



COMMUNITY SUPPORT TEAM
Public/Mental Health,
Justice, Disability Services
Child Welfare



DIVISIONAL SUPPORT TEAM
Student Services Clinicians
Manitoba Education Consultants



SCHOOL SUPPORT TEAM
Resource Teacher
School Counsellor
Principal



THE CORE TEAM
Student
Classroom Teacher
Parent

CONTINUUM OF SERVICES

A FRAMEWORK FOR SUPPORTING THE LEARNING NEEDS OF ALL STUDENTS

INTRODUCTION

The Hanover School Division recognizes the importance of having inclusive schools throughout the division where all students are provided with the supports and opportunities needed to become participating members of their school communities.

Student Services of the Hanover School Division supports all students, including those with exceptional learning needs, in an inclusive school setting. Inclusive schools provide a learning environment that is accessible to all students as a place to learn, grow, experience acceptance and belonging, and enjoy all the benefits of citizenship.

The Continuum of Services Framework is intended to assist our schools in their understanding of the different levels of supports and services available as schools plan for the success of all students.

Student Services believe:

- All students have access to all the benefits of an appropriate educational program in the context of an inclusive school setting.
- All students can learn, in different ways and different rates, with individual strengths and abilities.
- All students want to feel a sense of acceptance and belonging and are valued.
- All students come from diverse backgrounds and want their differences respected.

Manitoba Education, Philosophy of Inclusion.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides the meaningful involvement and equal access to the benefits of citizenship.

In keeping with Manitoba Education, Student Services of the Hanover School Division is committed to providing all students with appropriate educational programming that supports student's inclusion and participation in the academic and social life of the school community.

CONTINUUM OF SERVICES FRAMEWORK

The Continuum of Services Framework outlines the supports available to students. The framework identifies the personnel, assessments, and the types and levels of supports required to develop appropriate educational programming for all students.

Central to all educational programming is the student. All programming begins in the classroom with the grade appropriate curricula and expands outward to include increasing levels of supports, different assessments, and different practitioners and personnel, depending on the educational needs of the student.

SUPPORTS FOR APPROPRIATE EDUCATIONAL PROGRAMMING

Supports are available to all students to enable inclusion and learning success in our schools and in the larger community. Supports increase in intensity and complexity as a student's needs expand beyond the classroom, to the division, and into the community. Supports begin in the classroom, extend into the school division, and expand to include provincial agencies and initiatives that can enhance the educational programming and life outcomes for students.

ASSESSMENT FOR APPROPRIATE EDUCATIONAL PROGRAMMING

Assessment is ongoing and occurs at every level of the continuum. To determine the specific programming needs of each student, it begins with both formal and informal classroom assessment by the student's teacher. It may expand to include resource teacher and school counsellor assessments, and specialized assessment from the Student Services clinicians. The purpose of any assessment is to gain better understanding of the learning needs of a student in order to program appropriately for that student.

In the school setting, the primary principles of assessment are: **Assessment for Learning**, which provides data that facilitates the development of differentiated learning strategies, recognizing that students learn and apply their learning in diverse ways. **Assessment as Learning** focuses on the development of each student's capacity to monitor and control their learning. **Assessment of Learning** involves summative evaluation of the information and skills that a student has acquired with respect to specific curricular outcomes or the outcomes of their Individual Education Plan (IEP). More information is available at: <http://www.edu.gov.mb.ca/k12/assess/role.html>

PERSONNEL FOR APPROPRIATE EDUCATIONAL PROGRAMMING

Hanover School Division has qualified personnel to provide instruction, consultation, collaboration, and assessment to support student educational programming. These personnel include classroom teachers, resource teachers, school counsellors, principals, Student Services clinicians and consultants. Hanover School Division employs Speech Language Pathologists, Social Workers, Educational Psychologists, Occupational and Physiotherapists to enhance educational programming through specialized assessment. Schools can further access consultants from Manitoba Education and Advanced Learning to support students with their educational programming. Community service providers include public health and mental health workers, child welfare and protection workers, community living support workers. Community supports could include the following agencies: Child and Family Services (CFS), Health Services (Southern Health/Santè Sud), Children's disABILITY Services, Community Living disABILITY Services, or youth Justice and Probation.

CLASSROOM SUPPORTS

Central to all educational programming is the student. All programming begins in the classroom with the grade appropriate curricula. The classroom teacher determines, through formative and summative assessment, the strengths and challenges of each student to meet the curricular outcomes. The teacher uses differentiated instruction strategies and adaptations to establish a supportive learning environment for all students.

