1 - Introduction and Acknowledgments; Section 3.1 - Overview of Student Services; Section 3.2 - Timelines and Record Keeping; Section 3.3 - Programs Coordinated by Student Services; Section 4 - Overview of Roles and Responsibilities; Section 5.1 - Screening for Early Identification; Section 5.2 - Early Childhood Services; Section 5.3 - Early Literacy Program; Section 5.4 - Early Intervention Programs; Section 6 - Program Unit Funded Students; Section 7 - Referral and Assessment of Students with Special Needs; Section 8.1 - Placement of Students with Special Needs; Section 8.2 - Special Education Programs; Section 8.3 - Student Services Contracts; Section 9.1 -

Individualized Program Plans; Section 9.2 - Transition Planning; Section 10 - Funding and Coding; Section 11- Consulting Services/ Complex Needs; Section 12 - Dispute Resolution and Appeals; Section 15.1 - Child Welfare; Section 15.2 - Young Offender; Section 17.1 - Special Needs Teacher Assistant Manual; Section 19 - Recommended Resources and Section 20 - Forms.

Some sections in the handbook were unique in nature to Wolf Creek School Division No. 72. Thus, only school personnel, central office staff, and the Directors of Student Services were involved in the development of these specific parts of the handbook. The following sections originated from this type of procedure: Section 2 - Table of Contents; Section 13 - Family School Liaison Program; Section 14 - School Officer or Enhanced Policing Program; Section 16.1 - Student Health Initiative Partnership; Section 16.2 - Student Health Outreach Services and Section 18 - Native Education Project.

The quest for answers to the inquiry of this study was researched using several methods. First, the data was collected using mediums such as the telephone, e-mail, Internet, informal conversations, meetings, and interviews. Once the data was collected from other school divisions or provincial ministries, school personnel, central office staff, professional associations or the Directors of Student Services, a review of all reference material / information was conducted. This review took place in a *comparative* study fashion with the pertinent components of the Student Services Handbook indicated by school personnel, administrators and central office staff in Wolf Creek School Division No. 72 existing as the standard for analysis.

Data Collected

For the purpose of this study, the data collected for this project is in the form of a handbook. After all of the parallel resources were collected, explored, analyzed, and various school personnel and professional colleagues consulted, the information was combined and implemented into a resource uniquely designed for Wolf Creek School Division No. 72. This document is titled, 'Wolf Creek School Division No. 72 - Student Services Handbook' and can be found in the Appendix. It is the first and only one ever developed for Wolf Creek School Division No. 72.

Analytic Discussion

Once the research which focused around the central questions articulated earlier was complete, it was important to analyze and discuss the results that were found. With reference to the central goal of this study, data from many sources was collected, reviewed, interpreted, and used to develop some final conclusions. The results revolved around the following elements of the inquiry. First, the analysis of the need for a Student Services Handbook in Wolf Creek School Division No. 72 revealed pertinent information giving a solid foundation for the remainder of the study. Secondly, there was a respectable amount of data collected regarding the work that other school divisions or provincial ministries of education had completed. This information was invaluable when clarifying the work done around the focal issues of the study. Finally, with reference to the components that should be included in the Student Services Handbook, the knowledge gained was priceless and assisted immensely in the culmination of the final product.

Investigating the need for a Student Services Handbook in Wolf Creek School Division No. 72 revealed some very interesting facts that confirmed an overwhelming demand for the development of such a resource. It was clearly indicated by the Superintendent of Schools that there had been a need for the development of a handbook in this area of educational services for a number of years. School administrators' professional experiences led them to request a handbook as well. A number of services they are responsible for in their schools relate to Student Services programs; such as resource room, counseling, special needs, family school liaison, early childhood services, police liaison, native education, and student health initiative partnership. In addition, school staffs were in favor of such a resource. They requested a resource that would assist

them when they needed information regarding the program they are responsible to implement. Standardized forms, referral forms, relevant documentation from Alberta Learning, checklists, and current information regarding student files were all areas they needed a resource to attain reference materials from. Often, parents/guardians would request information regarding policies or procedures in Wolf Creek School Division No. 72 regarding special needs students. Thus, school personnel and central office staff asked for a resource that would include this type of documentation.

Facts gathered from the accounting department in Wolf Creek School Division No. 72 revealed an increase in money spent on various Student Services programs over the past three years. The steady increase of funding received from Alberta Learning enhanced the need for a resource that would assist in the supervision and monitoring of Student Services programs. In addition, there is a large number of school staff involved in various Student Services programs throughout the school division. Some of these staff would be directly supervised and others would be indirectly supervised by the Directors of Student Services. The staff indirectly responsible to the Directors of Student Services would be directly supervised by school administrators, who would then be responsible to the Directors of Student Services. Ultimately, the performance appraisal of school staff in the Student Services area of educational services is the responsibility of the Directors of Student Services.

Locating similar documents from other school divisions and provincial ministries of education proved to be productive. Various resources were gathered from school divisions in Alberta, British Columbia, Ontario and provincial ministries in Canada. The following school divisions located who had done work in this area were Chinook's Edge School

Division No. 73, Clearview Regional Division No. 24, Lakehead Public Schools, Peace River North - School District No. 60, St. Albert Catholic Schools, and Willow Creek School Division No. 28. The British Columbia Ministry of Education and Saskatchewan Education had also completed parallel resource documents. Each paper collected from the various professional organizations contained unique attributes that were extremely beneficial to the progress of this study.

Chinook's Edge School Division No. 73 created a handbook that gave excellent support and direction to this study. The contents of the handbook correlated highly with the needs expressed by the Wolf Creek School Division No. 72. The emphasis on referral and student assessment gave helpful insight to this section of my project. This resource was very descriptive and included valuable components that can be utilized by staff personnel in their school division.

Clearview Regional Division No. 24 developed a resource that made several contributions to this project. First, the areas covered in the handbook generally focused on programming for special education students. It highlighted the school board's policies and procedures regarding special education students. Many of the components making up this handbook were included in the development of the Student Services Handbook for Wolf Creek School Division No. 72. The contents of this handbook were very inclusive and descriptive of essential points necessary in such a resource.

Lakehead Public Schools created a resource that portrayed elements of special education services in their school division. It was a good example of documents and reference materials needed for the effective implementation of programs for students with exceptional difficulties. Concentration on the programs offered in various schools and

special education advisory committee contributed in a unique manner to this project. Consideration of these two areas in the development of the handbook for Wolf Creek School Division No. 72 enriched the work and process of study.

Peace River North - School District No. 60 wrote a very lengthy resource that provided essential information for this study. The document focused mainly on the special services that were available in the school district. Roles and responsibilities of every special service professional were defined and reviewed. Some policies, procedures and beliefs were discovered, but did not make a huge impression on the resource. The roles and responsibilities section of the Student Services Handbook for Wolf Creek School Division No. 72 was most greatly influenced by this resource. It highlighted in depth this area of special services.

St. Albert Catholic Schools developed a handbook that paralleled a number of other resources retrieved for this project. The contributions of this resource was to offer an example of a model for the administrative delivery of special education services in the school division. This was highlighted in the 'Program Planning Model' section of the document. It offers a simplistic model that identifies the delivery of the programs such as; transition planning, coordinated services for children, health-related support services, dispute resolution / appeals and referral process for students needing further assessment and program planning.

Willow Creek School Division No. 28 completed a comprehensive handbook that offered valuable information for this inquiry. It was the oldest documentation found, developed in May of 1987. The unique characteristics belonging to this document was the focus on alternative and enrichment programming in schools. It gave an excellent view of

materials that were relevant thirteen years ago. It is surprising to see some of the similarities between the needs of schools over a decade ago, to the current needs of schools in the year 2000. For example, reference materials were required for special education programs, alternative programs, enrichment programs, guidance and counseling programs, teacher aide policy, and various assessments/evaluations or testing. These are very similar to the present needs of schools. However, the areas of Student Services defined and reviewed in this handbook are not as extensive as the diverse and numerous areas required by schools currently. There was no emphasis on early intervention programs, early literacy programs, special needs funding for ECS students, family school liaison programs, school officer or policing programs, child welfare, young offender, native education or special initiatives from the government. These similarities and differences gave the study an interesting perspective and confirmed the importance of creating such a document for educational purposes.

British Columbia Ministry of Education designed a manual that identified thorough documentation for numerous areas of special education services. The information found in this resource was intense and provided rich insight to this project. An interesting feature of this manual was the section, 'Special Considerations for Individual Planning'. This outlined a very extensive list of specific categories of disabilities that might require special planning. In Alberta, this information exists in a resource called, 'Programming for Students with Special Needs Series' including seven books developed by Alberta Learning - Special Education Branch. Other sections contributing largely to this study were the 'Roles and Responsibilities' section which defined the roles and responsibilities of the Ministry of Education: Special Education Branch, School Districts, Schools, Parents and

Students. In addition, 'Developing an Individual Education Plan' offers excellent direction and relevant reference materials.

The government of Saskatchewan - Saskatchewan Education developed a resource that emphasized all areas of special education services, as it was created to support all schools funded by Saskatchewan Education. Thus, this resource provided excellent information that was extremely helpful in the evolution of this project. The section on teacher qualifications was unique to this resource and was given some regard in the process of writing the handbook for the Wolf Creek School Division No. 72. Overall this resource from Saskatchewan Education proved to be useful for the purpose of this study.

After reviewing and analyzing the data collected and exploring what was found, it is essential to focus on the meaning and what can be interpreted by this work. Initially, it is imperative to discuss the importance of resources like the Student Services Handbook in the area of educational services within school divisions or provinces. Secondly, the discussion focuses around similar work that was done in other school divisions and provinces across Canada in this area of educational services.

Central office personnel, school administrators, school staffs and parents/guardians will all benefit immensely by having access to a resource that explains in detail the educational services for special needs children and other specialized programs.

Superintendents and other central office personnel will have access to policies and procedures regarding programming for special needs students. School administrators and school personnel will be able find reference materials and appropriate documentation needed for effective instruction and program implementation for all Student Services programs. Parents/guardians will be able to attain the information they need regarding

programs available, current data on disabilities and policies/procedures specific to the school division their child is involved with. The Student Services Handbook will be a working document meant to be utilized in schools and not meant to be a collector of dust in the teacher's classroom or administrator's office.

Secondly, the work completed in this professional area in other school divisions and provinces across Canada indicated a demand for such a resource for the effective implementation of educational services for all students. This study concentrated on the written work done by eight various school divisions and provinces. Even though there was similarities and differences when comparing each of the resources a consistent theme of services delivery, policies / procedures and student referral and assessment flowed throughout each document. The resources studied assisted greatly in the development of the Student Services Handbook for Wolf Creek School Division No. 72. It was apparent that each school division and province had different methods of implementing student programs. This enhanced the study and confirmed the need for a specific resource that would meet the unique needs of each school division and province across Canada.

Significance of the Project

The contributions of the 'Student Services Handbook' to the education profession may not impact *directly*[italics added] on improved teaching or learning as other curriculum and/or teaching documents might, however the guidance, information and support this handbook offers school personnel and parents, will make a huge impression *indirectly* on improved educational services. This will occur through increased communication between central office and schools, enhanced knowledge of systemic processes within the school division, availability of current documentation from Alberta Learning, and access to relevant forms, documentation and resources essential to effective organization of all specialized programs under the coordination of Student Services.

Effective communication between school staffs and central office personnel requires great effort and constant attention. Good communication does not just happen, specific techniques and tools need to be established between both individuals or groups of individuals. One of these tools for improved interactions between school sites and central office is the implementation of beneficial handbooks. Within our school division, there have been other handbooks established. Two examples are a 'Personnel Handbook' and an 'Administrators Handbook'. Currently, a 'Technology Handbook' is being developed as well. The request for a 'Student Services Handbook' came from school administrators, school staff and central office personnel.

This 'Student Services Handbook' benefits effective communication in many ways. It provides current information from Alberta Learning to all school personnel planning and programming for special needs children. Also, referral forms are available in the handbook for school personnel to use when requesting services from central office.

Relevant forms regarding appropriate documentation for student files can be found in the handbook. This will assist the Director of Student Services in the preparation of student files when applying for special needs funding from Alberta Learning. Helpful and informative documentation for parents / guardians of special needs children is accessible in the handbook. Important policies and procedures that describe appropriate placement, programming and monitoring of special needs programs, counseling programs, assessment guidelines, and appropriate protocol for appeals are available in the handbook. These documents and forms highlighted are only a few examples from the handbook. They give strong evidence of how a 'Student Services Handbook' greatly assists both central office staff and school personnel in appropriate and effective communication.

Another contribution the 'Student Services Handbook' makes to the education profession is the knowledge and information available regarding the procedures and protocol necessary for the implementation of various special school programs under the coordination of the Student Services staff. This handbook identifies the roles and responsibilities, relative to the implementation of special needs programming, for the Principal, Student Services Representative, Special Needs Teacher(s), Classroom Teachers, Special Needs Assistants, Parents/Guardians, Community Agencies and Directors of Student Services. It provides timelines and required record keeping for the completion of certain documents needed for special needs funding. Pertinent information concerning Early Literacy programs, Counseling programs, Family School Liaison programs, School Officer and Enhanced Policing programs, and Native Education is available in the handbook for school personnel and parents/guardians to utilize when necessary. Also, the handbook presents information regarding external services that have a

great impact on meeting the needs of children in schools; like the appropriate protocol for Child Welfare referrals or dealing with Young Offenders. The Student Health Initiative Partnership (SHIP) is discussed and important details about the services for children that are available because of this partnership are illustrated. The Student Services department within school divisions are responsible for a large variety of services available to all children. Thus, the existence of a handbook for school personnel and central office staff to access, has invaluable significance.

One of the functions of the Directors of Student Services is to obtain current and relevant information from Alberta Learning regarding Special Education and other specialized student programs. Alberta Learning hosts several workshops and information sessions for school district personnel to attend. The purpose of these sessions are for Alberta Learning to get feedback on new policies/procedures or current issues in special education. Also, they inform school district staff of changes in the funding structure or guidelines for specific grants relating to special education or other unique school programs. Each year there is potential for change to occur in these areas. The Student Services handbook operates as a powerful tool to pass on this information to school personnel. With regular updates, usually every year, the schools will possess the essential information they need to program and plan effectively for all of their students. The information could refer to changes in the Early Literacy program, Early Childhood Services, Early Intervention Programs, Program Unit Funding, Special Needs Funding, Coding of Special Needs students, Resolution and Appeal Process and/or Native Education. When an updated copy of the Student Services Handbook is situated in every school site, the school personnel will have access to pertinent and current documentation

implemented by Alberta Learning for special education programs and other specialized programs for students.

There is a large amount of documentation, forms, and resources needed for the implementation of unique educational programs for students. The Student Services Handbook addresses this need by supplying a wide variety of reference materials for school personnel and central office staff to use when planning specialized programs for students. If a school needs to measure a young child's level of ability, they could access Form A - 'Early Childhood Developmental Checklist for ECS Teachers'. A teacher who needs to write up an Individual Program Plan(I.P.P.) for a specific student could use one of the I.P.P. forms available in the handbook. The assistant superintendent has requested an update on the Early Literacy Initiative Project, so the Director of Student Services finds Form D - 'Early Literacy Initiative Project' and gathers the information required from the respective schools. A teacher requests further educational assessment on a student that is functioning below class average, so he/she would fill out Form E - 'Student Services Referral Form' and send this in to the Director(s) of Student Services. A principal has been asked to provide evidence of how their school is meeting the needs of students with mild/moderate difficulties, so he/she would fill out Form G - 'Mild/Moderate Guidelines'. One of the goals of a school's professional development plan is to create a document that outlines the guidelines needed for a critical response team. The school uses Form H - 'Critical Response Team Guidelines' to assist them with this task. A school counselor would like to refer a couple of students for further assessment from the Student Health Outreach Services (SHOS) team and the Attention Clinic. He/she would fill out Form I - 'SHOS Referral Form' and Form J - 'Attention Clinic Referral Form' and then send these

to the Director of Student Services. The Directors of Student Services place a request to all School-based Special Needs Teams in their school division for all special needs documentation to be complete by November fifteenth. The School-based Special Needs Teams use Form M - 'Severe Disabilities File (list of documentation required)' and Form O - 'Severe Disabilities Review Forms - Codes 41-46' to help them prepare the appropriate documentation for each special needs student's file. All of these forms and reference materials are supplemented by an extensive list of recommended resources located in the Student Services Handbook as well. Appropriate paperwork is necessary for effective coordination of specialized programs in school divisions. The previous examples of documentation available in the Student Services Handbook indicate the accessibility of essential reference materials for sufficient systematization of specialized educational services.

The Student Services Handbook is a significant contribution to the education profession because it is an invaluable resource for school personnel, central office staff, and parents/guardians to access regarding special education and other unique educational programs for students. This resource will enhance communication between school personnel and central office staff, increase knowledge of procedures and guidelines regarding Student Services programs, provide easy access to appropriate reference materials, current Alberta Learning documentation and relevant resources for school personnel, central office staff and parents/guardians to utilize when necessary. In summary, this Student Services Handbook is an integral part to the effective implementation of all specialized programs under the coordination of Student Services.

Once the Student Services Handbook was complete, a few questions still needed to be explored. What still needed to be done in this area of educational services within our profession? How will this take place and for whom will it be addressed? Finally, why is it important to research and explore this discussion further?

The area of educational services that Directors of Student Services attends to within the teaching profession will never be static. This is true for a variety of reasons. The education profession itself changes regularly because it revolves around students, professionals, communities and families. These individuals and groups of people are never motionless when dealing with educational issues. Views, opinions and beliefs about schooling vary from individual to individual. Over the past few years, communities and families have had opportunity for more input into the operation of schools. This however is nothing new for the Student Services area of school divisions. Historically parents, guardians and families of special needs students have made a great impact on educational services. Their contributions have been extremely powerful in shaping the existence of specialized education programs in schools today. Parents, guardians, families, communities and students will drive the need for any resources or reference materials to be updated and kept current with the changes that occur when meeting the needs of students with exceptional difficulties. Thus, the Student Services Handbook will have to be constantly updated and changed according to the changes that may be brought about by communities, parents, guardians or students.

Schools are not only influenced by parents, guardians, families, students, and communities but also by the particular political views and beliefs of the current provincial governing minister responsible for education. When there is a shuffle in the cabinet, it

usually means there will be new minister in charge of education and the changes ripple down through the ministry to the area of educational services that occurs within schools. The focus of education can change drastically or there can be very little change noticed at all. Regardless, the changes in political office often indicates there will be change in educational goals at the provincial level. Special education services are usually affected by this transition. It is expected that central office personnel portray any revisions to all of the schools in their respective school division. This is where the Student Services Handbook takes on a very powerful role. Any documents and forms from the provincial government that indicate change would be integrated in the handbook. Schools would be notified about these changes so the appropriate school personnel responsible could execute the appropriate transfer of documentation and program modifications required. Memos explaining the reasons for the update and how schools need to implement the revisions would be attached to each document or form. The Directors of Student Services and school administrators would be accountable for the alterations made within each school site.

There is one more group of people who have a great impact on educational services in schools. The professional organization of educators cannot be ignored in this discussion. Change can be described as the heartbeat that monitors the pulse of teaching every day. Unit plans need revision. Assessment materials are in continuous review. Alteration of individual program plans is a constant necessity. Teaching to the needs of all children in the class often requires modification or adaptation. Previous successful strategies or techniques utilized demand some alterations because the students are just not getting the concept being taught. Educators look for change and are successful because of

it. Therefore, a resource like the Student Services Handbook, that teachers find valuable and helpful must be adaptable and invite revisions when necessary. School personnel would have opportunity to offer suggestions for changes that need to be made annually. These would be analyzed and discussed by the Directors of Student Services. The appropriate alterations would be made to the handbook. Each school site would receive the updates and insert them into their Student Services Handbook respectively.

It is important to continually revise this Student Services Handbook for a variety of reasons. The handbook was developed to assist school personnel, central office staff, parents/guardians, and families with the implementation of all educational services under the coordination of Student Services. School personnel are not going to utilize this resource if it is not current and/or useful. Central office staff will be misled if they are referring to this handbook for information and the documentation contained is old and irrelevant. Parents/guardians and families will be confused and frustrated if they read a resource that is not applicable or consistent with the school site they are in communication with. Current and pertinent information will determine the success of this Student Services Handbook. Any individual referring to the handbook will want easy access, valid documentation and useful information. With every year comes changes, so must it be with the Student Services Handbook. A stagnant resource will only collect dust and take up room on the shelf. This was not what the Student Services Handbook was developed for. It needs to be read, referred to and utilized as a daily resource for all school personnel, central office staff and parent/guardian or family member.

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Appendix

Wolf Creek School Division No. 72 - Student Services Handbook

WOLF CREEK

SCHOOL DIVISION NO. 72

Student Services Handbook
June 2000



“Success for ALL Students”

SECTION 1 1.1 INTRODUCTION AND ACKNOWLEDGMENTS

This Student Services Handbook was designed to assist the goal of improving and coordinating services for children. This handbook is to provide teachers, administrators, support staff and parents with information on policies, procedures, programs and expectations.

This handbook is meant to be used as a resource along with other Alberta Education, Justice, Health and Child and Family Services resources.

Wanda Christensen
Director of Student Services

Elizabeth Pears
Director of Student Services

Date: June, 2000

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- ◆ Theresa Walls, Program Consultant, Clearview Regional Division No. 24

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SECTION 3 3.1 OVERVIEW OF STUDENT SERVICES

A. PHILOSOPHY:

Wolf Creek School Division No. 72 believes that all students will have an opportunity to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

B. MISSION STATEMENT:

“The best education possible for Wolf Creek School Division No. 72 students.”

C. BELIEFS:

1. All students can learn and experience success.
2. All students have the right of equitable access to a quality basic education program that meets their diverse needs.
3. Students are responsible for participating fully in the achievement of their educational success.
4. Students with exceptional needs:
 - Are those described as requiring specialized programming because of their behavioral, communicational, intellectual, learning or physical characteristics or a combination of those characteristics (Section 29(1) of the School Act)
 - May require changes to the regular curriculum (materials and resources) evaluation, instructional strategies, staffing, facilities, equipment or health care services.
 - Should be included to the greatest extent possible within:
 - a) the regular classroom setting
 - b) the neighborhood school
 - c) the school division(WCSD No. 72 Policy No. 908)
 - Shall have an Individual Program Plan (IPP) which details a concise plan of action designed to address student needs. The IPP is based on diagnostic information which provides a basis for intervention strategies and for review and evaluation of results (Special Education Policy 1.6.2 and WCSD No.72 Policy No. 909)

5. Parents/guardians of students with special needs will:

- Have the right to be consulted and participate in placement decisions for their children.
(WCSD No. 72 Policy No.908)
- Be informed and have choices regarding program options.
- Participate in the development of the student's Individualized Program Plan.
- Be provided with information corresponding to the appeal process regarding placement decisions within the division and subsequent requests for ministerial review (Section 30 of the School Act)

6. Teachers of students with exceptional needs:

- Will be provided with adequate resources and support to accommodate the needs of students as identified.
- Must clearly communicate student progress to parents on a regular basis. This includes the level of achievement as related to the IPP and/or to the grade level at which these skills are taught within the Alberta Education Program of Studies.

7. If the Board determines that a student has special needs that cannot be met in an education program, the Board may refer the matter to a Special Needs Tribunal (Section 30 of the School Act).

- Placement in an alternate setting be provided when such a placement is in the best interests of the exceptional student and other students in the class.
- Parents/Guardians and students must be informed about the choices available to them, and be actively involved in discussions with teachers and administrators about placements and programs.

D. SPECIAL EDUCATION PROGRAMS:

The regular classroom is viewed as the most enabling environment for the student with exceptional needs because of the increased opportunity to participate with similar-aged peers without exceptional needs. This does not negate the fact that some students require individual or small group instruction, specialized curricula, etc. to enhance the acquisition of specific skills. Flexibility to adapt to the changing needs of students is an imperative feature of special education. Determination of the most enabling and least restrictive environment and program plan is a consultative, collaborative process involving the

student (when appropriate), parents, principal, teacher assistants, specialized support service professionals and community members and agencies, as appropriate.

E. A NEEDS-BASED APPROACH:

A needs-based approach removes the rigid structure of identifying students to fit an existing program. The special needs of the students are identified, and appropriate educational services are then made available to the student.

This approach works best when there is a commitment to support the regular classroom teacher. Through this approach, classroom teachers are alerted to indicators of exceptionality. In many cases, compensatory strategies may be employed. Such strategies may include adapting instructional techniques to assist students within the context of the regular classroom, providing short-term remedial help or enrichment, increasing the monitoring of at-risk students, and adapting programming for gifted students.

Specific delivery models for specialized programs may vary from school to school depending on the needs of individual students.

