



Section 1

Overview

- **Student Services Beliefs**
- **Policy Guidelines**

1.1 Student Services Beliefs

Lloydminster Public School Division supports and encourages the belief that:

- all children have the right to a supportive learning environment where individual differences and learning needs are respected and accommodated;
- the independence of each student is developed to maximum potential;
- parents are partners in their children's education;
- active learning requires appropriate curriculum and diversity of instructional methods, materials and assessment practices;
- the classroom teacher has a central role in the development and implementation of each child's program; and
- all staff is supported to remain current with research based best practices.

Our inclusionary education practice is based on the belief that:

- programming and services will be provided in the most appropriate and least restrictive environment;
- a continuum of services and a variety of settings will be necessary to address the diversity of individual needs; and
- all programming will strive to promote inclusion within the school community and the community at large.

1.2 Policy Guidelines

The Lloydminster Public School Division encompasses the City of Lloydminster which straddles the Alberta and Saskatchewan border. LPSD follows the Saskatchewan Program of Studies established by the Saskatchewan Ministry of Education. We receive funding for student supports based on the province of residency of the individual student therefore we follow the guidelines of both provinces as referenced below:

Saskatchewan Ministry of Education: Student Achievement and Supports Branch
<http://www.education.gov.sk.ca/IntensiveSupports>

Alberta Education:
<http://education.alberta.ca/department/ipr/inclusion.aspx>

Instructional programming is under the direct supervision of the Principal. Please refer to Lloydminster Public School Division Administrative Procedures Manual: Section 200: Instructional Programs and Materials



Section 2

Programs

Services

Alternate Courses of Study

2.1 Programs

2.1.1 LPSD Pre-Kindergarten Program

Pre-Kindergarten Program

Jack Kemp Community School and College Park School

Description:

LPSD Pre-Kindergarten Program is housed at Jack Kemp Community School and College Park School and is open to 3 and 4 year old students who are residents of the Lloydminster Public School Division attendance area and meet entrance criteria. The program focuses on child-centered developmentally appropriate programming of whole child through an integrated balanced focus on social-emotional, physical, intellectual and spiritual development.

Goals:

The students will:

- develop holistic skills in the domains of socio-emotional, physical, and intellectual development.

Referral Procedures:

Referrals are submitted by parents, Saskatchewan Public Health or LPSD school personnel to the Second Steps Admissions Committee. As there are only 96 spaces in the program, students are accepted based on need, according to the criteria set by Saskatchewan Ministry of Education. Referral forms can be picked up at LPSD schools, LPSD Division Office or online at www.lpsd.ca

For more information contact Jack Kemp Community School, College Park School or the Supervisor of Learning and Instruction (Student Services) at LPSD School Division Office.

2.1.2 Behaviour Programming

A. Behavioural Programming

Description:

Although there is no specific behavioural program or behavioural classrooms in LPSD, students with behavioural challenges are supported by Targeted Skills Teachers at their school. Targeted skills teachers support teachers with classroom behavior. They also support groups of students and individual students by teaching targeted strategies to students who require behavioural support.

Students who require intensive behavioural support can be referred to outreach support services. These services are provided by Gaetz consulting and individualized to meet the individual student needs.

Referral Procedures:

Contact the Supervisor of Learning and Instruction (Student Services) at LPSD School Division Office.

2.1.3 High School Special Programs

A. High School Transitions Program

Lloydminster Comprehensive High School

Description:

This program is designed to assist at-risk, high school age students, academically, behaviorally, emotionally and socially. The course of study is based on modified programming.

Goals:

The students will develop:

- academic and life skills in a supported environment;
- positive relationships and attitudes; and
- skills for responsible decision making.

Referral Procedures:

The school-based team, including the parent(s), classroom teacher, EST, counselor, and principal, submit referrals to LCHS Student Services.

B. High School Alternative Education Program

Lloydminster Comprehensive High School

Description:

This program combines classroom and work experience and is designed to support students with learning challenges who require a life skills program. The Alternative Education Program follows the Saskatchewan Alternative Education Curriculum of study. The courses are referred to as 18, 28, and 38.

Goals:

The students will develop:

- academic and life skills in a supported environment;
- positive relationships and attitudes;
- skills for responsible decision making; and
- pre-employment skills through work experience placement

Referral Procedures:

School-based team, including parent(s), classroom teacher, EST, counselor and principal, submits referrals to LCHS Student Services.

