

<p><b>Kelsey School Division</b>  <b>Box 4700</b>  <b>The Pas, MB R9A 1R4</b></p> <p><b>Phone: 623-6421</b></p>	<p><b>Code: IGBA-R</b></p>
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Regulations governing procedures and operations for delivery of special education services as determined by the Superintendent.

**1.0 Service Delivery Structure**

The service delivery structure is based on an organizational model that provides for a range of student support services from accommodation in regular classrooms to very specialized settings according to the unique learning needs of each individual child.

Special education supports may include: special materials, equipment, and/or physical facilities; special and/or modified programs; trained specialists/teachers, therapy services and support staff. The delivery of services is generally provided in one of the following ways:

**Special Education Supports at Home School**

Students with exceptional needs who attend their home school and who may require individualized program modifications, adaptations or differentiated instructional services, special materials, equipment and/or physical facilities, and/or access to trained specialists/teachers.

**Alternate**

Division-wide special education programming provides for the allocation of more intensive supports and services. Alternate Centres are established across the Division to meet the needs of students for whom the intensity of service or specialized physical setting cannot be provided in the regular classroom or in their home school. Programming within the alternate centres provides for integration where possible and appropriate.

Division-wide programming provides the most intensive special education supports and/or resources which may include: modified physical facilities, specialized program adaptations/modifications/individualization, intensive clinical services, trained specialist teachers and therapy services.

**Community Programs**

Referral to community –wide programs occurs when a student is unable to function in a regular school setting with supports.

**2.0 Referral Procedures**

Referral for Special Education services involves a collaborative process by the school based support team, the parents/guardians, and the clinical/community services and is in accordance with division policy.

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**3.0 Intake/Entry Meetings**

Intake/Entry meetings may be held for students to explore what supports/programs are required for students entering the system for the first time or who have been identified at the school level as requiring supports/programs. Decision with regard to appropriate supports/placement will also be made at this meeting. The meeting may include the referents, parents/guardians, home school administrator, and a representative from the Special Education Department.

The objectives of an intake/entry meeting are:

- 1) to gather information regarding the child's needs/strengths and support requirements;
- 2) to explore placement options;
- 3) to establish prime programming needs;
- 4) to provide information as to when placement will occur;
- 5) to determine and obtain any additional supports prior to placement;
- 6) to determine transportation requirements;
- 7) to recommend an interim plan for students whose needs cannot immediately be accommodated;
- 8) to plan for transition to school/program.

**4.0 Re-entry Procedures**

When a student has been assessed as being able to function successfully in a regular classroom at home school, a re-entry meeting will be scheduled by the host school principal with the home school principal, home school support staff, and the receiving classroom teacher. The host school principal will invite the parents/guardians to participate in the planning process.

The objectives of the re-entry meeting are:

- 1) to provide the home school and the support personnel with an overview of the student's strengths and any areas still requiring special attention;
- 2) to determine any additional support services that may be required;
- 3) to plan for transition to the home school.

**5.0 Transition Planning**

The principal shall ensure that students who have reached the age of 16 who require the services of Mental Health, Vocational Rehabilitation and/or Supported Living Programs have a transition plan developed according to interdepartmental protocol agreements to ensure that the necessary services are in place for the student when he/she leaves school. The following process is used to assist eligible students to access residential, work or day time, recreational, and income supports:

- 1) A list of eligible students is provided to the Special Education Department from each secondary school in the fall of each year.
- 2) School personnel complete a Transitional Planning Referral for each student identified as required.
- 3) The Special Education Department arranges meetings between school personnel, the Winnipeg Community Authority and the Department of Family Services/Housing prior to the end of May of that school year in order to discuss the students and their eligibility for service.

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**6.0 Development/Expansion of Alternative**

The expansion of existing Alternate Centres and/or the development of new programs are determined by the following factors:

- a) the projected number of referrals and the nature of the programs/services required to support the students;
- b) the identification of clusters of students requiring a special program which does not exist.

**8.1 Program Expansion /Development**

The Student Service Coordinator will compile the information on additional program requirements as well as any information on the needs of students entering the school system for the first time.

The Superintendents of Schools will be provided the information in the November preceding the school year of proposed implementation to determine the staff, space and/or material resources required.