Consultation with Regional personnel, site-based Special Education persons, inservice training and other related professional activities enable teachers to become actively involved in planning appropriate educational services for students with special needs.

Alberta Education's publication Programming for Special Needs Students is considered to be an essential resource.

SECTION 3 3.2 TIMELINES AND RECORD KEEPING

SEPTEMBER:

1. Review new special need students with Director of Student Services
2. Book meetings throughout the year for the following Action Groups:
 - LAC teachers, ELAC teachers, Counselors, Family School Liaison Workers, Outreach staff, Special Needs Teacher Assistants (includes PUF aides).
3. Initiate a file review of all Severe Disabilities students
 - confirm current assessment information on file
 - determine need for updated assessments
 - confirm previous IPP on file
 - review Alberta Learning’s coding definitions
 - double check SIS coding of all special needs students before **September 30th**

NOTE: Refer to ‘Forms Section’ in back of manual for examples of all the SD forms, checklists, anecdotal record samples, etc. required for each SD file.

4. Meet with classroom teachers to discuss programming needs of special education students.
5. Draft student’s Individual Program Plans and meet with parents/guardians.
6. Submit all signed Severe Disability students’ IPP’s to Student Services on or before **October 31st**.

NOTE: Refer to ‘Forms Section’ in back of manual for an example of a correctly filled out IPP.

7. Coordinate PUF (Program Unit Fund) Grants
 - Consult with Speech/Language Pathologist regarding needs.
 - Access reports
 - Meet with parents to plan program
 - Access PUF Grants
 - Set up programs in every ECS school program

8. Book date and time for Severe Disability Monitoring with Alberta Learning - Special Education Branch
9. Access current information on guidelines and funding for Special Education from Alberta Learning.
10. Renew Children Services Contract in writing.

OCTOBER:

1. Continue the development of IPP's for mild and moderately disabled students.
2. Coordinate Special Education Transportation Grants - for PUF and SD students
3. Remove from SIRS, the coded students who will not qualify for SD funding.

NOVEMBER:

1. Review IPP's with the parents/guardians at the first reporting period. (for some schools this may happen in October)
2. Revise IPP as required.
4. Identify all Special Education Students who need updated assessments. (Target grade 8 and 11 students, and all ELAC students.)

DECEMBER:

1. Finalize students eligible for exemptions or special provisions - Provincial Achievement Testing Program - confirm documentation
2. Ensure parents/guardians are advised.

JANUARY/FEBRUARY:

1. Provide the school secretary with any code changes for special needs students (SIS).
2. Begin collecting information for students who are being considered for possible alternate placement in the Fall (IOP, Special Needs).

MARCH/APRIL:

1. Review IPP's with parents/guardians.
2. Begin transition planning and the process
3. Determine need for updated assessments of severe disability students for the fall

MAY:

1. Review upcoming FALL needs with Student Services, including Severe Disability students.
2. Review Belvedere or Reach projected needs.
3. Requests for Individual Psycho-Educational Assessments made after May 30th will be completed in the FALL.

JUNE:

1. Complete year end review of Severe Disabilities IPP's and transitional plans
2. Place all IPP's and current documentation in student's Student Record file.
3. Plan FALL special education program placements, if possible.

SECTION 3 3.3 PROGRAMS COORDINATED BY STUDENT SERVICES

OVERVIEW OF PROGRAMS:

Student Services within Wolf Creek School Division No. 72 coordinate and supervise a number of programs. The following programs are indicated below:

- SCHOOL COUNSELING
- FAMILY SCHOOL LIAISON PROGRAM
- LAC - Learning Assistance Center
- ELAC - Extended Learning Assistance Center
 - * LAWS - High Schools
- OUTREACH SCHOOLS
 - Ponoka Outreach - Ponoka
 - Lacombe Outreach - Lacombe
 - West Country Outreach - Rimbey
- MORNINGSIDE PROGRAM
- BEHAVIOR IMPROVEMENT PROGRAM
- AUTO SKILLS READING PROGRAM
- IPP MAKER PROGRAM - Individualized Program Plan - Computer Program
- SCHOOL OFFICER OR ENHANCED POLICING PROGRAM
- CHILDREN SERVICES CENTER - contract for services
 - Integrated Child Care Program
- ATTENTION CLINIC - contract for services
- SHOS (Student Health Outreach Services)
 - Gatekeeper of referrals for Occupational Therapists, Physical Therapists, Speech / Language Pathologists and Psychologists

**SPECIAL ED PROGRAMS
WOLF CREEK SCHOOL DIVISION NO. 72
2000/2001**

SCHOOL	PROGRAM
ALIX	LAC/ELAC
BENTLEY	LAC/ELAC
BLACKFALDS	LAC/Student Help Class
BLUFFTON	RESOURCE ROOM
CLIVE	LAC
CRESTOMERE	RESOURCE ROOM
DIAMOND WILLOW	STRATEGY CLASS
ECKVILLE ELEM	LAC
ECKVILLE JR/SR	RESOURCE/STRATEGIES PROGRAM
J.S. MCCORMICK	LAC/ELAC
LACOMBE COMPOSITE	LAWS PROGRAM/REMEDIAL READING/HUMANITIES MODIFIED
LACOMBE JUNIOR HIGH	LAC/ELAC/MODIFIED
LACOMBE OUTREACH	
LACOMBE UPPER ELEM	LAC/ELAC
MECCA GLEN	RESOURCE ROOM
MIRROR	LAC
MORNINGSIDE PROGRAM	
NELSON	AC/ELAC
PONOKA COMPOSITE	RESOURCE ROOM
PONOKA ELEMENTARY	RESOURCE ROOM
PONOKA OUTREACH	
RIMBEY ELEM	PULL OUT/IN CLASS SVCS
RIMBEY JR/SR	RESOURCE ROOM
RIVERSIDE	RESOURCE ROOM
WEST COUNTRY OUTREACH	

LAC - LEARNING ASSISTANCE CLASS
ELAC - EXTENDED LEARNING ASSISTANCE (SPECIAL NEEDS)

SECTION 4 4.1 OVERVIEW OF ROLES AND RESPONSIBILITIES

The following role descriptions are general, and may not be all inclusive:

1. PRINCIPAL or DESIGNATE

- Ensure the development and implementation of programs for all special needs students (mild, moderate and severe) including the gifted and talented.
- Accesses regional support services (ie: Program Consultant and/or the Director of Student Services) to meet the unique needs of his/her school.
- Implements procedures for early identification of individual student's needs.
- Advises teachers of referral procedure as outlined in this handbook.
- Signs requests for regional assessments and consultations.
- Participates in special needs parent/teacher conferences at his/her discretion.
- Ensures that Exceptional Student Codes are entered in the Student Information System and makes other SIS changes as required.
- Reviews IPP's with appropriate personnel each reporting period.
- Ensures the maintenance of the Student Record File with regard to the IPP and assessment documentation.
- Collaborates with the Director of Student Services with regard to staffing and/or equipment needs for Severely Disabled Students.

2. STUDENT SERVICES REPRESENTATIVE:

- Act as school-based consultant(s) for classroom teachers, parents, and administrators.
- Provide an initial source of specialized service which enables teachers and students access to materials and instructional methods which address the specific needs of children within the school.
- Provide individual diagnostic assessments which are directly related to instructional planning.
- Prepare, select, and implement appropriate instructional programs.
- Are familiar with Alberta Education publications and updates, especially Books 1-7 in the series, "Programming for Students with Special Needs".
- Consult with teachers, parents and others about matters related to a student's education.
- Ensure the files for Students with Severe Disabilities includes updated anecdotal records (Code 42's), IPP's, documentation/reports from outside professional services, SD Monitoring Forms, information regarding student's special needs program, etc.
- Attend meetings coordinated by Directors of Student Services

3. SPECIAL NEEDS TEACHER(S):

- Are primarily responsible for special needs students who, because of their identified needs, require intensive assistance.
- Provide individual diagnostic assessments which are directly related to instructional planning, (Book 2 - “Programming for Students with Special Needs”).
- Prepare, select, and implement appropriate instructional and life skills programs using a detailed Individualized Program Plan
- Consult with teachers, parents, and others about matters that relate to a student’s education. Consultation and/or case conferencing various from student to student some requiring a daily communication book, others less frequent consultations. However, it is expected that parent/teacher conferences will occur at a minimum of each reporting period.
- Prepare, manage and supervise the programs of special needs students carried out by teacher assistants.
- Supervise Special Needs Teacher Assistants
- Arrange for integration and/or work experience placements.
- Maintain records or funds spent on individual students (ie: materials, equipment, etc)
- Consult with Director(s) of Student Services regarding student’s needs, programs, and documentation.

4. CLASSROOM TEACHERS:

- Are an integral part of the in-school special education team.
- Are partners with parents, school administrators and resource personnel.
- Identify, plan and implement remedial/enrichment programs for special needs children.
- Have an on-going responsibility to monitor the progress of students being knowledgeable of their abilities and the program developed for them and communicate this information to parents.
- Keep dated daily anecdotal records of students with emotional/behavioral disorders (code 42’s).
- Keep dated daily anecdotal records for other special needs students. (where applicable)
- Assess and access the necessary assistance or supports for special needs children.

5. SPECIAL NEEDS ASSISTANTS:

- Work under the direct supervision of a certified classroom or special needs teacher who retains the responsibility of planning, instruction, supervision and evaluation.
- Provide direct instructional assistance and support to students with significant needs, and monitor student behavior.

- Participate with the IPP team in all phases of its development, implementation, and evaluation.
- Assist in the maintenance, monitoring, and recording of student achievements.
- Participate in case conferencing with professional consultants, as requested.

6. DIRECTOR OF STUDENT SERVICES:

- Assist schools with all aspects of Special Education
- Assist schools in meeting the needs of all exceptional students in WCSD No. 72
- Coordinate and supervise the Program Unit Funding for the division.
- Arrange for professional services to be provided in schools and ensure that recommendations are presented to staff and parents.
- Assist with the selection, supervision, and evaluation of Special Needs Assistants placed with pre-school children, in consultation with parents and other involved parties.
- Participate in the development of policies and procedures regarding Student Services in WCSD No. 72.
- Accept special needs referrals for consultation from classroom teachers.
- Administer informal and formal assessment batteries.
- Facilitate transition of students between educational placements.
- Ensure applicable provincial legislation and system policies are implemented.
- Determine present and future education program needs in cooperation with school staffs and parents/guardians.
- Develop and administer the Divisional Student Services Budget.
- Facilitate access to special services from agencies and consultants. This includes designating, assigning and/or contracting the services of agencies or individual consultants for educational and other professional services as required. Also, participating in the case conference with parents and school personnel when the assessment is complete.
- Assist the principals or designate in WCSD No. 72 to fulfill their obligations under the School Act and Board Policy.
- Assist schools in the coordination, implementation and evaluation of Individual Program Plans. The preparation of Individual Program Plans is the responsibility of school-based personnel.
- Coordinate, supervise and evaluate the Family School Liaison Program, Outreach Schools (Morningside Program and Behavior Initiative) and School Officer Program, in conjunction with the schools.
- Provide reports (as required) to the Superintendent regarding the operation of Special Education services in the region.
- Serve as Wolf Creek School Division's representative on community committees.
- Coordinate, monitor and supervise the implementation of all of the services provided in WCSD No. 72 through the Student Health Initiative Partnership in Region 6.

- Plan Professional In-servicing for Student Services Personnel and School-Based Special Education Personnel.
- Evaluate Student Services Personnel (ie: Outreach Teachers, etc.)

7. PARENTS/GUARDIANS:

- Are the primary educators of their children.
- Have rights and responsibilities that are especially significant with regard to special needs students.
- Are encouraged to attend and participate at all case conferences.
- Are required to notify the school of all medical assessments, emotional changes, medication changes or other related problems which could interfere with the child's success at school.
- Assist in the planning, implementation and evaluation of their child's Individualized Program Plan.
- Reinforce identified IPP goals in the home by establishing mutual expectations and implementing recommendations made to the home.
- Provide consent for the transmission of previous assessments or current assessments completed by external agencies/individuals.

8. COMMUNITY AGENCIES:

- Define their respective roles in relation to special needs students based on their specific mandates.
- Attend case conferences as requested.
- Call case conferences with school personnel at their discretion.
- Ensure that schools receive all relevant reports and/or recommendations regarding special needs clients.
- Provide workshops to school personnel at their discretion.

9. SPECIAL NEEDS TEAM:

- The development of a School-Based Special Needs Team is encouraged. The composition of this school-based team will vary from school to school, but will generally include: an administrator or designate, the student services representative, the special needs teacher, the corresponding classroom teacher and special needs teacher assistant and any specialist personnel who may be involved. The student's parent(s)/guardian(s) are a part of this team.

- Provides a collaborative planning forum with regard to the need for: additional school-based assessment, specific classroom intervention, implementation and evaluation of those strategies or a decision to access outside assessment sources.

10. CRITICAL RESPONSE TEAM:

- **Every Wolf Creek School must have a Critical Response Team. Specific guidelines and duties are outlined in the 'Forms' section of this manual.** This Critical Response Team is essential when responding effectively to a crisis that may occur in a school community. (ie: death of a student, staff, etc.) It will usually include the Family School Liaison Worker, School Counselor, Director(s) of Student Services, Principal, Assistant Principal, and other school staff at Principal's discretion.

SECTION 5

5.1 SCREENING FOR EARLY IDENTIFICATION

It is the belief of Wolf Creek School Division No. 72, that early identification of exceptionality is a prime consideration in providing students with the most appropriate educational opportunity.

PRE-SCHOOL IDENTIFICATION OF SPECIAL NEEDS:

- A child may be identified at birth by the doctor as having special needs, in which case the doctor should alert the Regional Health Authority.
- Most pre-school children are seen by the Regional Health Authority on a regular basis for immunizations at 6, 12, 18 months and again at age 5.
- Any parent who has concerns regarding developmental milestones can access Regional Health Authority services.
- An Early Intervention worker is employed by the Regional Health Authority to provide serve to special needs children ages 0 to 6 years.
- At age 2 ½ years, educational programming for special needs children is available through the Student Services department of WCSD No. 72. The Director of Student Services will: arrange for funding through Alberta Education, will liaison with parents and other agencies, will hire staff and prepare, implement and evaluate an Individualized Program Plan. This process should identify the majority of children with special needs prior to their entrance into Early Childhood Services programs.

E.C.S. IDENTIFICATION OF SPECIAL NEEDS:

- Occasionally, a child may enter an Early Childhood Program with undiagnosed special needs. To aid the ECS teacher in determining whether or not a child should be referred for further assessment a checklist has been included - Form A - The "Early Childhood Developmental Checklist for ECS Teachers" from the Handbook of Informal Diagnostic Tests - Alberta Education, 1995.
- Other measures used at the ECS level in September/October include the Brigance, Dial-R, etc. These measures assist in the identification of students with mild/moderate disabilities, and should be re-administered the following May/June to monitor the students progress.

- The ECS teacher is encouraged to contact the Regional Health Authority to gather additional information.
- Mild to moderate funding is available to ECS students with documentation of special needs. Each school receives this money as a result of SIS coding.

ON-GOING IDENTIFICATION:

Identification of Special Needs students is done on an on-going basis in a variety of ways including:

- Review of the Student Record File and consultation with previous teacher or school.
- Daily observation and evaluation.
- Signed/dated anecdotal records.
- Review of the results of standardized test, (ie: CTBS, Gates, PAT, etc.).
- Description of program services.
- Reports from outside professional services (psychological, medical, etc.)

SECTION 5 5.2 EARLY CHILDHOOD SERVICES

OVERVIEW:

Wolf Creek School Division's early entry into ECS programs for Special Needs students is coordinated through the Directors of Student Services. These students have an identified mild, moderate or severe disability.

Students with mild to moderate disabilities are identified and coded by the individual schools. Individualized Program Plans are prepared, implemented and evaluated by the schools.

Students with Severe Disabilities qualify for service at age 2.5, under Alberta Learning's Program Unit Funding. Their programs are developed, implemented, evaluated and funded through the Directors of Student Services.

The Directors of Student Services will:

- Collect relevant data from the schools, outside agencies and professional services.
- Assist in hiring and supervision of appropriate staffing.
- Apply for all PUF Grants, providing a detailed budget.
- Assist in coordinating professional development activities for all PUF aides and teachers.
- Provide transitional planning.
- Liaison with parents and all outside agencies providing service to PUF students.
- Assist with the implementation of Special Needs Transportation where necessary.

CHILDREN SERVICES CENTER

E.C.S. Programs in Support of Children with Special Needs

The Transdisciplinary Assessment and Consultation classroom component is available to children 0-8 years of age who would benefit from a play oriented approach to assessment and intervention. A group of 6 children and their caregivers participate for 6 weeks.

Referrals can be made by anyone and children enter the program when space is available.

This service includes a multi-disciplinary comprehensive assessment, parent and aide support and training and follow-up services in the child's home, school and community placement.

Follow-up services will be provided for children who have participated in the in-center component through the grade one program to facilitate the academic transition process.

SECTION 5 5.3 EARLY LITERACY PROGRAM

Schools are responsible for determining eligible students to receive support through the program and determine the interventions that may be provided on an individual or group basis. The intent of the program is to provide identified students with the opportunity to receive:

- increased language development
- improved listening skills
- functional skill development
- re-teaching of skill delays
- highly directive instructional methods

All schools must ensure that students are:

- screened and identified
- receive specific interventions
- monitored for progress
- evaluated for levels of performance

Schools are not required to develop an Individual Program Plan for students served through the Early Literacy Program.

NOTE: The Directors of Student Services are available and will be assisting in the monitoring of Early Literacy Initiatives. Form C has been designed to collect information about Early Literacy Initiatives.

SECTION 5 5.4 EARLY INTERVENTION PROGRAMS
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OVERVIEW:

Young children with special needs often require some extra help during their preschool years. Some young children may require assistance in learning how to play, some may need assistance in developing language, while others may need assistance in self-help skills. Whatever the special need, almost all of our special young children benefit from participating in early intervention programs. Because of the proven effectiveness of early intervention programs, Alberta Education provides funding for young children who require extra care. These children may receive special services through Program Unit Funding.

Alberta Education has certain guidelines for schools to follow in accessing the Program Unit Funding:

Category One

A child with delays in all or most areas of development might qualify under this category. A child in this category frequently has disabilities including physical, sensory, medical and/or behavioral. Such a child requires constant assistance and/or supervision in daily living skills. As well, the child might have little, if any, functional adaptive behavior and/or an inability to initiate meaningful play.

Category Two

A child in this category might displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, and other intensive support services in a highly structured environment in order to function in an education setting. The child might have behaviors which may significantly interfere with both the learning and safety of the child and other children.

Children with the following characteristics usually qualify in this category:

- dangerously aggressive, destructive, violent and impulsive behaviors, including severe conduct disorders
- self-stimulation, self-abuse and/or aphasic behavior
- psychosis including schizophrenia, manic depression, or obsessive compulsive disorders.

Category Three

A qualifying Category Three child is one who has more than one disability. This means that the child would have a combination of two or more non-associated, mental and/or physical disabling conditions which require special programs, resources, and/or therapeutic services.

Category Four

For a child to qualify in this category, he/she would have a physical or medical disability which is so severe that he/she requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling.

A child with autism or another pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required.

Category Five

This category is for a child who is hearing impaired. To qualify for funding, the child would have an average hearing loss of 71 decibels or more unaided in the better ear over the normal range of speech.

Category Six

Category Six is for a child with a visual disability. To qualify for funding, the child's corrected vision would be inadequate for most or all instructional situations, and information must be presented through other means. A child with a visual disability (blindness) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision reduced to an angle of 20 degrees. For designation under this category, a child would be eligible for registration with the CNIB.

Category Seven

Category Seven is for a child with who has a communication disability. To qualify under Category Seven, a child would have a difficulty in communication with peers and/or adults because of a severe disability in expressive and/or receptive language. This may include little, if any, expressive or receptive communication skills.

A current speech language assessment report must be submitted with the Program Unit Application. This can be obtained from a Speech Pathologist at your local Health Unit.

<p style="text-align: center;">SECTION 6 6.1 PROGRAM UNIT FUNDED STUDENTS</p>

Students with identified special needs qualify for educational programming at 2 ½ years of age through Alberta Learning's Program Unit Fund. The Directors of Student Services will:

- arrange for funding through Alberta Learning
- liaison with parents/guardians
- liaison with outside professional services and other agencies
- will assist in hiring staff
- will assist in the preparation, implementation and evaluation of the Individualized Program Plan. (this is ultimately the responsibility of the ECS teacher)
- will assist in providing special education transportation when necessary.
- will monitor, supervise and evaluate the PUF programs in each ECS classroom

Please refer to Section 10 of this manual for information about coding, funding and definitions about each severe disability code regarding special needs students. (including the Program Unit Funded Students)

SECTION 7
7.1 REFERRAL AND ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS

REFERRAL:

The classroom teacher should proceed in the following manner when student difficulties become apparent:

- Refer to the Student Record File, (if this has not already been done) and check for previous assessments, anecdotal records or notes from previous teacher (s).
- Notify the student if appropriate, and student's parents to discuss concerns as early as possible.
- Explore remedial strategies within the classroom, (Book 6 - "Programming for Students with Special Needs").
- Consult the school based special needs teacher or Student Services Representative regarding teaching strategies, time allotments, materials, etc. that could be implemented immediately.
- If consultation alone appears to be required, the teacher is encouraged to contact the Director of Student Services directly. The Director of Student Services may choose to observe the student in the classroom and/or administer informal or formal assessments.
- When the student's difficulties cannot be determined through school-based assessments, or when school-based assessments indicate further information is required, then the referral process needs to be completed.
- The 'Referral Process' includes filling out the appropriate Student Services Referral Form - (Form D) in back of manual; discussing why the referral is necessary with the parent/guardian and attaining their signature on the consent form; collect relevant information to send along with the referral form (this may include report cards, behavioral contracts, discipline records, behavior checklists, any information that will be helpful in understanding the child's background and why they are being referred).
- Once the Student Services Referral Form is filled out and all relevant information has been collect, the teacher needs to forward this to the Directors of Student Services.
- Upon receiving this referral form and information, it will be dated and an educational assessment or appropriate professional assessment will be arranged by the Directors of Students Services as soon as possible.

ASSESSMENT:

Comprehensive assessment services are seen as a vital part of providing our special need students with appropriate educational programs. The goal of all assessment practices is to provide a greater understanding of student needs and to guide the development of appropriate education programs, while evaluating the effectiveness of the existing program.

1. Beginning the Assessment:

Assessment begins by identifying the problem or reason for concern and identifying what pertinent information already exists. The following questions will guide the teacher through this stage in the process:

- a) What questions do you have about this student that have prompted your concern?
- b) What outcomes do you envision for this child as a result of this investigation?
- c) What information already exists that relates to the concerns stated?
 - How do the parents/guardians view the concern?
 - What information can the parents provide?
 - What information exists in the Student's Cum File?
 - What information does the teacher have from working with this student?
 - What previous interventions have been tried with the student?
- d) What does the existing information tell you about the student relative to the stated concern?
- e) How can the family become involved in helping the student?
- f) What supports will be necessary for this student to be a successful learner within the classroom?

2. Implementing the Teaching Plan:

After the teacher has considered the student's learning strengths and needs, and what would help the student the most, the teacher needs to implement the action plan.

3. Monitor the Student's Progress:

The teacher needs to develop a plan for monitoring the success of the action plan. The following questions will help as a guide to this monitoring process;

- a) What learning outcomes need to be monitored?
- b) How will these outcomes be monitored? The teacher decides on the criteria for success.
- c) How will the monitoring be documented?
- d) When will the teacher review the plan?

PSYCHO-EDUCATIONAL ASSESSMENT:

As required, assessments will be conducted by a Psychologist, a Psycho-Educational Consultant or other Professional Services depending upon the needs outlined in the referral form. It is mandatory that parents be fully informed as to the nature of the assessment(s). To facilitate the process of informing parents, schools are encouraged to provide parents with a copy of the information sheet (Form E) to refer to prior to signing the consent form.

- When a Psycho-educational assessment is done the school will receive a copy of the report and recommendations, prior to a case conference.
- All assessment information gathered will be shared by qualified personnel with the student's parents/guardians, involved school staff, and when appropriate, the student at the case conference.
- The needs of the student dictate the extent of assessment required.

All reports from Psycho-educational assessments are to be placed in the Student's Cum File.

STAGES OF ASSESSMENT		
I	Teacher Observations	
N	Analysis of Student Work	Classroom Teacher
F	Review of Student Portfolio	
O	Consultation with Student	
R	Consultation with Parents	
M	Classroom Observation	
A	Screening Tests	
L	Checklists	Site-Based Special Needs Person
	Questionnaires	
	Rating Scales	
F	Individual Achievement Tests	
O	Assessment of Learning Skills (ie: questioning, memory, concentration)	
R	Diagnostic Academic Assessment	
M	Intellectual Assessment	
A	Physical, Medical Assessment	Specialist Resources
L	Emotional/Personality Assessment	

From Alberta Education, *Standards for Psycho-educational Assessment*, 1994

The results, implications and/or recommendations of all assessments will be considered in the development of the student's Individual Program Plan.