C. High School Functionally Integrated Program

Lloydminster Comprehensive High School

Description:

This program incorporates classroom and community experiences and is designed to facilitate transition to a supported environment upon completion of high school.

Goals:

The students will:

- engage in classroom and community experiences;
- foster life skills through a non-credit, individualized program; and
- transition into a supportive living environment upon completion of high school.

Referral Procedures:

School-based team, including parent(s), classroom teacher, EST, counselor and principal, submit referrals to LCHS Student Services.

2.1.4 Avery Outreach School (Grades 10-12 and Home Based Education)

Avery School

www.lpsd.ca

Grades 10-12

Avery offers an alternative setting for completion of high school courses

Home Based Education

For information regarding home based education please contact the Principal of Avery School

Grade 9

In some circumstances, grade 9 students are placed at Avery school. This placement is determined by the school administration, and Superintendent of Curriculum and Instruction (gr. 7-12).

Referral Procedures

Contact the Principal of Avery School

2.2 School Services Provided

2.2.1 Counselling

A. *Elementary – K to Grade 6*

Description

LPSD has counsellors assigned to each of the elementary schools. They provide consultation to teachers and direct counselling services for students with social, emotional, or behavioural concerns, as well as acting as liaison with outside agencies.

Referral Process

A referral is made to the counsellor assigned to the child's school by completing a written referral form available at the school and obtaining written permission from the parents or guardians.

B. *Middle Years – Grades 7 to 9*

Bishop Lloyd Middle School
E.S. Laird Middle School
College Park School

Description

School counsellors are available at all Middle Years schools. They provide counselling for individuals and groups in the areas of attendance, behaviour, academics, as well as social and emotional needs.

Referral Process

Contact the school and ask for the counselling department.

C. *High School – Grades 10 -12*

Description

Lloydminster Comprehensive High School Student Services targets the areas of academic, guidance, education, career and life planning, as well as personal and social development.

Referral Process

Contact LCHS Student Services Department

D. *Attendance Counselling*

Description

The role of the Attendance Counsellor is to support LPSD schools in determining the cause of irregular attendance. After a referral is made the Attendance Counsellor will meet with the family to determine the underlying causes of the irregular attendance and provide counselling for the family, as well as acting as liaison with the school around the area of attendance.

Referral Process

Referrals are made by the school directly to the LPSD Attendance Counsellor at Lloydminster Comprehensive High School by the school administration.

2.2.2 Educational Support Programming K-12

Education Support Teacher (EST)

Description

The role of the Education Support Teacher (EST) at each school is to consult and collaborate with school staff regarding students with exceptional learning needs. They may administer individual achievement tests to provide information for programming, provide support in individual, small group or whole class settings, coordinate the development of Inclusion and Intervention Plans (IIP), and coordinate referrals to division personnel or outside agencies.

Referral Process

Referrals are made by the classroom teacher or school administration. Parents who have concerns regarding the progress of their son/daughter may access involvement of the EST by first talking to the classroom teacher about their concerns regarding their child's academic achievement.

Educational Assistants

Description

Lloydminster Public School Division employs educational assistants to work under the direction of classroom teachers to assist students with physical, medical, and behavioral needs. Schools are allotted Educational Assistants based on the intensive supports required for individual students. (<http://www.education.gov.sk.ca/IntensiveSupports>)

2.2.3 Educational Psychology and Outreach Services

Educational Psychologist Services

Educational Psychologist services are contracted for the purpose of assessing the learning needs of a student and providing programming support and recommendations for the school-based team and family.

Regional Collaborative Service Delivery (RCSD)

RCSD provides trans-disciplinary (Visual Impairment, Deaf/Hard of Hearing, Audiology, Physical Therapy, etc.) assessment and consultation for LPSD.

Behavioural Services

Gaetz Consulting Group (a division of Outreach Support Services) is contracted for the purpose of providing consultation, training and support in the area of intensive behavioural needs.

Referral Process

Students are referred by school administration to the Superintendent of Student Services.

2.2.4 Pre-Kindergarten Services

Intensive Supports – (Pre-K)– Saskatchewan

Description

Funding is provided by Saskatchewan Ministry of Education to provide appropriate programs for preschool children with designated disabilities who are residents of Saskatchewan and at least 3.0 years of age. The funding provides services such as paraprofessional support, assistive devices or technology, and special education consultation. These services are provided in the LPSD Pre-Kindergarten Program and also include speech and language and occupational therapy services, as well. The school Educational Support Teacher (EST) coordinates the services required within the school.

