



Livingstone Range
SCHOOL DIVISION NO. 68

*Learning Support
Services
Handbook*

*Updated
June, 2007*

FOREWARD

The purpose of this handbook is to provide meaningful and concise information in an accessible manner. The *Livingstone Range School Division Learning Support Services Handbook* provides staff of our jurisdiction with information specific to support services for students and their families. This document outlines the policies and procedures for accessing and delivering Learning Support Services in Livingstone Range School Division No. 68. It is one of many resources Learning Support Teams will use in performing their duties. Although the Handbook is **designed primarily for school-based teams**, other stakeholders will also find it informative.

L.R.S.D. would like to acknowledge the work and dedication of the following teachers who contributed to the creation of this Handbook:

Karen Bingley
Constance Blomgren
Jean Murray
Tricia Waddell
Kathy Olmstead

Through ongoing consultation and feedback, the Handbook will be reviewed annually, and updated as necessary.

Anyone requesting specific revisions should submit them in writing by the end of March of each school year to the Director, Learning Support Services.

Updates to the Handbook will be distributed in September at the first Learning Support Teachers' Meeting.

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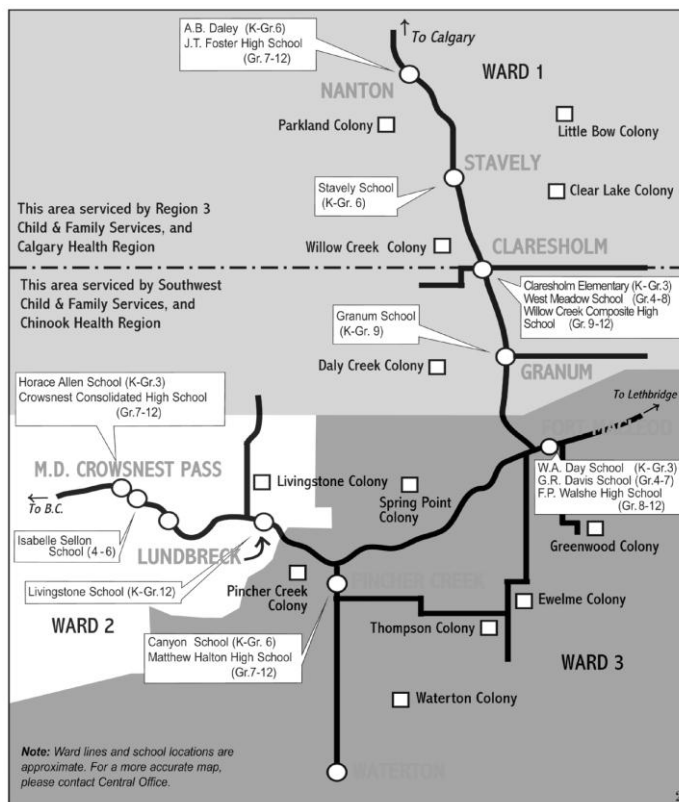
INTRODUCTION OF LEARNING SUPPORT SERVICES

Jurisdictional Profile

Livingstone Range School Division No. 68 was formed January 1, 1995. The jurisdiction covers most of the south-west corner of the province including the Rocky Mountains, the Foothills, and the farming communities of the prairies. The boundaries of the division extend from the B.C. border on the west through the Crowsnest Pass, Lundbreck and Pincher Creek; east through Fort Macleod, then north through the Willow Creek Municipalities of Granum, Claresholm, and Stavely to Nanton at the Foothills boundary.

Livingstone Range School Division serves a rural constituency which spans 300 kilometers with a population of approximately 26,000 residents. Educational services are provided to approximately 4,000 students in 16 public schools and 12 Hutterite colony schools.

| Schools | Community(Gr.) |
|------------------------------------|-----------------------|
| A. B. Daley Community School | Nanton (K - 6) |
| J. T. Foster School | Nanton (7 - 12) |
| Stavely School | Stavely (K - 6) |
| Claresholm Elementary School | Claresholm (K - 3) |
| West Meadow School | Claresholm (4 - 8) |
| Willow Creek Composite High School | Claresholm (9 - 12) |
| Granum Schools | Granum (K - 9) |
| W. A. Day Elementary School | Ft. Macleod (K - 3) |
| G. R. Davis School | Ft. Macleod (4 - 7) |
| F. P. Walshe School | Ft. Macleod (8 - 12) |
| Canyon Elementary School | Pincher Creek (K - 6) |
| Matthew Halton Community School | Pincher Creek (7-12) |
| Livingstone School | Lundbreck (K - 12) |
| Horace Allen School | Coleman (K - 3) |
| Isabelle Sellon School | Blairmore (4 - 6) |
| Crowsnest Consolidated High School | Coleman (7 - 12) |
| Colony Schools | (K-9) |
| Total | K-12 |



This Handbook and the policies and procedures within it, are congruent with the *School Act*, *Alberta Education's Standards for Special Education (Appendix 1)*, the Livingstone Range School Division Vision, Mission Statement, Purpose, Guiding Beliefs, and the Administrative Procedures of the Livingstone Range School Division.

Learning Support refers to specialized programs and services provided to students with an identified need. These include, as appropriate:

- Differentiated instruction within and outside of a regular classroom.
- Individualized Program Plans that are specific to the needs of each student.
- Behavioural support – this is best reflected by a continuum from modest to extensive levels of support.
- Small group or one-on-one instruction with professional and/or paraprofessional staff.
- Partnering professional expertise in assessment and program planning.
- Counselling services.
- Opportunities to work with mentors.

- Teacher Assistants supporting student learning.
- Accommodations and modifications to the classroom environment or student's program.

In addition, this Handbook also reflects beliefs specific to Learning Support Services:

- A unified system of education will provide appropriate education for all students
- Responsibility for all students is shared by the school community
- Humanity prospers when we work together
- Pooling of talents and resources is mutually advantageous
- Teacher and student problem solving merits an investment of resources inclusive of time, energy and dollars
- Learning is constructive
- We learn from observing and imitating our peers – academically and socially

In order for this handbook to be actualized, the following supports need to be in place for student success:

- Funding protocols that support inclusion, while ensuring access and supportive services
- Understanding of these supports from parents, teachers, and all administrative staff
- Professional development in thinking and teaching in an inclusive setting
- Programming by design – continuous assessment, followed by establishment of measurable objectives and strategies for program implementation
- Well-defined curriculum, individualized to learner needs and abilities
- Learning Support Team structures – to determine the least restrictive environment
- Time for the consultative process
- Effective school-wide behavioural plan
- Access to outside agencies
- Site-based decision making

It is expected that the information that follows adheres to these beliefs and support structures. Incongruence needs to be confronted.

Administrative Procedures Relating to the Provision of Learning Support Services

Consistent with the *School Act* as defined in:

- Chapter S-3 - Relevant Sections Relating to Special Education
- Policy 1.6.1 – Educational Placement of Students with Special Needs
- Policy 1.6.2 – Special Education

and aligned with its Vision, Mission Statement, Purpose, and Guiding Principles, Livingstone Range School Division No. 68 has constructed the following Administrative Procedures* to guide the provision of Learning Support Services:

| | |
|---------------------------------------|---|
| 200: Organization for Instruction | 250: Guidance and Counselling |
| 201: Student Placement | 300: Entrance Age |
| 210: Early Childhood Services | 310: Safe and Caring Learning Environment |
| 211: English as a Second Language | 320: Student Records |
| 213: Special Instructional Programs | 321: Youth Criminal Justice Records |
| 215: Integrated Occupational Programs | 350: Student Expectations and Discipline |
| 216: Off-Campus Education | 351: Students at Risk |
| 218: Outreach Program | 430: School-Based Support Staff |
| 219: Special Project Credits | 431: Support Staff Evaluation |
| 225: Locally Developed Courses | |

*All Administrative Procedures are available online at www.lrsd.ab.ca, or in hardcopy format at each school.



Livingstone Range

SCHOOL DIVISION N^o. 68

VISION

*Committed to learning...
Dedicated to students...
Enriching communities...*

DIVISION MISSION STATEMENT

Livingstone Range School Division No. 68, in collaboration with the educational community, will provide students with the best possible learning opportunities responsive to both individual and societal needs.

OUR GUIDING PRINCIPLES

We commit to:

- *Student advocacy and learning*
- *Public Education*
- *Teambuilding*
- *Leadership, not management*
- *Lead and serve*
- *Develop leaders in the system*
- *Set direction through policy*
- *Be proactive*
- *Be the best we can be*
- *Celebrate Success*



Livingstone Range SCHOOL DIVISION NO. 68

LEARNING SUPPORT GUIDING PRINCIPLES

In Livingstone Range School Division No. 68, educating students with special needs in inclusive settings is the first placement option to be considered by schools, in consultation with parents and, when appropriate, students. Inclusion, by definition, refers not just to setting, but to specially designated instruction and support for students in regular classrooms and neighborhood schools." (*Standards for Special Education 2004, Pg. 1*)

Program planning and decision-making are based upon the Guiding Principles used to determine the most enabling environment for the student.

The most enabling environment is defined as one in which:

- a. Parents are partners.
- b. Students are not labeled or categorized, but viewed with individual strengths and weaknesses.
- c. Physical and educational settings are appropriate to the age, ability and interest of all students.
- d. Allowance is made for the dignity of risk in challenging situations.
- e. Suitably timed and frequent feedback by the teacher promotes demonstrable outcomes.
- f. School work is matched to student skills and interests through progress monitoring.
- g. Continuous opportunity is provided for the student to have meaningful interactions with peers.
- h. All students are treated fairly in providing responses in class.
- i. Intensive instruction occurs.
- j. The pupil-teacher ratio permits individualized programs and student portfolios.
- k. Curriculum is not just content, but is based on principles of child development. Context and process skills are also emphasized.
- l. Inter-agency collaboration occurs.

Section 1: LEARNING SUPPORT TEAM

If we believe that responsibility for all students is shared by the school community and that pooling talents and resources is mutually advantageous, then it is imperative that we function in teams in order to support student learning. To this end, each school has established a Learning Support Team consisting of a learning support teacher, school administrator, counsellor, and the student's classroom teacher(s).

The team meets on a regular basis to discuss current support programming, student progress and students at risk. It serves as an assessing, researching and planning body to not only assist classroom teachers, but also to implement programming suitable to student needs.

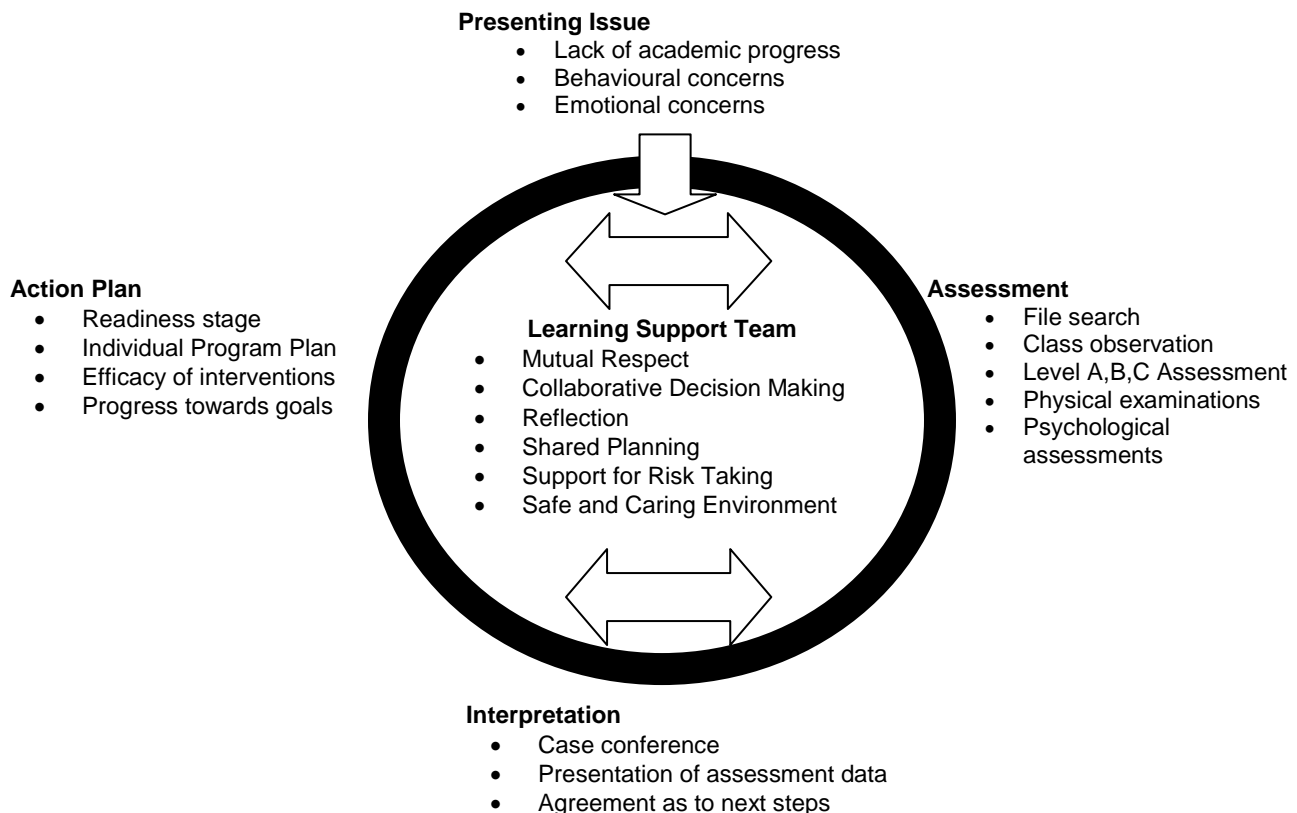
The Learning Support Team is available to assist teachers in the identification of student strengths and needs through group and individually administered assessment, and the development of subsequent programming. **(See Appendix 2 - Inquiry Matrix.)**

When making decisions, it is important that a clear process exists and is articulated. The key ingredients to such a decision-making process include:

- a presenting issue
- an assessment phase
- an interpretation phase
- an action plan phase

As indicated by the diagram below, (Figure 1) this process is cyclical in nature **(See Appendix 3 - Team Planning Process).**

Fig. 1: Learning Support Team Decision Making Process



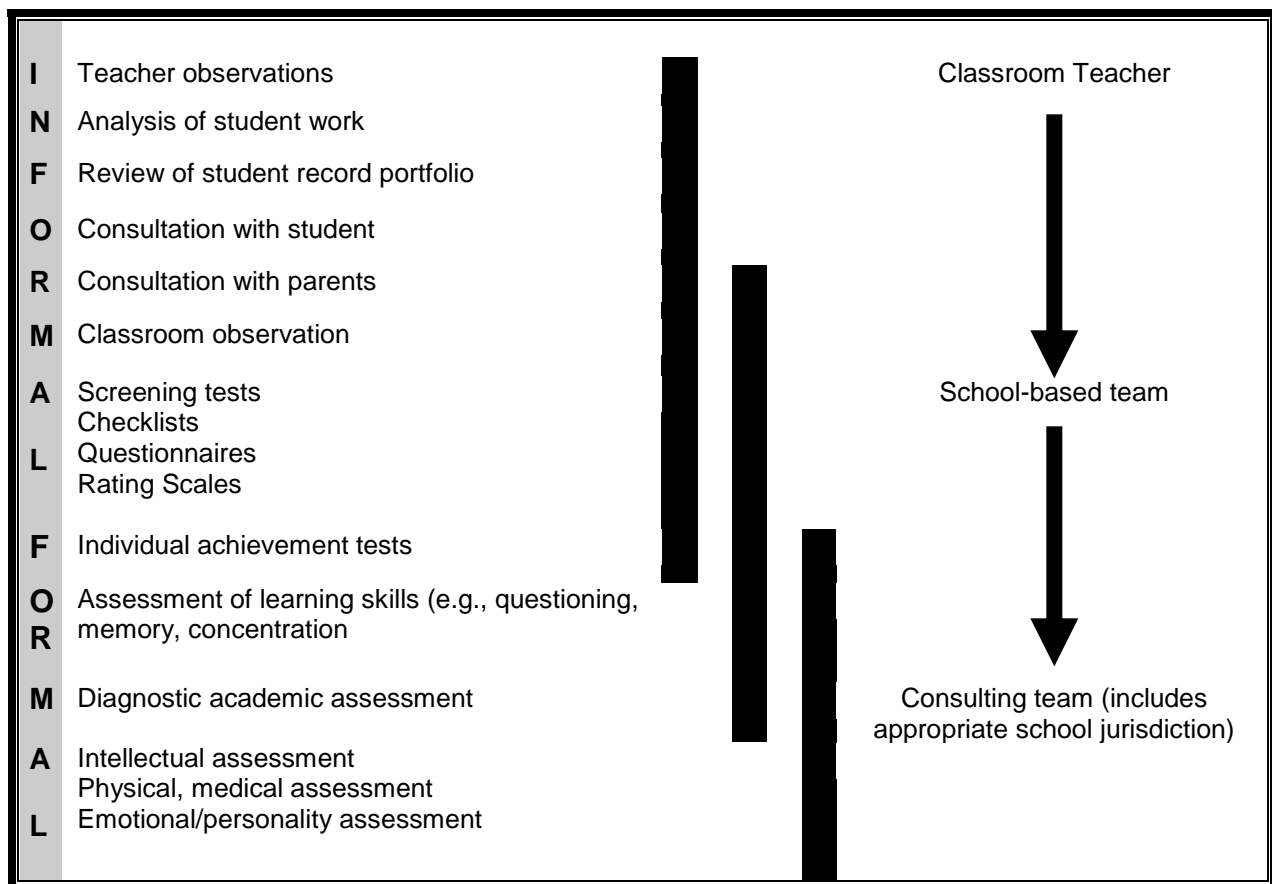
A. Presenting Issue

Issues can be brought forward by a number of different stakeholders. Examples would include:

- A classroom teacher sees that the student seems stalled in making progress in his or her reading.
- Standardized test results and daily work would indicate the student is encountering difficulty with the reading process.
- Parents see a personality change in their child at home. Their child is no longer eager to come to school and seems very frustrated with any home work assignments.
- A student realizes that he or she just cannot understand the math concept he is studying even though the teacher has attempted several different strategies to teach the concept.
- A school administrator notices that a student has been referred to the office a number of times over the last month.
- A staff member observes that a student lacks peer interaction during unstructured times such as recess or over the lunch hour.

B. Assessment

This diagram presents various activities that can be part of the assessment process and indicates which school personnel would generally be responsible as the process moves from informal to formal assessment. There is an overlap of possible assessment responsibilities, depending on the nature of the problem and the expertise of those involved.



C. Interpretation

This phase is collaborative in nature and is often the time for a “case conference”. A case conference involves the parents, often the student, the classroom teacher, the learning support teacher and other needed experts. The purpose of this phase is to review the assessment data, draw conclusions and decide if further assessment is required, or if a plan of action is needed.

D. Action Planning Phase

This phase, again, is collaborative and is a follow-up to the interpretation phase. As mentioned previously, parents, often students, a classroom teacher and learning support teacher will be involved in this process. The purpose of this phase is to write an action plan that will address the student issue. Action plans will look different depending upon the intervention needed. For example, the group may decide that classroom modification and/or accommodations are in order. As a result, an Individual Program Plan will be put in place. On other occasions a counseling strategy may be used and a Case Plan will be drawn up. Whatever plan is implemented, it needs to be accompanied by efficacy measures as a way to ensure student growth.

****It is important to make clear that any member of a student’s learning team (including parents) may recall the group to suggest a change in programming or to withdraw support.**

1. Specific responsibilities of team members include the following:

1.1 School-Based Administrators:

- Ensure teachers know and apply the knowledge, skills and attributes to accommodate individual differences for students with special needs
- Support teachers’ ability to monitor the effectiveness of their practices and adjust practices as necessary
- Ensure teacher practice is in keeping with the Teaching Quality Standard
- Ensure that school-based policies and procedures are in place to identify and assess all students who require extra support, time or program modification
- Invite meaningful involvement of parents in planning, problem-solving and decision-making relating to their child’s education program
- Provide leadership, direction and support for inclusive educational practices within their school community
- Ensure that a school-based learning support plan (including when and how students can access a support program) is written and shared with all stakeholders
- Collaborate with other partners on school-based teams
- Ensure that school personnel have the necessary Livingstone Range School Division and Alberta Government documents available to provide programs
- Ensure that available human resources (learning support teachers, teacher assistants and/or Child and Youth Care Workers) are deployed to effectively meet the needs of students in the school who may require extra support, time or program modification

1.2 Learning Support Teachers:

- Collaborate in the development, implementation and ongoing evaluation of IPPs. Learning support teachers take a lead role in coordinating the programs of these students with more complex needs
- Act as the key contact at the school for partnering professionals involved in a student’s educational program

- Help to facilitate parent and case conferences, as well as meetings of school-based teams and other agencies
- Facilitate transition planning
- Help classroom teachers to assess the learning needs of students by:
 - assessing students individually
 - providing diagnostic assessment training
 - observing and/or team teaching in the classroom and providing instructional recommendations
 - providing assessment strategies and tools that match the student's presenting issues
- Help teachers adapt or modify educational programming
- Provide direct and effective support to classroom teachers
- Coordinate and support teacher assistants' work
- Coordinate the distribution of materials and information related to professional development opportunities for staff working with children with exceptional needs, as appropriate
- Collaborate with school-based teams in the provision of professional development
- Work in a variety of instructional capacities within the classroom (with individuals, small groups or co-teaching)
- Help teachers develop, maintain and initiate appropriate documentation related to students with exceptional needs
- Provide maximum support for inclusive education
- Collaborate with other partners on school-based teams

1.3 Classroom Teachers:

- Provide a supportive learning environment that promotes acceptance and positive interaction of students
- Differentiate instruction to help a range of students meet the curriculum expectations
- Assess learner needs and derive appropriate instructional goals
- Collaborate as members of school-based teams to examine and design appropriate assessment and effective instruction
- Involve parents and, when appropriate, students and other professionals in the development, implementation, monitoring and evaluation of students' IPPs
- Document, in the IPP, the formal review of the student's progress, at regularly scheduled reporting periods
- During informal reviews throughout the year, provide feedback to parents and, when appropriate, students
- Make changes to the IPP, as required
- Obtain written, informed parental consent on the IPP to indicate agreement with the IPP (if parents have not signed consent, the accompanying reasons and/or actions undertaken by the school to obtain signature(s) should be noted)
- Ensure the IPP is placed in the student record and access to it is aligned with Administrative Procedure #320: Student Records
- Provide the teacher assistant with direction and/or supervision in implementing student programming

1.4 Family School Liaison Counsellors and High School Counsellors:

- Arrange for individual and/or group counselling for students referred to the counsellor
- Contribute to IPP planning for students with identified needs, when appropriate
- Help staff work with students exhibiting emotional, behavioural or social problems, and help students strive for resolution
- Assist students and staff to prevent and intervene in behaviour problems
- Help parents find alternate ways of dealing with unacceptable behaviours, and create positive attitudes with their children
- Collaborate with other school-based team members
- Assist in transition planning

1.5 Native Liaison Worker

The Native Liaison Worker (NLW) facilitates communication among students, staff, parents, grandparents or extended family, First Nation community organizations, Social Services, Family Children Services and Mental Health personnel to advocate for the academic, social, emotional, physical and cultural needs of the First Nation student. The NLW must be a positive role model for students.