**6.2 Program Proposals**

**6.2.1 New Programs**

All proposals for the establishment of new program initiatives shall include:

- a) rationale
- b) population – identification of specific group or individuals to be included in the program
- c) goals and objectives for the program
- d) budget – a detailed estimate of costs of proposed program should include:
  - (i) staff requirements (teachers, educational assistants, clinician support, therapy services)
  - (ii) transportation
  - (iii) modifications to facilities
  - (iv) materials and equipment
    - start-up costs
    - ongoing costs
  - (v) professional development

The proposed budget should indicate if existing resources can be reallocated to accommodate new program needs or if the program will require additional resources.

**6.2.2 Expansion of Existing Programs**

The following information should be included in a request for the expansion of existing special education programs:

- a) total number of students referred for particular programs and the number of spaces available;
- b) number and location of existing programs of this nature;
- c) number of additional programs required;
- d) staff requirements;
- e) suggested location(s);
- f) associated costs – including modification to facilities, materials and equipment, professional development.

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Insofar as possible program proposals (new and expansion of existing) must be received by the Superintendents of Schools by November 30<sup>th</sup> of the preceding year.

**7.0 Roles and Responsibilities**

**7.1 Student Service Coordinator**

The Student Service Coordinator assists with the organization and coordination of special education programs within the Division.

The Student Services Coordinator’s responsibilities shall include the supervision of the special education central staff including overseeing of intake, placement, and caseload management and the maintenance of an up-to-date index of students, teachers, and support staff in special education programs.

For Alternate programs, the Student Service Coordinator shall perform a coordinating function including intake and processing of requests for placement, determination and monitoring of placement and supports; arrangements for transportation for children entering special education programs; identification of special education program needs within the Division and recommendations for changes in programming; professional development opportunities for special education central staff, principals, and teachers in the area of special education.

**7.2 Special Education Resource Teachers – Learning and Support, Cooperating Teacher**

The special education resource teacher will be responsible for providing support to the classroom teachers and to individual students in the development and implementation of the Individual Education Plan/Academic Improvement Plan.

**7.3 Alternate Class Teachers**

The special education alternate class teacher will be responsible for the implementation of the specific program goals and objectives identified for the alternate class.

**7.4 Educational Assistants**

Educational Assistants will be assigned to assist with identified individual or small groups of students and the implementation of special education programs/supports.

Educational Assistants are under the general supervision of the principal and the specific direction of the teacher designated by the principal or their delegate.

**7.5 The School-Based Support Team – Core Support Team**

The school-based support team will be responsible for the provision of direct and consultative services to the students and the teachers under the direction of the principal and assistant principals:

- a) Resource Teacher  
 Consultative/collaborative services to the teachers may be provided by the resource teacher. Resource teacher service also may involve assessment of needs.

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- b) **Clinical Services**  
Psychologists, social workers, speech and language clinicians, and reading clinicians ,provide diagnosis, consultation, and direct assistance to the students, the teachers, and the parents/legal guardians.
- c) **Student Support Administrator**  
Responsible for implementing positive behaviour support program and individual behaviour intervention plans.
- d) **Counsellor**  
Assists individuals and groups of students
- e) **Alternate, Cooperating or Student Support Teachers**  
May include the provision instruction to students, liaise with other teachers, model or mentor teachers, develop and implement IEPs or AIPs.
- f) **School Division Clinicians**  
Information about students learning and programs.

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**INCLUSION AND APPROPRIATE EDUCATIONAL PROGRAMMING**

The Division recognizes that today’s classrooms reflect our diverse communities and include a combination of student needs, learning styles and cultural backgrounds. The Division is committed to the rights of all students to participate in educational programming that, in a safe setting and within available resources, will maximize the opportunity for students to achieve their individualized learning outcomes.

**KSD believes in an environment that:**

- fosters school and classroom communities where all students, including those with diverse needs and abilities, have a sense of personal belonging and achievement
- identifies and foster practices by which students with a wide range of learning needs can be taught together effectively
- enhances through modeling and instruction, student abilities to deal with diversity
- offers students an environment that provides potential for dignified, meaningful relationships
- provides each student with appropriate supports, including instructional placements, to develop their personal best in a setting that respects their abilities
- helps each student contribute to the classroom and school community
- develops and maintains competencies for achieving these principles

This philosophy of inclusion enables meaningful involvement of parents/guardians, school teams, and students to collaborate in order to provide appropriate educational programming through the development and review of an Academic Enrollment Plan, and Behaviour Intervention Plan.