Program Unit Funding - Alberta

Description

Funding is provided by Alberta Education to provide appropriate programs for children with a severe disability between the ages of 2 years 6 months and less than 6 years of age on September 1 and who are residents of the Province of Alberta. The funding is designed to provide services required such as paraprofessional support, speech therapy, occupational therapy, transportation, materials, and in-service for parents and staff. This funding must be applied for by the school division once the child is registered. These services are provided in the LPSD Pre-Kindergarten Program and also include speech and language and occupational therapy services, as well. The school Educational Support Teacher (EST) coordinates the services required within the school.

Referral Process

Contact the Superintendent of Student Services at the Lloydminster Public School Division office.

LPSD Pre-Kindergarten Program

Description

LPSD Pre-Kindergarten Program is housed at Jack Kemp Community School and College Park School and is open to 3 and 4 year old students who are residents of the Lloydminster Public School Division attendance area and meet entrance criteria. The program focuses on child-centered developmentally appropriate programming of whole child through an integrated balanced focus on social-emotional, physical, intellectual and spiritual development.

Goals:

The students will:

- develop holistic skills in the domains of socio-emotional, physical, and intellectual development.

Referral Procedures:

Referrals are submitted by parents, Saskatchewan Public Health or LPSD school personnel to the LPSD Pre-Kindergarten Admissions Committee. As there are only 96 spaces in the program, students are accepted based on need, according to the criteria set by Saskatchewan Ministry of Education. Referral forms can be picked up at LPSD schools, LPSD Division Office or online at www.lpsd.ca

For more information contact Jack Kemp Community School, College Park School or the Supervisor of Learning and Instruction (Student Services) at LPSD School Division Office.

2.2.5 Speech and Language and Occupational Therapy Services

Speech and Language

Description

Speech-language pathology services are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. The speech-language pathology services include a full range of services encompassing prevention, identification and assessment, direct instruction for students (individually, in classroom settings, or in small groups as appropriate), consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, in-service training, and information sharing with families and other service providers.

All students entering Kindergarten are screened by the Speech Language Pathologists.

Occupational Therapy

Description

The Occupational Therapist's role is to provide direct and indirect support to allow students to be successful in the classroom setting. Through identification of fine motor, sensory and self-care areas that are impacting the child's performance at school, the Occupational Therapist will assist the student to function with the greatest level of independence possible.

All students entering kindergarten are screened by the Occupational Therapist

Referral Process

Referrals for above services are made through school based personnel and approved by school administration.

2.3 Alternate Courses of Study

2.3.1 Advanced Math Program (AMP)

Grades 8-9

Description:

This course, housed within your neighbourhood middle school, is developed to challenge individuals who are excelling in the area of math. Regular course curriculum is completed at an accelerated rate. The majority of the course is centered on extension activities that broaden the students' mathematical knowledge base.

Referral Process

School based team, including parent, classroom teacher, EST, and principal recommend students based on referral criteria. Please contact Bishop Lloyd Middle School, ES Laird Middle School or College Park School for more information.

2.3.2 Modified Courses

Lloydminster Comprehensive High School

Description:

Modified courses are offered in the areas of mathematics, English, science and social and follow the Saskatchewan curriculum of study. The courses are referred to as 11, 21, and 31.

Referral Process

Contact LCHS Student Services.