Areas of responsibility:

1. Collaborate with the student support team which may include administration, Family School Liaison Counsellor (FSL), teacher, parent, teacher assistant, or bus drivers:
 - Assist in contacting parents and participate as required.
 - Share relevant information between home and school.
 - Build a bridge of understanding and respect between Native and non-Native culture.
 - Act as a cultural resource to the school community regarding First Nation issues such as: language, culture, past, present, and future issues.
2. Collaborate with local community agencies for provision of:
 - Essential services for students at risk (Kids First, Napi Friendship Centre, Community Justice Forum, Suicide Prevention Training).
 - Cultural awareness activities (Drum and Dance Group, Multi-Cultural Day, activity bulletin board).
3. Collaborate with school administration a minimum of three times a year to discuss strategies, students and programs:
 - Monitor and follow-up First Nation student's attendance when attendance becomes an issue.
 - Communicate with bus coordinators and bus drivers as needed.
 - Conduct oral or written satisfaction surveys.
 - Participate in professional development activities.
4. Assist First Nation students, staff and parents with orientation-to and transition-from school to school:
 - Registration, documentation, supplies.
 - Tracking students.
 - Working with volunteers.
5. Provide support for students through off-site visits.
6. Provide classroom support:
 - Field trips.
 - Curriculum support and integration of First Nation's world view.
 - EBS team.
7. Participate in division committees:
 - Post Crisis Response Team.
 - Threat Assessment Team.
8. May include supervision in a variety of roles such as:
 - Lunch room.
 - Playground.
 - Bussing.
9. Obtain Class 4 Driver's License (Optional).

This job description will be adapted to meet the needs of students in individual schools. The intent of any requests of the Native Liaison Worker should honor the purpose of their role in the school.

10. Native Liaison Worker(s) are assigned to the following schools:

- W.A. Day Elementary School
- G.R. Davis School
- F.P. Walshe School
- Canyon School
- Matthew Halton Community School

1.6 Child and Youth Care Workers (CYCW): - under review

- Help plan and implement IPPs and group programs that focus on behavioural change, improving self-concept, developing social skills, and promoting a positive school climate.
- Collect and record data on groups or individuals relative to program plans.
- Help school staff make decisions about students and families referred to other agencies.
- Work with student social/emotional/behavioural issues of an immediate nature.
- Consult with Family School Liaison Counsellors, school counsellors and learning support teachers on systemic and outside agency involvement.
- Develop a collaborative and key working relationship with members of the school-based team.

1.7 Teacher Assistant

The Teacher Assistant, an integral member of the student's educational team, will work under the direct supervision of the classroom teacher and/or Learning Support Teacher. His/her schedule will be developed by the principal and/or learning support teacher/classroom teacher based on student needs.

Areas of responsibility:

- Honor confidentiality in all aspects related to student or school work.
- Recognize the teacher's responsibility to plan instructional activities for students and to communicate with parents.
- Monitor student behaviour and task performance by completing ongoing data collection.
- Provide instructional assistance directly to students in an individual, small-group or large-group setting.
- Provide support for the educational program by assisting in the maintenance of student records, preparation of instructional materials, and other assigned routine duties.
- Provide feedback to the teacher regarding situational factors which may affect the delivery of the instructional program to students.
- Supervise the personal hygiene procedures of individual students as determined by the IPP.
- Provide information regarding student behaviour for parent-teacher interviews and case conferences with professional consultants.
- Carry out recommendations of teachers and community-based professionals as approved in the IPP.
- Seek to improve his/her effectiveness as an assistant on a continuing basis through annual professional development activities.
- Participate in the supervision rotation as required within their assigned work schedule.

1.8 Teacher Assistant (as assigned to deliver Speech Language programming)

(See Speech and Language Service Delivery: *Section 3.4, page 46*)

1.9 Parents/Guardians:

Parents, or guardians, are the most complete information source for their child and have the greatest investment in their child's future. They must be consulted regarding the program development of their child and should be actively involved in programming decisions. Parents/guardians are requested to provide feedback on how well skills have transferred to the home and community.

Parents/guardians are encouraged to:

- Provide a safe and secure home environment.
- Provide for their child's basic needs.
- Participate in setting the educational goals and priorities for their child.
- Communicate with the school regarding their involvement in their child's education.
- Initiate a referral to the teacher/administrator/learning support teacher when concerned about their child's learning.
- Provide an atmosphere in the home that is conducive to learning.
- Attend parent-teacher conferences and IPP meetings.
- Respect the school's rules and policies.
- Accept their role as their child's primary educator.

**The Learning Team, A Handbook for Parents of Children with Special Needs (See Appendix 8) , describes the role of the parent in the following description (<http://www.education.gov.ab.ca/educationguide/spec-ed/partners/learning.pdf>, See Appendix) They:*

- Participate in decisions that affect their child's education.
- Give written and informed consent for any specialized assessments.
- Are fully informed of the school's and district's programs.
- Provide relevant information that could affect their child's learning and behaviour at school.
- Receive information on their child's learning and growth from teachers, principals, and other district staff.
- Have access to information in their child's school files, including results of specialized assessments and reports.
- Are consulted before their child is placed in a special education program.
- Receive reports on their child's progress at regular intervals throughout the school year.
- Provide written authorization for any additional services their child might need.
- Are consulted with and give informed written consent to their child's (IPP).
- Question decisions that they do not think will best serve their child's learning needs and work with the team to find a better solution.

**** Note: Parental consent for specialized services for their child may be withdrawn at any time.**

1.10 Students are encouraged to:

- Put forth their best effort.
- Attend regularly and punctually.
- Cooperate fully with all adults in the educational setting, including teachers, counsellors, classroom assistants, administrative assistants, volunteers, caretakers, bus drivers, and any administrative personnel.
- Comply with the rules and policies of the school.
- Respect the responsibility of the teacher to teach and the rights of others to learn.
- Respect the property of others.
- Treat others with respect for their dignity and worth.
- Be responsible for their decisions and actions.

2. ROLES AND RESPONSIBILITIES

2.1 Livingstone Range School Division Board of Trustees

As the corporate body elected by voters and ratepayers of Livingstone Range School Division, the Board of Trustees is responsible for the development of general goals and policies to guide the provision of educational services to all students within the division, in keeping with the requirements of government legislation and the values of the electorate. It provides overall direction through its strategic plan and budgeting process, while delegating to the Superintendent of Schools responsibility for the daily operation and administration of the school system.

2.2 Superintendent

One of the core roles of the Superintendent of Schools is to provide leadership in all matters relating to education in the school division, and ensure that all students receive an education appropriate to their needs. While the Superintendent is responsible for ensuring that the overall direction and vision for learning is consistent with current expectations, general oversight of learning support services is delegated to the Associate Superintendent, Programs.

The Associate Superintendent, Programs and the Director, Learning Support Services, work collaboratively with educators, administrators, and support staff to meet student needs effectively. It is expected that their mutual work with school-based educators will lead to the development of the necessary individual skills and systemic structures to facilitate continuous development in the delivery of student services.

2.3 Associate Superintendent, Business Affairs, is responsible for:

- The allocation and reporting of special education funds to schools, programs and services within the jurisdiction.
- Authorization of alternate transportation agreements for identified students (upon advisement from the Director, Learning Support Services).
- Authorizing and forwarding to Alberta Education – Finance, Program Unit Fund budgets, upon advisement from the Director, Learning Support Services.
- Maintaining membership on the Contingency Fund Committee.

2.4 Associate Superintendent, Administration, is responsible for:

- Staffing learning Support teacher positions, in collaboration with the school-based principal, Director, Learning Support Services, and Associate Superintendent, Programs.
- Approving accommodations for students writing Provincial Achievement Tests.

2.5 Associate Superintendent, Programs, is responsible for:

- Monitoring and evaluating the effectiveness of special education programs within the jurisdiction.
- Supervision and management of Family School Liaison counselling.
- Maintaining the Livingstone Range School Division #68 Safety Handbook in a current format.
- Acting in the capacity of Threat Assessment Team Leader when the corresponding protocol is required to be enacted.
- Assigning duties to the Director, Learning Support Services.
- Maintaining membership on the Contingency Fund Committee.

2.6 Director, Learning Support Services is responsible for:

- Ensuring the Three Year Learning Support Plan is implemented and evaluated annually.
- Ensuring that an IPP is developed, implemented, monitored and evaluated for each student identified as having exceptional needs.
- Collaboratively determining present and future special educational program needs with school teams.
- Ensuring students have access to the services (including health related) they need during school hours to meet individualized programming goals and objectives.
- Collaboratively developing and implementing a Learning Support Professional Development Plan for Learning support teachers, and if requested, teacher assistants.
- Attending and participating in the Student Health Initiative Partnership meetings, on behalf of Livingstone Range School Division.
- Reporting information to stakeholders and partners required for specialized programs and services.
- Coordinating meetings of Learning Support staff to facilitate the exchange of professional knowledge and concerns.
- Developing written procedures for the identification and referral of students requiring specialized assessment.
- Coordinating psych-educational assessments for students as required, and as available resources permit.
- Assisting the Associate Superintendent, Business Affairs in determining alternate transportation agreements for students.
- Establishing Program Unit Fund budgets, in collaboration with school staff and parents.
- Monitoring ECS Special Education Programs within the jurisdiction.
- Assisting in other duties, pertaining to the provision of Learning Support Services, as assigned by the Associate Superintendent, Programs.

2.7 Psychological- Educational Assessment Services

Livingstone Range School Division #68 provides psychological-educational assessment services for students who have been referred. This is accomplished through consultation with the Director, Learning Support Services. It is the responsibility of the psychologist to:

- Receive approved student assessment referrals from the Director, Learning Support Services.
- Complete specialized assessment within a reasonable length of time (8 weeks) from the date of referral, summarize findings in a written report and debrief contents of the report with the school team, including parents. (See “LRSD Psychological-Educational Assessment Process”)
- Interpret the results of their assessments and provide program recommendations to parents, teachers and others involved with the student’s program. (See “LRSD Psychological –Educational Assessment Process”)
- When applicable, work collaboratively with other service providers and/or appropriate professionals to complete the psychological-educational assessment and report.
- Follow the expectations, as outlined in Alberta Education’s Standards for Psycho-Educational Assessment.

Section 2: ASSESSMENT AND IDENTIFICATION OF STUDENTS WITH SPECIAL NEEDS

1. OVERVIEW AND INTRODUCTION TO SPECIAL EDUCATION CODES

Students who require the following structures are eligible for coding:

- a) instructional accommodations or modifications to the classroom environment, based upon informal and formal assessment, and
- b) have had programming need documented and jointly determined with parents/guardians

Alberta Education's Special Education Codes are subject to review and revision. The *Assessment and Identification of Students with Special Needs* (Draft February 2004) has not been finalized. We will continue to utilize the *Guide to Psycho-educational Assessment* (1997), http://www.education.gov.ab.ca/k_12/specialneeds/sp_ed_guide.pdf, until such time as we receive the new standards.

- Quick Reference Code Tables – **See Appendix 4**
- Special Education Definitions: ECS – Grade 12 (Special Education Branch, 2006-2007) http://www.education.gov.ab.ca/k_12/specialneeds/SpEdCodingCriteria_2006-2007.pdf
- Glossary of Terms - **See Appendix 5**

Identifying Special Needs

Human characteristics fall along a continuum of individual differences. In the classroom, many of these differences are minor. Teachers adjust instruction to learning differences, not expecting every student to learn at the same pace, in the same way or with the same amount of instruction. There are students whose intellectual, physical, behavioural or communicational characteristics make it difficult for them to learn and benefit from the typical learning environment, even with these adjustments.

Students are considered to have special needs when assessments determine that these characteristics are different from typical learners to the extent that they require special education programming, services and/or supports. Assessment and identification processes are used to develop an understanding of what has shaped students' current performance and to develop strategies that will help them learn more effectively. Determining that students have special needs is an important decision, and must be based on clear, valid and reliable evidence.

2. ASSESSMENT AND IDENTIFICATION OF STUDENTS WITH MILD/MODERATE DISABILITIES (GRADES 1-12)

Livingstone Range School Division No. 68 has developed a *Protocol for Identification of Students with Mild/Moderate Disabilities* based upon assessment data derived primarily from school-based teams, and partnering professionals. Recognizing the continuum of assessment and types of assessment (Section 1), the existing Protocol reflects:

- Informal assessment.
- Formal assessment.

Informal assessment is conducted by classroom teachers, learning support teachers, teacher assistants under the supervision and direction of teachers, and when appropriate, counsellors.

Standardized screens and formal standardized assessment, reflecting cognitive, achievement and behavioral measures are administered by school-based teams and if necessary, psychologists, medical personnel or other necessary professionals.

**CURRENT PROTOCOL FOR THE ASSESSMENT AND IDENTIFICATION OF STUDENTS
WITH MILD/MODERTE DISABILITIES: GRADES 1 – 12**

| Code Number and Name of Disability (*Expected Minimum Assessment) | Name of Test or Assessment Tool | Criteria | Availability of Assessment/Testing Tool |
|---|---|---|--|
| <p>Code 51 Mild Cognitive Disability *Ability Test *Achievement Test *Adaptive Behavior Test</p> <p>NOTE: To determine if a student is eligible for Code 51 status, a WISC IV must be administered and results reflected in the set criteria.</p> | <ul style="list-style-type: none"> • WISC IV • Vineland • Level A & B Achievement Tests as appropriately selected • Peabody Individual Achievement Test (P.I.A.T.) • Brigance Inventory of Early Development • Brigance Inventory of Skill Development • Peabody Picture Vocabulary Test (P.P.V.T.) - Test of Auditory/Receptive Language and Listening Skills | <ul style="list-style-type: none"> - IQ range of 50 – 80 - Adaptive Behavior Score Equivalent to Mildly Delayed Level on an Adaptive Behavior Scale - Age Level, Grade Level, one year or more below expected achievement level - Age Level, Grade Level, 1 year or more below expected achievement level - Developmental age levels (to 7 years) would show significant delays - Used at Grade levels 1 – 7; would show two or more year delay | <ul style="list-style-type: none"> Done through referral to school psychologist Vineland – Administered by a Psychologist As available at each school As available at each school As available at each school Usually used by Psychologist |

| Code Number and Name of Disability (*Expected Minimum Assessment) | Name of Test or Assessment Tool | Criteria | Availability of Assessment/ Testing Tool |
|---|--|---|---|
| <p>Code 52 Moderate Cognitive Disability *Ability Test *Achievement Test *Adaptive Behavior Assessment</p> <p>NOTE: To determine if a student is eligible for Code 52 status, a WISC IV must be administered and results reflected in the set criteria.</p> | <ul style="list-style-type: none"> • WISC IV • Vineland • Peabody Individual Achievement Test (P.I.A.T.) • Levels A and B Achievement Tests as Appropriately Selected • Brigance Inventory of Skill Development | <ul style="list-style-type: none"> - IQ range of 30 – 49 - Adaptive Behavior Score equivalent to Moderately Delayed Level on Adaptive Behavior Scale - Achievement level two years or more below expected level grade - Used at ages 1 – 7; would show two or more year delay | <p>Psychologist - Level C Vineland –</p> <p>Administered by a Psychologist</p> <p>As available at each school</p> <p>As available at each school</p> |
| <p>Code 53 Mild/Moderate Emotional/ Behavioral Disability</p> | <ul style="list-style-type: none"> • Wolf Student Behaviour Screening - Teacher Alert System: 111.E * Referral to school or Family School Liaison Counsellors • Teacher Alert Checklist <ul style="list-style-type: none"> - 111.74 Anxiety - 111.78 Defiant - 111.80 Conduct - 111.82 Depression • BASC Rating Scales | <ul style="list-style-type: none"> - See criteria (screen only) - Exhibits chronic and pervasive behaviors so maladaptive they interfere with the learning and safety of this and other students <p>Mild/Moderate Categories on Checklists</p> | <p>All schools have the Teacher Alert System</p> <p>School Psychologist Level C Assessment: *only to be used in consultation with & under supervision of School Psychologist.</p> |

| Code Number and Name of Disability (*Expected Minimum Assessment) | Name of Test or Assessment Tool | Criteria | Availability of Assessment/ Testing Tool |
|---|---|---|--|
| <p>Code 54 Learning Disability *Ability Test *Appropriate Assessment Relative to the Disability</p> <p>Delays in Early Development</p> <p>Attention</p> <p>Memory & Reasoning</p> <p>Coordination</p> <p>Communicating</p> | <ul style="list-style-type: none"> • WISC IV • Teacher Alert Checklist 111.29 Learning Disability • Brigance Inventory of Early Development • Brigance K-1 Screen • Metropolitan Readiness Tests • Teacher Alert Checklists 111.31/111.35 Attention and Behavior Checklists • BASC Rating Scales • Refer to Speech Language Pathologist • Teacher Alert Checklist 111.36, Language Learning Problems • Teacher Alert Checklist 111.38, Severe Communications Problems • Teacher Alert Checklist 111.40, Wolf Expressive and Receptive Language Checklist • Peabody Individual Achievement Test (P.I.A.T.) • Portfolio Documentation in Writing, Speaking, Listening, Viewing | <ul style="list-style-type: none"> - I.Q. Range 85-109 - Defined by Inventory - Significant Number of Items Scored - LEVEL C Assessment (see previous note) - See ratings attached to checklists - Grade Level used in combination with Age Level - Alberta Language Arts Program of Studies Grade Specific Outcomes two or more years below grade level | <p>School Psychologist</p> <p>All Div. I schools</p> <p>All Div. I schools</p> <p>School Psychologist</p> <p>As available at each school</p> |

| Code Number and Name of Disability (*Expected Minimum Assessment) | Name of Test or Assessment Tool | Criteria | Availability of Assessment/ Testing Tool |
|--|---|---|--|
| <p>Code 54 (cont.) Reading</p> <p>Writing/Spelling</p> <p>Calculation</p> | <ul style="list-style-type: none"> • Gates MacGinitie Reading Tests <ul style="list-style-type: none"> ▪ Woodcock Johnson III • Stanford Diagnostic Reading Test • Peabody Individual Achievement Test (P.I.A.T.) Reading • Diagnostic Reading Program (AB. Learning) • Running Records • Dolch Reading Lists • Edward Fry Reading Lists • See Communicating Section Program of Studies in English Language Arts • Peabody Individual Achievement Test (P.I.A.T.) (Writing, Spelling) • Stanford Diagnostic Math • Key Math • Wechsler Individual Achievement Test • Alberta Diagnostic Math Program | <ul style="list-style-type: none"> - 2 or more years below grade level - 2 or more years below grade level (Div. II, III & IV) - 2 or more years below grade level (Div. II, III, & IV) 2 or more years below grade level - Grade Specific-check quality and quantity or error - As part of regular assessment - shows significant delay - Grade Specific – 2 or more years below Grade Level - 2 or more years below Grade Level - Grade specific outcomes show 2 or more years delay - 2 or more years below grade level 2 or more years below grade level - 2 or more years below grade level - 2 or more years below grade level - Check quality and quantity of errors | <p>As available at each school</p> |

| Code Number and Name of Disability (*Expected Minimum Assessment) | Name of Test or Assessment Tool | Criteria | Availability of Assessment/ Testing Tool |
|---|---|---|--|
| Code 54 (cont.) Social Competence & Emotional Maturation | <ul style="list-style-type: none"> • Teacher Alert System Checklists • Avoidance Behaviors 111.76 • Classroom Environment 111.6 • Conduct Problems 111.80 • Defiant Behaviors 111.78 • Potential School Dropout Behaviors 111.85 • Wolf Student Behavior Screening 111.71 <p>*Refer to Family School Liaison Counsellors</p> | <ul style="list-style-type: none"> - Significant number of items checked - See indicators - Referral Forms are obtainable from Family School Liaison Counsellors | As available at each school |
| Code 55 Hearing Disability | <ul style="list-style-type: none"> • Teacher Alert System Checklist 111.19 – see indicators • Hearing Problem Checklist – see indicators <p>*Refer to Health Authorities for Screening</p> | <ul style="list-style-type: none"> - Mild - 26-40 decibels loss - Moderate – 41-70 decibels loss, - Average Hearing Loss 26-70 decibels unaided in the better ear over the normal range of speech | |
| Code 56 Visual Disability | <ul style="list-style-type: none"> • Teacher Alert System Checklist 111.22 • Visual Problem Checklist <p>*Refer to Health Authority Personnel</p> | <ul style="list-style-type: none"> - Vision is so limited that it interferes with the student's ability to learn or the students requires modification of the learning environment | |
| Code 57 Communications Disability (Different Funding Criteria Exists for ECS than Grades 1 -1 2 | <p>*Refer to Speech Language Pathologist</p> <p>*See Communications Section under Code 54</p> | <ul style="list-style-type: none"> - Disability in expressive and/or receptive language and/or disabilities in speech, including articulation, voice and fluency. The disability must impact upon the student's educational programming. | |
| Code 58 Physical or Medical Disability | <ul style="list-style-type: none"> • Consult/refer to Medical Personnel | <ul style="list-style-type: none"> - See definitions in Data description. Note: The physical or medical disability must impact upon the student's educational program | |
| Code 59 Multiple Disability | <ul style="list-style-type: none"> • Assessment usually required from the appropriate professional source | <ul style="list-style-type: none"> - Two or more non-associated mild to moderate disabilities which have a significant impact upon A student's ability to learn | |

3. ASSESSMENT AND IDENTIFICATION OF CHILDREN WITH MILD/MODERATE DISABILITIES (ECS) CODE 30

Early Childhood Services refers to the educational programming that is available prior to Grade 1. Therefore, it can mean:

- *One year prior to Grade 1 (Kindergarten) for children 5 years of age prior to December 31 *
- *Two years prior to Grade 1 for a child identified with a mild/moderate need, and who is 3 years 8 months on September 1 and less than 6 years of age on September 1 *
- Three years prior to Grade 1 for a child identified with a severe need and who is at least 2 years 8 months age on September 1 and less than 6 years of age on September 1

** This section is specific to these two age groups of children.*

Children are identified in both Kindergarten, as well as prior to Kindergarten. For both age groups of children, assessment is derived from partnering with professional staff – speech-language pathologists, medical personnel, psychologists, behaviour consultants, etc. For some children, assessments are also necessary from occupational and/or physiotherapists. Prior to assessment, screening may occur.