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## SPECIAL EDUCATION PROGRAMS

### I. Availability of Special Education Services

A student who requires special education services may be referred to a resource teacher by parent(s)/guardian(s), school administration, counsellors, or school clinicians. The resource teacher may request a written referral from a teacher.

The preliminary step is to assess the student's skills based on reported needs and in collaboration with personnel involved with a student's education such as parents/guardians, teacher, etc., recommend the level of intervention required to meet the educational needs of the student. Various levels of programming may be offered to the student:

- a) adapted instruction offered by the classroom teacher,
- b) modified instruction offered by the classroom teacher,
- c) teacher assistant support in class, to assist students in following instructions,
- d) remedial help outside the classroom,
- e) individualized program,
- f) home program,
- g) counselling, anger management or speech/language programs,
- h) placement in special programs: learning support classes, life skills, and work education opportunities.

### II. Transportation of Special Education Pupils

Some students are unable to walk or use the bus system to get to school. Provision shall be made for the transportation of students with severe visual, physical, hearing, or learning difficulty. Such provision may vary at the discretion of the Board and will be reviewed.

## SPECIAL EDUCATION PROGRAMS

### III. Philosophy and Objectives of Programs for Handicapped Students

The purpose of Special Education in Kelsey School Division shall be to facilitate the development of

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students subject to exceptionalities including developmental delays (moderate to severe), learning disabilities, visual or hearing impaired, physically disabled, emotionally disturbed, socially and culturally deprived, and the gifted.

Special Education shall provide an opportunity for the emotional, social, physical, and mental growth of each individual to their fullest potential for the purpose of developing a good self-concept, thus enabling the individual to cope and function in a changing society. To this end, as much integration as possible shall be utilized to eliminate stigmatization and provide for an equitable educational opportunity.

The education of students with special needs shall be the responsibility not only of the special educators who require specific training and expertise in teaching exceptional children, but also of all educators, other students, and the community.

The education of students with special needs will be met under these conditions:

For students requiring significant modification of educational goals:

- a) A school team consisting of the student, parents (guardians), classroom teacher(s), teacher assistant(s), clinician(s), resource teacher, and other agency personnel is to be identified.
- b) Individual Education Plans (IEP) are developed using Kelsey School Division format or Individual Transition Plans (ITP) are developed by the Manitoba government to identify specific goals and objectives for each student as agreed upon by the school team. Program areas may include behaviour, social development, community living skills, academics, motor skills, self-help, and language.
- c) Meetings to review these individual education plans will take place in the fall and spring of each school year. If deemed necessary by school authority or parents/guardians, a review may be done in February.
- d) Student progress will be measured during the same reporting period as that of their peers. The progress report should discuss attainment of goals and objectives.

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For students requiring some modification and/or adaptations to curricula:

- a) An Academic Improvement Plan (AIP) will be developed by classroom or resource teachers, using the appropriate school formats and reviewed by parents at every reporting period.
- b) Progress reports should discuss attainment of the goals and objectives cited in the IAP.

In trying to make resources accessible, the following procedures will be followed:

- a) Involvement with the speech/language and psychology referral process:
  1. The School Assessment Team will determine referral needs. This team may consist of resource teacher, principal, parents/guardians and referring teacher(s). (Include School Division Special Education Coordinator, Speech/Language Pathologist, and Psychologist as ex-officio members.)
  2. The resource teacher/teacher will contact the parent/guardian to explain the reasons for the referral and to obtain a signature on the referral form which has the objectives of the assessment clearly stated. The resource teacher and principal will also sign the referral form.
  3. The signed referral will be sent by the resource teacher to the special education coordinator, who will route the referral to the clinician. New referrals will be reviewed at intake meetings at the school, every second month, with the special education coordinator and clinicians involved.
  4. The clinician(s) will, when appropriate, contact the parents/guardians and outside agencies for assessment information. Parent contact for assessment results will be made by the clinician.
  5. When the assessment is completed, the resource teacher of the school will be contacted to arrange a meeting.
  6. The meeting will be to discuss the clinician's report and recommendations. At the end of the meeting, an agreement on a plan of action by the team should be made.