2.3.3 Advanced Placement

English and Math

Lloydminster Comprehensive High School

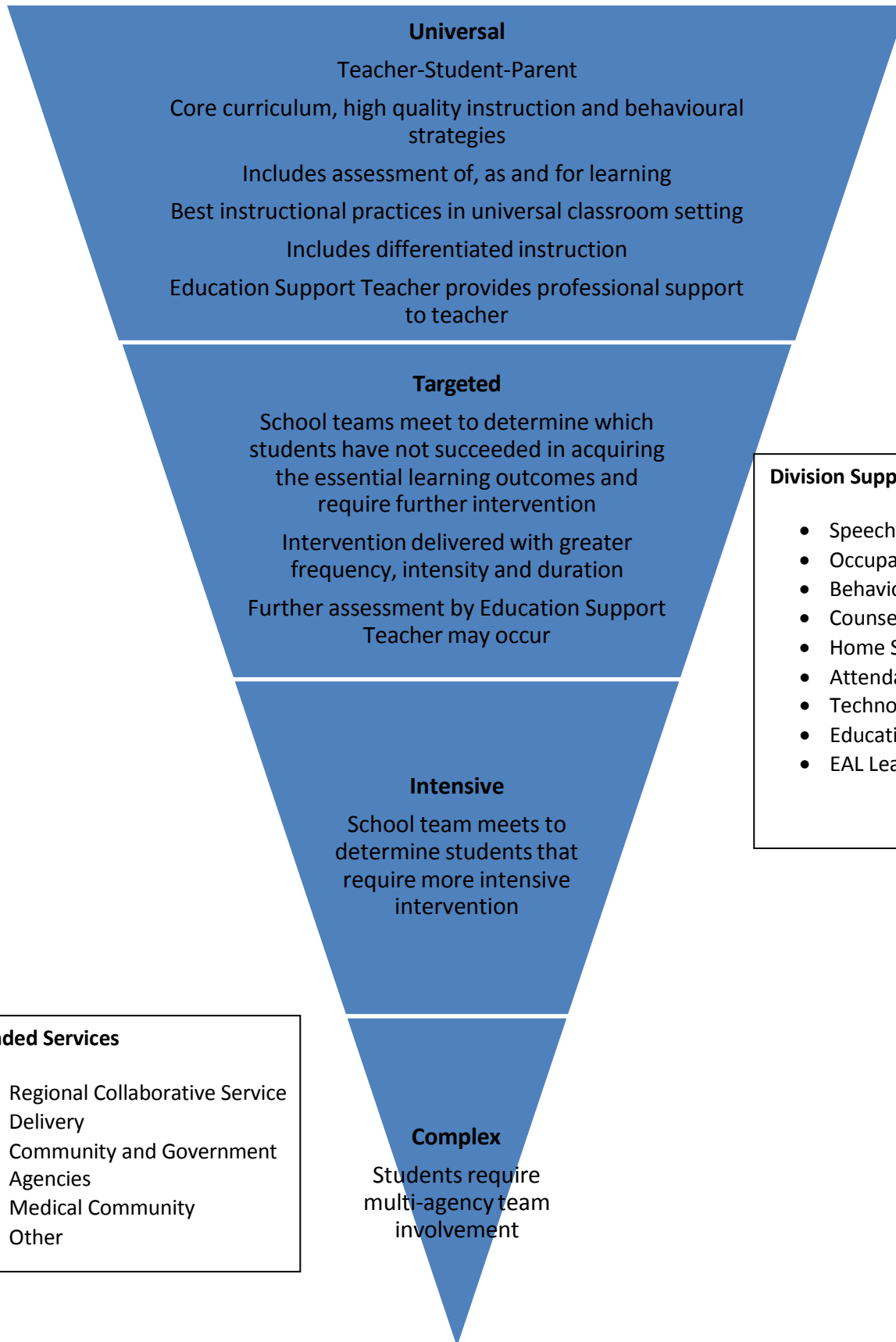
Description:

Advanced Placement English and Math courses differ from the regular courses in instruction and rigor. Please refer to http://lchs.lpsd.ca/course_descriptions for more information

Referral Process:

Students are referred by their current teachers based on academic performance. Contact LCHS administration or Student Services

3.1 Service Delivery Model and Instructional Support Process



- Division Support Team**
- Speech Language
 - Occupational Therapy
 - Behavioural Support
 - Counselling
 - Home School Liaison
 - Attendance
 - Technology
 - Educational Psychologist
 - EAL Lead Teacher

- Extended Services**
- Regional Collaborative Service Delivery
 - Community and Government Agencies
 - Medical Community
 - Other

Instructional Support Process

Universal ~ Classroom Teacher

- Identify essential learning outcomes
- Implement research based core teaching strategies
- Frequent formative assessment of outcomes/analyze data
- Identify outcomes not achieved
- Ask “Why is the student not learning?”
- Assess the instructional environment
 - Instructional materials
 - Quantity, reading level, complexity, format
 - Pace of instruction
 - Routines and procedures
 - Instructional methods
 - Direct teaching, cooperative learning, self-directed instruction, other
 - Physical environment
 - Access, lighting, acoustics, furniture, equipment, technology
 - Class composition
 - Assessment strategies/method
- Adapt or change instructional environment as needed
- Implement differentiated Instruction and re-teaching of concepts
- Contact parents to gain further information
- Consult with Instructional Coach and Education Support Teacher for professional support