Most kindergarten teachers utilize the Brigance Kindergarten Screen at both the beginning and end of the Kindergarten year. Based upon data obtained in the Fall screen, children may be referred for assessment.

Note: Simply having an assessment with a defined area of need is not sufficient to qualify a child for funding. The assessed need must be viewed in the context of what an educational program would provide to enable the child to be successful in either Kindergarten or Grade One. The IPP would document the modifications, supports and/or services required and received.

4. ASSESSMENT AND IDENTIFICATION OF STUDENTS WITH SEVERE DISABILITIES (GRADES 1 – 12)

See the Alberta Education Handbook for the Identification and Review of Students with Severe Disabilities - http://www.education.gov.ab.ca/k_12/specialneeds/IdentificationHandbook.pdf

Students in grades 1-12 do not have a Code 40 designation assigned by the school-based team. Depending upon the presenting nature of the student's need, consultation would occur with the school-based team, parents, the Director, Learning Support Services and any of the following:

- therapists
- psychologists and psychological assistants
- psychiatrists
- medical doctors
- pediatricians

Special educational needs exist on a continuum, with the severity of the condition defined by its educational impact, and by the programming, supports and services required to enable students to become successful learners in combination with the diagnosis of the condition.

When a student has been determined to be eligible for Code 40 status, the code is then assigned by the Director, Learning Support Services, in discussion with the school Learning Support Teacher.

NOTE: By October 31st, of any given school year, schools are required to submit to the Director, Learning Support Services:

- the current IPP, signed by all members of the school-based team, including parents or guardians. In the event that parental signatures are unable to be obtained, documentation on the IPP needs to confirm the efforts made and response(s) received from parents.
- the current Student Review/Monitoring Form, signifying at a minimum, 3 out of 5 levels of support and a description of the support.
- any recent correspondence received by the school relative to the student's diagnosis, condition, or circumstances.

5. ASSESSMENT AND IDENTIFICATION OF CHILDREN WITH SEVERE DISABILITIES (ECS)

See Alberta Education's Program Unit Funding Handbook (http://www.education.gov.ab.ca/funding/PUFHandbook_200506.pdf) and the Special Education Coding Criteria http://www.education.gov.ab.ca/k_12/specialneeds/SpEdCodingCriteria_2006-2007.pdf for detailed required information.

Children who are between ages 2 years 8 months and 6 years (on September 1) and have an identified need that meets the criteria for severe disabilities are eligible for educational programming. Partnering professional staff (usually speech-language pathologists, occupational and physiotherapists, and/or medical doctors) assist in their assessment, identification, and programming. Again a diagnosis is used in combination with functional need; what educational supports would be necessary to enable the child to be ready for school. In other words, given the assessment information, what purpose would an educational program provide? What would be the goals for the program?

Once parents have received the information (diagnosis) from the medical professional, they then contact their community school or the Director, Learning Support Services, to arrange for an educational program. Such programs are funded by Program Unit Funding (PUF).

Prior to a program being developed, the Director, Learning Support Services, sends the applicable documentation to the Special Programs Branch, Alberta Education, for "Approval as PUF Eligible". Until confirmation is received, the child does not start a PUF program.

* For further information on PUF programming, see Early Childhood Services, Section 2.2, page 41.

6. ASSESSMENT AND IDENTIFICATION OF STUDENTS: GIFTED AND TALENTED CODE 80 (GRADES 1-12)

Under Review - Will re-address when Alberta Education finalizes identification criteria for Gifted & Talented

Definition

Giftedness is exceptional potential and/or performance across a wide range of abilities in one or more of the following areas:

- general intellectual
- specific academic
- creative or productive thinking
- social (includes leadership and interpersonal skills)
- musical
- artistic
- kinesthetic

General intellectual ability is characterized by a capacity to acquire information rapidly and think abstractly. Students with general intellectual ability can acquire information quickly, and easily recall what they have learned. As a result, they develop large vocabularies and a wide range of general information. In addition to this capacity, students with general intellectual abilities are interested in general principles or “how and why things work.” They are capable of being intensely absorbed in what they do. They are easily bored by routine tasks. Some intellectually gifted students may be a perfectionist or extremely emotionally sensitive. Intellectually gifted students are best identified through the use of psychometric instruments, such as intelligence tests, and benefit from a combination of acceleration, thinking skills enrichment and independent research activities.

Students with specific academic aptitudes have strength in a particular subject, such as mathematics. These students are best identified through subject-matter tests meant for older students. They benefit through opportunities for subject-specific content acceleration and research in their passion areas.

Creative thinking is the ability to come up with as many possible ideas to given situations. Students with this particular gift are best recognized through measures of divergent thinking ability which assess a student’s fluency, flexibility and originality of ideas. These students benefit from opportunities for creative problem solving, and programs such as the Future Problem-Solving Program and Odyssey of the Mind.

Social talents include those gifted in leadership and interpersonal communication skills. They are best identified through observations of interactions in social situations and benefit from opportunities for social interactions, such as debates, mock judicial proceedings and model parliaments.

Musical ability and intelligence are closely related. Students who are gifted in music have an intense love and fascination for music. The identification process focuses on performance, composition and appreciation as they relate to choral and instrumental categories. Observation of performance and analysis of composition by qualified teachers are first steps in the identification of students gifted in music.

Artistic talents include those gifted in the visual and performing arts. Students are best identified through evaluations of their artistic products by experts. Components of ratings include expression and technical competence. These students benefit by opportunities to pursue their talent areas.

Kinesthetic talents include those gifted in such areas as athletics and dance. Students are best identified through evaluations of their performance by experts. These students benefit from opportunities to pursue their talent area.

Criteria for Eligibility

School jurisdictions are required to establish an identification process and defining criteria for eligibility in accordance with the identification process outlined in Section 3 of *Teaching Student who are Gifted and Talented*, Book 7 of the *Programming for Students with Special Needs* series. School jurisdictions are required to make available in writing, to parents and other stakeholders, the process and criteria used and a description of the programming that will be provided.

Within Livingstone Range School Division No. 68, the programming for students identified as gifted, may look different from school to school.

Resources

Detailed information on characteristics and functioning of students who are gifted and talented, as well as programming and support suggestions are found in:

- ***Teaching Students Who are Gifted and Talented, Book 7, Programming for Students with Special Needs series*, Alberta Education, 2000.**
- **The Journey: A Handbook for Parents of Children Who Are Gifted and Talented**, Alberta Education, 2004.

Livingstone Range School Division No. 68 worked within a committee structure during the 2002-2003 school year, to establish an assessment framework for the identification of students who were gifted and/or talented. During the last committee meeting, June 17, 2003, a framework that included assessment tools and criteria for corresponding identification was generated.

The committee recommended that:

- students need to have a score in the superior range (130+) on a standardized cognitive assessment, composed of both verbal and non-verbal measures require significant modification to their regular school program be eligible for Code 80 status. Therefore, general intellectual ability is the core of the definition by which students are identified.

The list of “talents” which are part of the Gifted and Talented definition, may accompany the general intellectual, but in and of themselves, do not qualify a student for Code 80 status. More specifically, a student may have exceptional potential and/or performance in one or more of these areas:

- specific academic
- creative thinking
- social
- musical
- artistic
- kinesthetic

The work that carries forward from the committee, will be subject to review.

6.1 General Intellectual Ability

General intellectual ability is characterized by a capacity to acquire information rapidly and think abstractly. Students with general intellectual ability can acquire information quickly, and easily recall what they have learned. As a result, they develop large vocabularies and a wide range of general information. In addition to this capacity, students with general intellectual abilities are interested in general principles or “how and why things work.” They are capable of being intensely absorbed in what they do. They are easily bored by routine tasks. Some intellectually gifted students may be a perfectionist or extremely emotionally sensitive. Intellectually gifted students are best identified through the use of psychometric instruments, such as intelligence tests, and benefit from a combination of acceleration, thinking skills enrichment and independent research activities.

| Assessment Tools | Suggested Criteria |
|--|--|
| Documentation <i>must</i> include one of the following: | |
| WISC IV | I.Q. or 130 or above |
| WPPSI-R (Level C): (2 yrs., 11 mo. – 7 yrs., 3 mo.) | To be discussed with examiner and parents |
| Woodcock-Johnson Tests of Cognitive Ability Test: (2 – 90 yrs.) | I.Q. of 130 or above |
| Annotated Test Inventory: Intellectual Section | See specific testing instruments for scores and conversions |
| In support of one of the above, other documentation <i>may</i> include: | |
| Ability/Intelligence Checklist (Book 7): Teacher-made Tests | |
| Teacher, Parent, Peer, Self-Nomination Forms; Book 7: Pgs. 57-58 | |
| Recognizing Giftedness: Identifying Characteristics: Book 7: Pgs. 219-221 | |
| Portfolio Documentation | Consistently above average achievement or relatively high standing on targeted area(s) |
| Standardized Level A Achievement Tests such as: ➤ Gates MacGinitie Reading ➤ Stanford Diagnostic Reading | Scores relative to student performance may be in the 90 th + percentile |
| Standardized Level B Achievement Tests such as: ➤ P.I.A.T. WISC III | |

6.2 Specific Academic Aptitude

Students with specific academic aptitudes have strength in a particular subject, such as mathematics. These students are best identified through subject-matter tests meant for older students. They benefit through opportunities for subject-specific content acceleration and research in their passion areas.

| Assessment Tools | Suggested Criteria |
|---|---|
| Documentation <i>should</i> include one of the following: | |
| Stanford Diagnostic Reading/Stanford Diagnostic Math | At least 2.5 - 3 grade levels above current placement |
| Gates MacGinitie | Over 90 th percentile |
| Annotated Test (Book 7) Inventory: Achievement Section | Relative to test selected |
| PIAT | Age level “significantly higher” than chronological age |
| Documentation <i>may</i> also include: | |
| Class Assessment Book 7: Pg. 223 | |
| Gifted Students – Teacher Recognition Checklist Book 7: Pg. 224 | |
| Gifted Students – Individual Rating Scale Book 7: Pg. 225 | |
| Young Gifted Students – Teacher Recognition Checklist Book 7: Pg. 226 | |
| Young Gifted Students – Individual Rating Scale Book 7: Pg. 227 | |
| Parent Identification Form Book 7: Pg. 228 | |
| Portfolio Documentation | Consistently high performance in identified area(s) |
| Summative Evaluation for Reporting Periods | Teacher tests reflecting high achievement in identified area(s) |

6.3 Creative or Productive Thinking

Creative thinking is the ability to come up with as many possible ideas to given situations. Students with this particular gift are best recognized through measures of divergent thinking ability which assess a student’s fluency, flexibility and originality of ideas. These students benefit from opportunities for creative problem-solving programs and/or participation in specific programs, such as “Odyssey of the Mind”.

| Screening Tools | Suggested Criteria |
|---|------------------------------------|
| Documentation <i>should</i> include at least two of the following: | |
| Characteristics of Divergent and Convergent Thinkers Book 7: Pgs. 40-42 | “Significant number” of indicators |
| Twelve Ways Your Child/Student Shows Growth in Thinking Skills Book 7: Pgs. 230-231 | “Significant number” of indicators |
| Documentation <i>should</i> include at least two of the following: | |
| Brilliant Behaviors Checklist Book 7: Pg. 222 | “Significant number” of indicators |
| Class Assessment Checklist Book 7: Pg. 223 | “Significant number” of indicators |
| Gifted Students: Book 7: Pgs. 224-225 ➤ Teacher Recognition Checklist ➤ Individual Rating Scale | “Significant number” of indicators |
| Young Gifted Students: Book 7: Pgs. 226-227 ➤ Teacher Recognition Checklist ➤ Individual Rating Scale | “Significant number” of indicators |
| Parent Identification Form Book 7: Pg. 228-229 | “Significant number” of indicators |
| Documentation <i>may</i> also include: | |
| Samples of student work consistent with the definition | |

6.4 Social Talents

Social talents include exceptional skills in leadership and interpersonal communications. These students are best identified through observations of interactions in social situations and may benefit from opportunities for social interactions. Examples would include debates, mock judicial proceedings, and modeling parliamentary procedures.

| Screening Tools | Suggested Criteria |
|---|--|
| Documentation <i>should</i> include at least two of the following: | |
| Task Commitment/Enthusiasm Checklist – Book 7 | “Considerable number” of indicators |
| Leadership Characteristics Book 7: Pg. 45 | “Considerable number” of indicators |
| Recognizing Giftedness: Identifying Characteristics (Book 7 Section 1) | Appropriate areas identified |
| Previously cited checklists, as appropriate | |
| A written record of the student’s leadership accomplishments | |
| Student Portfolio | Exemplars of leadership capabilities and accomplishments |
| School Records | Exemplars of leadership attainment |

6.5 Artistic Talents

Artistic talents include those gifted in the visual and performing arts. Students are best identified through evaluations of their artistic products by experts. Components of ratings include expression and technical competence. These students benefit by opportunities to pursue their talent areas. *Refer to Book 7: Section 4.

| Screening Tools | Suggested Criteria |
|--|--------------------------|
| Documentation <i>should</i> include: | |
| Recognizing Giftedness: Book 7: Pgs. 103-106 | See descriptors |
| Faculty/Administrator Nomination Form for Artistically Gifted and Talented Students: Book 7: Pg. 250 | See descriptors |
| Self-Nomination Form for Artistically Gifted and Talented Students Book 7: Pg. 252 | See descriptors |
| Documentation <i>may</i> also include: | |
| Student Portfolio | Exemplars of performance |

6.6 Musical Talents

Musical ability and intelligence are closely related. Students who are gifted in music have an intense love and fascination for music. The identification process focuses on performance, composition and appreciation as they relate to choral and instrumental categories. Observation of performance and analysis of composition by qualified teachers are first steps in the identification of students gifted in music. *Refer to Book 7: Pgs 107-111.

6.7 Kinesthetic Talents

Kinesthetic talents include those gifted in such areas as athletics and dance. Students are best identified through evaluation of their performance by experts. These students benefit from opportunities to pursue their talent areas. *Refer to Book 7: Pgs. 115-117.

| Assessment Strategies | Suggested Criteria |
|--|--|
| Documentation <i>should</i> include: | |
| Ongoing assessment or results of attainment relative to the identified skill | Unique to the skill and determined by the coach or professional involved |
| A record of current sports activities | |

7. PSYCHO-EDUCATIONAL ASSESSMENT

Livingstone Range School Division No. 68 provides psycho-educational assessments or Level C assessment services to its students. On the continuum of assessment, (Section 1) this would be considered formal, individualized and specialized. Therefore, prior to accessing a psych-educational assessment, information should be gathered about the student from a variety of sources. There are three stages involved in the provision of psycho-educational assessment:

7.1 Pre-Referral

A. Responsibilities of the school-based team:

- Develop a comprehensive overview of the student's learning.
- Review records, history, portfolios and student work samples to determine strengths, areas of need, and previous interventions.
- Discuss with parents the student's strengths and areas of need. Are they consistent between home and school?
- Complete checklists that are applicable
- Consult with learning support teacher. Have all individualized assessment and subsequent recommendations been employed? What program modifications resulted? Has data been collected to show the effect of these modifications?
- Consult with all teachers involved in the student's program. It is essential that all avenues that are appropriate to the student's presenting need have been explored. The team, including the principal or administrative delegate, needs to agree that a referral for further assessment goes forward.
- The questions the team need to ask themselves is: "Have we explored all assessment options available to us? What do we expect this assessment to provide that will drive student programming?"
- Ensure parents have signed the Parent Consent Form attached to the Referral Form after fully understanding the information contained in the referral.

B. Learning Support Teacher:

- All individualized assessment has been completed with the student. Support and direction have been provided to the classroom teacher.
- A thorough file review has been completed and summarized, of the student's previous educational history.
- Consultation has occurred with outside professionals, as appropriate to the student's presenting need.

C. Principal

- Consult with the school-based team.
- Sign and dates the referral.
- Ensure a copy is kept in the student's file.

D. Parents

- Discuss concerns for their child with the team and are aware of the presenting issues the school-based team has.
- Provide pertinent information to the teacher and the school-based team (eg. medical background, current involvement with other agencies or professionals, information that is applicable, but not in the student's record, etc.).
- Ensure their child has received recent, appropriate medical checks.

The pre-referral process is complete. Members of the school-based team have gathered the required data, summarized all applicable information and have agreement from the Director, Learning Support Services. The team consolidates information on the L.R.S.D. Referral for Psycho-educational Assessment including a referral question addressing the identified presenting issue.

7.2 Psycho-Educational Assessment Process

A. Referral Process

1. Complete LRSD Student referral form (**See Appendix 6**). It is imperative that it be completed in full with as much parental input as possible, as it allows the psychologist to determine the necessary steps within the assessment. The child's/student's legal guardian **MUST** sign the completed consent form.
2. Send completed Student Referral Form and required attachments indicated on the form to the School Psychologist, Livingstone Range School Division #68 at the Claresholm Office.
3. The psychologist will acknowledge receipt of referral within one week and indicate potential next steps and date(s) of assessment.

B. Assessment Process

The assessment will be completed whenever possible on one day with three steps:

1. Pre-Assessment Meeting-

Desired Outcomes:

- Psychologist establishes relationship with student, family, and teacher
- Psychologist acquires further information pertinent to assessment
- Psychologist ensures that the group has a good understanding of the assessment tools to be utilized in the process.

Those required to attend:

- Parent(s)/Guardian(s)
- Student (if developmentally appropriate)
- Learning support teacher
- Classroom teacher

Meeting length about 20-30 minutes.

2. **One-on-one assessment with student** - approximately two hours in length based on the referral question(s).

7.3 Post- Assessment Meeting

Desired outcomes:

- Initial findings are communicated
- Next steps in program planning are clearly articulated

In attendance (this group may vary depending on nature of report):

- Parent(s)/Guardian(s)
- Student (if developmentally appropriate)
- Learning support teacher
- Classroom teacher

Approximately 20 minutes in length.

****It is important for the school to ensure there is a quiet space to utilize for this process, and to arrange for the parent(s)/guardian(s) to be in attendance. ****

A. Reporting Results

A draft written report will be prepared and delivered to the school by the psychologist within 30 days, to be discussed with the parent, student, teacher(s) and other involved personnel. A final draft will be issued and delivered via the courier bag, and distributed by the learning support teachers. All draft copies will be shredded. (Three copies will be provided - one in the central office, one for the student's school cumulative file, and one for the parent/guardian.)

Desired outcomes:

- All involved personnel will be satisfied that the referral question has been addressed.
- Recommendations for programming are clear and able to be implemented by those required to do so.
- Any required follow-up steps are defined and agreed upon.

****The report cannot be released to other parties except with the written consent of the parent(s)/guardian(s). ****

B. Follow-up

1. IPP goals/objectives will reflect the recommendations and suggested strategies within the assessment report.
2. Regular IPP review meetings will address the success of the new strategies and determine further questions if they arise. The psychologist can be invited to participate again if needed.

C. Evaluation of the Process

The assessment process will be evaluated through data collected by completion of a questionnaire that will determine the strengths of the process and the need to make changes.

8. WHEN SHOULD SPECIAL EDUCATION CODES BE REMOVED?

Students should no longer have special education codes when their achievement, behavior and/or performance are within the range of expectations for students of similar age or grade placement. Students should not have special education codes if:

- they do not require and do not receive special education programming and/or supports.
- they manage activities of daily living with the same level of support as age peers.
- they achieve at or near grade level without accommodations.
- their behavior is within acceptable limits in structured situations.
- IPPs are not required to specify program adaptations and modifications.
- their needs are addressed through course selection at the high school level.

Before special education codes are removed, parents, and students where appropriate, are consulted and informed. Records of consultations and decisions should be placed in student records.

*(Assessment and Identification of Students with Special Needs: Grades 1-12: Pg. 42)

When a code is removed, the Livingstone Range School Division No. 68 Notification of Coding form needs to be completed and stored in the Student's file. (See Appendix 7.)

When schools receive Student Record Validation Statements from Alberta Education, they should compare those statements with the local student record system and make necessary corrections. If changes to special education coding are made after the September 30 count, these changes should first be made on the local student record system and then Livingstone Range School Division No. 68 will submit an Add/Modify/Delete form for the student(s) to the school finance branch to ensure the coding data is current.

9. ALBERTA EDUCATION PROGRAMMING STANDARDS REVIEW (GRADES 1-12)

The **Review Process** for Grades 1 – 12 Special Education programs follow:

1. The Director of the Special Programs Branch or designate writes to Director, Learning Support Services, advising of the monitoring plans (copy to the Superintendent).
2. The Special Programs Branch identifies:
 - a random sample of students, representative of special education programs/services provided for students with mild/moderate, gifted and talented, and severe special needs.
 - a random sample of telephone interviews with parents whose children are receiving special education programs or services.
3. During the monitoring process, data is gathered through review of assessment documentation and Individualized Program Plans (IPPs) of students selected as part of the sample, classroom observations, as well as student, parent and staff interviews to assess the effectiveness of the programming.
4. Upon completion of the monitoring process, staff from the Special Programs Branch summarizes the findings in a report to the Director, Learning Support Services (copy to the Superintendent). Effective practices are collected and shared provincially. Should Livingstone Range School Division No. 68 not be meeting provincial requirements, the Superintendent or Director, Learning Support Services is advised. (paraphrased from Special Programs Branch Review Process Procedures, January 2003)

10. PROVINCIAL DIPLOMA EXAMINATION ACCOMMODATIONS

Students who have IPP's on which necessary accommodations are listed and who are either identified with an Exceptional Student Code(41-59 inclusive), as entered on the Student Information System, or who meet the requirement of an Exceptional Student Code, may be granted one or more of the accommodations deemed necessary and allowable.

