



Sturgeon Lake Education Alliance

"Learning. Discovery. Engagement..."

For Every Learner"

Sturgeon Lake Central School

Student Supports Services

Education Program Guidelines

2020-2021



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Please note that while our organization and school aspire to follow and implement the guidelines outlined in this manual, the Coronavirus COVID-19 pandemic has necessitated occasional modifications to the guidelines and practices contained within.

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Vision and Mission Statements

Our Vision

How do we see the future?

Our staff believes in working together to promote respect, and integrity, as well as providing a quality, holistic education for our students with special needs.

Our Mission

Why are we here?

To prepare each student to contribute to their community in meaningful and positive ways by providing specialized instruction that meets their academic, physical, social, and emotional needs so that they have equal opportunities to succeed and become a contributing member of society.

Student Identification

Teachers are encouraged to monitor students in their classroom who are potentially at risk or requiring special education services. If teachers are unsure as to whether a child is at risk or requires special education services, they are encouraged to discuss student concerns with the Student Supports Services Specialist who will then advise the classroom teacher to begin the referral process or to not refer and continue with general classroom instruction and supports. Students may also be identified as requiring special education services through incident reports, TAT meetings, referrals from the guidance counselor or mental health therapist, outside agency referrals or requests from parent and guardians.



Referral Process

Teachers who refer students are required to complete the *Sturgeon Lake Education Alliance Referral for Special Education Services* form. (See Appendix A) It is important for teachers to clearly describe the student's challenges as accurately and specifically as possible through such measures as observations, anecdotal records, work samples or other forms of evaluation. Student strengths should also be identified as well as student needs. Teachers are also encouraged to document strategies that they previously tried to support student challenges before completing a formal referral.

Referrals are received by the Student Supports Services specialist who upon receipt will ensure that a Release of Information/Permission for Special Education Services form is signed by the parent or guardian. After the signature is obtained, the Student Support Services specialist will begin their own classroom observation and work with the referred student. Work with the referred students may involve determining baseline academic scores through the administration of the Wide Range Achievement Test 5 (WRAT-5). Following work with the child, a report outlining recommendations will be written. These recommendations can include supports provided by the school based team (i.e., classroom teacher, resource room teacher, Student Supports specialist, or further assessment from contracted specialists such as, an educational psychologist, speech and language pathologist, physiotherapist, occupational therapist, etc.)



Assessment

In order to gauge a comprehensive understanding of a student's present level of performance, student assessment may take the form of formal and/or informal assessments.

Formal assessments can take the form of academic achievement testing to determine a student's academic strengths and challenges or norm-referenced tests that are used to make eligibility decisions such as whether a student qualifies with an identifiable disability.

Informal assessments, unlike formal assessments which are data driven, are centered on content and performance. Examples of informal assessments include observation notes, checklists, inventories, rubrics, self-evaluation and discussion.

Program Components

Program Administration

In providing educational programming for students with special needs a team approach is emphasized to utilize all the professional knowledge and resources available to support students. The responsibilities of specific school personnel are outlined below.

Student Supports Specialist

The Student Supports Specialist is responsible for the overall administration of the education program for students with special needs. This includes but is not limited to collaborating with resource room, guidance, mental health, speech therapy, classroom teachers, educational assistants and other team members to support and ensure that instructional programs for identified students are meeting individual student needs. Additional responsibilities include fostering inclusionary practices at the school, overseeing assessment and referrals for students and maintaining special education records.



Resource Room Teacher

The resource room teacher works to design and implement intervention and accommodation programs for students with special needs. This can involve direct one-on-one support or small group support in the resource room or classroom. Additionally, the resource room teacher oversees the development of the Individual Education Plan (IEP) and maintains a line of communication with the Student Support Specialist, staff, and families.

Classroom Teacher

The classroom teacher supports students with special needs by planning and implementing classroom developed and Student Support Services developed accommodations and modifications to sure each student receives an individualized program that meets their strengths and needs.

Educational Assistant

Educational assistants provide individual supports to identified students on core skills with direction from the classroom teacher and/or Student Supports Services. This can include supporting goals and objectives identified in the student's IEP or helping to implement modifications and accommodations in the student's program.

Guidance

Guidance provides individualized supports to students who are experiencing social-emotional challenges. Support can also include helping students with social skills instructions, anger management challenges, drug and alcohol additions, and bullying and character education.



Mental Health Therapist

The mental health therapist provides individualized counseling to students who are experiencing mental health challenges.

Literacy & Numeracy Catalysts

Literacy and numeracy catalysts provide support to classroom teachers who have students who are experiencing core literacy and numeracy challenges.

Educational Psychologist

The educational psychologist supports students' ability to learn by helping students to succeed academically, socially, behaviorally, and emotionally. This involves formal assessment and recommendations to the school team.

Physiotherapist

Physiotherapists help students affected by injury, illness or disability through movement and exercise, manual therapy, education and recommendations.

Occupational Therapist

Occupational therapists provide accommodations or interventions designed to enhance the student's potential for learning. This involves assisting the student in acquiring functional performance skills needed to participate in and benefit from the educational environment and function independently.

Speech and Language Pathologist

Speech and language pathologists treat communication disorders associated with language and speech impediments. They are responsible for providing advice, education, and treatment to students with fluency, and voice problems.



Speech Educational Assistant

The speech and language aide, under the direction of the speech and language pathologist provides speech therapy to individual students based on goals and resources developed by the SLP.

Model/Type

Students identified for special needs supports receive support in both the regular classroom and other areas of the school. In cases where student needs are better met outside of the classroom, educational programming supports will occur through a pull-out model where students will be scheduled to attend the resource room. Students can also receive pull-out support in the speech therapy room or the guidance and mental health offices. Students attending these programs are generally scheduled in 30 minute blocks, but these times vary from program to program and student needs. Program schedules can be found in **Appendix B**.