Targeted - Team

- Meet with grade/subject or school team to determine which students have not succeeded in acquiring the essential learning outcomes and require further intervention.
- Implement **targeted Interventions** with greater frequency, intensity and duration.
- Further assessment & support by **Education Support Teacher** may be required. This may include:
 - Academic achievement
 - Learning styles
 - Learning strategies
 - Time management/ Organizational skills
 - Social skills
 - Cultural or linguistic factors

Division Support Team

- Behavioural Support
- Speech Language
- Counselling
- Attendance
- Technology
- Occupational Therapy
- Educational Psychologist
- EAL Lead Teachers
- Home School Liaison Worker

Complex

Multi-agency involvement

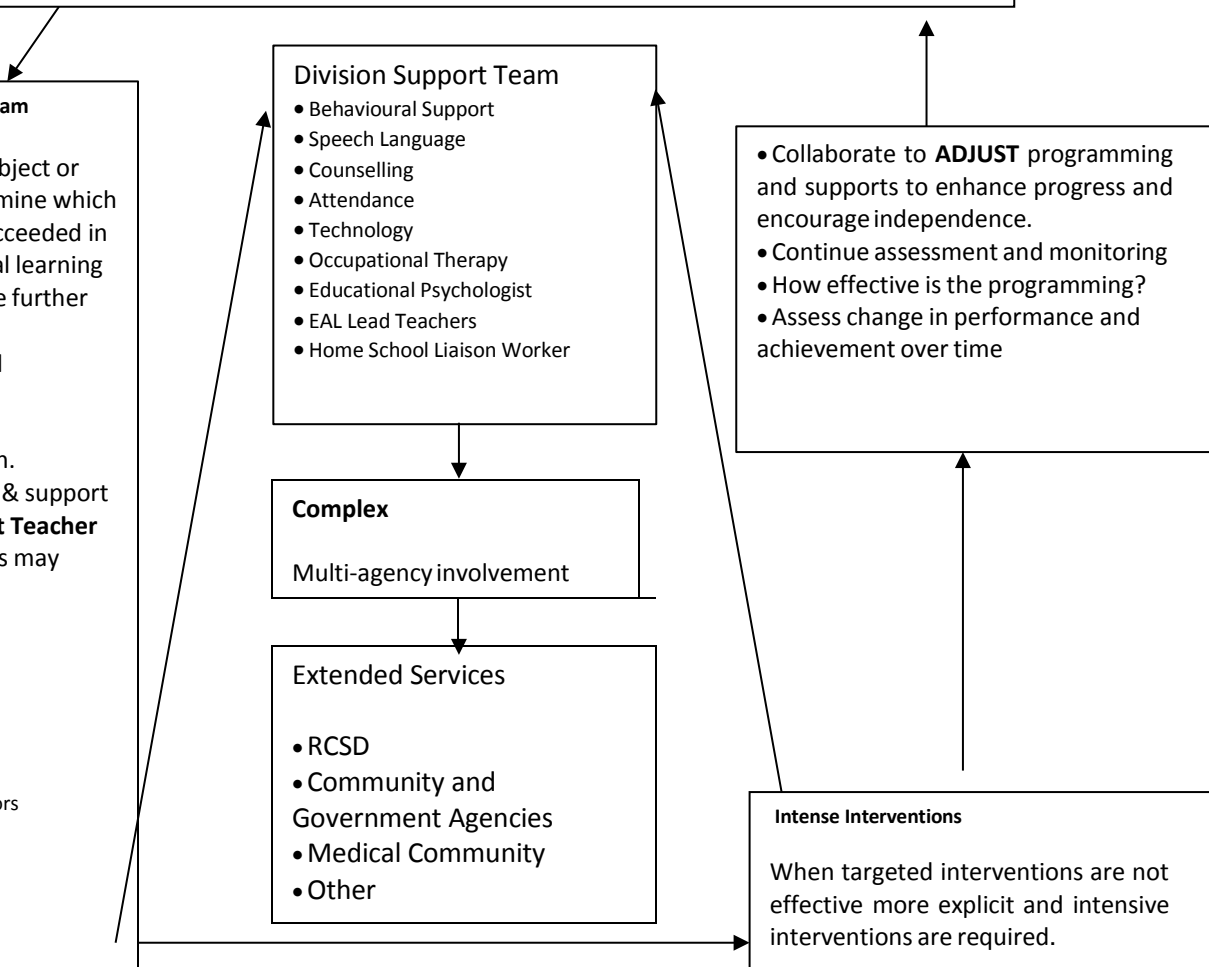
Extended Services

- RCSD
- Community and Government Agencies
- Medical Community
- Other

- Collaborate to **ADJUST** programming and supports to enhance progress and encourage independence.
- Continue assessment and monitoring
- How effective is the programming?
- Assess change in performance and achievement over time

Intense Interventions

When targeted interventions are not effective more explicit and intensive interventions are required.