The classroom teacher is always an integral part of the planning for the student and is responsible for implementing the education plan. When an Individual Educational Plan (IEP) is required, it is the responsibility of the classroom teacher, along with the school support team to develop an appropriate educational program. It is the teacher's responsibility to become familiar with the learning needs of all his or her students and to work collaboratively with other professionals and community resources, as required.



The Core Team: Student, Classroom Teacher, Parent

Educational programming is based on reviewing existing pupil files and records and a continuation of the classroom supports, routines, and strategies employed in the previous school year by the previous year's teacher. The teacher monitors progress through effective

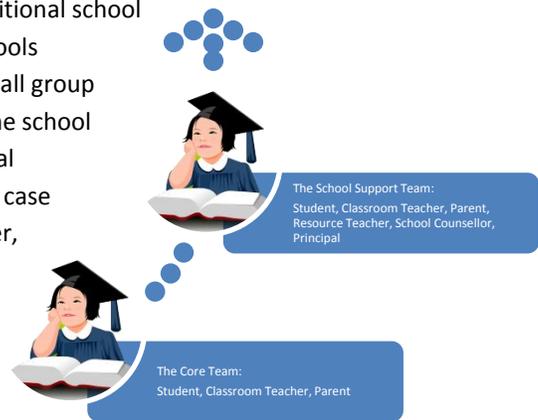
teaching and learning practices, such as observation, classroom and curricular assessments, differentiated instruction, adaptations and accommodations to the learning environment. Effective classroom behavior management and continual communication with parents/guardians are also vital to student success.

When determined by the classroom teacher that the best teaching and learning practices are insufficient in meeting the learning needs of a student and curricular outcomes are not being achieved, additional supports are available through referral to and assessment by other educational professionals.

SCHOOL SUPPORTS

When learning challenges persist, despite the use of the best classroom academic and classroom behavior management strategies, it is necessary for the classroom teacher to request support from the school support team. The school support team is comprised of school based personnel, such as the principal, the resource teacher, and school counselor. Following conversations with the parent or guardian, the classroom teacher enlists the support of the school support team. The school support team may review the pupil file, student history, and/or previous assessments to determine further personnel and supports to involve in the educational programming of the student. This additional support may include consultation with other educational professionals, assessment by resource personnel, co-teaching or direct intervention by school based personnel, such as school counsellor or resource teacher. To accommodate the learning needs of a student, an IEP may need to be developed.

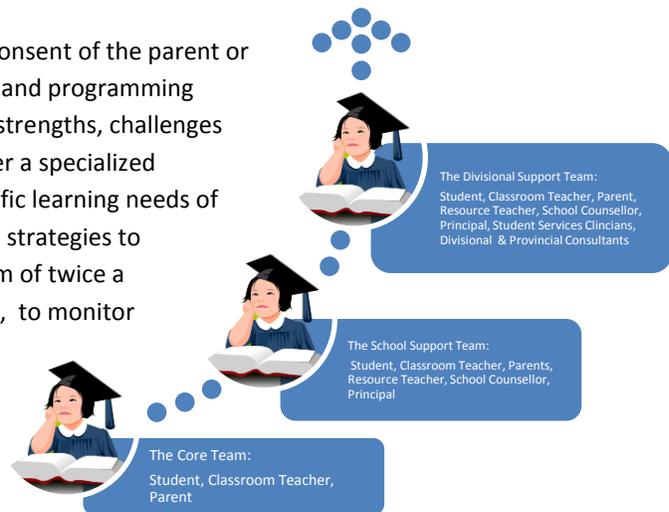
Educational programming is expanded to include support from additional school based personnel. Referrals are made to resource teachers and schools counsellors for informal or formal assessment, and individual or small group interventions, such as remediation or social skills development. The school support team meets regularly to evaluate effectiveness of additional interventions and monitor progress. The principal may designate a case manager and request the development of an IEP. The case manager, who is often the classroom teacher, is responsible for identifying the IEP team, arranging regular student progress meetings, maintaining contact with and reports to parents or guardians, collects data and information regarding achievement of student outcomes, coordinates services from other divisional supports or external agencies.



HANOVER SCHOOL DIVISIONAL SUPPORTS

In the event that a student's learning needs cannot be met by the school support team or learning challenges need further specialized assessment, it may be necessary to enlist clinical support from Student Services. Student Services, under the direction of the Assistant Superintendent of Student Services, has a number of clinicians and specialists available to support student programming. Referrals for specialized assessments and interventions may be made to speech language pathologists, occupational therapists, educational psychologists, social workers, and special education teachers. The school support team determines the type of specialized assessment and intervention needed, and in consultation with the parent, a referral is made to Student Services.