Individual Education Plan & Behavior Intervention Plan

The development of the Individual Education Plan (IEP) and Behavior Intervention Plan (BIP) for students receiving social-emotional support from the guidance counselor are collaborative processes that occur with the school team. The IEP is developed for all students with an identified disability. An IEP may be written for a student who is not officially designated if the school team determines that the child may benefit from having an IEP developed.

Team meetings for the IEP and BIP are conducted using a collaborative model whereby specialists, classroom teachers, EA's, administration, parents and guardians or any other relevant team members attend. Goals and objectives that are consistent with student strengths and needs are developed based on feedback from team members, classroom observations, student work and formal and informal assessments. The IEP further outlines timelines for implementation, instructional strategies and materials the student requires and individuals



responsible for services and coordination. A copy of the IEP is given to both parents and guardians and classroom teachers. A copy of the IEP can be found in **Appendix C**.

Team Meetings

Meetings for students receiving special education services are scheduled both formally and informally. Team meetings are formally scheduled in relation to the student's IEP/BIP and these meetings begin in late September to early October to begin developing the IEP/BIP and are further scheduled near report cards periods to review goals and objectives. Classroom teachers are provided with an IEP/BIP meeting schedule and are encouraged to select a time that works best for them to meet with the IEP/BIP team. At times, outside of formal meeting dates, concerns regarding students arise. Staff are encouraged to contact the Student Supports Specialist at any time to make arrangements to discuss particular issues affecting students or staff.

Modified Programming & Regular Course Credits

In order to meet their learning needs, some students may require modified programming where 50% of their outcomes and objectives are determined by the school and 50% of their course is determined through basic objectives listed in the provincial curriculum. Modified programming can help to develop students' knowledge, skills and abilities to help prepare them for achieving the basic outcomes and objectives in the provincial curriculum.



Classroom Learning Strategies, Supports & Interventions

Classroom teachers are provided with ideas for accommodating and modifying the needs of students (See **Appendix D: Adapting Modifying Building Success for All Learners**). Teachers can select individual strategies that are broken down in key academic areas such as reading and math or select strategies from areas that students with special needs typically have challenges in such as retention, social-emotional, etc. Teachers are encouraged to meet with the Student Supports Specialist if they have any questions or require further support in implementing these strategies.

Resources, Supports & Partnerships

Resources to Address Risk Issues

Students with special needs can at times experience challenges that places them at risk for emotional and/or physical harm. The school has a number of resources in the form of staff and training to support students who are at-risk.

Staff that support students who are at-risk include a certified guidance counselor/social worker, a certified mental health therapist, a home liaison worker and Elder support. Furthermore, staff have been provided training in programs designed to support students who are at risk through training programs such as Applied Suicide Interventions Skills Training (ASIST), Non-Violent Crisis Intervention and Mental Health First Aid.



Parental & Guardian Involvement

Parental and guardian involvement is encouraged during each process of special education services. It is important that the school actively seek the participation of parents and guardians to ensure that they are informed about programming and the progress of their children. Responsibilities of school staff and administration include:

- Provide parents and guardians with information related to special education as it pertains to their child, including the right to contribute to decisions being made as a member of the school-based IEP team, access to assessment reports and other special education services.
- Involve parents and guardians early in the identification, assessment and diagnosis of existing or potential learning problems.
- Build positive relationships and encourage parents and guardians to visit the classroom to help them better understand their child's progress.
- Scheduling meetings that are convenient for parents and guardians
- Obtain informed written consent from parents and guardians for all referrals and explain why the assessments are requested.
- Help parents and guardians understand the nature of their child's disability and learning challenges and the educational implications.

Community Supports

Services within the community consist of physical, emotional and spiritual supports that can serve to support student and family needs. These can include Elder services, traditional and cultural teachings, child wellness services and mental health services. The local medical clinic, ICFS and RCMP are also all active participants in assisting with needs at the school.



Work Training

Where and when possible, knowledge that students gain in work and career exploration classes is supplemented with work placements as students' progress through high school. Work placement options such as working with custodial and kitchen staff at the school or work placements within the community are also arranged.

Monitoring & Evaluation

Record Keeping

In order to track students and programs and services that are accessed, regular monitoring of students entering or leaving the special education, social-emotional and speech therapy program occurs. **Appendices E, F and G** identifies the current list of students in these programs, their grade, disability if applicable and other relevant information. These lists are confidential and are only available to the Students Support Specialist, administration and staff who oversee these programs. Furthermore, all student records are kept confidential and under lock and key.

Program Entry & Exit Requirements

Entry and exit requirements for programs in Student Support Services varies depending on the program. For students with special needs with an identified disability, placement for additional support in the resource room will be ongoing until the resource room teacher determines through assessment and direct work with the student that pull-out special education services are no longer needed.

Students with social-emotional challenges enter the program through referrals from classroom teachers and incident reports. Additionally, both the guidance counselor and mental health therapist collaborate together to determine whether new students who are experiencing challenges are better served either by



guidance or by mental health to avoid duplication of services. Students no longer require support from the guidance counselor when their social-emotional challenges are stabilized and they can demonstrate better self-regulation in the classroom.

Students with speech and language challenges enter the program based on classroom referrals. After receiving the referrals, the speech and language pathologist will provide speech screenings to recommend which students referred will require additional speech services from the speech educational assistant. Students will remain in the program until they are met their speech goals.



Appendix A



Appendix B



Appendix C



Appendix D



Appendix E



Appendix F



Appendix G