3.1.1 Universal Core Instruction/Learning Agenda

Teacher – Student – Parent

****At this stage the intervention and instruction is by the classroom teacher in the classroom setting. The role of the Education Support Teacher is to provide professional support.**

Step 1

- The teacher identifies essential learning outcomes, implements research based core teaching strategies, and administers frequent formative assessments of outcomes (see Administrative Procedure: Learning Assessment)
- The teacher develops and implements teaching targets and “I Can” statements
- The teacher identifies outcomes not achieved and observations of exceptionalities in learning and/or behaviour
- The teacher shares the data with the student

Step 2

- The teacher assesses the learning environment and makes adaptations or changes as needed. A **Record of Adaptations** is developed if adaptations are ongoing and across all subject areas (ex. Preferential seating, sound-field system etc.)
 - If the adaptation required is off- grade level material then a Record of Adaptations is written stating the level of instruction. Objectives are chosen from the grade level of instruction and do not need to be included in the Record of Adaptations.
 - Record of Adaptations is signed by parents yearly and ongoing communication with parents will occur if changes during the year. If changes have been made to the ROA, parents will be notified and the ROA will be re-signed.
- The teacher implements differentiated instruction –**ex: small groups that meet with the teacher several times a week for remediation, re-teaching of concepts or extension and enrichment. This occurs in the regular classroom during class time. The groups are based on the data from the formative assessments.**

Step 3

If a child is unable to demonstrate the essential outcome(s) at the grade level of instruction then:

- The teacher meets with the parent and (where appropriate) the student
- The teacher describes the learning style and behaviour as observed in the classroom
- The parent shares perceptions and knowledge of the child with the teacher
- The teacher, parent and student define the barriers to success and suggest strategies to reduce the barriers
- A joint learning plan is established

- Referral for medical, vision or hearing may be suggested

Step 4

- If the above interventions are not successful a referral for targeted interventions may be implemented

3.1.2 Targeted Interventions

Grade/Subject/School Teams

***At this stage the interventions are delivered with greater frequency, intensity and duration. They may involve grade specific or school based interventions.**

**** The school may plan a variety of options for intervention.**

*****It is important to distinguish between a *struggling learner* (a student who has difficulty learning) and an *intentional non-learner* (student who fails to try) as the methods of intervention will be different.**

Step 1

- Grade level/subject level or school teams meet to determine which students have not succeeded in acquiring the essential learning outcomes based on assessment data and require further intervention
- The classroom teacher shares information gathered about the student from cumulative file, interview with parents, past assessments, and other school or division personnel
- Education Support Teacher may assess the student
 - Academic achievement
 - School attendance
 - Learning styles
 - Learning strategies
 - Time management/Organizational skills
 - Social Skills

Step 2

- The grade/subject or school team decides on next level of targeted intervention.
- Intervention may take place inside or outside the classroom and will occur in smaller teacher/student ratios than in the first stage.
- Intervention should be daily for a short duration of time (ex. 4-6 weeks)
- Frequent formative assessment, data collection and analysis is ongoing

Step 3

- If the above interventions are not successful a referral for intensive interventions may be implemented

****A referral to or consult with the Division Support Team may occur at any point during this level**

3.1.3 Intensive Interventions

Step 1

- Grade level/subject level or school teams meet to determine which students have not succeeded in acquiring the essential learning outcomes based on assessment data and require further intervention.
- When a student does not respond to the targeted interventions the school team meets and decides on interventions that are more explicit and intensive and even more tailored and targeted to individual needs.

**** A referral to Extended Services may occur during Targeted or Intensive stages**

3.1.4 Division Support Team

Team Members Available

- Superintendent of Student Services
- Supervisor of Learning and Instruction (Student Services)
- Speech Language Pathologists
- Occupational Therapist
- Home School Liaison Worker
- Attendance Counsellor
- EAL Lead Teachers
- Educational Psychologist (contract)

Purpose

- To obtain further assessment information
- To develop intervention plans and support services based on additional information

Step 1

- Referrals for Division support are initiated and sent to appropriate personnel accompanied by parent permission if required

Step 2

- Division Support Team member contacts the school to set up a meeting/observation/assessment/consultation
- Feedback is provided and recommendations discussed with appropriate school based team members
- School based team members choose recommendations to implement or trial

Step 3

- If the above interventions are not successful referral to Extended Services may be implemented.