Upon acceptance of the referral and informed written consent of the parent or guardian, a clinician provides assessment, consultation, and programming recommendations to assist in determining the learning strengths, challenges and next steps of a student's educational program. After a specialized assessment, an IEP may be developed to meet the specific learning needs of the student, defining specific student outcomes and the strategies to achieve these outcomes. The IEP is reviewed a minimum of twice a year with the divisional support team, including parents, to monitor progress or amend the student specific outcomes to meet the changing needs of the student.



The clinical services available through Hanover School Division Student Services are:

- **Educational psychologists** provide consultation, assessment and programming recommendations in the area of cognitive functioning and child and adolescent development in social, emotional and behavioural functioning.

- **Social workers** provide guidance and support to the student, school and family in the areas of social and emotional functioning, including parent support and student resiliency.
- **Speech Language Pathologists** provide a continuum of assessment and intervention services in the area of communication, language development and articulation.
- **Occupational Therapists** help students maintain, develop, improve and restore functions impaired or lost due to disability. OTs also assist with classroom design to accommodate the sensory, mobility, or independence needs of students.
- **Programming Support Teacher** helps schools with the development of a comprehensive continuum of services to facilitate optimal student functioning in the inclusive classroom environment, such as effective behavioural programming for a variety of student disabilities and challenges. The Programming Support Teacher is a valuable support to schools in identifying and determining eligibility for Special Needs Categorical grants.

MANITOBA EDUCATION AND ADVANCED LEARNING SUPPORTS

A divisional support team may further expand by enlisting the supports and personnel available to schools from Manitoba Education and Advanced Learning. To meet the educational needs of a student, a divisional support team may decide to apply for special needs categorical funding, depending on diagnoses from medical practitioners and cognitive and behavioral functioning assessments from clinicians. The accumulated assessment data may provide the information needed to apply for these additional funds, which are intended to support schools in the appropriate educational programming of a student with specialized needs.

In addition to funding supports, Manitoba Education also has personnel available to support schools in the development of appropriate programming for students with specialized needs. Consultants for Autism, Multi-handicapped, Blind/Visually Impaired, and Deaf/Hard of Hearing are available through formal referral.

School support and divisional support teams are encouraged to access the wide range of support documents available through Manitoba Education at <http://www.edu.gov.mb.ca/k12/specedu/documents.html>

Preventative and Responsive Programs

At each stage of the Continuum of Services, it is possible to access existing programs, assessment, or training to assist student and their learning, depending on the student's specific learning needs. There are a broad range of services and programs available to students initiated by individual schools. These programs may: (1) address specific learning needs of an individual or small group of students; (2) provide professional training for school staff; (3) provide resources and materials to achieve IEP goals; (4) expand learning beyond the classroom; or (5) promote positive school wide climate and enhance inclusive school cultures. Examples of these school based preventative and responsive programs are: Second Step®, Kids in the Know®, DARE, SWAT, Roots of Empathy, Strong Beginnings, and alternative and flexible learning programs. Examples of preventative and responsive training programs are: Non Violent Crisis Intervention (NVCI), URIS healthcare training, Working Effectively with Violent and Aggressive Stages (WEVAS), Applied Suicide Intervention Skills Training (ASIST), and SafeTALK.

COMMUNITY SUPPORTS

Some students and their families may require additional supports outside of the school system and from the larger service community. The divisional support team may determine that supports from external community agencies are needed to assist the family. In some situations, those community supports have already been accessed prior to a student entering school, e.g. Children's disAbility Services. Community supports include a broad range of social services, health care services, and youth justice services. The Student Services social workers may assist students and their families in accessing and facilitating the referral process to these community agencies.

Community or government based organizations support students and their families, specific to their mandate and service provision principles. These agencies often collaborate with the school in areas of mutual interest to assist the student. In cases of high educational, health or social needs, multisystem programming or a wraparound services approach is implemented to promote the overall safety and well-being of children and adolescents. These community supports include child welfare and protection agencies, public and mental health services, employment and income assistance, community living disability services, and youth justice and probation services. Examples of government agencies that offer supports to students and families are: Child and Family Services (CFS), Youth Criminal Justice supportsm (YCJA), Disability and Health Support Unit (DHSU), and Southern Health/Santé Sud.



The Community Support Team: Multi system Supports and Wrap-Around Services



The Divisional Support Team:
Student, Classroom Teacher, Parent, Resource Teacher, School Counsellor, Principal, Student Services Clinicians, Divisional & Provincial Consultants



The School Support Team:
Student, Classroom Teacher, Parents, Resource Teacher, School Counsellor, Principal



The Core Team:
Student, Classroom Teacher, Parent

CONTINUUM OF SERVICES: REFERRAL PROCESS