QUALIFICATIONS

Those involved in the assessment process must meet the minimum qualifications for competence detailed in the following standards provided by Alberta Education.

Levels	Minimum Qualifications	Selected Samples
Level A Tests No formal training in testing required	<ul style="list-style-type: none"> • Four years teacher education inclusive of a Bachelor's degree • Experience working within school systems • Familiarity with topic • Able to follow administration procedures set out in manual • Informal training (ie: Inservice)) in the use of a particular instrument. 	<ul style="list-style-type: none"> • Alberta Achievement Tests • Gates-McGinite Reading Tests • Alberta Diagnostic Reading/Math Tests • Canadian Tests of Basic Skills
Level B Tests Required formal training in testing	<ul style="list-style-type: none"> • Four years teacher education inclusive of a Bachelor's degree • Experience working within school systems • Senior undergraduate or graduate coursework in test principles (reliability, validity, test construction, norm groups, types of scores), administration and interpretation • Training in specific area related to test • Experience administering and interpreting test 	<ul style="list-style-type: none"> • Peabody Picture Vocabulary Test - Revised • Woodcock Reading Mastery Tests • Test of Language Development II • Detroit Test of Learning Aptitude • Wechsler Individual Achievement Test • Woodcock-Johnson Psycho-educational Battery - Revised - Achievement (Part II)
Level C Tests (Restricted tests requiring professional qualification)	<ul style="list-style-type: none"> • Four years teacher education inclusive of a Bachelor's degree • Experience working within school systems • Recognized Master's degree with a major in special education or educational psychology, including: <ul style="list-style-type: none"> - graduate coursework in test principles (reliability, validity, test construction, norm groups, types of scores), and - graduate coursework in administering and interpreting individual tests • Fulfill any additional requirements as being necessary or desirable for administration of each particular test instrument. 	<ul style="list-style-type: none"> • Intelligence Scales (WISC-III, WPPSI-R, WAIS-R, Stanford Binet IV, K-ABC) • Personality tests • Self-Esteem inventories • Bender Visual Motor Gestalt Test • Depression Inventories • ADD Inventories • Torrance Tests of Creative Thinking • Woodcock Johnson Psycho-educational Battery - Revised - Cognitive Ability (Part I)

From Alberta Education, *Standard for Psycho-educational Assessment, 1994.*

QUALIFICATIONS

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Levels	Minimum Qualifications	Selected Samples
Level A Tests No formal training in testing required	<ul style="list-style-type: none"> • Four years teacher education inclusive of a Bachelor's degree • Experience working within school systems • Familiarity with topic • Able to follow administration procedures set out in manual • Informal training (ie: Inservice)) in the use of a particular instrument. 	<ul style="list-style-type: none"> • Alberta Achievement Tests • Gates-McGinite Reading Tests • Alberta Diagnostic Reading/Math Tests • Canadian Tests of Basic Skills
Level B Tests Required formal training in testing	<ul style="list-style-type: none"> • Four years teacher education inclusive of a Bachelor's degree • Experience working within school systems • Senior undergraduate or graduate coursework in test principles (reliability, validity, test construction, norm groups, types of scores), administration and interpretation • Training in specific area related to test • Experience administering and interpreting test 	<ul style="list-style-type: none"> • Peabody Picture Vocabulary Test - Revised • Woodcock Reading Mastery Tests • Test of Language Development II • Detroit Test of Learning Aptitude • Wechsler Individual Achievement Test • Woodcock-Johnson Psycho-educational Battery - Revised - Achievement (Part II)
Level C Tests (Restricted tests requiring professional qualification)	<ul style="list-style-type: none"> • Four years teacher education inclusive of a Bachelor's degree • Experience working within school systems • Recognized Master's degree with a major in special education or educational psychology, including: <ul style="list-style-type: none"> - graduate coursework in test principles (reliability, validity, test construction, norm groups, types of scores), and - graduate coursework in administering and interpreting individual tests • Fulfill any additional requirements as being necessary or desirable for administration of each particular test instrument. 	<ul style="list-style-type: none"> • Intelligence Scales (WISC-III, WPPSI-R, WAIS-R, Stanford Binet IV, K-ABC) • Personality tests • Self-Esteem inventories • Bender Visual Motor Gestalt Test • Depression Inventories • ADD Inventories • Torrance Tests of Creative Thinking • Woodcock Johnson Psycho-educational Battery - Revised - Cognitive Ability (Part I)

From Alberta Education. *Standard for Psycho-educational Assessment, 1994.*

SECTION 8 8.1 PLACEMENT OF STUDENTS WITH SPECIAL NEEDS

Consistent with Alberta Learning policy (Policy 1.6.1), placement in neighborhood schools and regular classroom settings should be the first option considered for all special needs students. Wolf Creek School Division No. 72 recognizes that a continuum of programs with varying degrees of inclusion is required to fully meet the needs of all students.

FURTHER BACKGROUND:

As stated in Alberta Learning policy, most Alberta students with special needs are placed in regular classrooms in their neighborhood or local schools. The availability of these placements benefit students with special needs. Successful placement depends on such factors as adequate teacher training, learning resources and guidance by administrators.

The placement of students with special needs in regular school programs is based on a philosophy of equality, sharing, participation, and the worth and dignity of individuals.

Most Albertans agree that students with special needs must be full participants in school and society. These students have the right to take part in regular schools activities, and when they do so, they have a better chance of developing their full potential. School boards are ultimately responsible for making placement decisions that are in the best interests of individual children and of all the children they serve.

PLACEMENT PROCESS:

- Gather Information (well documented student assessments, anecdotal records, etc)
- Determine special needs of student.
- In consultation with parents, WCSD NO. 72 personnel determines placement.

- Develop an Individualized Program Plan
- Implement the Individualized Program Plan
- Evaluate the Individualized Program Plan
- Review placement on a regular basis

*** Central Office personnel are available for consultation throughout the placement process.**

SECTION 8 8.2 SPECIAL EDUCATION PROGRAMS

SPECIAL EDUCATION PROGRAMS:

The regular classroom is viewed as the most enabling environment for the student with exceptional needs because of the increased opportunity to participate with similar aged peers. This does not negate the fact that some students require individual or small group instruction, specialized curricula, etc. to enhance the acquisition of specific skills.

Flexibility to adapt to the changing needs of students is an imperative component of special education. Determination of the most enabling and least restrictive environment and program plan is a consultative, collaborative process. Specific delivery models for specialized programs may vary from school to school depending on the needs of individual students.

PROGRAMS AND SERVICE OPTIONS FOR SPECIAL NEEDS STUDENTS:

A variety of levels of support and/or programming are currently being offered to students with mild, moderate and severe special needs. The following options are neither inclusive nor prescriptive but are intended to give a sampling of possible alternative programs.

Services to Students with Mild Special Need Conditions May Include:

- Modifications and accommodations to the curriculum (ie: changes to instructional or evaluation strategies, materials, mentoring, etc.). Additional strategies and techniques can be found in Books 1 and 6 of Programming for Students with Special Needs. In addition, Form I - a checklist of modifications/accommodations can be used.
- In-class instruction and programs can be supported by consultative services provided by school-based Special Needs teacher.

- Regular class participation combined with partial pull-out for individual and/or small group intensive remediation (ie: speech therapy, Resource Room, etc.).

Services to Students with Moderate Special Need Conditions May Include:

- Regular class participation with support from school-based special needs teacher and/or Directors of Student Services.
- Regular class participation with teacher assistant support for core subject areas.
- Regular class participation and part time special needs classroom placement.

Services to Students with Severe Special Need Conditions May Include:

- Regular class participation and part-time special education class participation.
- Regular class participation with full or part-time teacher assistant support.
- Full time participation in a Special Needs class with integration where possible.
- Work experience if appropriate.
- Modified Day School (where appropriate)
- Private Specialized School (Parkland - Red Deer)
- Hospital School Instruction (ie: Brain Injury Unit, AHP)
- Homebound Instruction

Services to the Gifted and Talented May Include:

- Modification and accommodation to the curriculum (ie: research projects, lateral moves within curriculum, etc.). Additional strategies can be found in Book 7 of Programming for Students with Special Needs.
- Sponsorship to specialized activities inside or outside the Home School.
- Mentoring

SECTION 8 8.3 STUDENT SERVICES CONTRACTS

Student Services within Wolf Creek School Division No. 72 coordinates and implements various contracts with outside agencies. The following list indicates the contracts currently existing.

1. **CHILDREN SERVICES CENTER** - Red Deer
2. **ATTENTION CLINIC** - Virtual Location
3. **SCHOOL OFFICER OR ENHANCED POLICING PROGRAM** - various communities in Wolf Creek School Division No. 72

BRIEF DESCRIPTION OF SERVICES PROVIDED:

1. CHILDREN SERVICES CENTER

Transdisciplinary Assessment and Consultation Team

- The purpose of this component of CSC is to assist children with developmental delays and/or behaviour/emotional problems aged 2.5 - 8 years within the Central Alberta Region, to reach their greatest potential by supporting and teaching the children, their families, teachers and aides.
- The description of the program involves an 'In-Center Component' and an 'Out-of Center Component'. The 'In-Center Component' program is play-based and runs for six weeks. A parent, teacher, aide or other primary caregiver accompanies the child on a daily basis. The 'Out-of Center Component' exists for one year following the 'In-Center Component'. The child and his/her caregivers continue to receive support, information, and assistance to meet their identified needs, within the home and/or the child's community program.

Integrated Child Care

- The purpose of this component of the CSC is to provide developmentally appropriate experiences for young children, both with and without disabilities in a nurturing, enriching and enjoyable environment. The program provides everyday child-like experiences for children with disabilities, as well as meeting their unique needs throughout typical routines and activities.

Early Intervention

- The Early Intervention program operates a community based grant program at the CSC. Aspects of this unique program include: 1) a formal consultative agreement with the multidisciplinary team at the center, 2) collaboration with other agencies who are involved with the child and family to ensure that comprehensive services are being offered, 3) support of the Early Intervention Program by members of the community, and 4) staff also provide support to other community groups.

2. ATTENTION CLINIC

- The purpose of the Attention Clinic is to 1) enhance the ease of accessing services for the individual requesting and using the services 2) to facilitate greater communication and coordination among service providers 3) to facilitate the dissemination of information to ensure accurate and up-to-date knowledge and practices 4) to address some of the gaps and meet the needs within the current service delivery system. This would include a) providing an integrated multidisciplinary assessment service focusing specifically on individuals who have difficulties in the areas of inattention, impulsiveness, and/or hyperactivity b) providing additional service provider training.
- Components of the Attention Clinic include: 1) Information, Resources and Referrals (Coordination) 2) Assessment 3) Direct Intervention Services 4) Parent Training 5) Support Services 6) Training and Information for Service Providers
- Referral forms can be found in the 'Forms' section of this manual. Completed forms need to be sent to the Director of Student Services.

3. SCHOOL OFFICER OR ENHANCED POLICING PROGRAM

- The RCMP Liaison program is preventative in nature and it's to foster positive and open relationships between the RCMP members and the students in our Wolf Creek Schools. The program offers the following to the students: Dare Program, Lady Beware and various Information Sessions.
- The RCMP Officers are also involved with students through extracurricular activities. This includes Student Council, judging events, involvement in assemblies, and casual visits with students and staff over noon hours.
- Speakers are set up to come into the school to address the students. Also, parent sessions may be initiated. The following Detachments are currently involved with this program, 1) Bashaw 2) Sylvan Lake and 3) Red Deer Rural

SECTION 9 9.1 INDIVIDUALIZED PROGRAM PLAN
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An Individualized Program Plan (IPP) is required to document and guide the accommodations or modifications made for special needs students. To be effective, it is necessary that a key professional within the school be responsible for the coordination and monitoring of student Individual Program Plans. Development of appropriate Individual Program Plans is seen as a consultative process whereby members of the special needs team; the parents, and specialist personnel work collaboratively to develop a plan which will be effective in addressing student needs.

As outlined in the Alberta Learning document Individual Program Plans - Book 3 of Programming for Students with Special Needs the following information must be included on all Individual Program Plans:

- Assessed level of education performance
- Strengths and areas of need
- Long-term goals and short term objectives
- Assessment procedures for short term objectives
- Special education services to be provided
- Review dates, results and recommendations
- Relevant medical information
- Required classroom accommodations, ie: any changes to instructional strategies, assessment procedures, materials, resources, facilities
- Transition plans
- Names and areas of responsibility of persons implementing the Individual Program Plan
- Signatures of the members of the team

Wolf Creek School Division No. 72 have provided all schools with a copy of the I.P.P. Planner Manual and I.P.P. software. The Division purchased a license to enable all teachers to use this software. The format for this computerized I.P.P. and a non-computerized I.P.P. format can be found in the 'Forms' section of this manual. The non-computerized version of an I.P.P. also meets Alberta Learning standards and may better meet your needs.

THE I.P.P. TEAM MEETING:

- Prior to the meeting it is important to advise all participants well in advance of the meeting time so that they have adequate time to prepare their input.
- An I.P.P. parent brochure is available in the 'Forms' section of this manual.(Form G). It may be helpful to send this home to be filled out by the parents.
- The following outline can be used to guide the actual meeting:

THE I.P.P. PLANNING MEETING:

1. Provide an Introduction:

- introduce people in attendance
- state the purpose and time frame for the meeting; indicate that minutes will be taken

2. Review:

- any pertinent medical, social or school history
- previous goals and services provided if any
- the involvement of any outside agencies

3. Discuss:

- the student's present level of performance
- any new assessment data
- student strengths, interests, talents
- student areas of need
- parent goals for their child
- educators goals for the student
- any other concerns

4. Establish:

- prime areas for focus of interventions
- goals, objectives and strategies
- any special services required
- areas of responsibility
- review date(s) and
- **who will be responsible for writing the I.P.P.**

5. Follow-up:

- keep a record of planning meetings held and follow-up activities
- review key decisions of planning meeting
- formalize the I.P.P. plans and share the information with team members.
- **all I.P.P.'s will be signed by parents, principal, teachers, student where appropriate and all other involved stakeholders.**
- the I.P.P. Checklist, Form I can be used to ensure that the I.P.P. contains all required information

Once the I.P.P. is implemented, it should be viewed as a flexible working document. During the course of implementation, adjustments may become necessary if learning is proceeding at a faster rate than anticipated or if smaller learning steps are required.

Yearly transitional plans are required as an integral part of each I.P.P. If the child is making a large transition the next section should be reviewed in detail.

SECTION 9 9.2 TRANSITION PLANNING
--

The transition of a student with special needs is a **CRITICAL** time. In order to make transitions productive, formal transition plans are a necessity. Transition planning should take place to facilitate moves between:

- a) home and school programs
- b) special education to regular classroom programs
- c) levels of schooling particularly between divisions
- d) once school and another
- e) school and adult programs

A. Transitions from a PUF Pre-school to Schools

The Director of Student Services will initiate the transition process with the Early Intervention Worker, the parents and other professionals and community agencies.

This transition is often difficult for parents and they should be encouraged to visit the proposed program center. It may then be determined whether the transition should be done on a part or full time basis. (ie: A pre-school child may be introduced to an E.C.S. program during the latter part of the year.)

B. Transitions Between Schools

The key to productive transitions is early planning. This allows time for programs to be designed in the receiving schools and budgetary planning to be completed.

It is necessary that the sending school be aware of the programs offered in the receiving school and be able to present this information to parents. It is equally important for receiving schools to be knowledgeable about the sending school programs so that they may facilitate smooth transitions.

The following timelines are offered:

Early February:

- sending schools contact the receiving schools regarding student with special needs.
- when possible, a tentative program recommendation should be included.

End of May:

- formal meeting is held to discuss individual student needs and sending school forwards I.P.P.'s program recommendations.
- educational / psychological assessments are completed to help future special needs students qualify for services

C. Transitions Upon School Completion

Assisting the transition of Senior High students to the workplace is a process which is conducted over the student's three to four year High School program.

Career exploration through Work Experience is done in varying degrees at all Senior High grade levels. A job coach may need to be provided for some students.

During the student's Grade 11 year, part of the September I.P.P. meeting should focus on post-secondary possibilities (ie: transitional/vocational programs) and/or employment alternatives. This information will assist school staff in focusing on expected future needs the student may have (ie: an expanded independent living program), etc.

As students near the end of their school career, it is the school's responsibility to see that they have done everything possible to ensure a smooth transition into the greater community. Also, the Lacombe Action Group will assist with these transitions.

D. Ensuring Successful Transitions

Teachers/Counselors*:

- initiate the transition process and coordinate the development of the plan well before the student is anticipated to complete school
- prepare students for adult opportunities by providing a functional and community-based school program

- make parents aware of alternatives available to their child upon completion
- identify needs and help to ensure that appropriate referrals are made
- maintain updated information on post-secondary programs (ie: Transitional/Vocational programs at Olds College, Lakeland College, Red Deer College), etc.
- an excellent article on transitions for parents is contained in 'Partners During Changing Times' an Alberta Education publication.

The following agencies provide assistance in the transition of students from the school environment.

Alberta Family and Social Services
Handicapped Children Services
Alberta Income Supports for the Handicapped

** Adapted from Transition Planning for Young Adults with Intellectual Disabilities - A resource guide for Families, Teachers and Counselors, Alberta Education, 1997.*

SECTION 10 10.1 FUNDING
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OVERVIEW OF FUNDING:

Alberta Learning provides earmarked funding for the provision of special education services for students who have mild and moderate disabilities, and for the gifted and talented. The amount fluctuates annually and jurisdictions are required to track and account for these specified funds. Refer to the 'Forms' section of this manual to find the appropriate information for schools regarding Mild/Moderate Funding Allocations.

In addition, for students with "Severe Disabilities", Alberta Learning provides separate funding in the form of **Severe Disabilities Grant** which is intended to offset the high cost of staff, learning resources and specialized equipment.

Severe Disabilities Grants are applied for and approved on a case by case basis. Student documentation and programs are monitored annually by staff from the Special Education Branch of Alberta Learning. Currently, if a student is approved for funding the funding remains in place for three years. (unless the auditor specifically identifies funding for only one year)

- Administration of each school and the Directors of Student Services within Wolf Creek School Division No.72 track funds expended on behalf of Severely Disabled students.
- Administration of each school and the Directors of Student Services within Wolf Creek School Division No. 72 track funds expended on behalf of the mild, moderate and the gifted and talented students.
- Students who are not registered in an Alberta school authority on September 30 or who move from one school authority to another school authority within Alberta, and who qualify for Severe Disability funding may be claimed on a pro-rated basis.

SECTION 10
10.2 CODING

Alberta Learning requires that students with special needs be registered with the appropriate code on the Student Information System (SIS).

- As a result of on-going identification, year round updates to the SIS may be required. This is done at the school level.
- If a student currently has a special needs code and it is the opinion of the school that the student no longer qualifies under this code, a recommendation should be given to the Directors of Student Services either in writing or verbally.
- Directors of Student Services may be consulted regarding definitions and/or coding of individual students.
- All coded students must have an I.P.P. (Individualized Program Plan)
- All students with Severe Disabilities codes (40's) must have an I.P.P. which is to be completed by October 31st. The signed I.P.P. must then be submitted to the Directors of Student Services at Central Office.
- **SEPTEMBER 30TH IS ALBERTA LEARNING'S DEADLINE FOR ALL DISABILITIES FUNDING** and is based on SIS information provided by the schools.

SIS CODING OF SPECIAL NEEDS STUDENTS:

ECS	10	Developmentally Immature (check age)
	20	Program Unit Funded
	30	Mild/Moderate Disability
	40	Severe Communication Disability (ECS only)

ECS-12	SEVERE DISABILITIES	
	41	Severe Mental Disability
	42	Severe Emotional/Behavioral Disability
	43	Severe Multiple Disability
	44	Severe Physical or Medical Disability including Tourettes and Autism
	45	Deafness
	46	Blindness

GRADE 1-12**MILD AND MODERATE DISABILITIES**

- 51 Mild Mental Disability
- 52 Moderate Mental Disability
- 53 Emotional/Behavioral Disability
- 54 Learning Disability
- 55 Hearing Disability
- 56 Visual Disability
- 57 Communication Disability
- 58 Physical/Medical Disability
- 59 Multiple Disability

SECTION 10 10.3 DEFINITIONS
--

EARLY CHILDHOOD SERVICES (ECS) TO GRADE 12 SPECIAL EDUCATION:

The following definitions are provided to assist school jurisdictions, private schools, and Early Childhood Services (ECS) operators in determining appropriate coding for the Student Information System (SIS) and eligibility for Alberta Learning funding.

PLEASE NOTE: All ECS students with mild/moderate disabilities are SIS Code 30.

- **Gifted and Talented** - SIS code 80

- **Mild / Moderate Disabling Conditions**
 - Mild Mental Disability - SIS Code 51
 - Moderate Mental Disability - SIS Code 52
 - Emotional / Behavioral Disability - SIS Code 53
 - Learning Disability - SIS Code 54
 - Hearing Disability - SIS Code 55
 - Visual Disability - SIS Code 56
 - Communication Disability - SIS Code 57
 - Physical or Medical Disability - SIS Code 58
 - Multiple Disability - SIS Code 59

- **Severe Disabling Conditions**
 - Severe Mental Disability - SIS Code 41
 - Severe Emotional/Behavioral Disability - SIS Code 42
 - Severe Multiple Disability - SIS Code 43
 - Severe Physical or Medical Disability, including Autism and Tourettes - SIS - Code 44
 - Deafness - SIS Code 45
 - Blindness - SIS Code 46

GIFTED AND TALENTED

SIS CODE 80 (Grades 1-12 only)

The student who is gifted and talented is one who by virtue of outstanding ability is capable of exceptional performance. This is a student who requires differentiated provisions and/or programs beyond the regular school program to realize his or her contribution to self and society.

A student capable of exceptional performance is one who demonstrates achievement and/or potential ability in one of the several areas:

General Intellectual Ability

The student possessing general intellectual ability is consistently superior to the other students in the school, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Usually, this is the student who has a large storehouse of information about a wide variety of topics. The ability to abstract, generalize and utilize high level thinking skills is common in this type of student.

Specific Academic Aptitude

The student possessing a specific academic aptitude is the student who in a specific subject area is consistently superior to the aptitudes of the other students in the school to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who has an inordinate strength in specific area, such as mathematical reasoning.

Creative or Productive Thinking

The student who thinks creatively or productively is one who consistently engages in divergent thinking that results in unconventional responses to conventional tasks, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who can be counted upon to carry out responsibilities and adapts readily to new situations.

Leadership Ability

The student possessing leadership ability is one who not only assumes leadership roles, but also is accepted by others as a leader, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the

regular school program. Generally, this is the student who can be counted upon to carry out responsibilities and adapts readily to new situations.

Visual and Performing Arts

The student possessing visual and performing arts ability is one who consistently creates outstanding aesthetic productions in graphic areas, sculpture, music, drama or dance, to the extent that his student needs and can profit from specially planned educational services beyond those normally provided by the regular school program.

Psychomotor Ability

The student possessing psychomotor ability is one who consistently displays mechanical skills or athletic ability so superior to that of other students in the school that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student with good control of body movement and excellent eye-hand coordination.

MILD / MODERATE DISABLING CONDITIONS

Mild Mental Disability - (SIS Code 51 for gr. 1-12 and SIS Code 30 for ECS)

The student with a mild mental disability is usually delayed in most academic subjects and social behaviors as compared to his or her same-age peers.

Any student designated as having a mild mental disability should have an intelligence quotient IQ in the range of 50 to 75 (+-5) as measured on an individual intelligence test, have an adaptive behavior score equivalent to the mildly delayed level on a adaptive behavior scale; eg. American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland, and exhibit developmental delays in social behaviors.

Moderate Mental Disability - (SIS Code 52 for gr. 1-12 and Code 30 for ECS)

The student with a moderate mental disability requires significant modification to basic curriculum, but is able to profit from instruction in living/vocational skills and may acquire functional literacy and numeracy skills.

Any student who is designated as having a moderate mental disability should have an intelligence quotient (IQ) in the range of approximately 30 to 50 (+-5) as measured on an individual intelligence test and have an adaptive behavior score equivalent to the

moderately delayed level on an adaptive behavior scale: e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland.

Emotional / Behavioral Disability - (SIS Code 53 for gr. 1-12 and Code 30 for ECS)

The student with mild to moderate emotional/behavioral disabilities exhibits chronic and pervasive behaviors that are so maladaptive that they interfere with the learning and safety of the student and other students.