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7. A formal report by the clinician will be expected after the completion of the assessment.
  8. Any minutes of the in-school meeting involving the parents and/or consultants should be distributed to those involved or concerned.
- b) The Special Education Coordinator will involve Manitoba Education and Training consultants and outside agencies for planning when students with education needs require input and collaboration beyond those of Kelsey School Division. (Consultant for Autism, Consultant for Emotionally Behaviourally Disordered, Consultant for Multi-handicapped, Mental Health, Child & Family, Probation, Society for Manitobans with Disabilities.)
  - c) Inservices for resource teachers and classroom teachers regarding specific disabilities will be held.
  - d) Programs supporting the education of students with special needs, such as peer tutoring and peer mediation, will be encouraged.

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## PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

### **I.E.P. (INDIVIDUAL EDUCATION PLANS) – Comprehensive, Academic Improvement Plans**

Students with special needs in Kelsey are serviced through the development of Individual Education Plans (I.E.P.s)

The I.E.P. is a written document developed and implemented by a team, outlining a plan to address the individual learning needs of students.

#### **1. Essential Components**

- a) Student demographic data and background information
- b) Support team: names of team members who will implement the I.E.P. and the settings where it will be implemented
- c) Student profile: background information, present level of education, current level of academic performance, assessment information, strengths, and needs
- d) Program Plan:
  - i) Student specific outcomes
  - ii) Performance objectives
  - iii) Methods, materials, strategies
  - iv) Personnel responsible for implementation
  - v) Evaluation, review, timelines
- e) Review meetings
- f) Signatures: Parent(s)/guardian, Principal's signature, Case Manager, Student Services Coordinator

#### **2. Purposes of the Individual Plan**

- a) Identifies the student's strengths: (social, emotional, developmental and academic)
- b) Identifies priorities for the student's individual educational needs: (social, emotional, developmental and academic)
- c) Provides a process for planning which may be updated and revised
- d) Provides information to measure growth
- e) Assists in the coordination of the services involved
- f) Facilitates communication
- g) Provides information for decision-making regarding allocation of resources

#### **3. Students Requiring Comprehensive I.E.P. or Academic Improvement Plan**

I.E.P.s or A.I.P.s will be developed for the following groups of students:

- a) All students funded at the LIII level
- b) All students funded at the LIII level
- c) Students in the following Special Education Programs:
  - Great Expectations
  - Student Support Classes (middle years)
  - Learning Support Classes (early years)

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- d) Senior Years students receiving the following program designation:  
An I (Individualized) program designation  
An M (Modified) program designation  
An E (English Second Language) program designation
- e) Students approved a URIS Group A Medical needs students
- f) Students with Severe to Profound Emotional/Behaviour disorders  
(multi-system – Level 3)
- g) Students in grades K-8 who will be retained in a grade

**4. I.E.P. Format**

There are two types of individual student plans utilized in the Division:

- a) **Comprehensive I.E.P.** – These documents are prepared for L2, L3, other special education students, senior students with I, M, or E designated courses and those students who are retained in grades K-8. They are signed by parents before application for funding. The I.E.P. is developed using a full team approach.
- b) **Academic Improvement Plans** – These documents are developed by the classroom teachers in language arts and mathematics for students who fall below the standard at any reporting period at the Elementary Level and students placed in the next grade level in spite of failure in Mathematics or Language Arts programs at the Middle Years level. Parents will be informed of the plan in place.

**5. Process**

In the development of an I.E.P./A.I.P., a problem-solving approach should be used to meet the student needs. This developmental approach should include the following four stages:

- a) Setting direction
- b) Gathering and sharing information
- c) Developing and writing the I.E.P./A.I.P.
- d) Implementing and reviewing the I.E.P./A.I.P.

Input into the I.E.P./A.I.P. should be gathered from the following team members as appropriate:

- a) Parent(s)/Guardian(s)
- b) Student where appropriate
- c) Classroom teachers
- d) Special Education Teacher, or Resource Teacher and/or counsellor
- e) School Administrators
- f) Educational Support Services personnel
- g) Educational Assistants
- h) Other involved professionals, e.g. Professionals from Society for Manitobans with Disabilities, Child and Family Services, New Directions, etc.