The principal must ensure that exam accommodations are administered fairly, without giving a student additional information or recording a student's response in a way that would undermine an accurate reflection of what the student know and can do.

For specific information relative to:

- special format materials
- types of accommodations
- grade-specific accommodations

See website information re: Diploma Examinations Program General Information Bulletin: Diploma Examination Accommodations for Student and Accommodations for Students with Special Diploma Examination Writing Needs Policy

http://www.education.gov.ab.ca/k_12/testing/diploma/dip_gib/accommodations.asp

Deadline for Applying for Accommodations: November of each year (subject to change) - check the General Information Bulletin, Special Cases & Accommodations. Submit to Alberta Education.

11. EXEMPTIONS: PROVINCIAL ACHIEVEMENT TESTING

Provincial Achievement Tests are written by students in grades 3, 6, and 9. They provide information on how well students are meeting provincial standards in the core subjects, and how student achievement in Livingstone Range School Division compares to students in the province. However, according to Alberta Education Achievement Test Administration - Policy:

Provincial achievement test reports will include information about all students in the target populations. Students registered in grades 3, 6 and 9 and ungraded students* in their third, sixth, and ninth years of schooling are expected to complete the provincial achievement tests.

1. A superintendent may, on an individual basis, excuse** a student from writing any or all achievement tests for the following reasons:
 - the student is not capable of responding to the assessment in its original or approved modified form
 - participation would be harmful to the student

Upon advice from the teacher, the principal, in consultation with the parent/guardian, shall recommend to the superintendent that a student be excused. A copy of the documentation in support of the recommendation, including the student's IPP, if appropriate, should remain in the school. The superintendent shall have on file a list of all approvals.

2. Students in English as a Second Language programs and those in special education programs shall complete the provincial achievement tests unless excused by the superintendent (or designate) under conditions noted in point 1 (see *Accommodations* section).
3. A student with a learning disability or a physical disability shall complete the provincial achievement tests unless the student is incapable of responding to the assessments even with accommodations (see *Accommodations* section).
4. Students who are absent on the day of the test are expected to write when they return, up to the published return date for materials (see *Schedules* section).
5. A student who leaves school early (e.g. to go on vacation) may write achievement tests before he or she leaves, subject to the approval of the superintendent and in consultation with the Director, Examination Administration.
6. A private school student shall complete the provincial achievement tests. In applying point 1 above, the principal shall act as the superintendent.
7. A student enrolled in a home education program shall complete the provincial achievement tests, or an alternative form of assessment approved by the superintendent, in accordance with the *Home Education Regulation, Alberta Regulation 126/99*.

* Ungraded students are funded students registered in classes that are not considered equivalent to one of the grades classified as elementary (grades 1 to 6), junior high (grades 7 to 9), or senior high (grades 10 to 12).

** Immediately following the administration of an achievement test, the principal must record on the *List of Students* the names of any students excused by the superintendent from writing the test.

Regular up-dates and specifics to exemptions and accommodations for Provincial Achievement Tests are provided at http://www.education.gov.ab.ca/k_12/testing/achievement/ach_gib/accom.asp

Section 3: ACTION PLANNING FOR STUDENTS WITH SPECIAL NEEDS

1. INDIVIDUALIZED PROGRAM PLANS:

An Individualized Program Plan (IPP) is a concise plan of action designed to address the student's special needs, and is based on diagnostic information that provides the basis for intervention strategies. All students with special needs, from severely disabled to the gifted and talented, require an IPP.

An IPP is developed and implemented for each student identified as having special needs. It is a written commitment of intent by an educational team, and is meant to ensure the provision of appropriate programming for each student. The IPP acts as a working document and provides a record of student progress. Modifications in programming should be reflected and documented in a student's IPP. Preparation of the IPP provides the opportunity for parents, teachers, counsellors, school-based administrators, and others involved with the student, to address the learning needs of the student. Although the nature and degree of involvement will vary, students should also be involved in the IPP process.

1.1 IPP Guidelines

1. IPPs will be developed by the school-based team.
2. An IPP will consist of the three cyclical phases: development, implementation, and systematic review.
3. IPPs will contain:
 - Assessed level of educational performance.
 - Current level of performance and achievement.
 - Strengths and areas of need.
 - Long-term goals and short-term objectives
 - Assessment procedures for short-term objectives.
 - Special education and related supports to be provided.
 - Relevant medical information.
 - Required classroom accommodations (e.g., any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment).
 - Transition plans.
 - Year-end summary.
4. An individual program will be implemented in accordance with goal expectations and services specified in the IPP.
5. The student's learning growth will be assessed and reported in relation to the outcomes and time frames set out in the IPP.

1.2 Responsibilities of IPP Team Members

1. **Principal or Designate:**
 - Is a member of the IPP team.
 - Ensures that IPPs are prepared, implemented and evaluated.
 - Ensures inservice training is provided to support personnel as required given the needs of the student.
 - Establishes procedures involving parents (or guardians) in the IPP process.

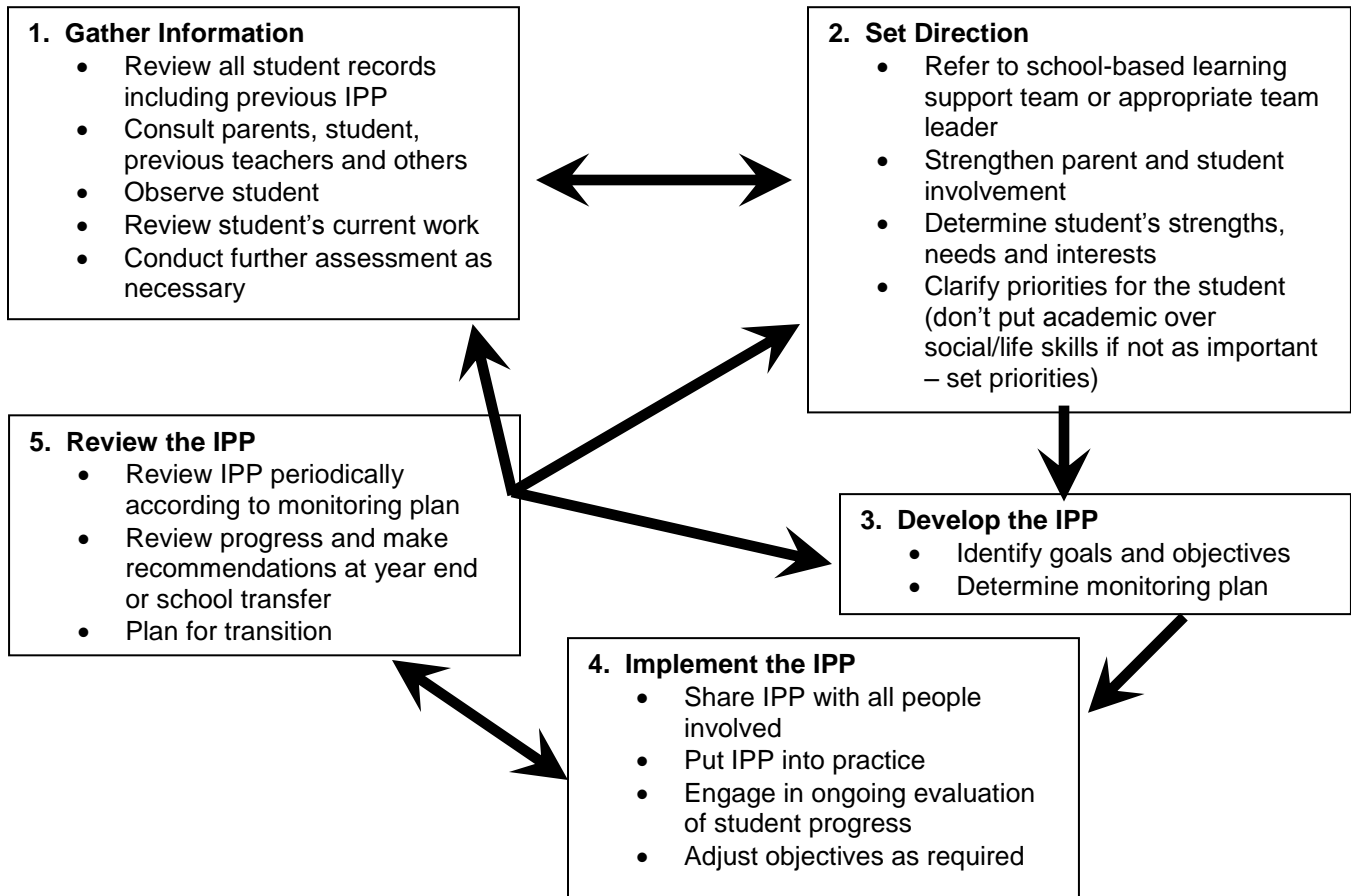
2. **Classroom Teacher:**
 - Is a member of the IPP team.
 - Shares information collected during the “information gathering/assessment” stage.
 - Is aware of the parents’ expectations for their child’s program.
 - Is aware of the needs of exceptional students.
 - Plans and carries out instructional methods and materials.
 - Develops strategies for assessing and communicating student progress.
3. **Learning Support Teacher:**
 - Is a member of the IPP team.
 - Provides diagnostic assessment to determine student’s strengths and areas of need.
 - Generates ideas and suggestions for program modification and/or adaptation.
 - Provides advice about materials and resources.
 - Plans and carries out instructional programs to support classroom instruction.
 - Develops strategies for assessing and communicating student progress.
 - Coordinates ongoing communication with parents, other teachers, student, and support staff.
4. **Teacher Assistant:**
 - Participates on the IPP team.
 - Assists the student with learning activities under the direction of the teacher.
 - Assists with the modification of materials and instructional methods to further goals and objectives.
 - Monitors and records progress of goals and objectives.
 - Maintains ongoing communication with teachers.
5. **Parents:**
 - Are members of the IPP team.
 - Act as advocates for their child’s best interests.
 - Participate in the IPP process and assist in the development of the IPP (share information about their child’s learning styles, interests, reactions to situations and ways to avoid potential problems during the information gathering stage).
 - Reinforce and extend educational efforts of the teacher.
 - Provide feedback on the transfer of skills to the home and community environments.
 - Maintain an open line of communication with the school.
6. **Health Therapists and/or Consultants:**
 - Participate with the IPP team if requested.
 - Assist in determining learning strengths and needs.
 - Develop strategies for incorporating therapy needs into classroom routines.
 - Provide advice about materials and resources.
 - Train staff to implement strategies.
 - Provide technical assistance.
 - Act as a resource and support to families.
 - Maintain ongoing communication with the team.
 - Provide assessment as necessary.
7. **Students (where appropriate):**
 - Understand the purpose of their IPP and how to take part in the process.
 - Are encouraged to attend IPP meetings.
 - Are able to identify and explain their goals.
 - Understand how their objectives are individually tailored, evaluated, reviewed, and updated.
 - Take responsibility for tracking goals, where appropriate.

Note: Any team member (including parents and students, where appropriate) may ask for a review of programming. Parents need to give written consent three or four times per year.

1.3 IPP Format

The LRSD Learning Support Team unanimously supported the utilization of the BBI IPP template to assist classroom teachers in meeting the needs of each student in their classroom. A pilot project was completed in April 2006 and from the recommendations of that group, LST's and Administrative council approved the move forward with the template (see accompanying documentation). An implementation plan was designed and will be utilized during the 2006-2007 school year to assist our move forward toward our goals. **(See Appendix 8 for hard copy, and <https://lrsdipps.netscaffold.com/> for online version.)**

1.4 The IPP Process



An IPP is:

- **A summary of the goals and objectives for a student's learning during a school year.**
- **A written plan prepared for those students who require modifications of the regular school program.**
- **A toll to help teachers monitor and communicate student growth.**
- **A plan developed, implemented and monitored by school staff.**
- **A document to communicate to parents, students and staff.**
- **A flexible, working document with meaning for all contributors.**
- **An ongoing record to ensure continuity in programming.**

An IPP is not:

- A description of everything that will be taught to one student.
- The goals and objectives of an educational program for all students.
- A means to monitor the effectiveness of teachers.
- A daily plan.
- A report card; however it may be used as such.
- A legal contract, but will be used for information.
- “Written in stone.”

1.5 Helping Students Communicate in the IPP Process

IPLAN is a strategy that helps students focus on effective planning and communication.

- I** Inventory your strengths, areas you need to improve, goals and interests, and choices for learning.
- P** Provide your inventory information.
- L** Listen and respond.
- A** Ask questions.
- N** Name your goals.

SHARE is a strategy that helps students focus on appropriate behaviours for effective communication.

- S** Sit up straight.
- H** Have a pleasant tone of voice.
- A** Activate your thinking.
- R** Relax.
- E** Engage in eye contact.

1.6 Clarify Priorities for the Student

Establishing priorities helps the team focus on what is critical for the student to learn. At this stage, the team acts on information that has been gathered, analyzed and evaluated. To determine the priorities:

- Rank the student’s learning needs in each area.
- Select the most important learning needs for this school year; try to limit the total number of “most important” needs (i.e., long-term goals) to three or four.

The following factors should be considered when choosing priorities:

- Immediacy of need
- Possibility of incorporating into other skill areas
- Contribution to overall academic achievement
- Transferability to other curriculum areas
- Contribution to independence

- Age appropriateness
- Anticipated rate of acquiring the skills
- Parents' values and goals
- Usefulness in future environments

When developing long-term goals with the student, it may be helpful to have a list of categories from which to choose. Possible categories include:

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Language Arts (English) ▪ Mathematics ▪ Science ▪ Social Studies ▪ Fine Arts ▪ Life Skills ▪ Social Skills ▪ Self-Esteem/Self Confidence ▪ Study Skills ▪ Computer Skills | <ul style="list-style-type: none"> ▪ Organization ▪ Behavior ▪ Citizenship and Community Involvement ▪ Independent Living Skills ▪ Independence ▪ Communication Skills ▪ Career Development/Vocational Skills ▪ Gross Motor Skills ▪ Fine Motor Skills ▪ Attention |
|--|--|

1.7 Reviewing the IPP

The student's IPP should be reviewed periodically according to the monitoring plan it contains. Progress review should be noted, based upon measurable and/or observable data. Recommendations for change - i.e., developing new objectives if learning is proceeding at a faster rate than anticipated, or breaking objectives into smaller steps if learning is proceeding in smaller units – may be forthcoming. Strategies also need to be evaluated and changed as necessary

1.8 Transition Planning

Transition from home to school, one grade or level of schooling to another, and from school to work can be difficult and confusing times for students and their families. A coordinated plan, implemented well before the anticipated move, can ensure that students have supports in place to lessen apprehension about the move. A carefully developed transition plan will specify the supports and services necessary to enable the student to be successful at school and in the community.

A transition plan should be developed collaboratively with the student, family, and services and agencies involved with the student. The plan should reflect the student's needs and the goals for the student in the new setting. Within the framework of the Livingstone Range School Division No. 68 IPP, a section is devoted to "Transition Planning". It is intended to summarize the strategies and resources that have been most successful for the student in the past year and subsequently make recommendations for next year's programming. It can actually be added to throughout the school year. When a student is preparing to leave high school, networking with community partners and agencies is critical. It is expected that transition planning will begin prior to the last year of school. Students and their families need to be assisted in learning about choices available upon leaving school, when and how to access resources in the adult or post-secondary setting, and the requirements that need to be met prior to leaving school.

When schools are sending or receiving students with IPPs, the following tips may be helpful:

School Authorities

- Coordinate the development of a transition plan consistent with the student's IPP.
- Establish and initiate a process that involves the student, family, other professionals and community agencies, as appropriate, in the transition plan.
- Establish procedures to advise:
 - Parents of anticipated transition from one level of schooling to another; e.g., ECS – elementary – junior high – senior high.

- Parents of anticipated termination of the provision of special education services.
- Parents and appropriate community agencies, one year in advance of anticipated completion of a special education program; e.g., school to post-secondary, community or work stations.
- Inform parents of alternatives available to the student upon completion of the school program.

Sending Teachers

- Ensure that all current and relevant information is in the student's record portfolio (Updated IPPs, most recent progress reports, assessment reports, anecdotal, work samples, etc.).
- Where possible, contact the student's teacher prior to the year-end transfer date. Share information regarding the resources used, strategies for teaching and/or managing behaviour and the amount of individual help the student received.
- Gain as much information as possible about the new program in order to help prepare the student for the move.
- Encourage parents to visit the classroom in advance.

Receiving Teachers

- Check current documents in the student record portfolios, most importantly the IPP.
- Contact the student's previous teacher and obtain information.
- If possible, visit the student at their previous school.
- Invite the student to visit the new school in advance. Set up a tour of the school and some time in the classroom. Introduce the student to some of the staff.

2. EARLY CHILDHOOD SERVICES: PROGRAM SUPPORTS FOR CHILDREN WITH SPECIAL NEEDS

"ECS" refers to Early Childhood Services and applies to the three years of educational programming available to children prior to Grade One.

- Children who have been identified with a severe disabling condition and who are in the age range of 2 years 8 months, to 6 years by September 1st may access an educational program. This is done through Program Unit Funding (PUF).
- Children who have been identified with a mild or moderate disability and who are in the age range of 3 years 8 months, to 6 years by September 1st may access a pre-Kindergarten program. Often, their program is offered in partnership with local preschools.
- Children who are 5 years of age by December 31st are eligible to access a Kindergarten program. Kindergarten attendance is not mandatory and is offered in all of our communities (exclusive of Colony School settings).

Please visit http://www.education.gov.ab.ca/k_12/specialneeds/SpEdCodingCriteria_2006-2007.pdf and http://www.education.gov.ab.ca/funding/PUFHandbook_200506.pdf; and for referenced provincial policies and regulations governing the delivery of Early Childhood Services

2.1 ECS Context

The principles ECS operators should use when working with a child are outlined in Alberta Education's *Kindergarten Program Statement* (revised September 2005; http://www.education.gov.ab.ca/k_12/curriculum/bySubject/kindergarten.pdf) These principles set the context for programs for all children. However, children with disabilities require accommodations and adaptations to their programs.

- Principle 1 – Young children learn best when programming meets their developmental needs.
- Principle 2 – Young children develop knowledge, skills and attitudes that prepare them for later learning.
- Principle 3 – Through early intervention strategies, young children with special needs develop knowledge, skills and attitudes that prepare them for later learning.
- Principle 4 – Young children build a common set of experiences through interaction with others.
- Principle 5 – Parents have the opportunity for meaningful involvement in the education of their young children.
- Principle 6 – Coordinated community service meet the needs of young children and their families.

In addition, as stated in Early Childhood Services Policy 1.1.3 (April 29, 2002), an approved operator shall:

- Accept and organize programming for all children with special needs who meet eligibility criteria, and for whom programming is requested.
- Develop policy and procedures addressing the Special Needs component of the ECS Program consistent with Alberta Education regulations.
- Consult with and inform parents of all program placement decisions and program planning, implementation and evaluation activities directly involving their child.
- Develop, implement and regularly review and IPP for each child with mild, moderate, or severe disabilities, as well as a child who is gifted and talented.

2.2 Program Unit Fund Programming

Overview

Program Unit Funding is provided to approved Early Childhood Service (ECS) operators for children with severe disabilities, who require additional support beyond that offered in a regular ECS program. Funding is provided for individual programs that meet the educational needs of children with severe disabilities. Program Unit Funding (PUF) is available for a maximum of three years for a child who is at least 2 years 6 months of age and less than 6 years of age on September 1st. In Livingstone Range School Division No. 68, a minimum age requirement of 2 years 8 months is stated in Administrative Procedure 300.

To receive this funding, a child must be eligible for one of the severe disabling conditions described in *Special Education Definitions*: http://www.education.gov.ab.ca/k_12/specialneeds/SpEdCodingCriteria_2006-2007.pdf This funding is in addition to the Basic Instructional funding provided for every eligible ECS child registered as of September 30th.

1. Functioning Level of Child

Although the ECS operator is required to make decisions regarding the severity of the disabling condition, it is the extent to which the child can function in the ECS program that is most important in determining the child's program needs. In the event of uncertainty, ECS operators may contact the Special Programs Branch for advice and/or pre-approval.

In providing the most enabling educational environment possible, ECS operators are encouraged to consider models other than direct one-on-one assistance, especially for large blocks of time. A variety of models should be explored before final program decisions are made. The following checklist may help ECS operators in determining an appropriate program.

Yes No

- Is assistive technology currently being used or would the use of technology help the child?
- Are special instructional materials required?
- Does the child require regular input or services from a multi-disciplinary team?
- Do the parents require training to help them facilitate their child's development?
- Is special transportation necessary?
- Are the child's needs such that direct one-on-one activities and/or individualized instruction within group activities will be necessary?

Funding is based upon:

- Approval of the PUF application form.
- Development and implementation of an IPP that is regularly revised.
- Involvement of the child's parent(s) in the development of the IPP.
- Development of a budget for each program outlined in the child's IPP.
- Submission of the PUF application as early as possible in the school year, and no later than the deadline of January 1st. Revisions will be accepted only under extenuating circumstances.
- Applications for children diagnosed or registered after January 1st will not be accepted after May 1st.

2. Initial Process:

Once a child has been approved as "PUF Eligible", the parents and school are notified by the Director, Learning Support Services. Parents are encouraged to contact either the school principal or the identified learning support teacher to begin the following process:

- A case conference is held at the school with all members of the child's team present.
- Goals, objectives, strategies, and on-going assessment procedures are collaboratively determined and reflected in the child's IPP. Therapeutic contributions are to be reflected in the educational goals of the IPP.
- Budgets established for PUF programming are the responsibility of the Director, Learning Support Services, and are completed in consultation with school staff. Following final consultation, budgets are submitted for approval to Alberta Education through the Associate Superintendent, Business Affairs.

- Each school with Division I programming has a designated learning support teacher, whose responsibility is to coordinate and monitor the PUF program. Should the PUF program be located off-site from the school (e.g., in a private preschool, day care facility, or the child's home), it is the responsibility of the learning support teacher to visit and monitor the program directly, or do so in combination with a teacher assistant. In some instances, a teacher assistant may be attached to the program. It is expected that the learning support teacher, assistant and program teacher or facilitator will maintain on-going communication about the child's PUF program.
- Records will be kept to indicate:
 - A record of dates and times of visits by the learning support teacher and/or teacher assistant.
 - Observations, plans, and communications that articulate what happened during the visit.
 - How the off-site program operator or teacher is incorporating the goals of the child's IPP into the program.