Typically, behavior disabilities are characterized by a number of observable maladaptive behaviors:

- a) an inability to establish or maintain satisfactory relationships with peers or adults
- b) a general mood of unhappiness or depression
- c) inappropriate behavior or feelings under ordinary conditions
- d) continued difficulty in coping with the learning situation in spite of remedial intervention
- e) physical symptoms or fears associated with personal or school problems
- f) difficulties in accepting the realities of personal responsibility and accountability
- g) physical violence toward other persons and/or physical destructiveness toward the environment

Learning Disabilities - (SIS Code 54 for gr. 1-12 and SIS Code 30 for ECS)

The student with a learning disability usually has average or above average intelligence but has specific learning disabilities which interfere with normal academic learning.

Learning disabilities* is a generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any on the following areas: attention, memory, reasoning, coordination, communicating, reading, writing, spelling, calculation, social competence and emotional maturation.

Learning disabilities are intrinsic to the individual, and may affect learning and behavior in any individual, including those with potentially average, or above intelligence.

Learning disabilities are not due primarily to visual, learning or motor handicaps; to mental retardation, emotional disturbance, or environmental disadvantage; although they may occur concurrently with any of these.

Learning disabilities may arise from genetic variations, biochemical factors, events in the pre- to peri-natal period, of any other subsequent events resulting in neurological impairment.

*This is the official definition adopted by the Learning Disabilities Association of Canada (1.DAC) on October 18, 1981. Reprinted with permission.

Hearing Disability - (SIS Code 55 for gr. 1-12 and SIS Code 30 for ECS)

The student with a mild to moderate hearing disability is one whose hearing condition affects speech and language development and interferes with the ability to learn. A student with a mild (26 to 40 decibels) to moderate (41 to 70 decibels) hearing disability will have an average hearing loss of 26 to 70 decibels unaided in the better ear over the normal range of speech. The normal range of speech is 500Hz, 1000Hz, 2000Hz, or 1000Hz, 2000Hz, 4000Hz.

Visual Disability - (SIS Code 56 for gr. 1-12 and SIS Code 30 for ECS)

The student with a mild to moderate visual disability is one whose vision is so limited that it interferes with the student's ability to learn or the student requires modification of the learning environment to be able to learn. A student who is designated as having limited vision should have a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction and/or a reduction field of vision.

Communication Disability - (SIS Code 57 for gr. 1-12 and SIS Code 30 for ECS)

The student with a communication disability has significant difficulty communicating with peers and adults because of a disability in expressive and/or receptive language, and/or disabilities in speech including articulation, voice and fluency.

Physical or Medical Disability - (SIS Code 58 for gr. 1-12 and SIS Code 30 for ECS)

The student with a mild to moderate physical or medical disability is one whose physical, neurological or medical condition interferes with the ability to learn, or who requires modification of the learning environment to be able to learn. The existence of a physical disability or medical condition, in and of itself, is not sufficient for the student to be designated in this category; the condition must impact upon the student's schooling.

Multiple Disability - (SIS Code 59 for gr. 1-12 and SIS Code 30 for ECS)

The student with a multiple disability has two or more non-associated mild to moderate disabilities which have a significant impact upon his or her ability to learn. Some disabling conditions are closely associated so would not be designated under this category. For example, students with hearing disabilities frequently have communication disabilities, and students with mental disabilities almost always have both academic and communication disabilities.

SEVERE DISABLING CONDITIONS

Severe Mental Disability - (SIS Code 41 for ECS - gr. 12)

The student with a severe mental disability has severe delays in all or most areas of development. A student in this category frequently has other disabilities including physical, sensory, medical and behavioral. This student requires constant assistance and/or supervision in all areas of functioning including daily living skills, and may require assistive technology.

Any student who is designated as having a severe mental disability should have an intelligence quotient (IQ) in the range of approximately 30 \pm or less as measured on an individual intelligence test and have an adaptive behavior score equivalent to the severe to profound level on an adaptive behavior scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland.

Note: For an ECS child this may mean little if any functional adaptive behavior and/or an inability to initiate meaningful play.

This category was previously known as severe dependent mental disability.

Severe Emotional/Behavioral Disability - (SIS Code 42 for ECS to gr. 12)

The student with a severe emotional/behavioral disability displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, and other intensive support services in a highly structured environment in order to function in an educational setting. The behaviors significantly interfere with both the learning and safety of the student and other students.

Students with the following characteristics usually qualify in this category:

- dangerously aggressive, destructive, violent and impulsive behaviors, including severe conduct disorders.
- self-stimulation, self-abuse and/or aphasic behavior
- psychosis including schizophrenia, manic depression or obsessive compulsive disorders.

A clinical diagnosis by a psychiatrist, clinical psychologist or chartered psychologist is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an educational setting should be described. An ongoing treatment plan

should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

Note: A clinical diagnosis of a behavior disability is required but not necessarily sufficient to qualify under this category. Some diagnoses are not of sufficient severity to qualify including: attention-deficit/hyperactive disorder (AD/HD), attention deficit disorder (ADD), fetal alcohol syndrome (FAS), possible prenatal alcohol-related effects (PPAE) and oppositional defiant disorder (except for the most extreme and pervasive instances).

Note: Students with Autism and Tourettes should be reported under Code 44 rather than Code 42.

- These are students who have been clinically diagnosed by a psychiatrist, clinical psychologist or chartered psychologist using DSM-IV Adaptive Behavior Scales or similar assessment instruments and the effects of their behaviors have a significant impact on the student's functioning and/or the functioning of other students in the school setting.
- Behaviors are so profoundly inappropriate and of such frequency that they interfere with the education environment or the safety and the progress of the student and/or others.
- The following information should be included with the documentation:
 - The diagnosis of the emotional/behavioral disability should include sufficient detail to indicate that the condition is severe. Documentation of the nature and severity of the disability, and the frequency of the behavior, is supported by anecdotal records and through behavior checklist is recommended.
 - Oppositional Defiant Disorder will be accepted only in exceptional circumstances where the frequency and severity of behaviors are fully described.
 - Aberrant Behavior Checklists - If a behavioral checklist is used it is recommended that a minimum of three people independently complete the checklist. The checklist must then be interpreted by a psychiatrist, clinical psychologist or chartered psychologist and a clinical diagnosis given. A single completed checklist is usually not sufficient to qualify. A description of the actual behavior and strategies for intervention would be of value to the teacher for development of the Individualized Program Plan (IPP).
 - The diagnosis must state clearly the impact on the classroom/school setting: e.g. what impact does the student behavior have on the class, school, peers and/or staff.

- Typically, student with this severe disability might be attending special congregated alternate or segregated programs, or require constant, close supervision in integrated settings.

Severe Multiple Disability - (SIS Code 43 for ECS - gr. 12)

The student with a severe multiple disability has a combination of two or more non-associated, major (moderate to severe) mental and/or physical disabling conditions which result in functioning as low or lower than that associated with a severe primary disability, and who requires special programs, resources, and/or therapeutic services.

A student with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

A student with a severe emotional/behavioral disability and another associated disability is not designated under this category, but is designated under severe emotional/behavioral disability.

Severe Physical or Medical Disability - including Autism - (SIS Code 44 for ECS - gr. 12)

The student with a physical or medical disability is one whose physical, medical or neurological disability is so severe that he or she requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling. A student with a severe mental disability and physical or medical disability is not designated under this category, but is designated under severe mental disability.

A medical diagnosis of a physical, medical or neurological disability is required but not sufficient to qualify under this category. Some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment.

A student with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is required but not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with autism.

In order for a diagnosis of autism to be made the student needs to evidence difficulties in three broad areas:

- social interaction
- communication

- stereotyped patter of behavior (ie., hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).
- These are students who have a documented physical disability, specific neurological disorder or medical condition which impedes or prevents normal body movements and functions and requires extensive assistance in an educational setting.
- Fetal alcohol syndrome (FAS) and possible prenatal alcohol-related effects (FAE) do not automatically qualify as eligible. Manifestations of diagnosed FAS and FAE are scrutinized for category eligibility.

Deafness - (SIS Code 45 for ECS - gr. 12)

The student with a severe to profound hearing loss is one whose hearing loss interferes with the use of oral language as the primary form of communication and has an average hearing loss of 71 decibels or more unaided in the better ear over the normal range of speech. The normal range of speech is between 500Hz and 4000Hz.

- Average hearing loss is calculated by averaging unaided hearing reading at:

$$\begin{array}{ccccccc}
 500 \text{ hz} & + & 1000 \text{ hz} & + & 2000 \text{ hz} & & \\
 & & \text{or} & & & & \\
 1000 \text{ hz} & + & 2000 \text{ hz} & + & 4000 \text{ hz} & &
 \end{array}$$

- Hearing level classification equivalents:

Normal	10-15 dB
Minimal	16-25 dB
Mild Loss	26-40 dB
Moderate Loss	41-55 dB
Moderate-Severe Loss ⁵	6-70 dB
Severe Loss	71-90 dB
Profound Loss	90 + dB

- Supporting documentation, ie. Current audiogram from appropriate professionals, such as audiologists and consultants for students who are deaf or hard of hearing, must be on the student's file.

Blindness - (SIS Code 46 for ECS - gr. 12)

A student with a severe visual disability is one whose corrected vision is so limited that it is inadequate for most or all instructional situations and information must be presented through other means. A student with a severe visual disability (blindness) has a visual acuity ranging from 6/60 (20/00) in the better eye after correction, to having no usable vision or a field of vision reduced to an angle of 20 degrees. For designation under this category, a student would be eligible for registration with the CNIB.

- To qualify students are required to have extensive modifications and/or equipment.
- Degenerative sight conditions are also factored into eligibility conditions.

Severe Communication Disability (SIS Code 47 for ECS children only)

A child with a severe communication disability has severe difficulty in communicating with peers and/or adults because of a severe disability in expressive and/or receptive language and/or total language. This may include little, if any, expressive or receptive communication skills. In order to qualify for severe communication disability funding, the assessment results must be less than or equal to the first percentile. One subset score alone, such as sentence structure, at or below the first percentile does not qualify as a severe communication disability.

If a child has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disability), then the child would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS children and does not apply for students in grades 1 to 12.

A severe phonological delay does not necessarily qualify as a severe communication disability. A current speech language assessment report must be submitted with the Program Unit application. The speech language report should include a conclusion or summary statement which clearly indicates the level of communication disability (i.e. mild, moderate, severe). Recommended assessment instruments would be phonological, such as the Hodson, rather than articulation tests. Documentation which clarifies the level of intelligibility should also be included.

To facilitate communication skills, children in this category may benefit from small group work or clustering with same age peers, and a 400 hour program may be sufficient.

Institutional / Homebound - (SIS Code 60 for gr. 1-12 only)

This category includes students of legal school age (ages 6 - 15) inclusive who require educational services in a non-school environment such as a group home, correctional institution, hospital or home.

1. Child and Family Services

Students may be placed in a group home or some other special setting by Alberta Child and Family Services

2. Justice

Students who have committed an offense under the law are placed in a detention center or some other legal setting.

3. Hospitals

Students who are receiving treatment in a hospital setting.

4. Homebound

Students who have a severe medical or other disability that prevents them from attending a school program and, therefore, must receive an education program in their home.

SECTION 11 CONSULTING SERVICES / COMPLEX NEEDS

OVERVIEW:

Wolf Creek School Division No. 72 provides access to itinerant consultant support for multi-handicapped students. This is purchased for students who meet the eligibility requirements and where specific expertise is required to assist in the effective delivery of a special education program.

Students between the ages of 2.5 and 20 who are currently involved in an educational program and demonstrate severe sensory impairment, communication delay, or are multi-handicapped qualify for consultation services. These students may receive consulting services from Belvedere Consulting Services.

The following areas may be contracted by Wolf Creek School Division No. 72 through the Director of Student Services:

- Education
- Communication
- Behavior
- Adaptive Physical Education
- Hearing Impaired
- Audiology
- Psychology
- Visually Impaired
- Occupational Therapy
- Physical Therapy

Schools who have students receiving consulting services are to:

- Coordinate with the consultants
- Ensure visitations are valuable
- Ensure the I.P.P. reflects the involvement of consultants
- Ensure consultant reports are reviewed, acted upon and appropriately filed
- Advise the Director of Student Services of any resultant needs

Reports:

Formal assessment reports and documentation of consultative programming suggestions will be provided in written form. These reports will be forwarded to the designated program specialist and/or psychologist for dissemination. Consulting specialist have a professional responsibility to explain assessment results to parents and it is understood they will be afforded an opportunity to do so by Wolf Creek School Division within the context of a school-based case conference. However, for all intense purposes, the report is the property of Wolf Creek School Division and will be subject to existing School Division practices and policies governing such matters.

Parental Contact:

In recognition that the Wolf Creek School Division is the educational representative of parents, and that consulting specialists are acting as an outside party retained by the system, it is understood that any contact by the consulting specialists directly with the parents, will occur only after discussion with school-based personnel has occurred. This is to ensure that Wolf Creek School Division personnel are in attendance during any parental interviews or meetings.

In keeping with this, conveying the contents of service agreements and obtaining the necessary release and approval forms requiring parental signature, will be the responsibility of Wolf Creek School Division.

<p style="text-align: center;">SECTION 12 DISPUTE RESOLUTION AND APPEAL PROCEDURES</p>
--

Open and regular communication with parents circumvents most disputes. However, in the event of a disagreement, parties should proceed in the following manner:

- If the dispute is with a decision made by the student's Special Needs Team, parties should initially seek the involvement of the school Principal for help in resolving the issue.

- If the student's Special Needs Team, the parents and the administration cannot reach an agreement, then the Director of Student Services should be contacted by one or both of the parties. This contact can be made by phone or in writing and parents should have available any relevant documentation of their concern.

- Following input from the Director of Student Services, if the issue remains unresolved, the parent/guardian should be informed of Wolf Creek School Division Policy No. 103, General Appeals.

General Appeals

Policy:

Any individual affected by a decision (student, parent, member of the public, or employee) may appeal that decision. The Board believes that all decisions should be subject to a structured appeal process as established by the following guidelines:

Guidelines:

1. Appeals may be filed by any individual or group of individuals wishing a reconsideration of an administrative decision. Generally, appeals will be heard in the following order:
 - a. The individual who made the original decision.
 - b. By the immediate supervisor of the individual who made the original decision.
 - c. Once all administration levels of appeal have been exhausted (the final one being the Superintendent of Schools) appeals may be heard by the Board of Trustees.
 - d. Following a decision of the Board of Trustees, if the appealing party is still not satisfied with the decision, to the Minister of Education pursuant to The School Act.
2. Appeals shall be submitted in writing and shall state the nature of complaint and outline the steps that have been taken to attempt to resolve it. A copy shall be provided to any other parties directly involved in the issue.
3. Within fourteen (14) days of the receipt of a request for reconsideration, [twenty eight (28) days in the case of an appeal to the Board of Trustees], the individual or group considering the appeal shall review all relevant information pertaining to the matter, make a decision, and communicate the decision to all parties concerned in writing.

Adopted: June 9, 1995
Legal Ref.: 1994 School Act S103

SECTION 13 FAMILY SCHOOL LIAISON PROGRAM

OVERVIEW:

The Family School Liaison Program is currently in place in all Wolf Creek School Division schools. Funding agreements exist with the County of Lacombe, Town of Lacombe, County of Ponoka, Town of Ponoka, Native Education Project, Bluffton/Rimbey Comprehensive Health Project and Student Health Initiative Partnership. The agreements allow employees to be placed under the contractual umbrella of Wolf Creek School Division No. 72. Wolf Creek School Division provides for the use of the school facilities for office location, and allows services to be integrated into the operations of the Division. (ie: access to student records)

While this is a Wolf Creek Student Services program, personnel are school-based, and a community based approach to service delivery is used. Working in collaboration with Social Services, Mental Health, AADAC, etc. the program recognizes the importance of the preventative and protective support service by identifying needs and determining levels of support that a student and their family may require. Our Family School Liaison Workers are often involved in a number of community committees.

Parents may initiate referrals directly. Self referrals are accepted. Referrals may be initiated by any Division staff. Referrals are accepted at all grade levels (ECS - Grade 12) and are directed to the Family/School Liaison usually through the Principal/designate.

In the referral process the Family School Liaison Worker follows school guidelines and Division policy in the delivery of support to students, parents and teacher. Ongoing communication is considered CRITICAL in appropriately addressing the needs of students, parents and teachers. Referrals are initiated from the Family School Liaison Worker to external agencies when such support is viewed as necessary to assist the student and/or family.

As part of the referral process, appropriate records are maintained (consistent with the “School Act” and the FOIP Act) and services provided comply with the professional code of ethics.

Types of Referrals:

- Peer Relationships
- Anger Management
- Self Concept
- Substance Abuse
- Family Breakdown
- Loss/Separation
- Abuse/Neglect
- Personal Challenges
- Suicide
- Grief/Bereavement
- Critical Incident Stress Debriefing
- Mediation

The Director of Student Services assumes primary responsibility for the funding, supervision and general framework of the program. The Director assumes Division responsibility for the operation of the program, including evaluation of the program and staff, this may be in coordination with the school Principal/designate. Data on referrals and interventions are maintained on a monthly basis and submitted to the Director of Student Services.

The Family School Liaison Workers, while part of the school staffs and partners with their school principals, report to the Director of Student Services.

It as been agreed that in time of crisis, the respective Principals can access any or all of the Family School Liaison Workers, the Directors of Student Services and/or the Communities Crisis Response Team.

SECTION 14 SCHOOL OFFICER OR ENHANCED POLICING PROGRAM

OVERVIEW:

Wolf Creek School Division has implemented a School/Officer Program and an Enhanced Policing Program in many of its schools. Discussions with both the school principals and the RCMP detachments have shown that there is a need for this kind of program as youth and schools are seen as a priority for community police. The program is funded by the Lacombe County under the 1999 Family and Community Support Services budget.

The program is preventative in nature and it's to foster positive and open relationships between the RCMP members and the students in our Wolf Creek Schools. The program offers the following to the students:

- DARE Program (Drug Abuse Reduction Education program)
- Lady Beware
- Information Sessions:
 - Factual Information on the Law
 - Drug and Alcohol Dependency
 - Cults/Gangs/Vandalism
 - Careers in Law Enforcement
 - Domestic Violence/Assault
 - Services offered by the RCMP
 - Subpoenas
 - Victim Services/Search and Rescue
 - Ride Along Program
 - Harassment/B&E's/Theft
 - Young Offenders Act
 - Probation Officers/Youth Workers
 - Internet Crimes
 - Duty Counsel
 - Legal Aid

(The topics and presentation order may vary, depending on the requests from the schools)

The Liaison Officers are also involved with students through extracurricular activities. These include Student Council, judging events, involvement in assemblies, and casual visits with students and staff over the noon hours.

The Liaison Officer, along with the School Liaison Worker, set up speakers to come into the school to address the students. These speakers may include:

- Seventh Step Society Members
- John Howard Society Members
- Probation Officers
- RCMP Officers from Special Units
- Other speakers that students/parents request

Parent sessions may be initiated. These may include:

- Drug/Alcohol Awareness for parents
- Your Rights as a Parent and the Law
- Teens and the Law
- Other sessions that are requested

The Liaison Officer acts as a support for parents, when it is necessary. Parents are able to book appointments through the school secretary, or may drop in to speak with the Officer.

The following are the Detachments that are currently involved with the RCMP Liaison Program:

Bashaw Detachment (Alix and Mirror Schools)

Sylvan Lake Detachment (Bentley and Eckville Schools)

Red Deer Rural Detachment (Blackfalds, Satinwood, Clive)

SECTION 15
15.1 CHILD WELFARE

OVERVIEW - CHILD ABUSE

Staff are legally obligated to report suspected abuse or neglect to Child Welfare of Alberta Family and Social Services.

The following provides a *summary* of expectations. For more detailed information, schools should refer to the *Child Abuse Protocol* which follows.

COMMUNICATION OF POLICY:

Schools should review with staff the policy and reporting expectations on a regular basis, including local school procedures that have been established by the School Principal. It is also advisable that the policy be communicated to parents to ensure prior knowledge of the school's legal obligations is known. This communication may occur by inserting in the school newsletter a brief information item that addresses this policy and other policies of interest to parents (ie: discipline).

REPORTING CHILD ABUSE:

A staff member who has reasonable or probable grounds for suspecting child abuse or neglect is required to report such suspicions under the Child Welfare Act. Staff are expected to consult with the School Principal regarding the procedures for reporting the suspicion of abuse. The staff member and School Principal are expected to document any supporting information they may have that has led to this suspicion of abuse and record when the report was made, the name of the Child Welfare official contacted and their phone/office location.

FAILURE TO REPORT SUSPECTED CHILD ABUSE MAY RESULT IN LEGAL ACTION.

In instances where a dispute regarding the need to report exists at the school level, a request to the Director of Student Services for resolution should be initiated.

All information related to child abuse is confidential and is not to be entered into the student's student record file. Reports to Child Welfare remain confidential when submitted for investigation, and the origin of the referral **will not** be divulged by Social Services.

If the origin of a confidential report submitted by a school has been divulged by Social Services, the breach of confidentiality should be reported to the Director of Student Services.

INVESTIGATOR ACCESS TO STUDENTS:

School Principals shall ensure student interviews conducted on school premises are preceded by:

- The Child Welfare / Peace Officer providing proper identification.
- An explanation of the nature of the investigation and reasons for a school based interview.
- A determination as to the appropriateness of a school representative being present during the course of the student interview.
- A determination of the rights of the students as "victim" or "accused".

PARENT NOTIFICATION:

The responsibility for notifying parents about a Child Welfare investigation is that of the investigator.

RECORD KEEPING:

- All records are confidential
- Parents do not have access to Child Abuse reports
- Reports made to Child Welfare will not be placed in the student's student record file.

SECTION 15 15.2 YOUNG OFFENDER

OVERVIEW - YOUNG OFFENDER:

Alberta Justice and Alberta Learning have established a joint agreement between the two agencies for sharing relevant information about students with young offender status who are within the school system.

The joint agreement has resulted in the development of the *Young Offender Information Sharing Protocol*, that follows, and all Wolf Creek School Division schools should be familiar with the document when accessing and maintaining information on resident students of Wolf Creek who have young offender status.

The Superintendent / designate serves as the Divisional contact for Alberta Justice. The Principal serves as the contact for Alberta Justice.

This section will provide a *summary* of expectations for schools.

ACCESS TO INFORMATION:

Alberta Justice is expected to advise the School Principal when a student has young offender status and is viewed as a potential safety risk to students, staff, or other persons at the school. Consultation with the Principal by the Youth Worker/Probation Officer regarding the disclosure of necessary information may also be required to ensure compliance with a court order and the submission of required court reports.

Principals may be advised of a student's young offender status through other sources than Alberta Justice. In this instance direct contact with the Youth Worker/Probation Officer should be initiated to ensure accurate and necessary information is provided.

Information that has been provided to a School Principal on a student with young offender status will only be released to relevant school staff on a **need to know basis**.

Student records regulation regarding access to student information remain in force. When requested to provide student information to Alberta Justice Officials that enables them to comply with the courts, the access and transmission must be consistent with students records policy.

MAINTENANCE OF RECORDS:

Principals will establish local procedures to ensure information provided on students with young offender status is stored in a secure location, and destroyed when the student is no longer attending.

Information shall not be inserted into the Student Record File.

TRANSFER OF STUDENT:

When a student transfers to another school, the Principal is to advise the Youth Worker/Probation Officer of the transfer. The Youth Worker/Probation Officer assumes the responsibility for advising the receiving school of the status of the student.

DISPUTES REGARDING INFORMATION SHARING:

In situations where there may be a disagreement between school personnel and Alberta Justice Officials on information sharing, a request for resolution should be initiated to the Superintendent / designate and Executive Director (Young Offender Branch).

SECTION 16 16.1 STUDENT HEALTH INITIATIVE PARTNERSHIP
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OVERVIEW:

- The Alberta Children's Initiative committed Ministries to work together toward commonly shared goals: Children are safe, well cared for, successful at learning, and healthy.
- A number of cross-governmental initiatives for children were launched, one of which is Student Health Initiative. Others are Fetal Alcohol Syndrome, Children's Mental Health Services and Children Involved in Prostitution
- The Student Health Initiative is designed to provide health related services for children and families by coordinating funding and services across government departments.
- Funding of \$26.5 million was announced in April, 1999 by the four departments: Health, Learning, Children's Services and Justice.
- Children with special health needs often have difficulty obtaining coordinated programs and services.
- Through the Student Health Initiative Partnership Region 6 (SHIP - 6) funding of approximately \$2.2 million is available for additional special health needs.
- The funding is targeted for students with health needs such as speech, physical therapy, occupational therapy, audiology, respiratory therapy, nursing, emotional/behavioral supports or interventions, and psychological services.