3.1.5 Extended Services

****A student with multiple agency involvement may be deemed as “Complex”**

Services

- Inclusive Learning (formerly ERECS)
- Gaetz Consulting Group (Division of Outreach Services) - Behaviour
- Community and Government Agencies
- Medical Community
- Other

Purpose

- To better understand the student and his/her needs in order to plan more effectively
- To collaboratively problem solve by reviewing interventions previously tried and exploring other options
- To support families in accessing support services

Step 1

- Division or school based teams complete referrals to outside agencies and submit along with parent permission

Step 2

- Outside agency contacts school and completes assessment/observation or consultation
- Outside agency debriefs with school personnel and parents and provides results of assessments and recommendations

Step 3

- Parents and school will implement recommendations
- If further referrals are warranted school based teams or parents will initiate

3.2 Inclusion and Intervention Plans

- The Inclusion and Intervention Plan of a student who requires intensive supports must be developed in consultation with the parent and must include:
 - special education and related services to be provided;
 - current level of performance;

- annual goals and short term objectives written in SMART format;
 - assessment procedures and diagnostic information on which the plan is based;
 - review dates, results and recommendations;
 - transition plans;
 - parent and school administration signatures by first reporting period.
- The Inclusion and Intervention Plan format is IIP (SK Education)
 - Inclusion and Intervention Plans are required for:
 - Students designated by Alberta Education as having a Severe Disability (Code 40s) or students designated by Saskatchewan Learning as being Intensive Supports (<http://www.education.gov.sk.ca/intensive-supports-categories>).

3.3 Diagnostic Assessment of Students

The purpose of diagnostic assessment is to determine suitable educational goals, instructional strategies and services to support the student.

3.2.1 School based

- Classroom teachers will be responsible for formal and informal student assessment using a variety of strategies. The assessment should involve assessing student strengths and weaknesses and learning styles as well as the materials, environment, and instructional methods that comprise the instructional environment.
- The gathering of assessment information, interpretation of the information, and recommendations for programming are done in collaboration with parents, the educational team and the students, when appropriate.
- If further assessment is required the student will be referred to the Education Support Teacher for individual academic assessment.

3.2.2 Psycho-educational assessments

- When a psycho-educational assessment is required it will be conducted by individuals qualified to conduct, interpret, record and use the results.

- The Psychologists Act, 1997, requires that educational psychologists employed by school divisions shall be registered members of the Saskatchewan College of Psychologists.
- Pre-Referral for psycho-educational assessments will be made through the Education Support Teacher at the school level, signed by school administration and submitted to the Superintendent of Student Services. Once approved the school will contact the parents and have required paperwork completed.
- The Educational Psychologist will conduct the assessment, prepare a written report and provide a follow-up debrief with school personnel and parents. A copy of the report will be provided to parents and the original report will be placed in the students cumulative file.

3.2.3 Consent

Informed consent is a signed consent by the parent or guardian or independent student and is required for:

- A psycho-educational assessment of a student
- A request to obtain or share information about a student from or with another agency or person

Individual academic assessments administered by the Education Support Teacher are considered part of the school based program and therefore fall under the same guidelines as classroom teacher assessments.

3.4 Referral Procedures

3.4.1 School Based Student Support Services

- The Education Support Teacher (EST) in each school is the first line of contact for the classroom teacher. Each school has their own referral procedures for in-school services.

3.4.2 School Division Team Services

- Elementary counselling, Speech & Language, and Occupational Therapy, services follow a referral procedure and require a signed parent consent form. School principals must sign all referral forms.

3.4.3 Outside Agency Referrals

- Educational Psychologist – Referral forms are completed and submitted to the Superintendent of Student Services
- Regional Collaborative Service Delivery (RCSD) – Referral forms are completed and submitted to the Superintendent of Student Services
- Gaetz Consulting- Referral forms are completed and submitted to the Superintendent of Student Services



Section 4

Student Services Procedures

- Funding
- Appeals

4.1 Funding

Lloydminster Public School Division is funded according to the province of residency of the individual child. Alberta Education and Saskatchewan Ministry of Education both provide programming support and funding to school authorities to develop and implement inclusive education programming for pre-school children and grade 1 to 12 students.

