



Policy: Student Services

Policy Number: EA

Policy Type: Support Services

POLICY

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.

It is the role of Student Services of the Hanover School Division to support 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.

Student Services is under the leadership of the Assistant Superintendent of Student Services and is comprised of a team of educational specialists and clinicians, which may include: an administrator, school psychologists, school social workers, speech-language pathologists, occupational therapists, physiotherapists, and special education teachers. (See Appendices SS 2 - 7 for responsibilities and duties of Student Services professional personnel).

GUIDELINES

1. Student Services adopts the following core values and beliefs:

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

The Individual Education Plan (IEP) is a process in which student exceptional needs are outlined and appropriate educational programming is documented, a process in which the educational team includes the parent(s) or guardian(s).

2. Appropriate Education

- 2.1. Student Services complies with standards of practice as outlined in the document *Appropriate Educational Programming in Manitoba: Standards for Student Services* (Manitoba Education, Citizenship and Youth, 2006).
- 2.2. Appropriate educational programming is the result of collaborative decision making of the student's educational support team, including parent(s) or guardian(s).
- 2.3. As far as reasonably practical, appropriate educational programming will be available to a student in the classroom of his/her peers in the school whose catchment area includes the student's residence.
- 2.4. A student may attend another program in the Hanover School Division if the catchment school can not provide the appropriate educational program.
- 2.5. Appropriate educational programming begins with the provincial curricula with consideration of individual student learning needs and abilities
- 2.6. Appropriate educational programming may include a number of the following interventions (see EA - Appendix A for glossary of terms and definitions):
 - Differentiated Instruction
 - Adaptations
 - Modified Programs
 - Reasonable Accommodations
 - Individualized Educational Plans (IEPs)
 - Behaviour Intervention Plans
 - Adapted Education Plans
 - Modified Education Plans
 - Individualized Transition Plans (ITPs)

3. Individualized Educational Plan (IEP)

- 3.1. A principal will ensure that an Individual Education Plan (IEP) is developed for any student who can not achieve the expected learning outcomes through differentiating instruction or adaptations or accommodations to the learning environment.
- 3.2. The principal will ensure an Individual Transition Plan (ITP) is developed for any student with special needs aged 16 to 21 years.
- 3.3. The IEP is the basis for decision making for students with exceptional learning needs and is developed collaboratively with the student's teacher, educational team, and the parent or guardian.
- 3.4. An IEP is developed for any student who receives Special Needs Categorical Funding Level 2 or 3.
- 3.5. The IEP is the comprehensive term for individual behaviour plans or modified educational plans.
- 3.6. The IEP contains the following information:
 - Summary of the student's exceptional learning needs.

- Outline of behavioural and health care needs.
- Description of student's current performance and student specific outcomes.
- Strategies, methods, materials, resources needed to achieve the student specific outcomes.
- Attachments, if applicable, Personal Transportation Plan (PTP) or Individual Health Care Plan (IHCP).
- Defined roles and responsibilities of the participants.
- Review dates and assessment procedures.

4. **Transitions In School** – (Full details see EA – Appendix B)

- 4.1. Students entering kindergarten who have been identified as having exceptional special needs are brought to the attention of the Assistant Superintendent of Student Services prior to school entry. The *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, September 2002) protocol is followed to ensure a seamless transition into school as well as allow time for school teams to prepare and plan for the child's entry to school.
- 4.2. School teams will facilitate the smooth transition from one school to another to ensure the continued educational success of students. When students transition from Early Years to Middle Years and Middle Years to Senior Years, plans for formal orientations and introductions to new school environments are developed for students.
- 4.3. Students with special needs, aged 16 to 21 years, are required to have an Individual Transition Plan (ITP). The plan is developed by the student's IEP team and outlines the process for a student to exit school and enter into the community and employment, accessing Adult Community Services. School teams will follow the guidelines for the transition from school to community outlined in the document *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community* (Manitoba Education, 2008).
- 4.4. Students who are in the care of Child Welfare Agencies must follow the *Guidelines for School of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, September 2002) protocol to ensure a seamless transition into schools in the Hanover School Division. School Social workers facilitate the formal intake meetings of all students in foster care. Principals will ensure that educational programming is not unduly delayed because of non-receipt of Pupil files, and may have no more than 14 days after the registration date to plan and prepare educational programming for students transitioning into school.

5. **Specialized Assessment** - (Full details see EA – Appendix C)

- 5.1. Student Services of the Hanover School Division recognizes that some students may require services beyond those available within the school. These services include specialized assessment and interventions.
- 5.2. Specialized assessment provides additional information to support appropriate educational programming for students.
- 5.3. Students will be referred for specialized assessment if information from school based assessments, differentiated instruction, adaptations and other school based interventions are found to be insufficient in assisting the student in achieving expected learning outcomes.

5.4. Specialized assessments will be conducted in a timely manner by qualified professionals (clinicians), as appointed by the Board of Trustees of the Hanover School Division.

6. **Professional Qualifications for Specialized Assessments**

6.1. Speech language pathologists, school psychologists, occupational therapists, physiotherapists, social workers are the qualified professionals, or clinicians, appointed by the Board of Trustees of the Hanover School Division to conduct specialized assessments.

6.2. Clinicians have the necessary education, training, and experience to ensure that specialized assessments are completed in a competent and appropriate manner.

6.3. Clinicians conducting specialized assessments will comply with the *Appropriate Educational Programming Regulation: Public Schools Act (2005)* and *Appropriate Educational Programming in Manitoba; Standards for Student Services (Manitoba Education 2006)*.

6.4. Clinicians attain their Permanent School Clinician Certificate to practice in Manitoba schools through the Professional Certification Branch, Manitoba Education. The Professional Certification Branch regulates the professional credentials of school clinicians.

7. **Referral Procedures** (Full details see EA – Appendix D)

7.1. A principal must ensure that a student is referred for a specialized assessment as soon as reasonably practical if the school based team is unable to determine why a student is experiencing minimal academic progress and student success.

7.2. Students will be referred for specialized assessment if information from school based assessments, differentiated instruction, adaptations and other school based interventions are found to be insufficient in assisting the student in achieving expected learning outcomes.

7.3. Outcomes of the specialized assessment are intended to assist the school-based team in appropriate educational programming to improve academic performance and student success.

Date Policy Created:	July 3, 2012
Date of last Review:	May 5, 2020
Reference(s):	<ul style="list-style-type: none"> ● <i>Bridging to Adulthood: A Protocol for Transitioning Student with Exceptional Needs from School to Community</i> (Manitoba Education, March 2008). ● <i>Guidelines for Early Childhood Transition to School for Children with Special Needs</i> (Healthy Child Manitoba, September 2002) ● <i>Guidelines for School of Students in Care of Child Welfare Agencies</i> (Healthy Child Manitoba, September 2002) ● <i>Appropriate Educational Programming Regulation: Public Schools Act</i> (2005) ● <i>Appropriate Educational Programming in Manitoba: Standards for Student Services</i>, (Manitoba Education, 2006).
Related Forms:	<p>Appendixes:</p> <p>Appendix A Appendix B Appendix C Appendix D</p>