STUDENT HEALTH INITIATIVE PARTNERSHIP - REGION 6 (SHIP-6)

- SHIP is designed to ensure that children with specialized needs are well cared for, healthy, safe and successful at learning.
- Chinook's Edge, Red Deer Public, Red Deer Separate, Wild Rose, Wolf Creek are the major school divisions.
- Smaller school divisions are St. Thomas Aquinas (St. Augustines) and Battle River (Bashaw)
- Private schools and private kindergartens (approximately 25)

- David Thompson Regional Health Authority, Diamond Willow Child and Family Services Authority and the Alberta Mental Health Board Region 6.
- Together, these partners have developed, integrated using collaborative approaches to meeting the health needs of children in Region 6.
- The implementation plan outlines what services need to be provided, how agencies will work together and the way that results will be measured.

IMPLEMENTATION PLAN

- All schools and partners have agreed to the plan except for Bashaw kindergarten, Lotsa Tots kindergarten and La Prairie School in Red Deer.
- Parents who have children with health needs will continue to follow the same referral process by requesting assistance through teachers or school administrators.
- School administrators will continue to get signed consent from parents and make the appropriate referral.
- Refer to the SHIP Services Map for specific details of each referral.

Funding has been targeted for:

- Additional speech pathologists hired through David Thompson Health Authority, located in Community Health Centers.
- Speech assistants hired by local school divisions.
- Children's Mental Health Therapist coordinated through Alberta Mental Health. Four in Red Deer; one new one in Lacombe, Bentley, Rimbey; one in Rocky Mountain House (includes Eckville); 0.5 in Trochu/Elnora; one in Sylvan Lake.
- Increase the time of Family School Liaison Workers
- Services for Medically Fragile Children
- Psychological assessments, especially code 42
- Student Health Outreach Services (SHOS)
- The goal of SHOS is to provide integrated health services for students in school in order that they can benefit fully from the schooling. SHOS will include Augmentative Communication Specialist, Behavior Specialist, Occupational Therapy, Physical Therapy and Psychological Assessments. Services are coordinated through

an Intake Social Worker, Sandra Daniels and the Clinical Supervisor, Terry Williamson.

Process for Accessing SHOS

- Any student is eligible for services.
- Students who are eligible for service from REACH, PUF or BELVEDER CONSULTING will be expected to continue to access those services.
- The need for service must be directly relate to the child's educational program.
- SHOS will support existing services in local communities and not replace services.
- Children, teachers and families are involved as partners regarding the provision of services.
- The cost of SHOS is provided through SHIP 6.
- There will be no cost to the school system for services from SHOS.
- SHIP is not allowed to provide funding for equipment or materials. Help may be provided to secure funding for equipment.

Process for Accessing Children's Mental Health Therapists

- If space is available the therapists will have offices in schools.
- Therapists will be located in Lacombe, Ponoka, Rocky Mountain House, Red Deer and Innisfail
- All communities will have access to a therapist.
- Parents must give consent for their children to see a therpaist.

Process for Accessing Speech Pathologists

- Pathologists will continue to be located in Community Health Centers
- Referrals and consent will remain the same as previous referrals and consents.
- Speech Assistants, in local schools, are either hired or current assistants are assigned extra time for speech and language services.

SECTION 16 16.2 STUDENT HEALTH OUTREACH SERVICES (SHOS)
--

OVERVIEW:

What is SHOS?

- Student Health Outreach Services is a team of professionals consisting of an Occupational Therapist, Physical Therapist, Behavior Management Consultant, Psychologist, Augmentative Communication Specialist and Intake Resource Coordinator.
- The purpose of SHOS is to address health issues directly relating to the student's ability to function in school. School function includes all aspects of the student's day such as social interaction with peers, travel to and from class, participation in gym class, classroom work and lunch time activities.
- The SHOS team offers specialized services to enhance the local school team in the provision of services for the student.

Who is Eligible?

- SHOS is intended for any child who is a registered Alberta student (ECS to grade 12)
- Students must have a special health need which may include physical disabilities, developmental disabilities, neurological disorders, sensory impairments, medical conditions, and/or emotional/behavioral disabilities.
- Student's needs must be directly affecting his/her ability to function in school.
- Students who are eligible or receiving services from REACH or BELVEDERE, or who receive Program Unit Funding (PUF) are expected to continue with these services.
- Any student may be referred to SHOS; however, priority for services will be based on urgency of need.

What can SHOS Provide?

- Formal Assessments and reviews
- Monitoring of therapeutic programs
- Consultation
- Assistance with Individualized Program Plans (IPP's)
- Support for assistants, teachers, and caregivers
- Participation in case conferences

What Do Team Members Do?

Occupational Therapist:

- Assists with developing such skills as printing/handwriting, coloring, cutting, picking up small objects, coordinating the use of eyes and hands together, understanding the difference in sizes, shapes and colors.
- Assists with developing daily living skills such as dressing, feeding and grooming.
- Provides specialized equipment such as wheelchairs, toileting equipment, and custom splints/orthoses.
- Recommends environmental modifications (ie: classroom desks, tables, and chairs) to promote optimal posture/positioning and to reduce architectural barriers.

Physical Therapist:

- Assists with the development of movement skills such as balance, walking, jumping, throwing/kicking a ball.
- Assists with the development of strength, coordination and endurance.
- Provides consultation, strategies and follow-up.

Behavior Management Consultant:

- Provides assessment of classroom/school behaviors.
- Provides standardized behavior assessments.
- Assists the classroom teacher with the development of a behavior plan.
- Provides consultation, strategies and follow-up.

Psychologist:

- Provides psychological testing in the school.
- Provides input into Individual Program Plans.
- Provides consultation, strategies and follow-up to the school.

Augmentative Communication Specialist:

- Consults with the school Speech-Language Pathologists.
- Provides strategies and methods of communication for non-verbal children.
Strategies may include: gestures, signs or aided communication (ie: computers, manual or electric picture board.)

Intake Resource Coordinator:

- Screens and prioritizes referrals.
- Conducts informational interviews with family and school.
- Assists with case management for the SHOS team.
- Identifies and assists with the coordination of local resources for the student/family.

Where are the Services Provided?

- School / ECS / Playschool
- Home (as related to school needs)
- Specialized therapy environments if required (ie: Community Health Centers)

How do I Access SHOS?

The School Principal / designate **and** the Director of Student Services may refer a child for SHOS services by filling out the appropriate application and parental consent forms (which can be found in the FORMS section of this manual). **All referral forms must to the Director of Student Services and then they will be sent to SHOS from the Division Office.** The only exception to this process is making referrals to the Children's Mental Health Specialist. These referrals (with consent from parent/guardian) can be made directly to the Children's Mental Health Specialist.

To access Speech/Language Services, please contact the Speech/Language Pathologist assigned to your school.

Is There a Cost?

NO. There is no cost to schools or families for access to the Student Health Outreach Services (SHOS). The funding is provided through the Student Health Initiative Partnership. (SHIP)

Where is SHOS Located?

SHOS is located within the Red Deer Regional Hospital. Our mailing address is:

Student Health Outreach Services
Regional Rehabilitation Services
Red Deer Regional Hospital Center
3942 - 50A Ave., P.O. Box 5030
Red Deer, AB T4N 6R2
Phone: 403-343-4504 Fax: 403-309-5725

SECTION 17
17.1 SPECIAL NEEDS TEACHER ASSISTANT MANUAL

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A. INTRODUCTION

In a school, a teacher assistant will work under the direct supervision of a certified classroom teacher to provide instructional assistance and support to students. The teacher assistant may be supporting mainstreamed students in an integrated environment, assisting in a regular classroom, and/or be attached to a special program. The work setting is solely based on the program that has been developed to provide appropriate education opportunities to the student(s).

The role of a teacher assistant is a supportive one in the classroom. The A.T.A. outlines the responsibilities of the teacher as diagnosing learning needs of students, prescribing educational programs for students in accordance with those needs, implementing educational programs, evaluating the results of the educational process. Therefore, the Wolf Creek School Division No. 72 maintains that the teacher's responsibility to students and for educational decision-making is not changed by the addition of teacher assistants, but that under the teacher's direction, a teacher assistant is involved in the instructional process, responds to challenging behaviors, and provides personal care and mobility according to the student's individualized program plan.

The classroom teacher, teacher assistant, parents and principal form the education team, which develops the student's individual program plan. The team may also include other professionals, such as the resource teacher and divisional specialist personnel. A teacher assistant's observations and input contribute to the planning and decision-making of the educational team.

The purpose of this document is to present a role description for teacher assistant staff and to provide a framework for classroom teachers and teacher assistants to work together effectively to meet the needs of students who require a high level of support.

B. ROLE DESCRIPTION OF TEACHER ASSISTANTS

The specific duties of a teacher assistant are varied, from assisting students with their basic physical needs, tutoring under the teacher's direction, supervising students, and generally assisting with the classroom program.

While no list would ever be complete, below are some examples of tasks that teacher assistants might perform. These have been grouped under headings which identify the main areas where the services of a teacher assistant might be needed:

- Instructional Support
- Observational Support
- Behavior Management Support
- Personal Care and Mobility Support

Instructional Support

General Role

- Follow programs, strategies, exercises, and materials which have been prescribed by teachers
- Reinforce instructional strategy provided by the teacher
- Assist with the inclusion of students
- Assist in the efficient operation of the classroom

Specific Duties

- Assist student(s) in being prepared to participate in classroom instruction
- Help students(s) locate research and reference materials suggested by teacher
- Read stories and listen to students read
- Modify and adapt written materials as instructed by the teacher
- Restate instruction to student(s) when required
- Provide models or examples of questions for student(s)
- Provide cues and prompts
- Help student(s) organize their work to suit the teacher's instructions and course requirements
- Encourage standards set by the teacher
- Assist student(s) with computer or use of other school equipment
- Help student(s) with study and organizational skills
- Assist the student in test taking situations
- Assist student(s) with prescribed therapies: i.e. speech and language, physiotherapy, etc.
- Accompany the student, if required, to work experience sites

- Attend meetings when deemed necessary
- Set out materials for upcoming lesson
- Meet with other professionals regarding student's program or therapy. i.e. speech/language therapist and occupational therapist
- Write assignments on blackboards, charts, etc.
- Distribute and clear away equipment
- Provide a supervisory presence in the classroom during the absence of the teacher who has been called away for a few minutes
- Assist students in collecting necessary materials for home assignments

Observational Support

General Role

- Take notice of observable areas of strength and learning style
- Take note of specific behaviors when required by teacher

Specific Duties

- Observe and report any areas of weakness or difficulty in completing assigned tasks
- Observe and report social interaction of student with peers and staff members
- Observe changes in emotional well-being of student
- Provide written observations, checklists, and/or verbal reports to the teacher as required

Behavior Management Support

General Role

- Assist the teacher in providing a positive learning environment
- Interact with students in a manner which enhances their learning, personal growth and dignity
- Assist in the implementation of specific behavior management strategies

Specific Duties

- Provide encouragement and praise
- Motivate students
- Specify to students, skills and behaviors that are required
- Assist with providing a consistent approach to effective learning and social behaviors
- Allow student to make choices when appropriate
- Know individual students and give assistance/guidance according to their needs

- Assist in the inclusion of students with special needs by providing a stabilizing influence and program consistency
- Assist in the implementation of stress and anger management techniques as prescribed by teacher
- Assist in supervision of time out
- Encourage and promote etiquette and good manners in the school environment

Personal Care and Mobility Support

General Role

- Assist students to enter, leave and move about the school
- Carry out approved medical procedures when qualified and authorized according to school board procedures

Specific Duties

- Supervise students' arrival and departure; assist with boarding and unloading
- Monitor movement between areas of school
- Assist with physical needs of students (e.g. feeding, toileting, cleanliness, dressing, grooming, positioning, mobility, etc.) as required
- Assist in giving medication as prescribed in school board policy

B. i) ETHICAL CONDUCT FOR TEACHER ASSISTANTS

1. Respect the **confidentiality** of the teacher, students, parents and any or all agencies offering services, and refrain from discussing them outside the school situation.
2. Report questions and/or concerns to the supervising teacher.
3. Maintain a professional manner in terms of conduct, attitude, dress and self-improvement.
4. Be dependable. If you must be late or absent, arrange for an acceptable substitute through proper channels.
5. Be flexible in adapting to the instructional style of the teacher. However, initiative and creativity to support the various learning experiences in the classroom are valued.
6. Respond to problems and carry out appropriate school/class discipline policies.
7. Be positive about the school to the children and members of the community. Strive to build confidence in other staff members and avoid undermining them.
8. Exhibit an awareness of student interests and needs and be empathetic and positive in dealing with students.
9. Remember that the **teacher** is in charge of the class. At the same, time if in your opinion, student welfare is best served by a report to an administrator, it is your obligations to do so.
10. The teacher assistant should only contact parents/guardians with prior approval and knowledge of the teacher. Requests for information on student progress, behavior, etc. should be referred to the teacher.

C. SUPERVISION OF TEACHER ASSISTANTS

Supervision must be based on information provided in this document, the employee performance appraisal form and others as mutually agreed upon with the direct supervisor. Where a teacher assistant works with a number of teachers, the supervising teacher should be encouraged to check with other teachers and collect data from them before completing an evaluation of a teacher assistant. Teacher assistants must know what is expected of them and whether they are meeting these expectations. Regular conferences should be held to provide opportunities for discussion, positive reinforcement and self-evaluation. Reliable evaluations are planned in advance, carried on continuously, communicated clearly to all concerned - especially to those persons being evaluated - and culminate in a written report.

The goals of supervision include:

1. to promote professional growth and improve job skills
2. to ensure effective performance
3. to increase effectiveness of programs
4. to obtain information necessary for personnel management decisions

See attached Employee Performance Appraisal form

D. HOW TO MAKE CLASSROOM BASED SUPPORT WORK

Classroom based assistance works most effectively when a teacher assistant fulfills a supportive role for the teacher. While a teacher assistant is there to facilitate the inclusion of students, the teacher assistant should be interacting with all students in the room. Individual students needing a great deal of one-to-one assistance may require extensive monitoring and more of a teacher assistant's time, but shouldn't be the exclusive focus of a teacher assistant's attention.

The goal is to use a teacher assistant as a classroom assistant rather than as a shadow or tutor for one student. It is important to keep in mind, that as the student becomes more of an included class member, he/she relies less on the support of a teacher assistant.

HOW TO MAKE A NON-CLASSROOM BASED SUPPORT WORK

Where a teacher assistant is more program-based than classroom based, it is important for them to consult with their direct supervisor on a daily basis and to discuss with them issues and concerns that arise in their interactions with other teachers.

Teacher assistants working at arms-length need to be cognizant of the necessity of providing detailed feedback to their direct supervisors on the progress or behavior of students so that timely modifications to the student's program can be made.

Teacher assistants assigned to observe a particular student should be aware of the behaviors of other students in the classroom and provide appropriate feedback where necessary.

E. COMMUNICATION

A team approach is a critical component in an inclusive classroom. Teacher assistants and teachers, including the resource teacher and specialists, form a dynamic educational team. It is essential that interaction be based, not on power and hierarchy, but on collaboration. In a team approach, partners feel comfortable to communicate freely and share in the planning and implementation of classroom activities. Obviously the working relationship between the classroom teacher and the teacher assistant is a key one.

How might the teacher and teacher assistant develop and maintain the best possible communication?

It is recommended that teachers meet at the beginning of the school year with the teacher assistant to set out their views on areas such as personal philosophy, teaching strategies and classroom management. At such a meeting, it is important that the teacher be as specific as possible in describing:

- **Personal Philosophy:** Discuss beliefs about learning and education.
- **Teaching Strategies:** Discuss how to create a learning environment. Clarify concepts such as co-operative Learning, that form the basis of the instructional organization in the classroom.
- **Classroom Management:** Familiarize the teacher assistant with strategies and techniques that have been established to handle classroom problems. It is important that teachers model the behaviors and strategies which they wish the teacher assistant to follow.

Once the year is underway, teachers and teacher assistants must plan specific times during the week to discuss strategies and goals. The teacher assistant needs to receive feedback on a regular basis on how the team is functioning. It is important to do this so that misunderstandings and frustrations don't build up. Both the teacher and the teacher assistant should be encouraged to initiate the discussions outlined above. Experienced teacher assistants are encouraged to form mentorships with new teacher assistants within their own school or with other teacher assistants within the Division.

Open communication is a cornerstone of good teamwork. By keeping the lines of communication open between the teacher and the teacher assistant, you will create a good working relationship from which everyone in the class will benefit.

F. HELPING THE TEACHER ASSISTANT BELONG

A teacher assistant is part of the school staff and needs to feel valued as a paraprofessional within the school. To promote the teacher assistant's sense of belonging and to facilitate good communication, there are some practical organizational details that should be in place. Teacher assistants should:

- Be entitled and welcomed to make use of the facilities throughout the building (staff room, office area, work rooms, etc.)
- Have mailboxes
- Have their own desks, tables or personal work areas and their own stationery supplies (stapler, tape, scissors, etc.) and free access to classroom supplies
- Be included in staff social functions
- Be welcomed and introduced to the whole staff as new staff members
- Be introduced to the class as a person there to help the class
- Be given school/staff handbook, daybook, etc.
- Be included in staff photos
- Be encouraged to read daily bulletins and memos
- Be included in student/parent/teacher conferences
- Be encouraged to volunteer for extra-curricular activities

A teacher assistant is an important human resource in the classroom. If viewed as a team member in the educational process and consulted in the daily decision-making in the classroom, teacher assistants will see themselves as valuable members of the school staff.

Although the teacher has pedagogical responsibility for the students in the class, the input of the teacher assistant should be encouraged. A teacher assistant can make contributions in such areas as:

- Providing suggestions for I.P.P.'s
- Sharing observations on a student's progress
- Participating in setting up themes, activities, etc.
- Offering special talents, e.g., crafts, music, sports
- Brainstorming alternative behavior interventions
- Contributing ideas during problem solving meetings
- Teacher assistants should become familiar with students backgrounds through briefing by the teacher on consulting the students records

G. THE CHALLENGE OF THE TEACHER ASSISTANT'S ROLE

The challenge of any educational role is to facilitate learning. Teacher assistants are highly involved in the learning of students. The particular challenge of this role is to provide help while at the same time promoting independence. Understanding the learning process will help guide the teacher assistant's actions in the classroom.

All students, including those with special needs, require opportunities to work and learn with their peers, to take risks and learn from mistakes, and to experience success as they function independently. The role of the teacher assistant is not to be an individual tutor or shadow, but to provide support that allows students to experience these learning conditions. It is important to remember that, while some students need additional assistance while working toward individual goals, the teacher assistant's presence must not impede opportunities for students to model experience, and learn as all students do.

- **AIM FOR "INVISIBLE" SUPPORT:** Provide the minimal amount of assistance need for a student to participate and experience success
- **BE POSITIVE AND EXPECT THE BEST:** Assume that a student can do a particular task, participate in a socially acceptable manner, or learn new skills given the opportunity to try.
- **FACILITATE LEARNING:** Remember that experiences with peers, not adults, provide optimal learning contexts.

H. ENCOURAGING LEARNING

In integrated classrooms, the programming for most students with special needs involves a combination of some individualized work along with many modified and adapted tasks within the class program. Much of the adaptation is ongoing and done “on the spot”, carried out by both teacher and teacher assistants.

When necessary, the following strategies can be used to facilitate learning for students with special needs:

Reduce the amount of work involved in the task.

Examples:

- Two rows of math examples rather than a page
- Initial consonant sound instead of spelling whole word
- One line of printing instead of a page
- Three pre-cut shapes and one to be cut independently
- One phrase in a class presentation amid the long speeches
- One new word instead of four concepts

Provide extra time.

Examples:

- Allow student to leave five minutes early to dress independently for recess
- Provide ten minutes more than class for finishing assignments
- Anticipate extra time required to organize homework materials
- Wait several seconds for student to comprehend a question and respond

Give extra cues (auditory and visual).

Examples:

- Put models on the page
- Darken cutting lines
- Highlight key letters or words
- Have number line or number fact table on the student’s desk
- Use verbal prompt such as “hand up” or “1, 2, 3, 4,....pause”
- Give a cue to listen

*Remember to diminish prompts and cues as student succeeds.

Build in repetition.

Examples:

- Have consistent work routines to help organizational skills
- Practice new words throughout the day
- Allow student to reread a story to several peers
- Have student distribute class materials to practice sorting or counting
- Allow student to rehearse news before presentation to the class

Modify directions.

Examples:

- Break down task into several small steps
- Present verbal directions one or two at a time
- Simplify language when explaining procedures activities

Build and extend language.

Examples:

- Use open-ended questions (“What would you like?” rather than “Would you like a drink?”)
- Ask students to repeat back instructions or new words
- Direct students to ask peers for information, to borrow items, or clarify directions
- Make sure to model verbs and simple grammatical structures rather than just describe them

Use physical demonstration.

Examples:

- Have student sit and work alongside a peer
- Simultaneously make a duplicate art project rather than handling the student’s work

Allow for another mode of response.

Examples:

- Enable student to participate by drawing, telling, or dictating his message while others are writing
- Allow student to record answers on tape rather than in a notebook
- Find an authentic role for student in class activity, such as holding chart, dimming lights, acting as timekeeper, or recording numbers

Don't be limited by this list.

There is the potential for hundreds more examples in every school. A key to facilitating learning and improving instruction is the sharing of ideas and collaboration among educators.

I. BEHAVIOR MANAGEMENT

Managing problem behavior is a great challenge for the educational team. Expectations, goals, and strategies are discussed, and planned. However, in most situations it is helpful for those working with students to have a repertoire of possible responses for those moments when faced with non-compliance or inappropriate attention seeking. The suggestions presented here are not meant to be a comprehensive approach, or to replace the team approach to solving behavior problems, but to help the teacher assistant expand their repertoire.

Being clear and consistent.

Know what the student is to do (expectations as per the whole class, not more lenient and not more strict) and ensure that he/she understands. This means speak simply for students with language processing problems. Avoid complex directions and lectures. Say "You did this. You sit out."

Control space and materials.

It is useless to demand of a student more self-control than he/she possesses. If necessary, present objects one at a time, sit a student near the front of a group or ensure that the student is in close proximity to an adult, hold books together, clear an area before settling the student to work.

Provide timely assistance and diminishing cues.

Anticipate frustration and simplify the task or begin to do it with the student. For example, begin by doing one row together. Check after one or two independent efforts. Then check intermittently after several examples until the page is finished. Change from praise to encouragement. "no 'good job, good boy', but...", "You have one more left.", "You zipped you own coat.", "You have lots of time to finish."

Use proximity and touch.

Move closer to a restless student. Physically place yourself between two inattentive students. Regain a student's attention by placing a hand on the shoulder. Involve the student to keep them focused. Stand behind a student so that he will focus on a task.

Ignore inappropriate behavior.

Behavior, which is not hurting or disrupting anyone, is often best ignored. Turn your back, remove yourself, and make sure you reinforce the positive. Discuss with the teacher ahead of time to decide what you will both consistently ignore.

Encourage the student.

To break a pattern of non-compliance, you can try ignoring the task and focus on your social interaction with the student. Try 30 seconds of playful interplay, silly exaggeration, or change the subject. Motivate with an invitation to work together. Make the task a game.

Create 'win-win' situations.

Give choices - "Do you want a red or blue marker?" or "Shall we use flash-cards or a calculator to practice our math facts today?" Use 'free time' as an incentive.

Allow natural consequences to determine behavior.

Avoid too much intervention and allow students to experience natural consequences. Appropriate consequences, such as time out or restricted privileges should be predetermined in collaboration with teachers and should be understood by students as part of class rules. Consequences are not punishment and should be enforced in a neutral tone of voice (this is tough!). It is sometimes workable to allow the student to indicate his readiness to return from a time-out. When time-out is over, further recriminations are not appropriate, and the student should be welcome back in the group.

None of these strategies provide a magic formula for dealing with problematic behavior, but they can be effective in various circumstances. It is important to not only observe what a student is doing when a problem occurs, but also to carefully examine your own responses. What am I doing and is it working? Are my responses consistent with the teacher's actions? What observations can I offer the team as we set behavioral goals and develop a plan of action?

Problem Solving Skills

Remain objective, focus on the nature of the problem, gather information from all parties involved, brainstorm possible solutions, create a workable plan. Involve all stakeholders in implementing the plan. Evaluate the efficacy of the plan.

J. TEACHER ASSISTANT SELF-EVALUATION

Reflecting on one's job performance can help the individual monitor their learning as an educator, as well as set some priorities for personal growth. These questions may be helpful in the process of self-evaluation.