3. Record Keeping:

The learning support teacher has a binder, for each student with a PUF designation, that contains:

- **Demographic Information** on the child (may contain their picture)
- **Reports (Assessments)** – including those from partnering professional staff
- **Meetings/Case Conference** notes
- **Calendars** for the school year that contain information regarding therapeutic visits, one-to-one therapies, home visits, and off-site monitoring dates (if applicable). Therapists, counsellors and/or behavior management consultants are requested to record the date of their next visit. This allows the school and parents to plan effectively, and ensures communication among all team members is clear.
- **IPP** – The IPP will have notations and revisions made on it as the child progresses in the program. When the IPP undergoes formal review, the new “updated IPP” is filed with the original. All IPPs relative to the child's program should be kept in chronological order and stored in this section. When short-term objectives are written under long-term goals, they must reflect skill development from the simplest to the most complex. A defined time period, and the assessment measure to be used, must be stated for each objective.
- **Data collection:** This section will include the ongoing documentation that matches the assessment measures stated in the short-term objectives of the IPP goals. Data collection may include checklists, graphs, a record of trials and successful completions, a delineation of the level of support provided relative to an objective (e.g., hand-over-hand, with support, self-initiated, etc.), a functional behavioral analysis, etc.
- **Anecdotal Records** – The guiding principles in writing anecdotal records is that they are as objective as possible. They provide information not able to be garnered from quantitative data, or that supports the quantitative data. If the teacher assistant is responsible for writing the anecdotal records, it is very important the teacher responsible for the program reads and initials each entry.
- **Reports to Parents: Communication** – Any written correspondence to or from parents is included in this section.
- **Reports from Therapists** – Therapists may write progress notes when they visit a child with a PUF designation. These are not formal assessments, but reflect an update on the child's progress.
- **Educational Screens or Assessments** – Any screen, or formal or informal assessment, is included in the child's binder. (e.g., Brigance Preschool or Kindergarten Screen, Kindergarten Language

Screening Test, cumulative checklists for reporting periods as completed by the teacher, etc.) This section is different from Data Collection; it is intended to reflect the evaluation completed by the teacher.

The binder serves as a consolidated file, available at any time, to clarify and record any aspect of the child's program.

4. PUF Budgets

PUF budgets are completed for each child. For children who may be clustered in a PUF program, one budget is submitted for the entire clustered unit. Budgets are completed in collaboration with school principals or designate, by the Director, Learning Support Services. Budgets are submitted through the Livingstone Range School Division No. 68 office of business affairs and require the signature of the Associate Superintendent, Business Affairs.

PUF Budgets are used to support the following:

- Assistant time necessary for the child's (children's) program
- Therapeutic services
- Professional development for staff assigned to the child, or the child's parents.
- Materials
- Costs specific to the program – e.g., swimming, program placement, or transportation.

5. Alberta Education ECS Program Review

The review process for Mild/Moderate or Severe Special Early Childhood Education programs is:

- A. The Director of the Special Programs Branch or designate contacts the Director, Learning Support Services, and advises her/him of the monitoring plans (copy to the Superintendent).
- B. The Special Programs Branch will identify:
 - (i) a random sample of students, representative of special education programs/services provided for students with mild/moderate, gifted and talented, and severe special needs.
 - (ii) a random sample of parents whose children are receiving special education programs or services.
- C. During the monitoring process, data is gathered through review of assessment documentation and IPPs of students selected as part of the sample, classroom observations, and student, parent and staff interviews, to assess the effectiveness of the programming.
- D. Upon completion of the monitoring process, staff from the Special Programs Branch summarize the findings in a report to the Director, Learning Support Services, with a copy the Superintendent. Effective practices will be collected and shared provincially. If Livingstone Range School Division No. 68 is not meeting provincial requirements, the Superintendent and/or Director, Learning Support Services is advised. (paraphrased from Special Programs Branch Review Process Procedures, January 2003)

3. SPEECH/LANGUAGE SERVICES (KINDERGARTEN TO GRADE 3)

Livingstone Range School Division #68 is geographically situated between two Health Regions and is a member of both the Bow Valley (previously Headwaters) and Chinook Student Health Initiative Partnerships (commonly referred to as, “Bow Valley SHIP” and “Chinook SHIP”).

Speech/Language services are provided primarily by therapists from the Calgary Health Region – Rural (previously Headwaters), and the Chinook Health Region. Through the joint service delivery agreement, Livingstone Range School Division No. 68 has assigned one teacher assistant to be responsible for the speech/language intervention for students with Mild/Moderate speech and/or language needs in Division I schools. (Within SHIP, this assistant is commonly referred to as the “Speech/Language Assistant: SLA”) Speech/Language Pathologists supervise the work of the speech/language assistant, and assign the students to her caseload. If the speech/language needs impact the child’s learning, then an IPP is jointly developed by:

- Classroom Teacher
- Speech/Language Pathologist (SLP)
- Speech/Language Assistant (SLA)
- Learning Support Teacher
- Parents

The areas of need identified in the speech/language assessment will be reflected in long-term goals and short-term objectives of the IPP. It is the joint responsibility of the team to ensure that the IPP is implemented and monitored. Should the speech/language need of the child not impact learning in the regular school program, then a treatment plan would be developed by the SLP, and implemented by the SLA and parent. Monitoring of its effectiveness would be the responsibility of the SLP.

The SLP is a vital member of school teams with Kindergarten – Grade 3 programs. The core Learning Support Team depends upon the involvement of the SLP for provision of many services to the students served.

Roles and Responsibilities

Roles and responsibilities of the speech/language service delivery team have been collaboratively determined through SHIP procedures.

3.1 Speech/Language Pathologist:

- Assesses/Reviews a child’s speech-language delays/disorders.
- Is involved in IPP meetings, when available and given two week’s notice.
- Provides speech and language intervention services.
- Provides speech and language goals.
- Provides all oral or written progress statements on the speech and language goals for parents, educators, and other service providers.
- Collaborates with learning support teacher by scheduling a minimum of three meetings per year to discuss service delivery (i.e., September, January, and June).
- Provides inservices as deemed necessary and/or as requested.
- Supervises SLA program.
- Communicates with administrators, educators, and school support staff.
- Communicates with parents/caregivers.
- Participates in the purchase of specialized materials.

3.2 Learning Support Teacher:

- Ensures that referral information is complete when submitted to their respective health services:
 - a) Referral and consent forms are signed by parents
 - b) School Request for Service Form is completed by the classroom teacher in conjunction with the learning support teacher.
- Discusses school's priorities for referrals, assessments, and intervention services with the SLP.
- Ensures access to designated school space for the SLP and the SLA
- Schedules, in collaboration with SLP, the time for the SLA program to occur at the individual school.
- Arranges for SLA's attendance at Children's C.A.R.E. Services' training workshops and/or inservices.
- Collaborates with the SLP in June of each school year to plan for the start-up in the fall:
 - a) Assignment and evaluation of SLAs.
 - b) Schedule of SLAs and designated hours per week.
- Ensures the SLA completes weekly intervention sessions with children enrolled in the program.
- Recognizes the time required by the SLA to complete treatment materials (recommend .5 hour for every 4 hours).
- Ensures school support of the SLA's schedule for completion of intervention sessions.
- Ensures IPPs are completed with educational and health service's goals attached.
- Distributes completed IPPs to team members.

3.3 Classroom Teacher:

- Refers students.
- Informs and collaborates with the learning support teacher to complete the School Request for Service Form.
- Supports the SLA program by allowing students to leave the classroom for intervention.
- Supports the speech/language goals in day-to-day activities in consultation with the SLP.

3.4 Speech/Language Assistant:

- Provides the weekly intervention sessions with the children enrolled by the SLP, on scheduled dates and times.
- Implements speech and language goals for each child with the support of the SLP.
- Documents date and length of each session, briefly highlighting goals worked on and/or the child's ability to complete the task.
- Completes materials preparation activities.
- Notifies the SLP when parents, educators, or other service providers request progress reports.
- Makes phone contact with the SLP if any concerns arise with the implementation of the child's speech and language program.
- Provides updates of the children's performance during the SLP's supervision visit at the school site.
- Participates in inservices offered by Children's C.A.R.E. Services, as appropriate.
- Utilizes time, when a child is absent, to support the SLA program.

3.5 Principal:

- Designates space at school site.
- Provides access to the supplies necessary for the SLA program.
- Meets with the SLP and the Special Education contact teacher as appropriate.
- Supports the learning support teacher and the SLA to attend Children's C.A.R.E. Services' inservices, as appropriate.
- Communicates school-scheduled events including professional development days, holiday events, track meets, swimming programs, etc., to the SLP.

3.6 Director, Learning Support Services:

- Supports the overall coordination of speech/language services in the schools.
- Liaises with the two Student Health Initiative Programming Boards
- Liaises with the SLPs, learning support teachers, and school administrators.
- Communicates new initiatives and the ongoing development of student health services provided within their system.

3.7 Parents/Caregivers:

- Completes the required documentation.
- Participates in their child's program planning activities.
- Carries out requested home programs.
- Contacts the Speech/Language Pathologist if concerns arise regarding the provision of health services to their child.

Referral forms for speech language services included on LRSD LST Sharepoint site. <http://sharepoint.lrsd.ab.ca/CO/lst> and on the LRSD staff website.

4. LANGUAGE ARTS AND NUMERACY REMEDIATION SERVICES

Livingstone Range schools provide language arts and numeracy remediation services to students requiring extra support in their programs. These services differ from school to school because of the demographics of the students they service, and the individual needs of the students.

For specific program information, consult the handbook of the school in question. All programs and services, including referral procedures, are explained within them.

Livingstone Range School Division No.68 also has 12 Hutterite Colony schools within its boundaries. Most colony schools have a teacher directing the work of an assistant, whose primary responsibility is to assist the students in grades 1, 2, and 3 with their reading and writing acquisition.

5. ENGLISH AS A SECOND LANGUAGE PROGRAMMING

5.1 Background

People from a variety of cultures have worked together to develop our province and our country. Our future as well will be built by young Albertans who come from a wide range of cultural and ethnic backgrounds.

These young Albertans, either newly arrived in Canada or children of Alberta residents who are not fluent in English, are provided with programs that are designed to equip them with the necessary language skills and understanding of the Canadian way of life. Our goal is to have these students participate fully in our education system and become productive and contributing members of Alberta and Canadian society.

“When providing English as a Second Language (ESL) programs, school boards should recognize that an ESL program is transitional in nature. Its function is to facilitate the integration of the student into the regular school program at the earliest possible opportunity.” (Policy 1.5.1: English as a Second Language: Alberta Education Regulations and Forms Manual)

Livingstone Range School Division No. 68 provides English as a Second Language programming for students who are either newly-arrived to Canada or have lived here since birth. Within its boundaries, there are 12 Hutterite Colony Schools, all of their students Canadian-born, and entering school with English as a Second Language. These schools have integrated multi-age classroom settings. Both

professional and paraprofessional staff work with students to accomplish curriculum outcomes in the context of second language learning.

Alberta Education has published two documents that are excellent resources for English as a Second Language programming:

- *English as a Second Language: Elementary Guide to Implementation* December, 1996
 - contains program planning guidelines, instructional strategies, assessment information and classroom organizational techniques
- *English as a Second Language: Senior High* (1997)
 - contains General and Specific learner Outcomes for five levels of program organization.

Teachers are strongly encouraged to make use of these resources. They are the core of English as a Second Language program delivery.

Livingstone Range School Division No. 68 has developed Administrative Procedures #211: English as a Second Language, which contains the expectations for providing English as a Second Language programming.

5.2 Livingstone Range School Division No. 68: English as a Second Language (ESL) Programming Plan

To assist teachers of ESL students, an English as a Second Language Program Plan (ESL-PP) has been developed and implemented. It is intended to provide general language characteristics of beginner, intermediate, and advanced ESL students, as aligned with the *ESL Guide to Implementation* (Pages 58-62).

The ESL-PP is used in all Livingstone Range School Division No. 68 Colony Schools for students who are showing discrepancies between their achievement and level of English language proficiency.

5.3 Second Language Proficiency

The development of a Second Language Learning Model by Cummins (1982) provides a useful way of describing the language needs of students who are learning English as a second language. This model describes both internal and external language skills, which correspond to Bloom's Cognitive Domain Taxonomy, as well as the linguistic process involved at each level. Of importance in this model is what Cummins has labeled the Threshold Level ". . . that separates the purely communicative survival language skills from the more academic, literacy-related language used for instructional purposes" (Chamot 1983; page 463). Many ESL students achieve the communicative level of competency within two years. However, classroom language needs differ significantly from the face-to-face communicative language used in informal contextual situations. While some students are able to transfer learning strategies and knowledge from their first language to classroom tasks, many ESL students require five to seven years to obtain the cognitive-academic level of language proficiency in their second language (Cummins 1982)

Language and learning that begins with students' personal knowledge and lived experiences enables both English speaking students and students learning English as a second language to take ownership of their learning and begins to address the cultural, linguistic and academic diversity in the classroom.

5.4 Learning Strategies

In addition to a student-centered, language learning environment, instruction can be organized in ways that develop cognitive-academic language proficiency (Alberta Education 1990). While some ESL students transfer thinking skills from their first language, other students benefit from specific instruction in ways of processing information and organizing knowledge. The formal instruction of learning strategies is

an effective way of developing cognitive-academic second language proficiency. O'Malley and Chamot (1990; page 196) recommend learning strategy instruction for second language learners based on the following propositions:

- A. Mentally active learners are better learners. Students who organize new information and consciously relate it to existing knowledge have more cognitive linkages to assist comprehension and recall than do students who approach each new task as something to be memorized by rote learning.
- B. Strategies can be taught. Students who are taught to use strategies, and are provided with sufficient practice in using them, will learn more effectively than students who have no experience with learning strategies.
- C. Learning strategies transfer to new tasks. Once students have become accustomed to using learning strategies, they will use them on new tasks that are similar to the learning activities on which they were initially trained.
- D. Academic language learning is more effective with learning strategies. Academic language learning among students of English as a Second Language is governed by some of the same principles that govern reading and problem-solving among native English speakers.

Classroom practice which incorporates cognitive-academic language development would possibly include the following two strategies:

(i) The use of *schematic mapping* is a sophisticated strategy that efficient learners use to assist them in relating new information to previous knowledge. The students categorize known information about a topic. As new information is presented either in written, hands-on, visual or spoken form, students manipulate that information in a variety of ways. The new information may be added to the existing schematic map; new information may replace previous knowledge; or new information may require a reorganization of the previous held knowledge. Schematic mapping is a strategy that can be taught to students and is effective when presenting new concepts in areas.

(ii) Another learning strategy employed by effective readers in comprehension of narratives is the use of a *story grammar* where the setting, characters, conflict, plot development and conclusion are identified. By learning to understand these components and the interrelationship among them, students come to internalize this comprehension strategy and then are able to use this model in planning their own narrative writing.

5.5 Integrated Programming

Effective programming for ESL students can occur in classrooms where language is used to explore, create and communicate personal meanings, and where students are taught strategies that facilitate cognitive-academic development (Cummins 1984; pages 255-256).

Advantages of integrating ESL learning in the regular classroom include the continuity of learning experiences, social interaction, many models of native speakers and the opportunity to share cultural and personal experiences (Ashworkth 1988; Chamot 1983; Enright & McCloskey 1988; Handscombe 1989; Johnson 1987). Ashworkth (1989, page 181) supports the integration of language and content using learning strategies in the regular classroom for ESL students, for the following reasons:

- A. Language is learned through meaningful experiences and social contexts.
- B. Students' cognitive and academic growth should continue while the second language is developing.
- C. Thinking skills (or learning strategies) are interdependent with language and content, and are common to all subject areas.

- D. Efficient instructing aims to meet several objectives concurrently. Efficient language instruction integrates the building up of subject matter knowledge, thinking and language skills.

Effective instruction for second language learning is rooted in first language and learning theory, and is demonstrated in practice (Cummins 1984; pages 265-267; and Early, Mohan & Hopper 1989). Integrating ESL students in classrooms where the learning occurs through language exploration and the teaching of strategies is an:

“...approach (that) will not only be of value for students learning through a second language, it will have implications for all language learners. And it will have implications for education in general (Ashworth 1990; Page 184).”

6. COUNSELLING SERVICES

For more detailed information on the Family School Liaison and High School Counselling programs, please refer to the *Livingstone Range School Division No. 68 Counselling Handbook, June 2006*.

6.1 Family School Liaison Counsellors

Family School Liaison Counsellors have primary responsibility for delivering the personal/social component of a comprehensive school guidance and counselling program in all community-based Kindergarten to Grade 6 schools within Livingstone Range School Division. In some instances, they are also involved with students in Grades 7 – 12. When personal/social needs are identified, the Family School Liaison (FSL) Counsellor becomes an integral member of the student's school-based team.

Family School Liaison Counsellors are responsible to the Associate Superintendent, Programs. They receive referrals from parents, school staff, and outside agency representatives.

All students receiving FSL counselling services need to have signed parental/guardian consent.

Family School Liaison Counsellors:

- Establish counselling relationships with referred children and their families in an attempt to resolve assessed concerns.
- Develop and provide preventative programs for children/families and educators.
- Establish community networks and liaise with appropriate service agencies in the area.
- Conduct staff and parent workshops upon request, in their areas of expertise.
- Collaborate with others on school-based teams.
- Provide a first line of crisis intervention in the resolution of student-related school/home conflict at the request of parents, teachers, school administration or members of the superintendency team.

Family School Liaison Counsellors provide a variety of service supports to meet student's needs in the personal/social domain:

1. **Developmental Counselling:** A preventative pro-active process providing students with relevant information and skills in small groups and in class to:
 - Help them understand themselves and facilitate their development in personal/social areas
 - Acquire life skills such as problem solving, decision making, and effective communication

2. **Individual Student Planning:**

- Receive referrals for children and families in need of counselling
- Assessment of problems the child/family may be encountering
- Involvement of the child/family in a counselling relationship aimed at alleviating the problem/concerns

3. **Responsive Services:** Activities that meet the student's immediate needs and concerns.

- Consultation with parents, teachers, learning support teachers and/or community agencies regarding strategies to help students
- Personal counselling in small groups or individually, regarding relationships, personal concerns or normal developmental issues
- Crisis counselling for students and their families in emergency situations, usually a short-term or temporary service
- Referral/coordination

4. **School/Community Support:** Activities that maintain and enhance the Family School Liaison Program

- Needs assessment
- Case consultation
- Consultation with teachers (regularly providing information, supporting staff, and receiving feedback about students' needs)
- Inter-agency collaboration
- Identification of existing community resources to meet the needs of children and families
- Involvement as a team member with medical doctors, Alberta Mental Health, Child and Family service agencies, and other appropriate agencies, to assist in improving the situation of the child/family
- Supporting safe school initiatives, as appropriate
- Collaborate or refer to existing family-based agencies to facilitate educational programming/workshops

5. **Non- counselling Duties:**

- Maintain individual student counselling files
- Schedule meetings with students/parents
- Schedule daily appointments
- Complete monthly statistics
- Professional development
- Other duties as assigned by the Associate Superintendent, Programs

6.2 High School Counsellors

School-based counsellors (teacher counsellors) are assigned to schools with grades 7 – 12 student populations. They work as members of school-based and jurisdictional-based counselling services.

High School Counsellors have primary responsibility for delivering:

- Personal Counselling.
- Career Counselling.
- Academic Counselling.
- Establish community networks and liaise with appropriate service agencies in the area.
- Collaborate with others on school-based teams.

- Provide a first line of crisis intervention in the resolution of student-related school/home conflict at the request of parents, teachers, and school administration.

6.3 Native Liaison Workers

- Native Liaison Workers are assigned to the schools in Fort Macleod and Pincher Creek.
- For specific roles and responsibilities, see Section 1.1.5.

6.4 Behaviour Management Consultants

The Behaviour Management Consultant is a member of the children's C.A.R.E. team, employed by the Chinook Health Region, for schools located within the communities of Granum, Fort Macleod, Pincher Creek, Lundbreck and the Crowsnest Pass. Learning support teams may refer students for behavioural consultative services, following verification from the Director, Learning Support Services. Referral forms are available on the LST Sharepoint site (<http://sharepoint.lrsd.ab.ca/CO/lst>), and must be sent to the Director, Learning Support Services for signature and forwarding to the Children's C.A.R.E. Team.

Please note that the *primary role* of the Behaviour Management Consultant is to work with young children in early intervention programming. Prior to accessing this service, schools need to provide the strategies and interventions that are already in place for the student. Currently, services of a Behaviour Specialist are available only through a private contract in the communities of Claresholm, Stavely, and Nanton. The same referral criterion applies as for that in the Chinook Health Region.

6.5 Alberta Mental Health Therapists

Because Livingstone Range School Division No. 68 is geographically located between two health authorities, mental health service provision is either through:

- the Chinook Health Region
- the Calgary Health Region

Mental Health Therapists from both regions attend monthly case consultations with Family School Liaison and high school counsellors. During these meetings, counsellors have opportunity to consult on their most challenging cases (without using actual names). Feedback is received from therapists and representatives from the Child and Family Service Authorities.

1. Mental Health Services: Calgary Health Region

- Nanton and Claresholm are under Calgary Health Region and their staffs provide services to them.
- Parents can access services by calling (403)652-8340 or toll free 1(877)652-4700, or by calling Calgary Health Link at 1(866)408-5465 and asking for Child, Youth and Family Therapists Intake. There is no cost as these services are covered under Alberta Health Care.
- Mental Health Therapists can provide clinical assessments and interviews for children, youth and their families suffering from a variety of emotional or mental health disorders. There are also designated therapists for adults accessible at the same numbers as listed above; simply request an Adult Intake Worker.
- Consultation is provided to other disciplines such as teachers, school counsellors and Family School Liaison Counsellors.
- When parents call, there will be an "intake" interview by telephone to ascertain the most appropriate and timely services, which may include an initial referral to other agencies/services.
- The High River Office has a Walk-In Clinic on Thursdays from 10:00 A.M. to 3:00 P.M. Call (403)652-8340 for directions to the clinic.

2. Chinook Health Region Community Mental Health Children's Program

Mandate/Mission

"The purpose of the Mental Health Children's Program is to promote, maintain and improve the mental health of children up to 18 years of age. Work is done in concert with related agencies and services, towards providing comprehensive, accessible mental health services to children and their families."