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The key personnel will form the SUPPORT TEAM for the child. Once the input has been received, a CASE MANAGER (Team leader) will be assigned by the school principal. The CASE MANAGER will be responsible for:

- drafting the I.E.P./A.I.P.
- liaison with the parent
- liaison with team members
- establishing meetings
- administrative details

Examples of Case Managers or Core Support School Teams

- Learning problem in a regular classroom – Classroom Teacher, Learning Support Teacher, Student Support Teacher, or Alternate class. Cooperating Teacher
- Program for the deaf and hard of hearing students – Special Education Teacher
- Behaviour problem in a regular school – Guidance Counsellor, School Administrator or Student Support Administrator
- Modified program for a student in the regular classroom – Resource Teacher, Student Support Teacher, Cooperating Teacher
- T.M.H. student partially integrated – T.M.H. Resource Teacher

The Case Manager will circulate a draft copy of the I.E.P./A.I.P. to team members for final revisions.

Once the final version is completed, the parents, school administrator, and case manager will be requested to sign the document.

All I.E.P.s and A.I.P.s should be reviewed on a regular basis. As a guideline, a formal revision should occur at least once every five months. Informal contact with parents throughout the year is encouraged.

**6) Documents**

The I.E.P./A.I.P. is a planning document and as such should be readily available to personnel. The document (program section) should be filed in the student’s cumulative file and forwarded to the receiving school in the event of a transfer.

Parents should receive copies of I.E.P./A.I.P.s upon request.

**7) Parental Involvement**

Parents should be involved in the I.E.P./A.I.P. process as much as possible. Information should be provided to parents about the purpose of I.E.P./A.I.P.s, the nature of the meeting, and the parent’s role. Especially at the secondary level, parents should take primary responsibility for the child’s education and training in the home, for example, life skills such as grooming, bed-making, dressing and undressing.

**8) Transition Planning**

For the mentally handicapped student, as defined by Manitoba Education and Training, transition

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planning should commence at the age of 16. This transition planning will become an integral part of the I.E.P.

Transition planning will require close liaison with Family Services, Community Living, Vocational Rehabilitation personnel, Health Dept., and Child and Family Services.

### **PROGRAM PLANNING PROCEDURES: SPECIAL NEEDS STUDENTS**

#### **ANNUAL TIMELINE**

##### **September**

The Committee will be appointed by the Superintendent. The Committee will meet to prioritize topics for in-servicing. The topics chosen for inservicing will reflect the Annual Divisional Goals and Objectives. Some of these topics will be forwarded to the Professional Development Steering Committee for consideration.

##### **May**

The Division shall submit its revised A.D.A.P. to Manitoba Education and Training by this date.

#### **PARENTAL INVOLVEMENT IN PLANNING FOR SPECIAL NEEDS STUDENTS**

The Division believes in a cooperative approach to education involving parents and professionals working together to provide the best opportunities for the special needs learner. To achieve this cooperative approach, parents are involved in the following ways:

- a) Development of the student's Individual Education Plan or Academic Improvement Plan.
- b) Development of an Individual Transition Plan.
- c) Access to all school records and files upon parental request.
- d) Involvement of parents when referrals are made to Educational Support Services.
- e) Involvement of parents in informational evenings at the school or Divisional level. par
- f) Ongoing communication between the school and home for special needs students.
- g) Annual review of special education placements involving parents.

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## **AGENCY COOPERATION**

The Kelsey School Division welcomes the opportunity to work cooperatively with other agencies. The Division welcomes input from these agencies on our Programs and Services.

## **INDIVIDUAL TRANSITION PLANNING**

### **PHILOSOPHY FOR INDIVIDUAL TRANSITION PLANNING**

Transition planning is a critical component in providing continuity of programs and services for students with special needs reaching adulthood.

The level and type of services required to support an individual in making a successful transition from school to adult living must be determined on an individual basis through the development of an Individual Transition Plan. This formal transition plan must assist a person with challenging conditions in making a meaningful adjustment in the vocational area as well as in the areas of independent community living and recreation.

A meaningful Individual Transition Plan is based on a comprehensive assessment of individual needs to determine transition goals and programming. Transition planning involves the student whenever possible, the parents/guardians, educators, appropriate social service personnel and specialized service providers familiar with the student.

### **TRANSITION PLANNING**

An Individual Transition Plan must be developed at age 16 for students who will require community based support services.