	<u>Yes</u>	<u>Sometimes</u>	<u>Future Goal</u>
1. Am I familiar with classroom routines, rules, and expectations?			
2. Do I maintain ongoing communication with the classroom teacher to help guide my actions?			
3. Do I have the same behavior management techniques as the classroom teacher?			
4. Do I observe the students closely, so that I know their likes and dislikes?			
5. Do I give students a chance to make choices and take risks?			
6. Do I promote interaction with peers and try to lessen the student's dependence on adult help?			
7. Do I encourage age-appropriate behavior, e.g. avoid hand holding and lap sitting?			
8. Do I treat students with dignity?			
9. Can I willingly accept guidance and suggestions from other professionals?			
10. Am I self-initiating?			
11. Am I trying to learn something new?			
12. Am I making the school a better learning environment for the students?			

WOLF CREEK SCHOOL DIVISION NO. 72

EMPLOYEE PERFORMANCE APPRAISAL

TEACHER ASSISTANT

Name: _____

Date: _____

School: _____

Student: _____

Appraisal Code: 1 – Exceeds Job Requirements
 2 – Effectively Meets Job Requirements
 3 – Improvement Needed
 N/A – Not Applicable to this Job

Job Knowledge and Skills	Rating	Comments/Examples
Demonstrates knowledge required to perform primary function		
Is sensitive to the needs of the child(ren)		
Demonstrates knowledge of the IPP and background information		
Understands and complies with accepted methods and procedures		
Is familiar with and can effectively use materials and equipment.		
Produces quality materials and learning resources.		

Performance of Duties		
Is resourceful in resolution of day to day instructional problems		
Motivates students by example as well as direction using a variety of techniques		
Is dependable and punctual in fulfilling duties		
Works with minimum supervision		
Adapts to changing demands (innovation and creativity)		
Plans and organizes assigned tasks and works within time frames		
Understands and uses appropriate questioning techniques with students		
Documents clear, concise, objective and detailed notes in daily log		
Uses appropriate feedback with students to achieve desired behaviors		
Demonstrates initiative and responsibility		
Maintains accurate student records.		

Professional Behaviors		
Can be relied on to complete assigned tasks.		
Demonstrates punctuality in all aspects of the job.		
Displays a positive attitude towards all stakeholders		
Shows genuine interest in student(s)		
Dresses appropriately to work in identified area(s)		
Demonstrates self confidence in fulfilling job responsibilities		
Models the expected Christian Catholic values		
Practices confidentiality		
Implements school and classroom policy		
Strives to improve skills and qualifications		
Participates in school activities, committee work and extra-curricular activities.		
Interpersonal Relationships		
Responds positively to and implements supervisor's directions		
Exhibits personal control		
Is responsive to constructive criticism		
Shares responsibilities and duties willingly		

Works cooperatively with team members		
Uses appropriate channels of communication		

COMMENDATIONS: (Consider special talents and skills exhibited)

AREAS OF GROWTH:

Signature of Supervisor

TEACHER ASSISTANT'S COMMENTS

Signature of Teacher Assistant

Date

SECTION 18 NATIVE EDUCATION PROJECT
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OVERVIEW:

The goal of Native Education in Wolf Creek School Division No. 72 is to develop the knowledge, the skills and the positive attitudes of Native students so that they will be self-confident, capable and committed to setting goals, to making informed choices and acting in ways that will improve their own lives, and the life of both Native and non-Native communities throughout Alberta.

It is recognized within WCSD No. 72 that:

- Native education must be attuned to the diverse needs, cultures and lifestyles of Native students so that they can build on their self-esteem, and gain a better understanding of themselves through the study of their own heritage and cultures.
- Native histories, cultures, and lifestyles must be included in the studies taken by students, so that they can benefit from the values and lifestyles of Native cultures.
- Conditions on the delivery of Native education must be flexible enough to meet the different needs of school communities throughout Wolf Creek School Division No. 72.
- Native people must be involved in school activities. They must have opportunities to help guide and influence the education of their children.
- Partnerships, and strong working relationships among schools and Native people, and Alberta Learning are very important. Through partnerships, the quality of education provided to Native students in Wolf Creek schools can be enhanced.

THE NATIVE EDUCATION PROJECT:

The Wolf Creek School Division NO. 72 receives just over \$80 000,00 from the Native Education Project. This project is designed to help Native students in Wolf Creek schools. These funds are spent on the following services for Native Students in WCSD NO. 72.

- Staff - Family School Liaison Workers and Teacher Assistants
- Assessments - psychological or academic
- Cultural Events
- Art Work
- Dream Catchers

<p style="text-align: center;">SECTION 19 RECOMMENDED RESOURCES</p>

OVERVIEW:

Alberta Learning - Special Education Branch produces a number of excellent resources. All schools need to have these document available and easily accessible for staff.

ECS Program Unit Funding: A Handbook for ECS Operators

Available free of charge from the Special Education Branch. Telephone: 780-427-6326

Funding for School Authorities Manual

Order from the Learning Resources Distributing Center. Telephone: 780-427-5775

Guide to Education for Students With Special Needs

Order from the Learning Resources Distributing Center. Telephone: 780-427-5775

In the Balance - 1977

Order from Alberta School Boards Association. Telephone: 780-482-7311

Partners During Changing Times: An Information Booklet for Parents of Children with Special Needs.

Available free of charge from the Special Education Branch. Telephone: 780-427-6326

Programming for Students With Special Needs series.

Order from the Learning Resources Distributing Center. Telephone: 780-427-5775

Book 1: ***Teaching for Student Differences***

Book 2: ***Essential and Supportive Skills for Students with Developmental Disabilities***

Book 3: ***Individualized Program (IPP'S)***

Book 4: ***Teaching Students who are Deaf or Hard of Hearing***

Book 5: ***Teaching Students with Visual Impairments***

Book 6: ***Teaching Students with Learning Disabilities***

Promising Assessment Models and Practices

Order from the Learning Resources Distributing Center. Telephone: 780-427-5775

Promoting Successful Transitions for Students With Special Needs

Order from Canadian Council for Exceptional Children. Telephone: 613-747-9226

Special Education Funding: A Handbook of Procedures and Definitions

Available free of charge from the Special Education Branch. Telephone: 780-427-6326

Standards for Psycho-educational Assessment

Order from the Learning Resources Distributing Center. Telephone: 780-427-5775

Supporting Integration - 1998

Order from Alberta Learning - Special Education Branch. Telephone: 780-427-6326

Teacher Alert System: A Guide for Teacher Managed Assessment of Students who are "At Risk" of School Failure

Order from the Learning Resources Distributing Center. Telephone: 780-427-5775

Teacher Intervention Practices (TIPS): A Companion Document to the Teacher Alert System

Order from the Learning Resources Distributing Center. Telephone: 780-427-5775

Transition Planning for Young Adults with Intellectual Disabilities: A Resource Guide for Families, Teachers and Counselors.

Available free of charge from the Special Education Branch. Telephone: 780-427-6326

Understanding Students' Needs: A Guide for Developing and Implementing Assessment Procedures for Students Encountering Education Challenges

Order from the Learning Resources Distributing Center. Telephone 780-427-5775

SECTION 20 FORMS

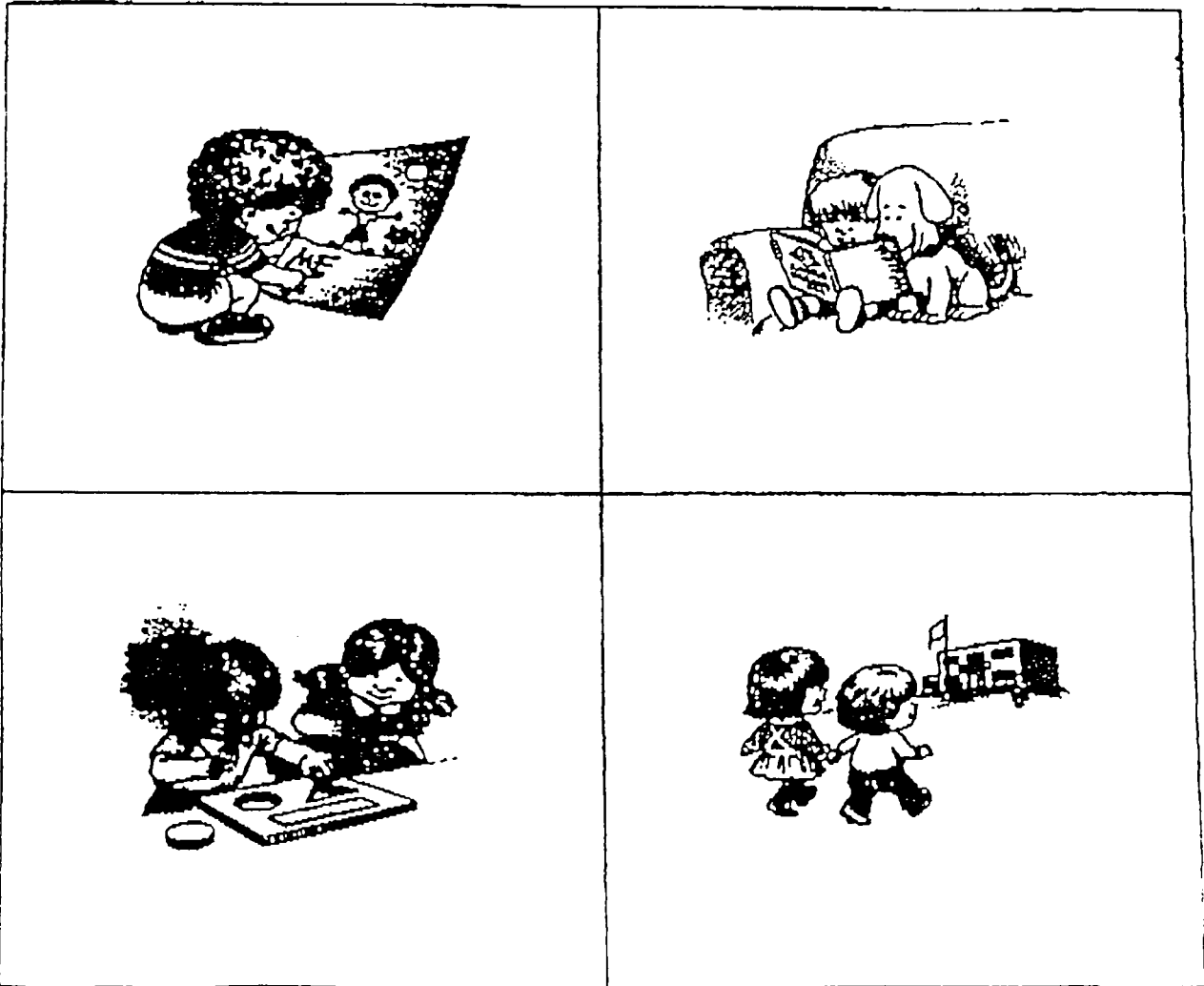
FORM A	Early Childhood Developmental Checklist for ECS Teachers
FORM B	I.P.P. Form (Non - computer example)
FORM C	I.P.P. Form (Computer example)
FORM D	Early Literacy Initiative Project
FORM E	Student Services Referral Form
FORM F	Parent Information Regarding Assessment
FORM G	Mild/Moderate Guidelines
FORM H	Critical Response Team Guidelines
FORM I	SHOS Referral Forms
FORM J	Attention Clinic Referral Forms
FORM K	The I.P.P. - A Team Approach (for parents)
FORM L	I.P.P. Checklist
FORM M	Severe Disabilities File (example of documentation required)
FORM N	Weekly Progress Report
FORM O	Severe Disabilities Monitoring Forms - Codes 41-46

FORM A

**EARLY CHILDHOOD
DEVELOPMENTAL CHECKLIST
FOR ECS TEACHERS**

Part V

Early Childhood Developmental Checklist For ECS Teachers



Behavioral Characteristics

Section 1 Information Processing (IP)

Dates:

Rating

1. Shapes

- Unable to reproduce shapes and designs using a model..... 1
- Difficulty in reproducing shapes and designs using a model..... 3
- Average ability in reproducing shapes and designs using a model..... 5
- Good ability; few mistakes when using a model..... 7
- Superior ability in reproducing shapes and designs using a model..... 9

Comment: a) _____
b) _____
c) _____

2. Visual Memory

- Unable to hold in memory and reproduce shapes and designs..... 1
- Difficulty in holding in memory and reproducing shapes and designs..... 3
- Average ability in holding in memory and reproducing shapes and designs..... 5
- Good ability; few mistakes..... 7
- Superior ability in holding in memory and reproducing shapes and designs..... 9

Comment: a) _____
b) _____
c) _____

3. Rhythmic Patterns

- Unable to repeat patterns (e.g., clapping hands, marching, etc.)..... 1
- Usually has difficulty in repeating rhythmic patterns..... 3
- Average ability in repeating rhythmic patterns..... 5
- Above average ability in repeating rhythmic patterns..... 7
- Superior ability in repeating rhythmic patterns..... 9

Comment: a) _____
b) _____
c) _____

Section 2
Language and Cognition (LC)

Dates:

6. Comprehending Word Meanings	Rating
Extremely immature level of understanding.....	1 <input type="checkbox"/> <input type="checkbox"/>
Fails to grasp simple word meanings; misunderstands words.....	3 <input type="checkbox"/> <input type="checkbox"/>
Good grasp of vocabulary.....	5 <input type="checkbox"/> <input type="checkbox"/>
Understands all age level vocabulary as well as higher level word meanings.....	7 <input type="checkbox"/> <input type="checkbox"/>
Superior understanding of vocabulary; understands many abstract words.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
 b) _____
 c) _____

7. Following Instructions	
Unable to follow instructions; always confused.....	1 <input type="checkbox"/> <input type="checkbox"/>
Usually follows simple instructions but often needs individual help.....	3 <input type="checkbox"/> <input type="checkbox"/>
Follows instructions that are familiar and not complex.....	5 <input type="checkbox"/> <input type="checkbox"/>
Remembers and follows extended instructions.....	7 <input type="checkbox"/> <input type="checkbox"/>
Unusually skillful in remembering and following instructions.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
 b) _____
 c) _____

8. Comprehending Group Discussions	
Unable to follow and understand group discussions.....	1 <input type="checkbox"/> <input type="checkbox"/>
Listens but rarely understands well.....	3 <input type="checkbox"/> <input type="checkbox"/>
Listens and follows discussions.....	5 <input type="checkbox"/> <input type="checkbox"/>
Becomes involved; shows unusual understanding of material.....	7 <input type="checkbox"/> <input type="checkbox"/>
Exceptional ability in understanding group discussions.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
 b) _____
 c) _____

Dates:

12. Comprehending Stories Rating

- Unable to answer questions about a simple story that has been read by you..... 1
 - Often gives wrong answers to questions about story which you have read..... 3
 - Occasionally gives wrong answers to questions about the story..... 5
 - Above average in understanding the story and answering questions..... 7
 - Exceptional ability in understanding the story and answering questions 9
- without error.

Comment: a) _____
b) _____
c) _____

13. Storytelling--Relating Experiences

- Unable to relate an experience in a logical sequence..... 1
- Difficulty relating ideas in a logical sequence..... 3
- Average..... 5
- Above average; uses logical sequence..... 7
- Outstanding; always relates facts appropriately..... 9

Comment: a) _____
b) _____
c) _____

14. Formulating Ideas (General Knowledge)

- Unable to relate isolated facts..... 1
- Difficulty relating isolated facts; incomplete and scattered ideas..... 3
- Usually relates facts meaningfully..... 5
- Above average; relates facts and ideas well..... 7
- Outstanding; always relates facts appropriately..... 9

Comment: a) _____
b) _____
c) _____

Section 3
Classroom Behavior (CB)

Dates:

17. Auditory Attention	Rating
Has great difficulty in listening attentively.....	1 <input type="checkbox"/> <input type="checkbox"/>
Sometimes is inattentive.....	3 <input type="checkbox"/> <input type="checkbox"/>
Has average listening ability.....	5 <input type="checkbox"/> <input type="checkbox"/>
Is attentive and listens well most of the time.....	7 <input type="checkbox"/> <input type="checkbox"/>
Always is attentive and listens well.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

18. Visual Attention	
Unable to attend to visual presentations such as pictures.....	1 <input type="checkbox"/> <input type="checkbox"/>
Often has difficulty in attending to a picture displayed to the class.....	3 <input type="checkbox"/> <input type="checkbox"/>
Has average ability in attending to visually presented material.....	5 <input type="checkbox"/> <input type="checkbox"/>
Sometimes is inattentive when pictures are presented.....	7 <input type="checkbox"/> <input type="checkbox"/>
Has superior ability in attending to visually presented material.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

19. Independence (Doing things by himself)	
Has great difficulty.....	1 <input type="checkbox"/> <input type="checkbox"/>
Usually has difficulty.....	3 <input type="checkbox"/> <input type="checkbox"/>
Occasionally requires help.....	5 <input type="checkbox"/> <input type="checkbox"/>
Seldom has problems.....	7 <input type="checkbox"/> <input type="checkbox"/>
Always knows what to do; can do things by himself.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

Dates:

23. Organization

	Rating
Highly disorganized.....	1 <input type="checkbox"/> <input type="checkbox"/>
Often disorganized in manner of working; inexact, careless.....	3 <input type="checkbox"/> <input type="checkbox"/>
Maintains average organization of work; careful.....	5 <input type="checkbox"/> <input type="checkbox"/>
Above average organization; organizes and completes work.....	7 <input type="checkbox"/> <input type="checkbox"/>
Highly organized; completes activities in meticulous manner.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

24. New Situations (Parties, Trips, Changes in Routine)

Reacts very inappropriately to new situations.....	1 <input type="checkbox"/> <input type="checkbox"/>
Has difficulty adapting to new situations.....	3 <input type="checkbox"/> <input type="checkbox"/>
Adapts adequately.....	5 <input type="checkbox"/> <input type="checkbox"/>
Adapts easily and quickly with self-confidence.....	7 <input type="checkbox"/> <input type="checkbox"/>
Very adaptable to new situations.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

25. Completion of Tasks

Never finishes without guidance.....	1 <input type="checkbox"/> <input type="checkbox"/>
Seldom finishes without guidance.....	3 <input type="checkbox"/> <input type="checkbox"/>
Average performance; follows through on tasks.....	5 <input type="checkbox"/> <input type="checkbox"/>
Above average performance; completes tasks without urging.....	7 <input type="checkbox"/> <input type="checkbox"/>
Always completes tasks without supervision.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

**Section 4
Control (C)**

Dates:

- 27 Working with Adults (Individually)** **Rating**
- Unable to accept adult direction..... 1
- Usually becomes irritated when offered adult direction..... 3
- Seldom becomes frustrated when offered adult direction..... 5
- Has no difficulty in accepting adult direction..... 7
- Appears to benefit from adult direction; does not get frustrated..... 9

Comment: a) _____
b) _____
c) _____

- 28. Working with Adults (In a Group)**
- Unable to accept adult direction..... 1
- Usually becomes irritated when offered adult direction..... 3
- Seldom becomes irritated when offered adult direction..... 5
- Has no difficulty in accepting adult direction..... 7
- Appears to benefit from adult direction; does not get frustrated..... 9

Comment: a) _____
b) _____
c) _____

**29. Perseveration (Inability to Change the Focus of his Attention
Even When the Reason for this Attention has Changed)**

- Has difficulty in setting aside one task and beginning another..... 1
- Usually reluctant to set aside one task for another..... 3
- Has average ability in switching from one task to another..... 5
- Has good ability in switching from one task to another..... 7
- Has superior ability in switching from one task to another..... 9

Comment: a) _____
b) _____
c) _____

Control/Section Score: _____

Average Score (_____ ÷ 3) = _____

Section 6
Visual Discrimination (VD)

Dates:

	Rating
Unable to match and name colors correctly.....	1 <input type="checkbox"/> <input type="checkbox"/>
Usually has difficulty in matching and naming colors.....	3 <input type="checkbox"/> <input type="checkbox"/>
Has average ability in matching and naming colors.....	5 <input type="checkbox"/> <input type="checkbox"/>
Good ability in matching and naming colors.....	7 <input type="checkbox"/> <input type="checkbox"/>
Superior ability in matching and naming colors.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

34. Shapes

Unable to match and name shapes correctly.....	1 <input type="checkbox"/> <input type="checkbox"/>
Usually has difficulty in matching and naming shapes.....	3 <input type="checkbox"/> <input type="checkbox"/>
Has average ability in matching and naming shapes.....	5 <input type="checkbox"/> <input type="checkbox"/>
Good ability in matching and naming shapes.....	7 <input type="checkbox"/> <input type="checkbox"/>
Superior ability in matching and naming shapes.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

35. Part/Whole Relationships (Pictures, Puzzles)

Unable to perceive missing parts of pictures or puzzles.....	1 <input type="checkbox"/> <input type="checkbox"/>
Usually has difficulty in perceiving missing parts of pictures or puzzles.....	3 <input type="checkbox"/> <input type="checkbox"/>
Has average ability in perceiving missing parts of pictures or puzzles.....	5 <input type="checkbox"/> <input type="checkbox"/>
Above average ability in perceiving missing parts of pictures or puzzles.....	7 <input type="checkbox"/> <input type="checkbox"/>
Superior ability in perceiving missing parts of pictures or puzzles.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

Visual Discrimination/Section Score: _____

Average Score (_____ ÷ 3) = _____

Section 8
Fine Motor (FM)

Dates:

38. Eye-Hand Coordination	Rating
Unable to button, lace, thread or cut.....	1 <input type="checkbox"/> <input type="checkbox"/>
Has difficulty in buttoning, lacing, threading or cutting.....	3 <input type="checkbox"/> <input type="checkbox"/>
Has average ability in buttoning, lacing, threading or cutting.....	5 <input type="checkbox"/> <input type="checkbox"/>
Has above average ability in buttoning, lacing, threading or cutting.....	7 <input type="checkbox"/> <input type="checkbox"/>
Posses exceptional ability in executing very fine motor tasks.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

39. Tracing

Unable to trace over a simple pattern or picture.....	1 <input type="checkbox"/> <input type="checkbox"/>
Usually has difficulty in tracing over a simple pattern or picture.....	3 <input type="checkbox"/> <input type="checkbox"/>
Has average ability in tracing over a simple pattern or picture.....	5 <input type="checkbox"/> <input type="checkbox"/>
Sometimes has difficulty in tracing over a simple pattern or picture.....	7 <input type="checkbox"/> <input type="checkbox"/>
Has superior ability in tracing over a simple pattern or picture.....	9 <input type="checkbox"/> <input type="checkbox"/>

Comment: a) _____
b) _____
c) _____

Fine Motor /Section Score: _____

Average Score (_____ +2) = _____

Total Section Score: _____

Average Checklist Score: (_____ ÷ 39) = _____

General Comments: _____

FORM B

I.P.P. FORM

(Non - computer example)

INDIVIDUALIZED PROGRAM PLAN (IPP)

Student Name: _____	School: _____	School Code: _____
D.O.B.: _____	Grade: _____	Principal: _____
AB Ed ID: _____	Parents/Guardians: _____	Date: _____
Exceptional Student Code: _____	Phone No.: _____	Teacher Responsible for IPP: _____

REGULAR EDUCATION INCLUSION: Full Time () Other (/40 periods) High School (%)

Regular classes attended: _____

Not attend: _____

Assessment Procedure on his/her Report Card:

Evaluation Timelines: _____ Terminal dates indicated in the
short term objectives
_____ Each reporting period

SCHOOL STAFF INVOLVED (Specify activities and involvement):

RELEVANT MEDICAL INFORMATION:

RELATED SERVICES (Additional Personnel)

SPECIAL CONSIDERATIONS:

SPECIAL MEDIA/MATERIALS:

ASSESSED LEVEL OF PERFORMANCE(In areas of concern):

YEAR END:

AREAS OF STRENGTH:

AREAS OF NEED:

LONG TERM GOALS:

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

REQUIRED CLASSROOM MODIFICATIONS:

PARENT/STUDENT INVOLVEMENT AND EXPECTATIONS:

Signatures indicate that you are familiar with _____ Individualized Program Plan. Date: _____

Student

Parent

Teacher

Teacher's Assistant

Principal

Program Coordinator

NOTE: Individualized Program Plans are subject to change throughout the school year dependent on the student's needs. You will be consulted regularly. There will be ongoing communication between home and school.

STUDENT'S TIMETABLE:

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
Period 3					
Period 4					
N o o n					
Period 5					
Period 6					
Period 7					
Period 8					

LONG TERM GOAL _____

Short Term Objectives/Criterion Level	Resources/Instructional Strategies	Review Date	Method of Evaluation	Results of Evaluation

YEAR END REVIEW

Student's Name: _____

Date: _____

In Attendance:

OUTCOME:

Growths/Strengths:

Concerns:

General Comments:

Copies required for: Central Office, Student Record File. Files, and Classroom Teachers:

CONTACT LOG:

September: _____
NOTES:

February _____
NOTES:

October: _____
NOTES:

March _____
NOTES:

November: _____
NOTES:

April _____
NOTES:

December: _____
NOTES:

May : _____
NOTES:

January: _____
NOTES:

June: _____
NOTES:

TRANSITIONAL PLANS
IPP Year End Meetings

What worked well? (Growth, successes, personal observations)

What has proven ineffective?