Services Offered:

A. Assessment and Treatment:

Services are provided according to severity of need, considering the availability of alternate services and staff resources. Priority is given to concerns that seriously impair children and/or carry a risk of harm to themselves or others. This includes children who are at risk for suicide or who must cope with psychosis, depression, anxiety, attention deficit, or eating disorders, and those who display serious problems in response to difficult family situations. Whenever possible, the child is treated within the context of his/her family.

The results of the assessment are discussed with the client and family at the end of the assessment. At that time, a treatment plan is created with the assistance and approval of both the family and the client. All cases are reviewed by the team once they are completed and the treatment plan approved by the parents and client.

Treatment: Some of the curative activities used to reduce or eliminate symptoms include:

- Behavioural and cognitive therapy.
- Visual arts, play, relaxation therapies.
- Group therapy.
- Family therapy.
- Psycho-education.
- Mediation.

To provide rehabilitation when a "cure" may not be an option, the following approaches are among those used:

- Outreach services.
- Social skills development.
- Anger management.
- Parent and school management skills development.
- Education.

B. Referral Procedure:

Individuals may access the service themselves, or be referred by a physician or other service professional, with the permission of the parent or legal guardian. All referrals, including requests for psychiatric or psychological assessment, are initially assessed by the intake staff. Telephone intake, involving rotation by the therapy staff, is seen as an opportunity for intervention and is often considered the "first session". Information, consultation, referral, an invitation to attend the Walk-In Clinic, or an intake assessment appointment are provided at this time. Appropriateness of a referral can also be discussed.

Mental Health Children's Services deals with a whole range of child, adolescent and family problems. On the acute end, the client population includes the suicidal and/or the depressed, and those likely to harm themselves or others. Also dealt with is the whole range of concerns which may present as a child with extreme behaviour, physical or sexual abuse, children in families where there has been

extreme deprivation and loss, a parent with a serious mental disorder, witness to extreme violence, and developmental disorders.

If a client does not fit the Children's Mental Health Program mandate, or if other services are required, the client is supported in accessing the most appropriate services with frequent follow-up to assure client is receiving the services.

Determining the fit between clients' needs and services offered is done through the intake screening process. Generally, if the caller wishes to be seen, he/she is referred to the Walk-In that same week. After Walk-In or at first call, if it is determined that ongoing counselling is appropriate, the client is assigned to a therapist with a specific area of expertise or skill required by client. This may be modified if the client requests a specific counsellor, or accessibility (e.g. evening or other specific hours required) is a factor. Care is taken to make the most appropriate fit and client or staff may at any time request a change of therapists.

C. Consultation With Regard To Individual Clients With Other Services Providers.

This includes other agencies as well as Rural Mental Health Clinics. Team consultations can be scheduled Friday mornings. Internal case/issue consultation is available on an informal, ongoing basis. It is common for brief, informal meetings to be held throughout the week.

Case consultation is also available with other service providers regarding their clients/students or joint cases. This is a unique service in that other professionals are able to schedule a time to consult on strategies regarding difficult situations, and receive support. We may also call a meeting of professionals involved to determine how best to meet a particular client's needs before commencing ongoing services (i.e., as in the case where a client comes to Walk-In and already has several service providers).

Team consultation is provided to assist other professionals to carry on with their clients. Consultation with schools and service planning for mutual clients is available through regular consultation with Child Welfare and their services (group homes, Foster caregivers, treatment facilities, schools, principals, teachers, counsellors). Our staff does monthly scheduled consultations with School Liaison Counsellors and other community partners in the corresponding school divisions.

Consultation is also provided to the Rural Team, and consultation on common cases and referral exchange with Adult Services is ongoing.

Pediatric and adolescent psychiatric consultation is available to any clients of Mental Health Children's Services. Three psychiatrists from Calgary travel to Lethbridge monthly to provide consultations to our service.

D. Collaboration With Other Agencies And Jurisdictions To Improve All Services Delivery.

Mental Health Children's Services keeps close liaison with a comprehensive referral network, which includes medical professionals, schools, other professionals and/or significant others.

Work is done closely with other children's service providers to coordinate service and identify gaps with their involvement in several inter-agency organizations, groups and committees.

E. Mental Health Promotion: includes information, education and support in response to school and community as resources permit.

Members of the Children's Services team provide educational presentations and workshops on a number of topics. Information and educational materials can be provided through telephone contact or can be mailed out.

Newspaper and TV interviews on select topics are done, as in participation in Mental Health Week activities.

F. School and Community Outreach Services:

Outreach services are provided to schools on a regular basis. Monthly consultations are held with the Livingstone Range School Division No. 68. Home/school visits, crisis debriefing and bereavement follow-up are provided at local/rural sites in conjunction with rural clinics and other agencies.

The School and Community Outreach Program provides more consistent, assertive outreach in meeting the mental health needs of the "high risk" population within the educational setting. It allows easy access for the youth and family experiencing specific and severe difficulties, that are child educational problems, thus enhancing future functioning. Service needs are identified by the youth themselves, their families, and a network of support people. Linking with the larger community not only promotes interdependence among caregivers, but also enhances the independence and functioning of these young people, and increases their acceptance into our community.

G. Clinic Outreach Programs

(i) Care Bed

Provides a short-term, (maximum of two weeks) therapeutic, nurturing, home environment to children with mental health, psychiatric, or psychological problems who cannot be maintained safely in their own home or community.

Goals:

- Provide stabilization in a safe setting
- Meet the immediate treatment needs of the client
- Provide support, education and consultation to client's parents
- Enable a prompt return to home, or facilitate a suitable placement
- Prevent hospitalization
- Reduce the length of hospital stay
- Is entirely voluntary and requires the written consent of both the youth and his/her custodial parents or legal guardians
- Respite care
- Follow-up and close contact with the primary Mental Health Therapist

(ii) Youth Worker Service

The Youth Care Worker, as part of the treatment team, provides one-to-one and group services which supplement regular therapy. Working in close consultation with the primary therapist, the Youth Care Worker uses therapeutic recreational support, role-modeling, and skills development within activities usually outside the clinic. The Youth Care Worker participates in all team meetings, supervision meetings, case conference, clinic meetings and activities.

(iii) Family Outreach Worker

The family outreach worker, as part of the treatment team, provides in-home assessment, guidance, and skills development to parents who are experiencing specific and severe difficulties that are child related. Working in close consultation with the primary therapists, the family outreach worker may provide relationship skills to the entire family. The focus is on concrete, hands-on modeling, education and practice to enhance family functioning.

(iv) Enviro Rangers

The Enviro Rangers program is a child and adolescent community group, developed in response to the needs of children and families who appeared to have few resources over the summer months. Most of these children, with presenting problems of Attention Deficit Disorder, depression, anxiety, and other issues, do not respond to traditional therapy, but respond to “hands on” involvement in the community and with peers.

Enviro Rangers has grown to a large group, which takes in approximately 30 children and adolescents on an annual basis. It is a joint effort of the Canadian Mental Health Association and Mental Health Services.

The purpose of Enviro Rangers is to enhance independence, a sense of belonging, basic social skills, as well as to foster a kinship with the environment, to teach and support a balance between freedom and responsibility, and between cooperation and competition.

Goals:

- Learning and practice of relationship building skills
- Promotion and development of positive peer and family interaction
- Use of community resources
- Learning of societal expectations
- Basic learning skills (e.g. awareness and compliance skills to deal with family and school expectations)
- Learning independent living/survival skills
- Prevention of escalation of situations and decrease in child symptoms (which in some cases might otherwise require hospitalization)

H. Walk-In Clinic

A Walk-In Clinic is held each Thursday afternoon, 12:30 – 4:00 P.M. with no appointment necessary. At this time, single session consultation, referral, or an intake assessment appointment are provided as necessary. Clients may return to Walk-In as often as they wish.

The purpose is to:

- Provide immediate (within a week) assistance to children/adolescents and their families.
- Allow clients immediate access to clinically trained professionals at no cost.
- Screen and refer those who require it.
- Provide a stopgap for clients as they wait for other services.

The Walk-In Process is as follows:

Children/adolescents/families may be referred or come on their own. No appointment is required. The client is asked to complete an Intake Form which the team reviews. A therapist is assigned, with team suggestions for approach. In some cases, the client is asked if they would be willing to be viewed behind a one-way mirror. Live observation and consultation are valuable for continuous evaluation and improvement of the process. Mid-session, a team consultation is held in which particulars are discussed and suggestions for treatment made. The therapist returns to complete the session, making therapeutic suggestions, reinforcing client strengths, and further treatment planning, as required.

The outcome possibilities are:

- Resolution of presenting issues
- Therapeutic recommendations
- Suggestion of a return to the Walk-In Clinic
- Referral to appropriate resources
- Scheduling of regular intake procedures

If a client is referred to another resource, the staff makes that transition convenient to the client (i.e. calls to set appointment, lists specific contacts, advocates for clients as needed), and follows up.

All service is confidential; however, by law there is an obligation to report situations where a person endangers the life of another or neglects or abuses a minor.

Call (403)381-5278 for Family, Adolescent, and Children Services, or 381-5260 for Adult Services, or call the toll free number 1(877)303-2642.

7. Child and Family Services Authorities

Livingstone Range School Division No. 68 is geographically located between two Child and Family Service Authorities:

- Southwest Child and Family Service Authority (coterminous with the Chinook Health Region)
- Calgary Rockyview Child and Family Service Authority (coterminous with the Calgary Health Region)

7.1 Southwest Child and Family Services Authority

Southwest Child and Family Services provides Child Protection and Family Enhancement Services to the children and families within Livingstone Range School Division No. 68. Offices are located in Lethbridge and the Crowsnest Pass. Child Protection Services are accessed either through child and/or family self referral or through the community reporting concerns where a child may be in need of protective services. Family Enhancement Services can be accessed by referral or by families initiating services for themselves. Access to either office can be obtained through contacting the Child Abuse Hot line, Children's Help Phone, or by calling the offices directly.

7.2 Region 3 Child and Family Services Authority

Region 3 Child and Family Services Authority provides Child Protection and Family Enhancement services to the children and families within the communities of Nanton, Claresholm, Stavely and surrounding area. Offices are located in Claresholm and High River. Child Protection Services are accessed either through child and/or family self referral, or through the community reporting concerns of a child who may be in need of Protective Services. Family Enhancement Services can be accessed by referral or by families initiating services for themselves. Access to either office can be obtained by contacting the Child Abuse Hotline, Children's Help Phone, or by calling the offices directly.

8. Contracted Services

Definition: A "contracted service" is a support service, significant to the student's programming needs.

Typical services include:

- Speech language
- Fine motor development
- Gross motor development
- Psychological assessment
- Behaviour management
- Deaf and hard-of-hearing impairment
- Blind or visual impairment
- Orientation and mobility impairment

Some of these services are provided by the Health Regions - Chinook and Calgary Rural. There are those, however, that they do not provide, or in some instances, the student may not fit within their range of service provision.

Note: In the Chinook Health Region, referrals to the Children's C.A.R.E. Centre can be sent directly to them, with the exception of the Behaviour Management Consultant. Referrals to the Behaviour Management Consultant must be sent to the Director, Learning Support Services. In the Calgary Health Region, referrals and parental consents are sent directly to them if the students are in ECS, Grades 1 and 2. Students in Grades 3 and older are sent through the Director, Learning Support Services.

R.E.A.C.H. (Regional Educational Assessment and Consultation Services) provides services to students with low-incidence or multiple disabilities. When learning support teams are planning programs for students with severe disabilities, (with the exception of Code 42 students), R.E.A.C.H. may be involved in the student's assessment and program consultation. Prior to initiating a referral to R.E.A.C.H., the Director, Learning Support Services will consult with the school team. Parents must also agree and sign permission for any individualized assessment done by a partnering professional. R.E.A.C.H. referrals and parental consents are forwarded to the Director, Learning Support Services.

Referral forms for both Health Authorities and R.E.A.C.H. are located on the LST Sharepoint Site (<http://sharepoint.lrsd.ab.ca/CO/lst>).

9. Student Health Initiative Partnership

On March 17, 1999, the provincial government announced funding of \$25.6 million annually to implement the Student Health Initiative Partnership (SHIP) as one of the priorities of the Alberta Child and Youth Initiative (A.C.Y.I.). Developed through a partnership of Alberta Education, Health and Wellness, Children's Services and the Alberta Mental Health Board (AMHB), SHIP is intended to build partnerships that strengthen the province's collective capacity to support students with special health needs.

The goal of SHIP is to improve access to and enhance the provision of integrated health and related support services for children with special health needs so that they can participate fully in their education programs, to attain their potential and be successful at learning. This includes children with physical disabilities, developmental disabilities, neurological disorders, sensory impairments, medical conditions, and/or emotional/behavioural disabilities, who are registered in school programs from Early Childhood Services (ECS) through Grade 12. Areas eligible for funding include speech-language therapy, physical therapy, occupational therapy, audiology, respiratory therapy, nursing, and emotional/behavioural supports.

SHIP funding is accessed by partnerships of school authorities, regional health authorities and child and family services authorities which collectively set priorities, develop collaborative strategies for delivering services, and share accountability for results.

Livingstone Range School Division No. 68 belongs to two Student Health Initiative Partnerships (SHIP), Bow Valley and Chinook.

9.1 The Bow Valley (formerly Headwaters) SHIP. provides services to students in Claresholm Stavelly, and Nanton. The guiding principles of this partnership are:

- Children/students with special health needs will receive services that address child/family-centered decision-making processes, foster individual responsibility and independence as appropriate, and provide child/family satisfaction.
- Quality service will be provided in schools whenever possible and as appropriate to the children's/students' special health needs, supported by parents, qualified professionals or trained para-professionals. Services will be seamless, least intrusive, efficient, effective and flexible, with collaboration and cooperation at all levels.
- All partners will deliver effective and efficient support through joint accountability for fulfilling the responsibilities, to meet the special health needs of children/students.

The Bow Valley S.H.I.P. provides services in the following disciplines:

- Speech Language Pathology
- Occupational Therapy
- Physical Therapy
- Social Emotional Behavioral Supports
 - Family School Liaison Counselling
 - Mental Health Services

In addition to service provision for more children, the Partnership strives to provide enhanced quality of service to students presently served. Quality service is defined as “program interventions beyond assessment”.

- The emotional/behavioural support priority is being addressed through the integration of new local services. These services are blended with the existing counselling and support services available in schools.
- Other services provided through Bow Valley Student Health Partnership include staff learning and case conferencing.

Bow Valley Student Health Partnership includes:

- Calgary Health Region
- Canadian Rockies Public Schools
- Christ the Redeemer Catholic Regional School Division
- Foothills School Division
- Horizon School Division
- Livingstone Range School Division
- Region 3 Child and Family Services
- Arrowwood and District E.C.S. Society
- Champion Kindergarten Association
- Edison School Society
- Lomond Little Learners Society
- Strathcona-Tweedsmuir School
- Stoney Tribal Association
- Milo Alphabets Kindergarten Society
- Canmore School for Community Education
- Evangelical Free Church of Champion

9.2 The **Chinook Country SHIP** provides services to students in Granum, Fort Macleod, Pincher Creek, Lundbreck and the Crowsnest Pass. The guiding principles of this partnership are:

- Children/students with special health needs will receive services which address child/family-centered, decision-making processes, foster individual responsibility and independence (as appropriate) and provide child/family satisfaction.
- Quality service will be provided as appropriate to the child's/student's special health needs. Services will be supported by parents, qualified professionals and/or trained para-professionals. Services will be seamless, least intrusive, efficient, effective and flexible, with collaboration and cooperation at all levels.
- All partners will deliver effective and efficient support for programs and services. Through joint responsibility, the fulfilling of the responsibilities to meet the special health needs of children/students will be accomplished.

Referrals

The Chinook Country Student Health Partnership uses a referral process to identify students in need of service. Any of the following – child/student, parent, school, health/social/community agency – can make an open referral. Some referrals are restricted to specific agencies or personnel.

1. **Speech Language Services**
 - **open** to end of grade three year
 - **restricted** after grade 3 to Pediatrician and/or Child Psychiatrist
2. **Physio/Occupational Therapy**
 - **open** to 5 ½ years of age
 - after age 5 ½ **restricted** to Pediatrician and/or Child Psychiatrist
3. **Family School Liaison**
 - **open**
4. **Behavioural Specialist**
 - **restricted** to designated school jurisdiction personnel, Child Psychiatrist or Pediatrician
5. **Mental Health Therapist**
 - **open**

Chinook Country S.H.I.P. partners are:

- Alberta Alcohol and Drug Abuse Commission
- Barons – Eureka – Warner Family and Community Support Services
- Chinook Regional Health Authority
- Lethbridge Association for Community Living
- Southwest Alberta Child and Family Services Authority

- Greater Southern Alberta Francophone Education Region No. 4
- Holy Spirit Roman Catholic Separate Regional School Division No. 4
- Horizon School Division No. 67
- Lethbridge School District No. 51
- Livingstone Range School Division No. 68
- Palliser Regional School Division No. 26
- Westwinds Regional School Division No. 74

- Children’s House Child Care Society
- Coaldale Canadian Reformed School Society
- Lethbridge Christian Society
- Lethbridge Montessori Society
- Lethbridge Preschool Services Project
- Providence Christian School Society
- Society for Christian Education in Southern Alberta
- Society for the Netherlands Reformed Congregations
- Third Academy International Ltd
- Tween Valley Fellowship
- Victory Christian Fellowship

10. Jurisdictional Programs

Livingstone Range School Division No. 68 has developed alternative and supportive programming for students who would benefit from a specific experience or setting.

10.1 F.A.C.E.S. (Facilitating Awareness and Character-Building Experiences for Students)

The goal of this program is to assist students in approaching self-awareness and personal integrity. Physical education and FACES concepts are combined within this highly impacting outdoor adventure. This is experiential

education at its finest. Up to 20 credits will be earned upon completion of two summer sessions, and follow-up activities throughout the year. This proven program has the potential to provide a most meaningful personal learning experience.

A. Target Group: Grades 9 – 11 students

B. Registration:

Registration forms can be obtained at all high school offices or from the school counsellor. Registration deadline is May 1st. Early registration is required as space is very limited. Any questions about the program should be directed to Mr. Rick Bullock at 553-3744 (School) or 553-4405 (Home).

10.2 Fresh Start (located at Granum and Livingstone Schools)

Program Rationale:

There are a number of students who are unable to function constructively, productively and/or socially within a traditional school setting. Their poor performance manifests itself in destructive behaviors, often resulting in suspension, expulsion or dropping out. The impact they have on regular classrooms is damaging to both themselves and others, and allowing them to remain contributes to such behaviour. It is extremely difficult for the classroom teacher to maintain a balance between addressing the dysfunctional student's needs and the needs of the rest of the class. Therefore, alternative programming outside the traditional school setting may need to be considered.

A. Target Group: Grades 5 – 9 Students

B. How to Access: Contact the Director, Learning Support Services at 1(800)310-6579 or the two schools involved.

10.3 Outreach Schools

Outreach Schools offer:

- Academic upgrading and targeted course completion.
- Life skills (personal development).
- Basic computer skills.
- Work experience.
- Career planning.
- Cross-cultural awareness.
- Volunteering and mentoring.

Outreach schools are located at two sites:

- Napi Alternative (Pincher Creek), Phone 627-4224
- Outreach North (Claresholm), Phone 625-3541

For more information during summer months, contact Livingstone Range School Division Office at 625-3356.

A. Target Group: Grades 10 – 12 Students

B. Transportation: will be provided by LRSD through its existing routes. Bus pick-up and drop-off times will be made available to students upon registration.

10.4 NAPI Alternative Learning

The Napi Learning Center's Alternative School is located at the Napi Friendship Center, Pincher Creek. A division of Matthew Halton Community School, it is part of the Livingstone Range School Division jurisdiction. The Napi Learning Center provides the Pincher Creek – Peigan communities, and the communities of Lundbreck and the Crowsnest Pass, with mainstream schooling. The aim of the Learning Center is to support and develop the whole person, in four core areas of life: spiritual, social, mental and physical.

- A. **Target Group:** Grades 10 – 12 students (Special circumstances may allow for Junior High students to be considered).

10.5 Outreach School North

Outreach School North is an educational alternative for students who, due to individual circumstances, find that the traditional school setting is not meeting their needs. It is an off-site location where students can drop in to pursue their studies in a non-traditional, relaxed learning environment.

- A. **Target Group:** Students aged 14 – 19 years
- B. **Transportation:** will be provided by LRSD through its existing routes. Bus pick-up and drop-off times will be made available to students upon registration.

Section 4: ASSISTIVE TECHNOLOGY FOR LEARNING

Assistive technology for learning (ATL) is defined as the devices, media and services used by students with physical, sensory, cognitive, speech, learning or behavioural disabilities to actively engage in learning and to achieve their individual learning goals. ATL is a subset of a broad range of technologies that enhance students' learning. ATL assists students in performing functions that would otherwise be difficult or impossible to accomplish independently. ATL is directly related to the delivery of learning outcomes in the Alberta programs of study. Like other technologies, ATL ranges from simple tools to complex.

(Alberta Education, 2006, Book 3: Individualized Program Planning, Chapter Nine, Infusing Assistive Technology for Learning into the IPP Process.

http://www.education.gov.ab.ca/k_12/specialneeds/ipp/ipp9.pdf)

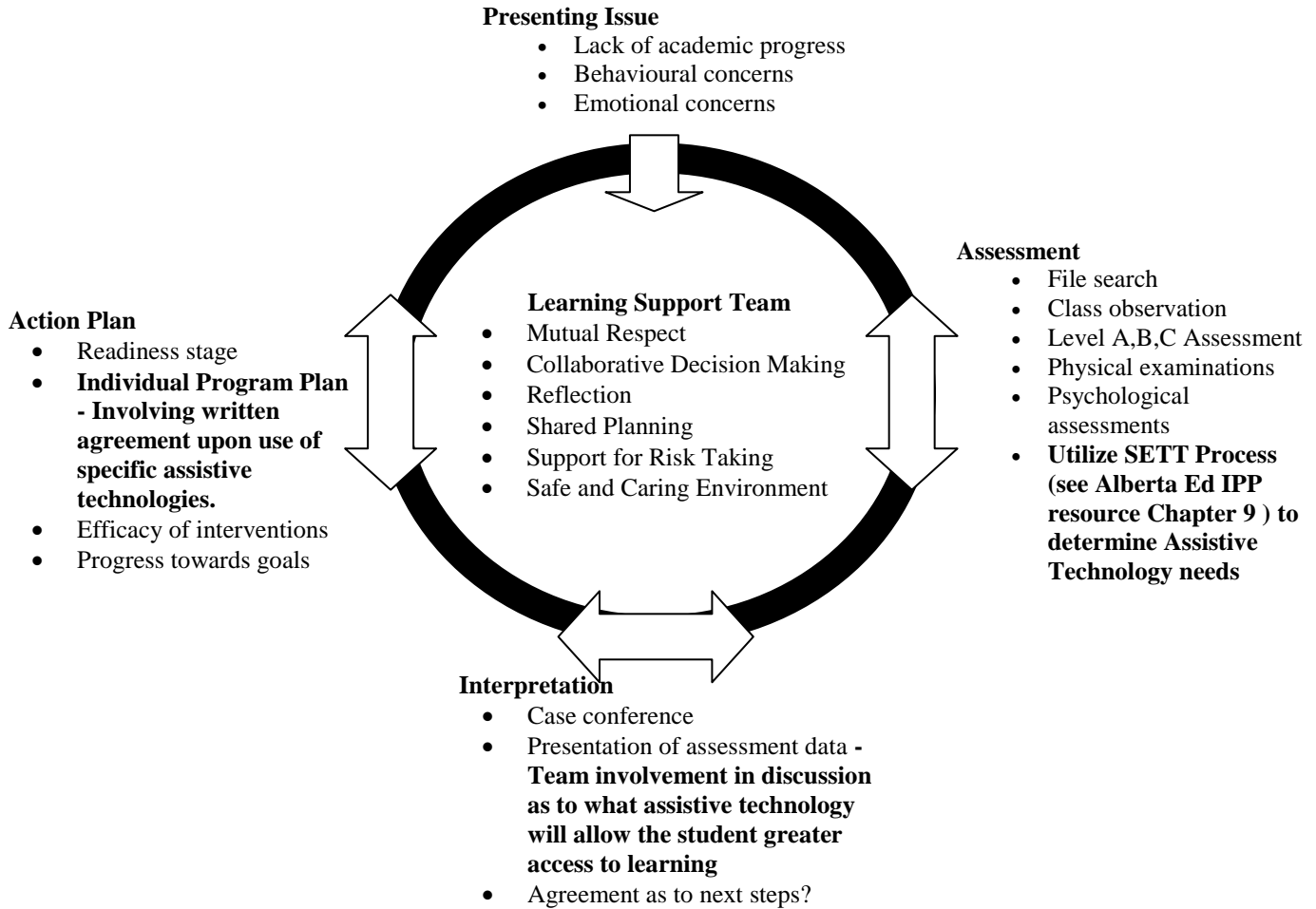
What the research is telling us:

- Using technology fosters belonging and interactive participation in general education classrooms for students with LD (Bryant & Bryant, 1998)
- Technology increases the frequency of assignment completion and contributes to improved motivation (Bahr, Nelson, and Van Meter, 1996)
- It ... supports some of the basic objectives of inclusive education: a sense of belonging to group, shared activities with individual outcomes, and a balanced educational experience. (Quenneville, J., 2001)
- Assistive technology has the capacity for increasing student independence, increasing participation in classroom activities and simultaneously advancing academic standing for students with special needs, providing them the ability to have equal access to their school environment. (Cavanaugh, T., 2002)
- Frequently, these [students] are capable of learning more than we imagine—and technology can put an engine on their efforts. When used strategically, technology can help to bypass conditions that once barred the students' passage into higher levels of learning (Barry, J & Wise, B.J. 2001)

Given the research, our guiding principles and subsequently designed structures and processes (Inquiry Matrix and Team Planning Process) outlined earlier within this handbook, the use of Assistive Technology needs to be part of our larger process. The diagram of our team planning process seen on the next page, clarifies where the discussion can take place with students, parents, and teachers to determine an agreed upon action plan. A myriad of research articles, planning processes, and ideas are included regularly on the 2learn site (<http://www.2learn.ca/>) to support this discussion and action planning for students.

Alberta Education defines four areas to consider when growing and moving forward in our uses of assistive technology for student learning: awareness, collaboration, access to resources, and accountability. Our current status is outlined within the planning grid included in **Appendix 9**. The process to access support in this area is still to be developed.

Team Planning Process (including Assistive Technology discussions)

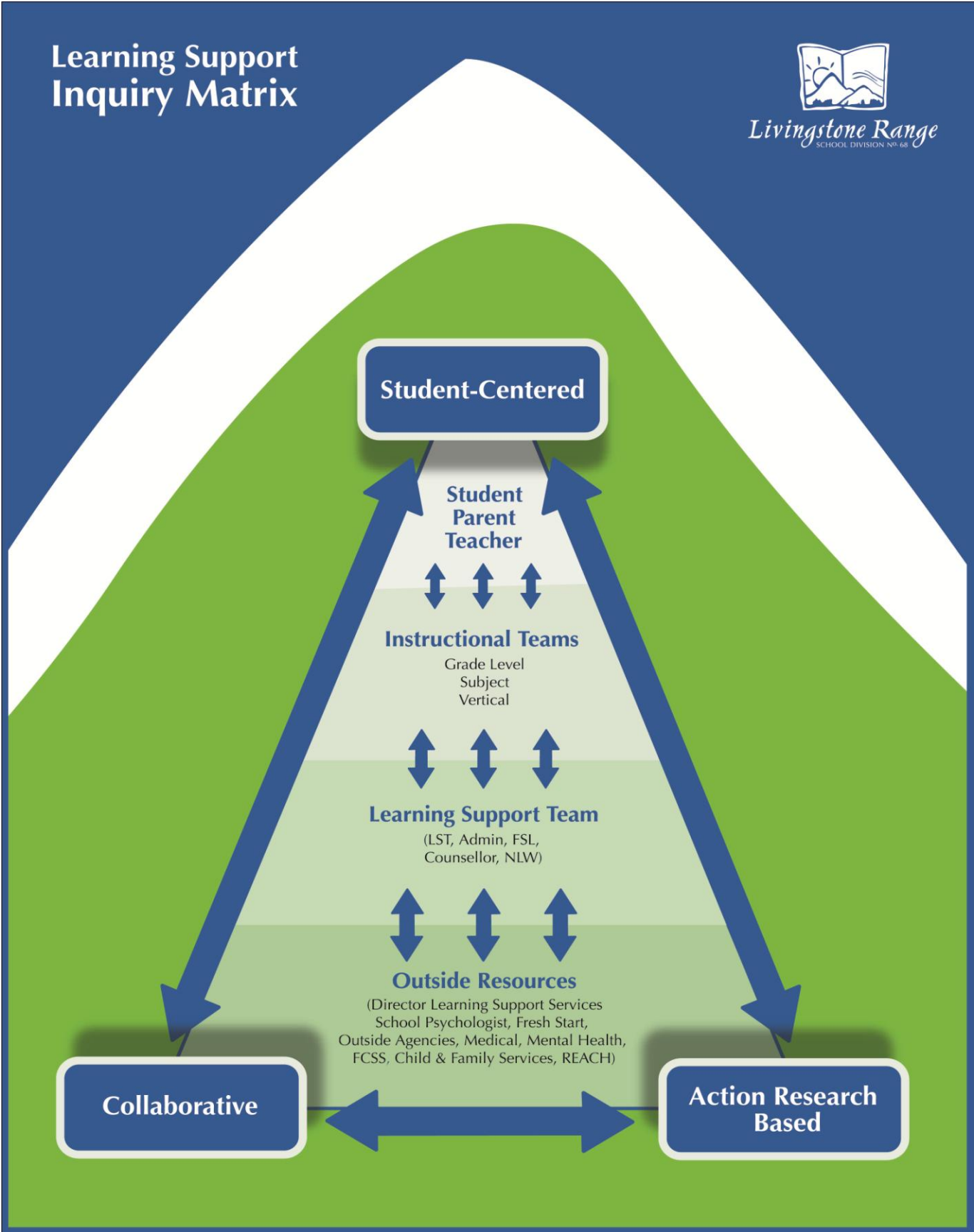


Section 5: FUNDING OF LIVINGSTONE RANGE SCHOOL DIVISION SERVICES

Up-dated yearly and sent to administration in each school.

APPENDICES

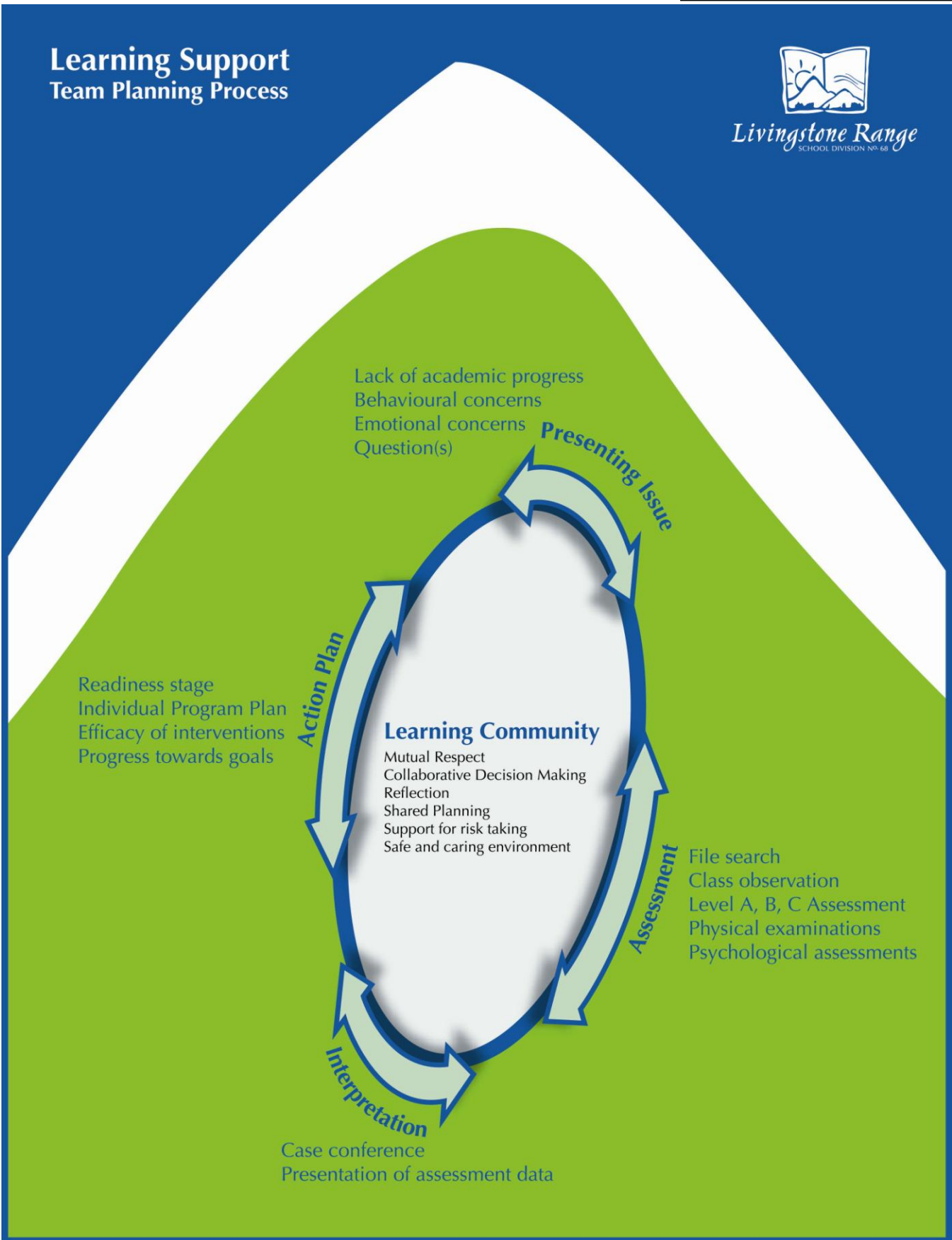
Learning Support Inquiry Matrix



Learning Support Team Planning Process



Livingstone Range
SCHOOL DIVISION No. 68



QUICK REFERENCE CODE TABLES

| CITIZENSHIP STATUS CODE TABLE (SEE SEC. 3, P. 9) | ENROLLMENT TYPE CODE TABLE (SEE SEC.3, P. 15) |
|---|--|
| 1 Canadian Citizen 2 Permanent Resident 5 Student Authorization – Study Permit 6 Child of a Canadian Citizen 7 Child of an individual lawfully admitted to Canada for permanent or temporary residence 9 Other/Unknown | 121 Independent Student 130 Resident Student of the Government 330 Indian Students for whom the educating school authority receives payment of a tuition from the Government of Canada 331 Aboriginal Learner – Status Indian/First Nation 332 Aboriginal Learner – Non Status Indian/First Nation 333 Aboriginal Learner – Métis 334 Aboriginal Learner - Inuit |
| SPECIAL EDUCATION STUDENT CODE TABLE (see Sec.3, p. 18) | |
| <i>ECS Children</i> | |
| 10 Developmentally Immature 30 Mild/Moderate Disability 47 Severe Delay Involving Language | 402 Resident Student: from this school to a school outside Alberta but within Canada 403 Resident Student: from this school to a school outside Canada 412 Exchange Student: to this school from a school outside Alberta but within Canada 413 Exchange Student: to this school from a school outside Canada |
| <i>Grades ECS Children – 12 Students</i> | |
| <i>Severe Disabilities (40 series)</i> | |
| 41 Severe Cognitive Disability 42 Severe Emotional/Behavioral Disability 43 Severe Multiple Disability 44 Severe Physical or Medical Disability 45 Deafness 46 Blindness | 415 Student from outside Alberta but within Canada receiving instruction in person or online (non funded) 416 Student from outside Canada receiving instruction in person or online (non funded) |
| <i>Grades 1-12 Students</i> | |
| <i>Mild/Moderate Disabilities (50 Series)</i> | |
| 51 Mild Cognitive Disability 52 Moderate Cognitive Disability 53 Emotional/Behavioral Disability 54 Learning Disability 55 Hearing Disability 56 Visual Disability 57 Communication Disability 58 Physical or Medical Disability 59 Multiple Disability | 475 Student from outside Alberta but within Canada receiving instruction in person or online (non funded) 476 Student from outside Canada receiving instruction in person or online (non funded) |
| <i>Grades 1-12 Students</i> | |
| 70 Disabled Adult | 80 Gifted and Talented |
| EXIT DESCRIPTION CODE TABLE (PARTIAL) (SEE SEC. 3, P. 23) | |
| <i>No Diploma</i> | |
| | 10000 Completed prescribed course of studies (no diploma) 10100 Completed prescribed course of studies (no diploma) & continuing education at a more advanced level |
| <i>Transfer Students</i> | |
| | 20000 Unknown 21000 Transfer within Alberta 21100 Transfer within school authority 2D000 Transfer to the United States 2E000 Transfer outside Alberta 2F000 Transfer outside Canada and the United States |
| <i>Early Leavers</i> | |
| | 30000 Unknown 30010 Deceased 30020 Left school through mutual agreement 30030 Expelled from the system through Board resolution 30040 Left school for health reasons 30060 Seeking employment 31050 Employed within Alberta 3E050 Employed outside Alberta |
| <i>Graduates</i> | |
| | 90000 Graduated: Institution Unknown (for a complete listing, consult main code table.) |

Revised July 2006

QUICK REFERENCE CODE TABLES (Cont)

| GRANTS PROGRAM CODE TABLE (SEE SEC. 3, P. 30) | | REGISTRATION ENTRY STATUS CODE TABLE (SEE SEC. 3, P 42) | |
|--|---|---|--|
| 110 | DSEPS – parental decision after consult with resident board | Continuous Registration | |
| 140 | Education Services Agreement | 100 | Student was registered in this school last June 30 |
| 145 | Francophone Tuition Agreement | New Registration | |
| 211 | Alternative French Language Programs | 200 | Only applies to students who have never attended an organized school (normally ECS or Grade 1 students) |
| 221 | Francophone Education Program | Transfer-In | |
| 230 | French as a Second Language courses | | |
| 301 | English as a Second Language Funded | 310 | From a school within the same school authority |
| 302 | English as a Second Language (non funded) | 320 | From an Alberta school authority but not this authority (includes private schools) |
| 303 | Canadian-born English as a Second Language | 330 | From a school within Canada |
| 306 | Francisation- Canadian Born (Francophone Authorities – Equivalent To ESL) | 340 | From a school outside of Canada |
| 307 | Francisation- Foreign born (Francophone Authorities – equivalent to ESL) | | |
| Bilingual Languages | | Drop-In | |
| 401 | Arabic | 410 | Last attended a school within the same school authority |
| 403 | Cree | 411 | Last attended a school within the same school authority and returning from health problems |
| 404 | German | 412 | Last attended a school within the same school authority and returning from the work force |
| 405 | Hebrew/Yiddish | 420 | Last attended an Alberta school authority but not this school authority |
| 406 | Ukrainian | 421 | Last attended an Alberta school authority but not this school authority and returning from health problems |
| 407 | Polish | 422 | Last attended an Alberta school authority but not this school authority and returning from the work force |
| 408 | Other | 430 | Last attended school outside Alberta |
| 409 | Spanish | 431 | Last attended school outside Alberta and returning from Health problems |
| 410 | Mandarin | 432 | Last attended school outside Alberta and returning from the workforce |
| 411 | Cantonese | | |
| 412 | Blackfoot | | |
| Other | | Return to Education | |
| 500 | Special Education Funding | 500 | Any student returning to education who cannot be classified as a Drop-in, transfer-in, or continuous registration student. |
| 550 | Designated Institutional School (reside & attend) | | |
| 600 | Home Education Program | | |
| 610 | Home Education Blended Program | | |
| 611 | Home Education portion of a Blended Program | | |
| 612 | In-class portion of a Blended Program | | |
| 620 | Online Program | | |
| 630 | Outreach Program | | |
| 640 | High School Refugee Student | | |
| 710 | Knowledge and Employability Courses (formerly IOP) | | |
| REGISTRATION TYPE CODE TABLE (SEE SEC. 3, P. 45) | | SECTION 23 ELIGIBILITY (SEE SEC. 3, P.50) | |
| D | Regular Day Student | Y | Section 23 - Eligible |
| C | Continuing Education Day Student | A | Section 23 – Information has not been collected |
| E | Continuing Education Evening Student | B | Section 23 – Ineligible (former code was N) |
| S | Summer Day Student | C | Section 23 – Question was asked but eligibility is unknown or not provided |
| T | Summer Evening Student | | |

SPECIAL EDUCATION GLOSSARY OF TERMS

| Term | Definition |
|---|---|
| Accommodations | Modifications to the physical learning environment. This may include modifying staff (ratios or expertise), furniture, equipment, instructional materials and/or the facility. |
| Achievement | The quality and quantity of students' work, frequently used to describe academic performance in relationship to the curricular knowledge, skill or attitudes. |
| Achievement Tests | Tests to evaluate the extent of knowledge or skill attained by students in a curricular content domain in which they have received instruction. |
| Adapted Program | An adapted program retains the learning outcomes of the prescribed curriculum and adjustments to the instructional process are provided to address the special needs of the student. |
| Adaptive Behaviour | How well students are able to adapt to the demands of their environment; expectations may differ with the age of students and the setting. |
| Adaptive Behaviour Measures | Standardized rating scales that compare students' competencies with those of other students of a similar age in the ability to adapt to the demands of their environment. |
| Age Equivalent | A normative score that indicates how a child's performance compares with others at a particular age. The chronological age in a defined population for which a given score is the median (middle) score. For example, if children 10 years and 6 months of age have a median score of 17 on a test, the score 17 is said to have an age equivalent of 10-6 for that population. |
| Alternate Forms | Two or more versions of a test that are considered to be interchangeable in that they measure the same constructs with the same level of difficulty, are intended for the same purposes and are administered using the same directions. |
| Assessment | The ongoing process of collecting information about students using a number of formal and informal methods across a variety of domains relevant to performance in school, e.g., assessed skill development in academics, communication, adaptive functioning and behaviour, to develop and implement appropriate programs or teaching methods to support student learning. |
| Assessment Accommodations | Modifications made to the presentation format, response format, timing or setting to enable students with disabilities to participate in assessments. |
| Assistive Technology | Specialized devices and services to reduce barriers caused by disabilities to enable students to access programs of study. |
| Authentic Assessments | Assessments that have a high degree of similarity to tasks performed in the real world. |
| Cognitive Assessments | The process of systematically gathering test scores and related data in order to make judgments about an individual's ability to perform various mental activities involved in the processing, acquisition, retention, conceptualization and organization of sensory, perceptual, verbal, spatial and psychomotor information. |
| Criterion-Referenced Instruments | Measurements of achievement of specific criteria stated as levels of mastery. The focus is performance of an individual as measured against a standard of criteria rather than against performance of others who take the same test. |
| Diagnosis | a. The investigation or analysis of the cause of nature of a condition, situation or problem. b. The identification of a condition from its signs and symptoms. |
| Diagnostic tests | Tests used to locate individuals' specific areas of weakness or strength, determine the nature of their deficiencies and, wherever possible, suggest their cause. Such tests yield measures of the components of subparts of some larger body of information or skill. Diagnostic achievement tests are most commonly prepared for the skill subjects. |
| Disabilities | Physical, neurological or mental impairments that result in diminished function in some activity. |