Goals which require ongoing focus:

Support services review: (personnel, equipment, materials)

FORM C

I.P.P. FORM

(Computer example)

INDIVIDUAL PROGRAM PLAN



School Year: _____

Student Information

Name: _____	Placement: _____
Address: _____	IPP Coordinator: _____
AB. Ed. Student I.D.: _____	Gender: _____
Principal: _____	Planning Team: _____
Date of Birth: _____	Yrs. Months _____
Parent / Guardian(s): _____	Chronological Age: _____
Phone (Res): _____ Phone (Bus): _____	Alberta Ed. Code: _____

School(s) Attended / Year(s)	Services Provided <small>e.g., Psychologist, Behaviour Intervention, Speech Pathologist, Instructional Resource Personnel, Family Support, O/T, P/T, etc.)</small>

Confirmation Signatures and Initialed Review Dates

Signatures should be obtained as soon as the IPP has been developed. Initial and date only when subsequently reviewed. The program plan for _____ has been developed and reviewed by the following individuals:

Individual	Signature	Date	Review Date 1	Initials	Review Date 2	Initials	Review Date 3	Initials
Student (if applicable)	_____	_____	_____	_____	_____	_____	_____	_____
Parent / Guardian(s)	_____	_____	_____	_____	_____	_____	_____	_____
Teacher or Team Member	_____	_____	_____	_____	_____	_____	_____	_____
School Counsellor	_____	_____	_____	_____	_____	_____	_____	_____
Principal or Designate	_____	_____	_____	_____	_____	_____	_____	_____
IPP Coordinator	_____	_____	_____	_____	_____	_____	_____	_____

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

Page 2

School Year:

Assessed Academic Performance Levels
(e.g., Formal & Informal Testing, Interviews, Staff or Parent Observations)

Background Information:
(Family, Academic, Physical/Medical, Social/Emotional/Behaviour, Attendance, etc.)

Family:

Academic:

Physical/Medical:

Social/Emotional/Behaviour:

Attendance:

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Areas of Strength	Areas to Develop
Classroom Accommodations	Transition Plans Date Completed: (Suggestions for Future Programming, Recommended Resources - Supports - Accommodations, Special Ed. Services Needed)
Advised Placement and/or Program	

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Long Term Goal		Individual(s) Responsible
1		
		IPP Coordinator:
Short Term Objective(s):		Progress Review (Dated)
Learning Strategies / Classroom Modifications will:	Observable Outcomes will:	
Assessment Procedures		

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Long Term Goal		Individual(s) Responsible
2		
IPP Coordinator:		
Short Term Objective(s):		Progress Review (Dated)
Learning Strategies / Classroom Modifications will:	Observable Outcomes will:	
Assessment Procedures		

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Long Term Goal		Individual(s) Responsible
3		
IPP Coordinator:		
Short Term Objective(s):		Progress Review (Dated)
Learning Strategies / Classroom Modifications will:	Observable Outcomes will:	
Assessment Procedures		

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Long Term Goal		Individual(s) Responsible
4		
		IPP Coordinator:
Short Term Objective(s):		Progress Review (Dated)
Learning Strategies / Classroom Modifications will:	Observable Outcomes will:	
	Assessment Procedures	

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Long Term Goal		Individual(s) Responsible
5		

IPP Coordinator:

Short Term Objective(s):	Progress Review (Dated)

Learning Strategies / Classroom Modifications will:	Observable Outcomes will:
---	-------------------------------------

--	--

Assessment Procedures

--

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Long Term Goal		Individual(s) Responsible
6		
		IPP Coordinator:
Short Term Objective(s):		Progress Review (Dated)
Learning Strategies / Classroom Modifications will:	Observable Outcomes will:	
Assessment Procedures		

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Long Term Goal		Individual(s) Responsible
<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">7</div>		
		IPP Coordinator:
Short Term Objective(s):		Progress Review (Dated)
Learning Strategies / Classroom Modifications will:	Observable Outcomes will:	
Assessment Procedures		

INDIVIDUAL PROGRAM PLAN



Wolf Creek Regional Division
Student Services

School Year:

Long Term Goal		Individual(s) Responsible
<div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> 8 </div>		
		IPP Coordinator:
Short Term Objective(s):		Progress Review (Dated)
Learning Strategies / Classroom Modifications will:	Observable Outcomes will:	
Assessment Procedures		

FORM D

**EARLY LITERACY
INITIATIVE PROJECT**

EARLY LITERACY INITIATIVE PROJECT

_____ School

Teacher/Aide: _____

Time per week: _____

Number of Students: K _____ Grade 1 _____ Grade 2 _____

Pre-assessment Measure: _____

Date of Assessment Measure: _____

Post Assessment Measure: _____

Date of Post Assessment Measure: _____

Early Literacy Resources: _____

In-Service Attended: _____

Program Project Visits: _____

FORM E

**STUDENT SERVICES
REFERRAL FORM**

WOLF CREEK SCHOOL DIVISION NO. 72

#1 5404 56 Avenue
Lacombe, Alberta
T4L 2G4
Telephone: (403) 782-9955
Fax: (403) 782-9956

6000 Highway 2A
Ponoka, Alberta
T4J 1P6
Telephone: (403) 783-3473
Fax: (403) 783-3483

REFERRAL FOR TESTING

SCHOOL: _____ DATE: _____

NAME: _____

BIRTHDATE: _____ SEX: _____ GRADE: _____

PHONE NO. RES: _____ WORK: _____

MAILING ADDRESS:

FATHER (GUARDIAN): _____

OCCUPATION: _____

MOTHER (GUARDIAN): _____

OCCUPATION: _____

SIBILINGS (GIVEN NAMES, AGES, SCHOOLS, GRADES/OCCUPATIONS):

LANGAUGES SPOKEN IN HOME: _____

FAMILY PHYSICIAN: _____

Please comment on the following:

Academic history (grades repeated): _____

Early identified learning/behavior problems: _____

Reading: _____

Spelling: _____

Math: _____

Attention/Concentration: _____

Behavior: _____

Attendance: _____

Schools attended by grade: _____

Medical/Physical issues: _____

Areas of Interest: _____

Attitude towards learning: _____

Peer Interaction: _____

General Development: _____

Hearing: _____

Speech: _____

Vision: _____

Family Situation - Standard: _____ Blended: _____ Single: _____

Comments: _____

Resource Testing Results and Date of Testing: (if there is a resource teacher in the school, please complete the following list from your most recent testing.)

SIT, VMI, K-BIT, RAVENS _____

Oral Accuracy _____

Oral Comprehension _____

Decoding _____

Spelling _____

Math _____

Other _____

Please enclose all reports from the student’s school files including the last report card. Include all resource reports, teacher comments, parent conferences and any letters to parents from the school. Include as well, pertinent checklists from Teacher Alert System, ACTeRS, Behavior Profiles, suspension letters, etc.

Principal

Teacher

PERMISSION FOR TESTING:

SCHOOL: _____

I, _____, being the legal guardian of
_____, give my permission for
psychological and diagnostic testing to be done with my child to _____
_____. I understand that I will be fully
informed of the testing results when they are available.

Parent/Guardian Signature

Date

FORM F

**PARENT INFORMATION
REGARDING
ASSESSMENT**

PARENT INFORMATION
REGARDING ASSESSMENT

GENERAL INFORMATION

Prior to a referral to the School Psychologist and/or Program Consultant, schools will have completed some informal testing. This informal testing provides useful information for program planning but may not be sufficient in addressing a child's learning needs or emotional/behavioural difficulties.

REFERRAL

When referring a student, the school follows a process. The first step is to communicate with the parent about the child's difficulties. The teacher will usually consult with the site based Special Needs teacher who may suggest alternate strategies to assist the child.

If the school personnel require more assistance and/or information to meet a child's needs they initiate a referral through the School Principal.

A referral to the psychologist will only proceed with the parents'/guardians' written consent.

ASSESSMENT

Assessment may be conducted in a variety of ways including consulting with the school staff, interviewing the student and/or observing the student in the classroom and/or the playground.

*The procedures that are used will depend on the nature of the child's learning and/or emotional needs described by this teachers and/or parent**

The assessment process is focussed on what the student is able to do, his learning strengths and needs in the areas of academics and/or social-emotional adjustment.

In most instances, the student will have an academic intellectual and fine motor assessment. The student will be screened for hearing, visual and/or language difficulties.

For some children, assessment will also include areas that examine emotional and behavioural development. A rating profile that seeks observational input from the school and parents may be used.

The assessment process requires anywhere from two hours to several weeks to complete, depending on the age and needs of the child.

The assessment may on occasion result in referral to outside agencies for children with more complex learning difficulties.

RESULTS

The results of assessment are shared with both the school and parents at a follow-up case conference. Specific recommendations are offered for the school and parents to consider.

STORAGE OF REPORTS

The psycho-educational report is placed in the child's Student Record File at the school. This information remains in the file and is only released outside the Division with the parents written consent.

QUALIFICATIONS FOR ASSESSMENT

Staff employed by Clearview School Division who are responsible for administering formal psychological and educational testing are required to meet training and competency standards established by the Department of Education. All staff either meet or exceed Department of Education requirements.

QUESTIONS

How can I prepare my child for assessment? Every effort is made to ensure that the assessment process is an enjoyable experience for the student. Generally, the student, who is healthy, well rested and relaxed performs at his/her best. If the child does not appear to be comfortable or tires, the assessment can be postponed or broken into more sessions.

If parents have additional questions regarding assessment, contact the school for answers. If necessary the Psychologist assigned to your child may also be contacted for further information.

FORM G

**MILD/MODERATE
GUIDELINES**

WOLF CREEK SCHOOL DIVISION NO. 72
MILD TO MODERATE FUNDING
2000/2001 GUIDELINES

As you know, Alberta Learning has now earmarked funding for Mild/Moderate students. The purpose of this document is to clarify the guidelines for Mild/Moderate Funding in Wolf Creek School Division No. 72.

GUIDELINES:

1. Schools need to show that \$341.00/student (\$250.00 + \$91.00) has been spent on special programming for Mild/Moderate students.
2. Special programming guidelines for M/M students are as follows:

NOTE: A maximum of 15% can be allocated for computer software/hardware, books, or materials used only in specialized programs

1. All teacher and TA time dedicated to ELAC, LAC, Resource Room, Strategies, etc.
2. Family School Liaison Worker -
*over and above all other grants (or conditions of grants) like FCSS or SHIP
*this must be money from the school budget
3. Direct Therapy costs from outside professionals
4. Teacher Assistants -
*who are not allocated to other grants like TA, ELI, or assigned to SD students
5. 10% of Counseling services in school
6. Assessment/Testing services from outside agencies such as Belvedere.
7. Computer Software/Hardware or books, materials - only for specialized programs

FIND ATTACHED ON SHEET 2, THE ACTUAL WORKSHEET FOR REVENUE/EXPENDITURES. IT IS REQUESTED THAT EACH SCHOOL INPUT THEIR TOTAL STUDENT COUNT, AND TOTAL EXPENDITURES AND RETURN THIS DOCUMENT TO STUDENT SERVICES NLT 20 OCTOBER, 2000.

WOLF CREEK SCHOOL DIVISION NO. 72
MILD TO MODERATE FUNDING
2000/2001 REVENUE

SCHOOL: _____

	NO. OF STUDENTS (this is your total student count Gr. 1-12)	X	M&M FUNDING (\$250/STUDENT)	TOTAL
NO. OF STUDENTS X \$250.00 =	0		\$250.00	\$0.00

	NO. OF STUDENTS (this is your total student count Gr. 1-12)	X	M&M FUNDING (\$91/STUDENT)	TOTAL
NO. OF STUDENTS X \$91.00 =	0		\$91.00	\$0.00

AMOUNT YOU MUST SPEND ON M/M: \$0.00

EXPENDITURES (As per Guidelines on Sheet 1)

Teacher/TA Time dedicated to ELAC, LAC, Resource Room, Strategies, etc.	\$0.00
Family School Liaison Worker (over and above all other grants/must be money from the school budget)	\$0.00
Direct Therapy Costs from Outside Professionals	\$0.00
Teacher Assistants (not allocated to other grants or assigned to SD Students)	\$0.00
10% of Counseling services in school	\$0.00
Assessment/Testing Services from outside agencies (such as Belvedere)	\$0.00
Computer Software/Hardware or books, materials (maximum 15%)	\$0.00

TOTAL AMOUNT YOU HAVE SPENT ON M/M: \$0.00

DIFFERENCE: \$0.00

FORM H

**CRITICAL RESPONSE
TEAM
GUIDELINES**

Critical Response Team Guidelines for Wolf Creek School Division No. 72

What is a Crisis?

A crisis is an event that is extraordinary and therefore cannot be predicted. The human reactions to a crisis, however, are consistent and very predictable. Being aware of and understanding beforehand how people will react in a critical situation make it possible to implement a plan that defuses those reactions and prevents them from precipitating a secondary crisis.

Rationale

The death of a staff member or student in a school has significant effects on both individuals and the school community as a whole. The following quote by Jim Fulton in a 1987 publication entitled "Post-vention is Pre-vention" states:

"The death of a student or staff member in a given school is a significant stress and/or loss event to those persons. It impacts individuals as well as the emotional process itself. All individuals from volunteer to the most senior administrators are affected - some more, some less! The process of school education and learning is further jeopardized following a death of a staff member or student because the people in that system experience confusion and disorganization. **Once confusion and disorganization occur, efficiency decreases, productivity reduces and, until the precipitating event, death in this case, is openly dealt with, once can expect a cyclic pattern of reduced learning and increased stress.**"

To ignore or not deal adequately with such a situation is to leave a great deal of unfinished business and additional stress for all who are affected. We want to be proactive, not reactive.

With the foregoing information in mind the need to develop a crisis response team (CRT) which can be available to assist with closure and resolution of grief following a death within the school is imperative.

Procedural Guidelines

1. a.) The school principal or designate will contact the Superintendent of Schools to notify Central Office of a death of student or staff member (or family Member). (See Appendix 1 for limitations.)

b.) The Superintendent (or designate) is in charge of public and media relations.
2. The school principal or designate will call together the Critical Response Team. This team will consist of the principal or assistant principal and any of the following:
 - School Counselor
 - Secretary
 - Parent
 - School Council Member
 - Clergy
 - Teacher(s) most affected by loss
 - Peer Support Team
 - Family School Liaison Workers
3. The Critical Response Team will ensure that the following steps are taken:
 - a.) Initiate a chain call to staff members, following the phone fan-out list created at the beginning of the year.
 - b.) Arrange for substitute teachers as deemed necessary.
 - c.) Schedule special arrangements such as staff meetings, assemblies, CRT classroom presentations, etc. of the day and distribute the schedule to staff.
 - d.) Decide on the location of the information and support center where students and staff can access further counseling. Use community resources. (See Appendix 2.)
 - e.) Begin and end the day with a meeting of all staff including support staff. (See Appendix 3 for Staff Meeting agenda.)
 - f.) Decide who will initiate family contact to obtain all known facts and to determine special family requests.
 - g.) Give all available information to secretaries, and provide relief from duties as necessary.
 - h.) Send a written message to parents to outline what has happened. (See Appendix 4 for drafts of letters.)
 - i.) Meet with students by homerooms or at grade levels.

- j.) Decide the appropriate memorial action to be taken at school. (See Appendix 5.1 for ideas re: appropriateness; Appendix 5.2 for suggestions regarding a homily.)
- k.) Survey the classroom for absentee teachers/students in order to provide support services upon their return.
- l.) Make a list of potential at-risk persons who may be in crisis. (See Appendix 6).
- m.) Extend sympathy to family from the school and Student Council. e.g. Cards, letters from students, etc.. (See Appendix 7 for further suggestions.)
- n.) Make decisions about media contacts.
- o.) In situation where outcome is still unknown, plan for best and worst scenario.
- p.) Long term follow-up.
- q.) Staff keep watch on students and other staff residual affect and effect.

In the case of Suicide

A. DO NOT

1. Empower and glorify student's death.
2. Cancel classes or hold special assemblies.
 - a. Validates the act of suicide.
 - b. Subjects control of School to other manipulative acts.
3. Rely on experts from outside the district.
4. Try to function without a clearly thought out plan that was established before the demand/crisis.

B. DO

1. Be cautious of emotional statements to the media that may perpetuate the problem.
2. Deal with the facts.
3. Have a pre-planned organized response in place.
4. Consider forming support groups for awhile.
 - a. Students
 - b. Staff
 - c. Parent
5. Be aware of the contagion effect.
 - a. Appears 7-10 days after death.
 - b. Focus on those identified as high risk.

Crisis Management Checklist

1. Gathering Crisis Team Together

<u>Crisis team members</u>	<u>Phone Number</u>	<u>Alternate Phone No.</u>
----------------------------	---------------------	----------------------------

2. Checking the Facts of the Crisis

Some necessary phone numbers:

Police: _____

Rescue squad covering your district: _____

Fire department contact person: _____

Superintendents' Office: _____

3. Adapting the Plan to Fit the Crisis

Review the following procedures to accommodate current incident. Make a copy of the announcement and faculty responsibility to give to the staff.

4. Announcing the Event to the School

How will you tell the staff?

Place _____

Time _____

Method of Contact (include telephone tree) _____

Person presiding _____

Who on the staff should be told?

Teachers	√
Guidance Counselors	√
Assistants & Interns	√
Secretarial Staff	√
Bus Drivers	√
Cafeteria Workers	√
Maintenance Workers	√

How will you announce the event to the students?

Method of contact

Person(s) announcing _____

Place _____

Time _____

Written Announcement

5. Faculty Responsibilities

Check off what you want the faculty to do during crisis:

- Announce event in classroom.
- Identify students in need of counseling.
- Notify Guidance Office of number of students wanting counseling services.
- Remove very distraught students from the class by having them escorted to Guidance.
- Discuss the crisis.
- Postpone testing.
- Involve class in constructive activities relating to the event.
- Eliminate, shorten and structure assignments for a few days.
- Discuss with and prepare students for funeral attendance.

6. Guidance Office Responsibilities

___ Reschedule the following activities:

___ Identify individuals who can work with students

Name _____ Phone # _____
Name _____ Phone # _____
Name _____ Phone # _____

___ Inform feeder schools and area school so they can provide support for students affected in their schools.

___ Maintain a list of students counseled.

___ Call parents of students counseled to provide continued support for the students who are very distressed.

___ Select and inform those students who should participate in the Memorial Services in either an active or advisory capacity.

7. Administrator Responsibilities

___ Assign extra secretarial help to Guidance Office.
_____ (person & phone)

___ Contact district personnel for support

Name _____ Phone # _____
Name _____ Phone # _____
Name _____ Phone # _____

___ Stop notifications on student activity (scholarship reports, testing, placement, attendance) from being sent to the home of a family whose child has died).

___ Remove personal items from desks and lockers to save for parents.

___ Rearrange seating, classes, programs, etc., as indicated by crisis.

___ Establish areas and locations for counseling; assign locations.

Name _____	Location _____
Name _____	Location _____
Name _____	Location _____
Name _____	Location _____

___ Keep staff updated.

___ Identify faculty and staff in need of counseling.

___ Emphasize facts and squelch rumors.

___ Remain highly visible.

___ Arrange for excused absences and transportation for students attending off premises funeral.

___ Arrange for staff debriefing:

Where ? _____

When ? _____

Who will preside ? _____

___ Contact parents of students who have died

8. Handling the Media

___ Spokesperson appointed _____

___ Alternate appointed _____

___ School board contact person _____

___ People to handle the telephone _____

___ Message to be given over the telephone

___ News Release developed

___ Establish time and location to meet media

___ Identify person to speak to concerned parents _____

9. Memorial Service

Is a memorial service indicated in this crisis? _____

How many students will be attending? _____

Location? _____

Presiding person? _____

Speakers?

Coordinator? _____

Student involvement (student names and roles)

Activities?

Area for staff and students not wishing to participate?

Community people who should be invited?

FORM I

**SHOS
REFERRALS FORMS**



SHOS

STUDENT HEALTH OUTREACH SERVICES
(A Division of Regional Rehabilitation Services)

MEMO: SHOS Service Provider Update – 00/02/07

To all School Principals and Directors of Student Services:

The members of SHOS are excited to announce a new addition to our team. **Maureen Montegary** will be joining us in the capacity of **Behaviour Management Consultant**, commencing February 1st . If you have SHOS eligible students who you wish to refer to Maureen, please use the revised referral forms enclosed in this package. Please discard SHOS forms previously used (School Registration and Parent Information and Consent Form).

The SHOS team is currently recruiting for a **Psychologist** and an **Augmentative Communications Specialist**. We will keep you posted as to when these services become available.

Our Occupational Therapy and Physical Therapy services are well underway and the therapists are able to accommodate new referrals.

Please note the following changes in the school registration form:

1. Director of Student Services must review and sign each SHOS referral.
2. Please include Diagnosis and Student Funding Code (if known) on School Registration Form.
3. Access to the Behavior Management Consultant will be the same as for Occupational and Physical Therapy—through your School Division’s Director of Student Services. At the direction of the Student Health Initiative Partnership, a quota is in place regarding the Behaviour Management Consultant’s active caseload (Max. 30). Each large School Division will be limited to 5 students on the active Behavior Management Consultant caseload at one time.
4. Please attach relevant tests/assessments that may assist SHOS specialists in understanding student needs and background.

Please provide as much information as possible regarding your SHOS referral. It helps us identify the student’s needs, and will affect the prioritization ranking the student receives. Priority for service is determined by information provided on the School Registration form and the Parent Information form.

If you have any questions or concerns please do not hesitate to contact Terry Williamson, SHOS Manager or Sandra Daniel, SHOS Intake Resource Coordinator, at (403) 343-4504.



Student Health Initiative
SHOS

Student Health Outreach Services
P.O. Bag 5030, Red Deer, Alberta T4N 6R2
Telephone: (403) 343-4504 Fax: (403) 309-5725

THIS FORM IS TO BE COMPLETED IN FULL BY THE CLASSROOM TEACHER OR PRINCIPAL. Please forward to Director of Student Services for review and signature. If child is eligible for services from Consulting Services Outreach (Belvedere), R.E.A.C.H. or has P.U.F. funding they are expected to continue with the services already provided and are eligible for SHOS.

Director of Student Services Signature:					
Child's Name:	Grade:	Birth date:	Parent's Names:		
Home Address:		Postal Code:	Phone:		
E.C.S. /School:		Phone:	Fax:		
Address:			Postal Code:		
Contact Person: (for appointments/date/times)		Phone:	Fax:		
Teacher:		Does child have a special needs aide? Name of aide:			
Days and times attending class:		Preferred therapy day/time:			
Please list the dates of school holidays/teacher's convention/field trips or attach a school calendar:					
Diagnosis:		Student Funding Code (ie. 42, 54):			
*SERVICES REQUESTED					
		PRIORITY			
		<u>Urgent</u>	<u>High</u>	<u>Medium</u>	<u>Low</u>
Psychologist		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Management Consultant		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Augmentative Communication Specialist		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapist		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapist		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>▶ If you require the services of a Speech-Language Pathologist, please contact the Speech-Language Pathologist assigned to your school.</p> <p>* See reverse side for a description of priority categories and disciplines</p>					
Previous Assessments Completed (e.g. school Speech-Language Pathologist, O.T., P.T., Psychologist, etc.): Please attach relevant assessments.					
What services is the student accessing within the school and/or in the community ie. FSLW, Guidance Counsellor, Private Counsellors (please indicate current or past involvement):					

Please list specific school concerns relating to the services you have requested:

What do you hope to achieve by involving SHOS?

PRIORITY CATEGORIES FOR SHOS

URGENT: Student requires immediate intervention. Serious concerns regarding student's ability to function in school.

HIGH: Student should be seen as soon as possible. Student is having difficulty in a number of areas.

MEDIUM: Student is having some difficulty participating in school activities.

LOW: Student is doing well in most areas but parent or teachers have concerns or questions regarding the student's growth and development.

DESCRIPTION OF SERVICE PROVIDERS

INTAKE RESOURCE COORDINATOR

- Screens and prioritizes referrals.
- Conducts informational interviews with family and school.
- Gather and review documentation provided by families, schools and other service providers.
- Assists with case management for the SHOS Team.
- Identifies and assists with the coordination of local resources for the student/family.