| Term | Definition |
|--|--|
| Documentation | Written descriptions, reports or summaries of both formal and informal assessment results. |
| Eligibility | When students meet the criteria for special education categories, programs or services. |
| Evaluations | Judgments about the results of assessment data. For example, evaluation of student learning requires that educators compare student performance to a standard to determine how students measure up. Depending on the results, decisions are made regarding whether and how to improve student performance. |
| Exceptional/ Exceptionality | General term used to describe both students with disabilities and those who are gifted and talented; is synonymous with <i>special needs</i> . |
| Functional Assessment | Assessment of students' abilities to meet the demands of the classroom and other environments. |
| Functional Skills | Those skills that help students get along in their current and future environments. |
| Grade Equivalent | The school grade level for a given population for which a given score is the median score in that population (see age equivalent). A grade equivalent score does not equate to performance in the classroom. Grade equivalents are more subject to misinterpretation by lawpersons than are other types of normative scores. |
| Handicap/ Handicapped | Environmental or functional limitations experienced by individuals with disabilities, usually in one or more major life activities. A disability becomes a handicap when a person is unable to meet environmental demands and achieve personal goals. |
| Individualized Program Plans (IPPs) | Concise plans of action designed to address students' special needs. Includes a summary of: current level of performance and achievement; strengths and areas of need; measurable goals and objectives together with procedures for evaluating student progress toward goals; instructional and assessment accommodations; socialized materials, equipment or facilities; relevant medical information and support services. |
| Instructional Strategies | Instructional techniques or processes that are selected to be appropriate to the needs of learners. |
| Interventions | The application of professional skills to improve students' potential and functioning. |
| Measurement | The process of gathering information, in assessment of student learning, about student characteristics. Educators use a wide variety of methods, such as paper and pencil tests, performance assessments, direct observation and personal communications with students (see evaluations). |
| Modified Program | A modified program has learning outcomes which are significantly different from the provincial curriculum and are specifically selected to meet the student's special needs. |
| Norms | Statistics or tabular data that summarize the distribution of test performance for one or more specified groups, such as test takers of various ages or grades. Norms are usually designed to represent some larger population, such as test takers through the county. The group of examinees represented by the norms is referred to as the <i>reference population</i> . |
| Percentile Rank | Percentile rank indicates the relative standing of a student in comparison other students, by indicating the percent of students in the norm group who obtain lower scores. For example, a student earning a percentile rank of 70 on a particular test scored better than 70 percent of the students in the norm group and 30 percent scored as well or better. |
| Performance | When individuals act according to established procedures or fulfill agreed upon requirements, frequently used to describe non-academic accomplishments. |
| Profile | A graphic representation of individuals' scores on several tests or subtests on a common scale, such as standard scores. |
| Raw Scores | The number of items answered correctly on a given test. Raw scores by themselves have little or no meaning and must be converted into percentile ranks, standard scores or other derived or scaled scores in order to be interpreted meaningfully. |
| Reliability | Consistency or stability of assessment results over time. Of particular importance for performance assessment is inter-rater reliability. It is the estimate of the consistency of the ratings assigned by two or more raters who agree on the criteria used to evaluate performance. |

| Term | Definition |
|--|--|
| School-Based Team | The team may consist of the school administrator, a classroom teacher, a special education teacher, a student's parent(s) and, where appropriate, the student. |
| Scores | The results obtained by students on assessments, expressed as numbers. Assessments always have only one score. Each score is recorded as a positive number, with a larger numerical value implying a better result. |
| Screening Tests | Short assessments used to estimate student performance and identify students who require more in-depth assessments. |
| Special Education | Programming, services and supports provided to students who deviate physically, mentally or emotionally from their peers to the extent that they require unique learning experiences to be successful in their school programs. |
| Special Education Codes | Numbers and associated descriptors established by Alberta Education to categorize student programs or characteristics. Special education codes are given to students who met sets of provincial criteria based on specified documented evidence. For example, special education Code 54 designates Mild/Moderate Learning Disabilities. <i>Coding</i> is sometimes used to refer to the process of determining and assigning special education codes. |
| Special Needs | Educational term used to describe students who require special education, and includes both students with disabilities and those who are gifted and talented; is synonymous with <i>exceptional</i> . |
| Specialized Assessments | Specialized assessments, including psycho-educational assessments, measure areas of functioning and/or development beyond the academic. A specialized assessment is an individualized or standardized measure across a variety of domains relevant to a student's social and educational performance (e.g., intellectual, personality/emotional, behavioural) for the purpose of providing an appropriate program. |
| Specialized Settings | Classrooms or schools that primarily serve students with special needs, and may include specialized staffing, equipment and/or facility modifications designed to address the special needs of students. |
| Standard Error of Measurement | The standard deviation of an individual's observed scores from repeated administrations of a test (or parallel forms of a test) under identical conditions; usually estimated from group data. The estimated value of the standard error is used to create a confidence interval around an individual's observed score. |
| Standard Scores | Derived scores that are expressed as deviations from a population mean, and include z scores, T scores and IQ scores. For example, most cognitive ability assessments have a standard score mean of 100 and standard deviation of 15. Use of standard scores facilitates comparison of performance across different tests. |
| Standardized, Norm-referenced Tests | Form of assessment in which a student is compared to other students. Results have been normed against a specific population (usually nationally). Standardization (uniformity) is obtained by administering the test to a given population under controlled conditions and then calculating means, standard deviations, standardized scores and percentiles. Equivalent scores are then produced for comparisons of an individual score to the norm group's performance. |
| Test Battery | A group of several tests standardized on the same sample population so that results are comparable. The most common test batteries are those of school achievement that include subtests in the separate learning areas. |
| Test Modifications | Changes made in the content, format and/or administration procedure of tests in order to accommodate test takers who are unable to take the test under standard test conditions. Modifications must be noted as these invalidate the scores, although the information obtained may be clinically useful. |
| Validity | The extent to which an assessment method produces accurate, meaningful and useful measures of the skills and knowledge it was designed to assess. The primary issue in achievement tests is content validity, which is whether the assessment and instructional program align. |



STUDENT REFERRAL
Psycho-Educational Assessment
Parent Consent Form

Livingstone Range
School Division #68
5202 – 5 St. East
P.O. Box 69
Claresholm, AB
T0L 0T0
Ph: (403) 625-3356
1-800-310-6579
Fax: (403) 625-2424
www.lrsd.ab.ca

I, _____ (Parent/Guardian's name), give permission for the Livingstone Range School Division No. 68 to refer:

_____ (Student's name), who is attending the _____ School, to have a comprehensive psycho-

educational assessment completed by the divisional psychologist. The purpose of this is to:

- a) Determine educational strengths and strategies
- b) Develop appropriate programming

➤ I authorize the release of this information to the appropriate personnel at the school my child is attending, or will be attending.

➤ I understand that results will be available at the school for my review and that the results and how they will be used will be fully explained to me by someone qualified to interpret them.

➤ As the parent/guardian, I am encouraged to take an active role in the assessment, development, monitoring and evaluation of the program. Therefore, I will be involved with the following:

- Referral Form (Filled out and signed by staff and parents)
- Assessment of strengths/needs (Attend 3 meetings)
- Program ideas (goals/strategies) (Individual program plan writing, signing and monitoring)
- Monitoring progress (Are we making progress?) (Review meetings and report cards)
- Evaluation of program (How did we do?) (School and parent survey and Psychological Assessment process evaluation)

Serving the Areas of

Crowsnest Pass

Lundbreck

Pincher Creek

Fort Macleod

Granum

Claresholm

Stavely

Nanton

(Signature of School Personnel)

(Signature of Parent/Guardian)

(Name and Role of School Personnel)

(Date)

Referral Information

The referral information you include is the integral first step in designing a useful, accurate educational psychological assessment process. If several teachers are involved, each should provide information. Generally, a thorough psychological assessment will **not** take place unless the referral form is complete. **PLEASE KEEP A COPY OF THE COMPLETED FORMS AT THE SCHOOL.**

Date: _____

Student's Full Name: _____ **Birth Date:** _____

Sex: _____ **Grade:** _____ **School:** _____

How are parents involved in this referral? _____

Parent(s)/Guardian(s)' Name(s): _____

Telephone: Work: _____ Home: _____

Address: _____

Address: _____

Language(s) spoken in home: _____

Person and position making referral: _____

Other teachers consulted: _____

What grades has this student repeated? _____ Is there a pattern of frequent absence? _____

In the past, grades have been: above average _____ average _____ below average _____

Present level of academic functioning is: above average ___ average ___ below average _____

Please include in package:

- A copy of the student's FINAL CUMULATIVE report cards (including comments) from the last three years.
- A copy of any Provincial Achievement Test results.
- The student's latest Individual Program Plan, ensuring that the assessments involved include both Level A and B assessment results (for Level B please include percentiles and age equivalent scores - not just grade equivalents.)
- Include work samples as evidence if possible.
- Any recent checklists utilized to track growth.
- Minutes of discussions at the Learning Support team meeting
- Anecdotal discipline record (e.g. print out from SIRS event tracking)
- Record of previous and current attendance patterns.

Referral Question(s): Write question(s) that you need the psychologist's assistance in answering - this is the "Presenting Issue(s)"

Attempts to Resolve Presenting Issue(s)

Please indicate all attempts to resolve the previously noted concerns within the current education program. This should include what was done, for how long and by whom. (***)This is key to planning a valid assessment process and must be included(***)

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

Other Comments:

(Classroom Teacher's Signature)

(Learning Support Teacher's Signature)

(Principal's Signature)



NOTIFICATION OF CODING LIVINGSTONE RANGE SCHOOL DIVISION #68

In response to the special needs of this student, _____ has been designated a code of _____, based on the following criteria.

1. Selection of code is based on the criterion outlined in Special Education Data Definitions, (http://www.education.gov.ab.ca/k_12/specialneeds/SpEdCodingCriteria_2006-2007.pdf.)
2. Based on the evaluation results of the following measures:

| Name of Measure | Date Administered | Signature of Evaluator | Summarized Results |
|-----------------|-------------------|------------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

In response to this investigation, this student will now have a yearly Individual Program Plan created and implemented commencing on _____.

The following individuals are in agreement with this evaluation (please sign):

Parent(s): _____
 Principal: _____
 Teacher: _____

Removal of Code

As of _____, _____ was reassessed and the code removed.

This was based on the following information:

_____ The student met the objectives of his/her Individual Program Plan as indicated in the following information:

| Name of Measure | Date Administered | Signature of Evaluator | Summarized Results |
|-----------------|-------------------|------------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

The following individuals are in agreement with this evaluation (please sign):

Parent(s): _____
 Principal: _____
 Teacher: _____

Comments:

Livingstone Range School Division Individual Program Plan

| Classroom Teacher meet their student needs School of Hard Knocks 2006-2007 | |
|---|--|
| <p>Summary of Long Term Goals</p> <ul style="list-style-type: none"> ▪ increased comfort level of teachers with planning for inclusion to meet diverse students learning needs: It is the intent, that by the end of transitioning to BBI IPP format, teachers will successfully plan for meaningful inclusion. ▪ mastery of the BBI electronic tool: It is the intent that classroom | <p>Persons Responsible</p> <ul style="list-style-type: none"> ▪ Coordinator: Barb Norgard ▪ Principal: Denise Getz ▪ Learning Support Teacher: Barb Norgard ▪ Learning Support Teacher: Kathy Karchuk ▪ Special Education Liaison: K. Olmstead |
| <p>Student Involvement and Expectations</p> <ul style="list-style-type: none"> ▪ Student will access accommodations. | |
| <p>Parent Involvement and Expectations</p> <ul style="list-style-type: none"> ▪ Review student progress. | |
| <p>Current Services:</p> <ul style="list-style-type: none"> ▪ LST have support; they need to work with their staffs. ▪ Communication with Admin Council as the worth of process – March 7 ▪ Input teaching staff ▪ Divide schools between three – Barb, Kathy K. and Denise <ul style="list-style-type: none"> ▪ Kathy K: GRD, WAD, STV, CES ▪ Denise: CCHS, ISS, WCCHS, HA ▪ Barb: MHS, JTF, ABD, LIV, CAN ▪ Assist LST with inputting one IPP before May 9 meeting; can be available in person if needed. | <p>Record of Formal Assessments:</p> <ul style="list-style-type: none"> ▪ September 24, 2004 – <i>HOMES</i> ineffective tool |

| <ul style="list-style-type: none"> ▪ Investigate with staff/administrator possible implementation process for your school ▪ May 9 – feedback from LST’s as to use to this point, design school implementation plans. ▪ BBI team needs, in June, to plan facilitation processes for September. | | | | | | | | | | | | | | | | |
|--|---|--------------------------------|--------|------------------------|---------|--------------------------------|------------------------|---------|-----------------------|------------------------|---------|---------------------------|------------------------|----------|---------------------------|--|
| <ul style="list-style-type: none"> ▪ Schools need to provide staff time to work together (staff days?) ▪ BBI team will need 7 days each (21) to assist schools ▪ Expenses – mileage/meals - \$1,000.00 | | | | | | | | | | | | | | | | |
| <p>Schools Attended:</p> | <p>Pertinent Background Information</p> | | | | | | | | | | | | | | | |
| <table border="1" data-bbox="168 592 1228 763"> <thead> <tr> <th>Year</th> <th>Grade</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>Sept. 2002 – June 2003</td> <td>Grade 7</td> <td>West Meadow School, Claresholm</td> </tr> <tr> <td>Sept. 2003 – June 2004</td> <td>Grade 8</td> <td>Granum School, Granum</td> </tr> <tr> <td>Sept. 2004 – June 2005</td> <td>Grade 9</td> <td>F.P. Walshe, Fort Macleod</td> </tr> <tr> <td>Sept. 2005 – June 2006</td> <td>Grade 10</td> <td>F.P. Walshe, Fort Macleod</td> </tr> </tbody> </table> | Year | Grade | School | Sept. 2002 – June 2003 | Grade 7 | West Meadow School, Claresholm | Sept. 2003 – June 2004 | Grade 8 | Granum School, Granum | Sept. 2004 – June 2005 | Grade 9 | F.P. Walshe, Fort Macleod | Sept. 2005 – June 2006 | Grade 10 | F.P. Walshe, Fort Macleod | |
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| <p>Current Level of Performance</p> <p>Learning Support Teachers are committed to an inclusive model of instruction for all students. Schools are in the beginning stages of this IPP tool, having recognized this as an effective support for inclusive planning.</p> | | | | | | | | | | | | | | | | |
| <p>Areas of Strength:</p> <ul style="list-style-type: none"> ▪ commitment to the use of this tool to support inclusion ▪ LSTs’ knowledge of their own school’s strengths and areas to develop ▪ support of Central Office ▪ collaborative structure of the pilot team ▪ planned process of delivery (an active IPP for this implementation) | <p>Areas to Develop</p> <ul style="list-style-type: none"> ▪ mastery of the BBI electronic tool ▪ increased comfort level of teachers with planning for inclusion to meet diverse students learning needs. | | | | | | | | | | | | | | | |

| | | | | |
|---|--------------------|--|---|---------------|
| Instructional Accommodations/Adaptations | | Special Provisions for Assessment | | |
| <ul style="list-style-type: none"> ▪ diverse implementation plan based on individual school need | | | | |
| Long Term Goal Number 1: Increased comfort level of teachers with planning for inclusion to meet diverse students learning needs | | | | |
| Long Term Goal | | | Persons Responsible | |
| It is the intent that, by the end of transitioning to BBI IPP format, teachers will successfully plan for meaningful inclusion. | | | <ul style="list-style-type: none"> ▪ Barb Norgard ▪ Denise Getz ▪ Kathy Karchuk ▪ K. Olmstead | |
| Short Term Objectives | Review Date | Teaching Strategies | Assessment Procedures | Review |
| By May 9, at LST meeting, pilot team will clarify the support required at each school to 90% completion. | May 9, 2006 | <ul style="list-style-type: none"> ▪ facilitate a discussion/ assessment process to determine required supports for each school. ▪ LST's will meet with their Learning Support Team to determine what they will require to implement the use of the BBI to assist classroom teachers in program design. ▪ Support each school LST in designing an implementation process for their school and define pilot team's role within it. | <ul style="list-style-type: none"> ▪ Data re: plans for each school collected within facilitated discussion. | |

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| <p>By September 30, through inservice, pilot team will have supported each school with 80% completion.</p> | <p>Sept. 29, 2006</p> | <ul style="list-style-type: none"> ▪ Support school based Learning Support teams in implementation of their plan. ▪ Use e-mail process to communicate with LST's to support implementation. | <ul style="list-style-type: none"> ▪ Number of schools supported within their plans. | |
| <p>By end of November, during Term Review component, pilot team will have supported each school, with 80% completion.</p> | <p>Nov. 30, 2006</p> | <ul style="list-style-type: none"> ▪ Support school based Learning Support teams in implementation of their plan. ▪ Use e-mail process to communicate with LST's to support implementation. | <ul style="list-style-type: none"> ▪ Documentation of observation of involvement of each pilot team member within their assigned schools. | |
| <p>By the end of March 2007, pilot team will support LST's and classroom teachers to create new strategies within their IPPs.</p> | <p>Mar. 30, 2007</p> | <ul style="list-style-type: none"> ▪ Support school based Learning Support teams in implementation of their plan. ▪ Use e-mail process to communicate with LST's to support implementation. | <ul style="list-style-type: none"> ▪ Quality of completed IPPs (develop rubric). ▪ Report from each school as to their progress within their implementation plan. | |
| <p>By May 2007, the jurisdictional Learning Support Team will meet to review and evaluate the BBI IPP implementation process.</p> | <p>May 30, 2007</p> | <ul style="list-style-type: none"> ▪ Design a survey to utilize to allow feedback from teachers as to their use of the BBI IPP in better meeting student needs. | <ul style="list-style-type: none"> ▪ Feedback from LST's ▪ Utilize designed survey to assess progress. | |

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| | | <ul style="list-style-type: none"> Facilitate a session at jurisdictional LST meeting to allow discussion with and feedback from LST's as to our next steps in supporting classroom teachers in meeting students' needs. | | |
|--|--|---|--|--|

Long Term Goal Number 2: Mastery of the BBI electronic tool

| | |
|---|---|
| <p>Long Term Goal</p> <p>It is the intent that classroom teachers will be adept in utilizing the BBI IPP tool in designing, facilitating and assessing instruction, involving both students and their parents.</p> | <p>Persons Responsible</p> <ul style="list-style-type: none"> Barb Norgard Denise Getz Kathy Karchuk K. Olmstead |
|---|---|

| Short Term | Review Date | Teaching Strategies | Assessment Procedures | Results |
|---|--------------------|---|--|----------------|
| By September 30, 2006, 80% of teachers involved within a school's implementation plan will be able to access students' IPPs and add information to it to assist in classroom instruction. | Sept. 29, 2006 | <ul style="list-style-type: none"> pilot team available for extra help as needed support of LST should problems arise onsite workshop method to use of IPP program pilot team member will facilitate workshop | <ul style="list-style-type: none"> number of schools completing workshop and number of created IPPs | |

| | | | | |
|---|----------------------|---|--|--|
| <p>By November 30, 2006, LST's (with school Learning Support Teams) will use electronic IPPs to assist 80% of involved classroom teachers in reviewing individual student progress.</p> | <p>Nov. 30, 2006</p> | <ul style="list-style-type: none"> ▪ pilot team available for extra help as needed ▪ LS teacher will demonstrate review process and work with grade levels in an actual review process | <ul style="list-style-type: none"> ▪ number of successfully reviewed IPPs at each school site | |
| <p>By March 30, 2007, 90% involved teachers will independently add strategies to student IPPs.</p> | <p>Mar. 30, 2007</p> | <ul style="list-style-type: none"> ▪ pilot team available for extra help as needed ▪ support of LST should problems arise | <ul style="list-style-type: none"> ▪ number of staff successfully adding strategies to their students' IPPs | |
| <p>By June 15, 2007, 90% of involved classroom teachers will prepare and facilitate year end summaries and transition plans for each of their students.</p> | <p>Jun 15, 2007</p> | <ul style="list-style-type: none"> ▪ pilot team available for extra help as needed ▪ LST will demonstrate year end process and guide teachers as necessary | <ul style="list-style-type: none"> ▪ number of successful year end summaries completed at each school site | |
| <p>Curriculum Modifications</p> | | <p>Role of the Assistant</p> | | |
| | | <ul style="list-style-type: none"> ▪ software support ▪ monetary support (contract costs are covered by Division) ▪ facilitate pedagogical discussion of BBI tool usage ▪ advocate for LST at each site | | |

Assistive Technology for Learning Livingstone Range School Division April 2006

| Area of Action | LRSD Plan | | |
|---|--|---|---------------------------|
| | Jurisdiction Responsibility | School Responsibility | Individual Responsibility |
| <p>Awareness Things to do to build awareness and understanding of the value of effective use of ATL in LRSD.</p> | <ul style="list-style-type: none"> ▪ Regular agenda item on the LST meeting agendas - Connie B/Karin H <ul style="list-style-type: none"> - “showcasing”? - SETT process and how it relates to our planning cycle ▪ Provision of research - web-page/sharepoint - Kathy/Gail (set up process for staff to add to if they wish) ▪ Assist completion of inventory including specific software - ? ▪ Clarify barriers to use of needed tech - Gail ▪ Tech coordinator work with curriculum implementation - Gail ▪ ATL section in Learning Support Handbook including processes to access - Kathy | <ul style="list-style-type: none"> ▪ Complete inventories of available AT ▪ Define the LST role in utilization of Assistive Technology; do others need a defined role? (ie. Tech?) ▪ Where does the discussion fit within school collaborative processes? ▪ Needs to be part of evergreening discussion | |
| <p>Collaboration Who we can work with to best implement ATL into LRSD.</p> | <ul style="list-style-type: none"> ▪ Learning Support Teachers ▪ Technology Services Dep’t ▪ Curriculum leaders ▪ Administrators ▪ Parents/students ▪ Health professionals | <ul style="list-style-type: none"> ▪ Collaborative teams within school structure ▪ Parents ▪ Students | |
| <p>Access to Resources Things we can do to provide resources to people in LRSD:</p> <ul style="list-style-type: none"> ▪ Professional development ▪ Access to software and devices ▪ Access to information on ATL | <ul style="list-style-type: none"> ▪ Regular agenda item on the LST meeting agendas - Connie B/ Karin H <ul style="list-style-type: none"> - Develop process for accessing info and assistance ▪ ATL section in Learning Support Handbook including processes to access - Kathy ▪ Provision of research - web-page/sharepoint - Kathy/Gail ▪ Process to test/try new devices then share results ▪ Access to sharepoint site is simplified. – Gail ▪ Survey use of AT at this point – baseline (Karin) ▪ Create a list of resource people with defined expertise that we could access ▪ Web-based PD - Gail | <ul style="list-style-type: none"> ▪ Become aware of and utilize designed process ▪ Staff meeting agenda time for LST? ▪ Communication/liaison between LS and technology people at the school level ▪ Learning Support part of evergreening discussions. | |
| <p>Accountability Things we can do to ensure effective use of ATL</p> <ul style="list-style-type: none"> ▪ Research ▪ Outcomes of ATL use in LRSD | <ul style="list-style-type: none"> ▪ Inclusion of AT in IPP’s - (yearly review of sample of Severe Disability and Mild/Moderate) Kathy ▪ Yearly up-date of inventory - include on sharepoint ▪ AT is included in tech plan - Gail; Learning Support plan - Kathy ▪ Provisions for discussions of AT is embedded in curriculum implementation plans - Stephen | <ul style="list-style-type: none"> ▪ Yearly review of use of Assistive Tech and support processes. | |