AUGMENTATIVE COMMUNICATION SPECIALIST

- Provides strategies and methods of communication for children who are not verbal. This may include: gestures, signs or aided communication (i.e. computers, manual or electronic picture boards)
- Provides inservices on various topics
- Consults with community speech-language pathologists regarding intervention of nonverbal children

PHYSICAL THERAPIST

- Assists with the development of movement skills such as balance, walking, jumping, throwing a ball, kicking a ball
- Assists with the development of strength, coordination and endurance
- Addresses strength, range of motion and muscle tone in the limbs and trunk
- Provides specialized equipment for sitting, standing and walking
- Provide consultation for adapted physical education programs
- Provides inservices on various topics

OCCUPATIONAL THERAPIST

- Assists in the development of eye-hand coordination skills, visual-perceptual skills, and fine motor skills such as grip and pinch, in-hand manipulation, upper limb strength and dexterity, printing/handwriting, cutting
- Assists in the development of daily living skills such as feeding, dressing, hygiene and grooming
- Provides specialized equipment such as wheelchairs, toileting equipment, and custom splints/orthoses
- Recommends environmental modifications (i.e. classroom desks, tables, chairs) to promote optimal posture/positioning and to reduce architectural barriers
- Provides inservices on various topics

BEHAVIOR MANAGEMENT CONSULTANT

- Provides assessment of classroom/school behaviors.
- Provides standardized behavior assessments.
- Assists the classroom teacher with the development of a behavior plan.
- Provides consultation, strategies and follow-up.

PSYCHOLOGIST

- Provides psychological testing in the school.
- Provides input into Individual Program Plans.
- Provides consultation, strategies and follow-up to the school.



SHOS
STUDENT HEALTH OUTREACH SERVICES
(A Division of Regional Rehabilitation Services)

Dear Parent(s);

Thank you for your interest in Student Health Outreach Services (SHOS). To help us better understand the needs of your child, we have enclosed a parent information and consent form. The details will be used to determine which services your child may need. Please include as much information as possible to give us a clear picture of your child.

Your child's teacher will be completing a school registration form. Once we have received both forms, we will contact you to begin the process of your child receiving services.

If you have any questions about the program or in filling out the forms, feel free to call the SHOS team at (403) 343-4504.

We look forward to working with you and your child,

SHOS Team

Revised 99\11\24



PARENT INFORMATION AND CONSENT FORM

Please Note: This form must be completed and signed by a parent/guardian before services begin for your child. The following information will help us to identify your child's needs. If you have any questions, please feel free to contact the SHOS team at (403) 343-4504.

Child's Name: _____ DOB (YYYY/MM/DD): _____

Alberta Personal Health Card #: _____ - _____

Communication

- My child's speech is hard to understand.
- My child is currently being seen by a Speech Language Pathologist.
- My child may require special equipment to communicate such as a computer or word board.
- My child has trouble understanding questions or following directions.
- My child has trouble communicating with other children.

Occupational Therapy

- My child has trouble holding a felt pen or crayon.
- My child trouble with activities such as coloring, cutting or picking up small objects.
- My child has trouble printing/handwriting.
- My child has trouble using both hands together (i.e. stacking blocks, building Lego).
My child has trouble recognizing differences in shapes.
My child has trouble copying words from a chalk board.
- My child has trouble swallowing different kinds of foods.
- I am concerned about my child's self-help skills (i.e., dressing, feeding, toileting). Please list: _____.
- My child has trouble typing on the computer.

Physical Therapy

- My child has trouble walking.
- My child loses his\her balance easily.
- My child appears awkward when playing or running.
- I am concerned about my child's strength or flexibility. Please specify: _____.
- My child has special equipment for sitting, standing, or walking. Please specify: _____.

Behavioral/Learning Concerns

- My child has trouble staying focused.
- My child's behaviors concern me. Please specify: _____.
- My child does things which are harmful to self or others
- My child is difficult at home, at school or in public.
- My child is impulsive.
- My child often loses his\her temper.
My child seems to worry a lot.
My child has lost interest in doing the things they like.

If you have any other concerns regarding your child, please attach on a separate page.

CHILD'S HISTORY

Please provide the following information as applicable:

- Diagnosis _____
- Recent Illness or Hospitalization _____
- Surgery _____
- Significant Illness/ Injury _____
- Seizures _____
- Allergies _____
- Vision/ Hearing Testing _____
- Medications _____
- Family History (i.e. recent changes in family situation - divorce, custody, loss) _____
- _____
- School History (i.e. modified programs, outreach school, repeated grades) _____
- _____

ase provide the following information:

Child's Family Doctor/Pediatrician: _____

Other professionals, agencies, clinics involved with child or family: _____

Parent/Guardian Consent

Child's Name: _____ D.O.B. (Y/M/D): _____

I hereby grant permission to the David Thompson Health Region – Regional Rehabilitation services to:

1. Assess and provide treatment procedures which may be considered necessary or advisable in the evaluation and management of my child.
2. Request and/or exchange information with; _____
(physicians, professionals, agencies, clinics)
to provide assessment/intervention services for my child, _____
(child's name)
3. To take photographs, videotapes and sound recordings for the purposes of therapy. (All material to be kept strictly confidential.)

ite: _____ Parent/Guardian Signature: _____

Witness: _____

FORM J

**ATTENTION CLINIC
REFERRAL FORMS**

THE ATTENTION CLINIC

FOR AD/HD

PROVIDING SUPPORT & SERVICES IN THE AREAS OF
INATTENTION, IMPULSIVITY & HYPERACTIVITY

NOTE: Referrals are to be sent to the School Principal, then to be forwarded to either Wanda Christensen for North Schools, and Betty Pears for South Schools

THE ATTENTION CLINIC

Information and Procedures for Schools:

- The schools will screen candidates and select the most appropriate ones. Students who have problems with attention and concentration will be targeted. Those who most demonstrate potential for improvement will be priority candidates.
- The clinic will do an intake interview with the family and get information from the teacher.
- We will send any psychological assessments that are on file.
- The clinic will do the assessment, including the WISC, behavior, etc.
- Following the assessment, the Clinic will have a case conference with parents and involved professionals.
- We have asked the reports to come to Wolf Creek first, then we will share them with the families.
- The clinic will do follow-up with strategies in the school and the home, including home visits (one to set up the home strategies, and, if needed, one to monitor and make any adjustments).
- Then the clinic will connect the family to community supports for ongoing support.
- Books, videos, etc will be available through the clinic.

THE ATTENTION CLINIC

STUDENT INTAKE FORM

Referral Date: _____ Referral Source: _____

AHCIC # _____

Child's Last name: _____ First name: _____

Age: _____ Date of Birth _____ Gender: M/F Grade: _____
(DD/MM/YY)

Mother's complete name: _____

Address: _____

Phone #: (H): _____ (B) _____

Father's complete name: _____

Address: _____

Phone #: (H): _____ (B) _____

Siblings/Others in home: _____

School: _____ Phone: _____ Fax: _____

School Address: _____

Teacher: _____ Principal: _____

Aide or other teacher: _____

Reason for Referral/Issues/Concerns: (Please provide as much information as possible)

Specific Issues/Concerns: (Behavior, academics)

Please list your student's strengths and recent successes:

Has any previous testing been conducted with this student? Please describe.

Please list any special services and interventions that your student has received.

List any Medical Conditions/Current Medications:

WOLF CREEK SCHOOL DIVISION NO. 72

#1 5404 56 Avenue
Lacombe, Alberta
T4L 2G4

Telephone (403) 782-9955
Fax (403) 782-9956

Parental Consent Form for Testing by The Attention Clinic

Dear Parent/Guardian:

Your child _____ has been selected as a possible candidate for the Attention Clinic. Before referring your child for services, we request your permission for the referral and to release school records to the clinic.

Through the Clinic, your child will receive a psycho-educational assessment. Classroom observation, behavior checklists, and family interviews may be part of the assessment. This assessment is intended to provide both the school and the family with information regarding the most appropriate strategies to meet the individual needs of your child.

We also ask permission to share the information gained with the school, The Attention Clinic (psychologist and family support coordinator) and any pediatrician that may be consulted.

You will be contacted by a consultant prior to the assessment. You will also be fully informed of the results and implications of the assessment during a parent conference upon completion of the report.

I, _____ grant permission for my child to receive an individual assessment.

Signature of Parent or Guardian

Date

Principal

Date

ADHD SYMPTOM CHECKLIST-4

CHILD'S NAME	DATE
NAME OF PERSON COMPLETING FORM	RELATIONSHIP TO CHILD

DIRECTIONS: BESIDE EACH ITEM BELOW, INDICATE THE DEGREE OF THE PROBLEM WITH A CHECKMARK (✓). PLEASE RESPOND TO ALL ITEMS. EVALUATE THE CHILD'S BEHAVIOR ON THE FOLLOWING DAYS:

	NEVER	SOME-TIMES	OFTEN	VERY OFTEN	FOR OFFICE USE
CATEGORY A					
1. DOESN'T PAY ATTENTION TO DETAILS; MAKES CARELESS MISTAKES					
2. DIFFICULTY PAYING ATTENTION					
3. DOES NOT SEEM TO LISTEN					
4. DIFFICULTY FOLLOWING INSTRUCTIONS; DOES NOT FINISH THINGS					
5. DIFFICULTY GETTING ORGANIZED					
6. AVOIDS DOING THINGS THAT REQUIRE A LOT OF MENTAL EFFORT					
7. LOSES THINGS					
8. EASILY DISTRACTED					<input type="checkbox"/>
9. FORGETFUL					
FIDGETS WITH HANDS OR FEET; SQUIRMS IN SEAT					
11. DIFFICULTY REMAINING SEATED					
12. RUNS ABOUT OR CLIMBS ON THINGS					
13. DIFFICULTY PLAYING QUIETLY					
14. "ON THE GO"; ACTS AS IF "DRIVEN BY A MOTOR"					
15. TALKS EXCESSIVELY					
16. BLURTS OUT ANSWERS TO QUESTIONS					
17. DIFFICULTY AWAITING TURN					<input type="checkbox"/>
18. INTERRUPTS OTHERS OR BUTTS INTO THEIR ACTIVITIES					
CATEGORY B					
19. LOSES TEMPER					
20. ARGUES WITH ADULTS					
21. DEFIES OR REFUSES WHAT YOU TELL HIM/HER TO DO					
22. DOES THINGS TO DELIBERATELY ANNOY OTHERS					
23. BLAMES OTHERS FOR OWN MISBEHAVIOR OR MISTAKES					
24. IS TOUCHY OR EASILY ANNOYED BY OTHERS					
25. IS ANGRY AND RESENTFUL					<input type="checkbox"/>
26. TAKES ANGER OUT ON OTHERS; TRIES TO GET EVEN					

CATEGORY C

	NEVER	SOME-TIMES	OFTEN	VERY OFTEN
GRABS THINGS FROM OTHER CHILDREN				
28. THROWS THINGS AT OTHER CHILDREN				
29. SMASHES OR DESTROYS THINGS				
30. GIVES DIRTY LOOKS OR MAKES THREATENING GESTURES TO OTHER CHILDREN				
31. CURSES AT OR TEASES OTHER CHILDREN TO PROVOKE CONFLICT				
32. DAMAGES OTHER CHILDREN'S PROPERTY				
33. HITS, PUSHES, OR TRIPS OTHER CHILDREN				
34. THREATENS TO HURT OTHER CHILDREN				
35. ENGAGES IN PHYSICAL FIGHTS WITH OTHER CHILDREN				
36. ANNOYS OTHER CHILDREN TO PROVOKE THEM				

CATEGORY D

37. IRRITABLE				
38. UNUSUALLY CHEERFUL OR HAPPY				
39. SAD, WEEPY, CRIES, OR UNHAPPY				
40. ANXIOUS				
... SPACED OUT, BLANK STARES				
42. OVERLY QUIET				
43. LETHARGIC, DROWSY				
44. UNINTERESTED IN OTHERS, STAYS BY HIMSELF/HERSELF				
45. DIFFICULTY FALLING ASLEEP (<i>parent</i>)				
46. DECREASED APPETITE (<i>parent</i>)				
47. COMPLAINS ABOUT HEADACHE, UPSET STOMACH, DIZZINESS, ETC.				
48. TICS, TWITCHING, FINGER NAIL BITING, UNUSUAL ARM OR LEG MOVEMENTS				
49. UNUSUALLY TALKATIVE				
50. OTHER (<i>please specify</i>)				

FOR OFFICE USE

LIST ALL ILLNESSES (TYPE AND DATE) THAT OCCURRED ON THE SPECIFIED DAYS:

REMARKS:

THANK YOU

FORM K

THE I.P.P.

**A TEAM APPROACH
(for parents)**

To: Parents/Guardians

Date: _____

Re: Involvement in your Child's IPP

We would like to have your input into the development of your child's IPP. There are two ways in which you can be involved. Please check which you prefer.

- _____ 1. Meeting to develop the IPP
- _____ 2. Meeting to discuss a proposed IPP and to sign it.

Please tear off this portion and return the form to school as soon as possible so that arrangements can be made. After meeting with you and completing the final draft, a copy of your child's IPP will be sent to you for your reference. If there are any questions please feel free to contact me at the school.

Thank you for your time and consideration in this matter.

Parent's/Guardian's Signature

INFORMATION FOR IPP

1.) What do you view as your child's strengths?

2.) What do you view as your child's needs?

3.) What skills do you want to see your child develop this year?

4.) How would you like to be involved in your child's program?

5.) Use this space for anything else you wish to share.

THE IPP

A TEAM

APPROACH

Dear Parent's/Guardian's

An Individual Program Plan (IPP) is being developed for your child.

The purpose of this brochure is to explain what an IPP is and how you may be involved.

We would ask that you complete Page 4 and 5 of this brochure. Return this information to the school.

Should you have further questions about the development of your child's IPP please call.

Thank you.

Teacher's Signature

An IPP is

- A special program designed to meet the educational needs of your child.
- A statement of goals and objectives for your child's program.
- A way of reviewing and monitoring your child's progress in school.
- A process for the identification of program priorities.
- An outline of teaching strategies that will be used with your child.

An IPP includes

- assessment results
- strengths and areas of needs
- relevant medical information
- annual goals and short term objectives
- specialized equipment and materials
- any special considerations
- progress review dates
- methods of evaluation

Parents as Partners

In order to achieve the Goals of Schooling and the Goals of Education, there must be a partnership between the school and parents.

Parents are the first and primary teachers of their children. Therefore your continued involvement is important as a member of the team. Parents and teachers working cooperatively contribute a great deal to the learning process.

It will enable you to:

- have input into the program development
- support the school program actively in the home
- work towards the same goals in the home
- share with your child his/her school experience
- maintain an ongoing knowledge of child's progress and learning abilities

We look forward to working with you.

FORM L

I.P.P. CHECKLIST

Individualized Program Plans (IPP) Checklist

	✓	
Process	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>The school administrator assigns a teacher the primary responsibility for heading the team to develop the IPP.</p> <p>The school administrator ensures that the IPP is prepared, implemented and evaluated.</p> <p>The Parents and students (where appropriate), have had the opportunity for a meaningful involvement in the development of the IPP.</p> <p>Team meetings are held to review all evaluation data and to develop or revise the IPP.</p> <p>There is a plan for monitoring (review dates, assessment procedures) the IPP.</p> <p>The IPP is reviewed periodically according to the monitoring plan.</p> <p>The IPP is reviewed formally, at least once, annually.</p>
Essential Information	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>The IPP contains a description of the current assessed level of educational performance for each area of educational content in which a special education need has been identified.</p> <p>The IPP contains long-term goals that describe what the student can be expected to accomplish within a specified period.</p> <p>The IPP contains short-term objectives that are measurable intermediate steps between the current assessed level of educational performance and the long-term goals.</p> <p>The IPP includes an identification of the special education and related services to be provided.</p> <p>The IPP includes a statement of the student's identified areas of need and strengths.</p> <p>The IPP includes an identification of any required classroom accommodations.</p> <p>The IPP includes review dates, results and recommendations for each short-term objective.</p> <p>The IPP includes a statement of any relevant medical information.</p> <p>The IPP includes plans for transition.</p>
Implementation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>The results and recommendations of the review are recorded on the IPP.</p> <p>The goals and objectives are adjusted according to the results of the monitoring.</p> <p>The special education and related services are available to implement the IPP.</p> <p>The required classroom accommodations identified on the IPP are being implemented.</p> <p>The results of the IPP reviews are used to assess and revise student programs and placement (where appropriate).</p>

IPP CHECKLIST

IPP reflects current school year (2000/2001); Evidence that the IPP process has been adhered to e.g. parents signed and dated each time the IPP is reviewed at each reporting period for this school year

Previous IPP's also in student's file

"Current Functioning Levels" section includes academic achievement/behavior assessment information for this school year included for students coded "42" and "53".

Recommendations from assessment and diagnostic information are reflected in the long term goals; (psychiatric/medical/educational)

Long term goals are prioritized (eg. If coded 42, highest priority goals are behavioral)

Short term objectives (STO) are framed in observable and measurable terms

STO's evaluation procedure clearly notes progress (eg. 42's, timed observations, or ABC antecedent/behavior/consequences)

Strategies include detailed safety and/or behavior plans which will be implemented when/if difficulties occur

Strategies include explicit descriptions of intervention support; who is doing what, how many times/per week, when (eg. "sees counselor 3X/wk, anger management 2X/wk for 1 hour)

Evidence that Short term objectives evaluation procedure is being used to monitor for progress, and that modifications are being made, and that contact is kept with the parents.

Goals and objectives are reviewed each reporting period with teachers, parents, and students, and signed/initialed and dated (Document if parents refuse to be involved). It would also be helpful to have an anecdotal record of attempts to involve parents eg. Telephoned Sept. 9/2000.

Results recorded each period, include the report period date, achievement level on Short term objectives and comments of teachers, parents and students

Year-end transition action plan (including goals to carry over and placement recommendations) is signed by the parents, students, and teachers in June.

FORM M

SEVERE DISABILITIES FILE

(List of documentation required)

Information that is necessary for monitoring students for Severe Disability Funding

Monitoring Form

- Provides your perspective of the child's needs, level of dependency
- Helps us to get accurate, relevant information quickly

Diagnosis/Assessments

- All assessments are to assist in programming for the student
- Recent documentation within the past 2-3 years
- A longer timeframe is fine for physical/medical disabilities, which don't change (ie HI, C.P., VI) with updates within the past 2 - 3 years from specialists which identify the child's ability to function

Individual Program Plan

- Provides information regarding day to day programming, supports in place, goals and the child's progress (after Nov, and March)

Anecdotal Notes

- Ensure the notes have the date they were written, the writer's name and their relationship/position to the child
- Write specific behavioral information when describing the child in the classroom, include frequency of the behavior and severity of the behavior.
i.e. Bill wears a helmet in Phys Ed. to prevent injury because he falls on the floor from a standing position approximately 3 times a week due to his cerebral palsy. He has lost consciousness on 1 occasion last week when he wasn't wearing his helmet.

**CHECKLIST
SD FILES DOCUMENTATION**

STUDENT NAME:

DOCUMENTATION	ON FILE
Psych Letter with Clear DSM Diagnosis	
DSM Worksheet	
DSDM Devereux	
BASC	
Other Checklists (eg. Teacher Alert)	
Background Questionnaire	
Incident Reports from teachers	
Anecdotal from Teachers or TA's	
Behavior Reports from Admin	
Treatment Plan	
IPP with plans for Intervention	

FILE CHECKLIST

STUDENT NAME: _____

Alberta Education Number: _____

1. Monitoring Form 2000/2001
2. Diagnosis (Psychiatric or Psychological or Medical)
3. Supporting Documentation

DSM IV Diagnosis	_____
Medical Reports	_____
Cognitive Assessment	_____
Academic Assessment	_____
Behaviour Checklist for 42's	_____
Specific Behavior Plan	_____
Description of Behaviors (ie. ABC Checklist, Anecdotal)	_____

4. Current IPP (Appendix #1) _____

5. Level of Support (Appendix #2) _____

6. Historical Information

Assessment Reports	_____
IPP's	_____
Report Cards	_____
Work Samples	_____
Agency Reports	_____

7. Medical _____

8. Parental Authorization _____

Date completed: _____ Completed by: _____

FORM N

**WEEKLY PROGRESS
REPORT**

WEEKLY PROGRESS REPORT

Name: _____

Date: _____ To: _____

Things we have worked on this week:

What kind of week did I have?

Behavior:

Discipline strategy used and did it work?

Things to work on at home:

Skills we will be working on next:

Additional teacher comments:

Teacher Signature

Parent comments:

Parent Signature

FORM O

**SEVERE DISABILITIES
REVIEW FORM
(Codes 41-46)**

Appendix E — Student Review Form

PLEASE COMPLETE FOR SEVERE DISABILITIES FORM

School Year _____

Jurisdiction _____

School _____

Student Name _____ DOB _____ Alberta Learning ID _____

Please check category

- 41 — Severe mental
- 42 — Severe emotional/behavioural
- 43 — Severe multiple
- 44 — Severe Physical or Medical,
Including Autism
- 45 — Deafness
- 46 — Blindness

1. Supporting documentation from the appropriate professionals (Please attach copies)

- d. Diagnosis: _____
- e. Professional conducting assessment _____
- f. Date: _____
- d. What is the impact of this condition on the student's functioning in the learning environment?

2. Services provided in accordance with the *Funding Manual For School Authorities, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools)*. Three or more of the following supports:

- a. Frequent specialized one-on-one instruction/intervention(e.g.):
 - Teacher/Educational Assistant time, _____(hours per day)
 - small group work _____(hours per day)
 - staff/student ratio _____
 - program modification
 - specialized setting, _____(class staff/student ratio)
 - interpreter transliterator
 - other _____
- b. Specialized or adaptive equipment (e.g.):
 - communication devices
 - assistive computer technology
 - specialized equipment
 - facility modification (specify: _____)
 - other _____
 - OT/PT equipment
 - specialized furniture
 - Free Field Amplification
 - braille
 - lap top computer
 - FM system
- c. Assistance for basic care(e.g.):
 - personal care assistance
 - catheterizing
 - g-tube feeding
 - administration of medication
 - management of equipment
 - other _____
 - grooming
 - dressing
 - diet management
 - chest therapy
 - orientation and mobility training
 - diapering
 - feeding assistance
 - oxygen
 - OT/PT therapy

d. Frequent documented monitoring (e.g.):

- | | | |
|---|---|--|
| <input type="checkbox"/> monitor medical status/condition | <input type="checkbox"/> administration of medication | <input type="checkbox"/> medication logs |
| <input type="checkbox"/> tracking of medication effects | <input type="checkbox"/> medical emergency plan | |
| <input type="checkbox"/> monitor seizures/tics | <input type="checkbox"/> tracking/recording behaviour | |
| <input type="checkbox"/> behaviour checklist | <input type="checkbox"/> crises intervention | |
| <input type="checkbox"/> ongoing behaviour plan/program | <input type="checkbox"/> anecdotal notes reflecting behaviour | |
| <input type="checkbox"/> frequency of monitoring _____ | | |
| <input type="checkbox"/> other _____ | | |

e. Direct therapeutic service at a cost to the system (e.g.):

- | | | |
|--|--|--|
| <input type="checkbox"/> itinerant teacher | <input type="checkbox"/> speech therapist | <input type="checkbox"/> vision consultant |
| <input type="checkbox"/> special education consultant | <input type="checkbox"/> technology consultant | <input type="checkbox"/> nursing services |
| <input type="checkbox"/> hearing consultant | <input type="checkbox"/> orientation and mobility specialist | <input type="checkbox"/> audiologist |
| <input type="checkbox"/> occupational therapist | <input type="checkbox"/> physical therapist | |
| <input type="checkbox"/> behaviour specialist | <input type="checkbox"/> chartered psychologist | |
| <input type="checkbox"/> school liaison counsellor | <input type="checkbox"/> Counsellor, Please specify _____ | |
| <input type="checkbox"/> multi-handicapped services (REACH, CASE, BELVEDERE CONSULTING SERVICES) | | |
| <input type="checkbox"/> other _____ | | |

Other service providers (e.g.):

- | | |
|--|---|
| <input type="checkbox"/> Alberta Health and Wellness | <input type="checkbox"/> medical professional services |
| <input type="checkbox"/> Alberta Children Services | <input type="checkbox"/> Handicapped Children Services |
| <input type="checkbox"/> Alberta Mental Health Board | <input type="checkbox"/> Family and Community Support Services (FCSS) |
| <input type="checkbox"/> Alberta Justice | <input type="checkbox"/> local police authority/RCMP |
| <input type="checkbox"/> AADAC | <input type="checkbox"/> family/community agencies, specify _____ |
| <input type="checkbox"/> CNIB | <input type="checkbox"/> Materials Resource Centre (MRC) |
| <input type="checkbox"/> other _____ | |

3. INDIVIDUALIZED PROGRAM PLAN (IPP)

A current IPP relevant to the above coding and the individual needs of the student is developed, signed by the school team including the parent/guardian, and implemented.

- Yes No

4. Additional information (additional student information, clarification)

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in number 2 are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

Date

Signature of School Authority Designate