4.1.1 Alberta

In 2012-2013 Alberta Education implemented a new category of funding for Grades 1-12 titled Inclusive Education. The funding is allocated based on total student enrollment and is intended to cover all supports a student may require from mild/moderate to severe needs. The funding will cover supports such as instructional support, learning coaches, literacy/numeracy support, assistive technology, counselling, speech language, physical or occupational therapy, mental health, vision and hearing, and assessment and diagnostic services.

Alberta resident students will still be required to be identified through *Special Education Coding Criteria* which identifies specific categories to help school authorities identify those children and students who require intensive programming. Each category is given a code for the purpose of reporting data to Alberta Education. A child or student must meet the criteria in order to be assigned a special education code.

Funding is not directly tied to a student's medical diagnosis.

For further information refer to *Special Education Coding Criteria* at:
<http://education.alberta.ca/admin/special.aspx>

4.1.2 Saskatchewan

In 2012-2013 the Saskatchewan Ministry of Education implemented a new funding model that allocates funding to boards of education to provide services and related programming to ensure that all students have equal access to, and benefit from, the provincial education program in an inclusive, community education setting. The Supports for Learning allocation covers an array of supports and services to meet the needs of mild to moderate to exceptional learning and behavioural needs including, but not limited to, instructional/learning supports, English as an Additional Language, consultative and coordination supports, diagnostic and assessment support, psychology, speech language, and occupational and physical therapy services, counseling and addictions supports, and assistive technology.

Individual students may be identified by the school team, parents and support personnel as requiring intensive supports as outlined in the student's Impact Assessment Profile. Intensive supports promote the success of students who have learning needs that impact on several areas of development and who require intense and frequent supports to optimize their learning achievement. The funding to assist students identified as requiring intensive supports is included in the Supports for Learning funding.

Funding is not directly tied to a student's medical diagnosis.

For further information refer to:
<http://www.education.gov.sk.ca/IntensiveSupports>

4.2 Appeals

The L.P.S.D Board of Education has established a review process to follow when a decision over a pupil's designation, placement and/or program is in question. For further information refer to Board Policy Handbook, Policy 13: Appeal and Hearings Regarding Student Matters: Special Education Review at www.lpsd.ca



Section 5

Pre-School Services

4.2.1 Alberta /Saskatchewan

5.1 Alberta/Saskatchewan

5.1.1 Access

A parent/guardian or community agency that identifies a pre-school child 3 years of age or older (SK) or 2 years 6 months (AB) with a severe disability that requires appropriate special educational services, may make a written or verbal request to the Superintendent of Student Services or designate for placement in a program provided by or supported by the school system.

The parent/guardian or community agency shall be responsible for providing all pertinent information, i.e. medical reports, psychological reports, testing data, etc.

- Should it be determined that further assessment is required, the parent or guardian shall have the assessment done and provide the school system with the pertinent information.

Upon receipt of all pertinent data, the Superintendent of Student Services or designate shall:

- determine if the child meets the criteria of the Saskatchewan Ministry of Education or Alberta Education for the provision of education services for pre-school children with disabilities
- submit the appropriate information to the Special Programs Branch of Alberta Education for approval for Program Unit Funding for Alberta residents
- investigate the requirements for serving the child with respect to staff requirements, availability of space, facility modification, and provision of transportation.

5.1.2 Appropriateness

If it is feasible to provide a program for the child, and upon receipt of parent/guardian consent, a meeting shall be convened by the Superintendent of Student Services or designate to determine:

- the nature and extent of the school systems' involvement
- the age appropriate placement
- where the school system is not able to provide educational services for the child, it may consider purchase of services from another institution or agency
- roles and responsibilities of personnel involved
- transportation needs

This meeting shall consist of the following persons:

- the Superintendent of Student Services or designate
- the child's parents or guardians
- appropriate professional personnel from the school system
- other professionals deemed to be appropriate in developing a program for the child or requested by parents

5.1.3 Accountability

Upon entrance into the appropriate program the Education Support Teacher designated by the school division shall:

- convene a case conference of parents and professionals identified above to establish goals and directions (i.e. Multi Action Planning System - MAPS)
- incorporate the goals and directions into an Inclusion and Intervention Plan (IIP)
- be responsible for site visits to oversee the implementation of the program
- be available to the child's team for consultation and problem solving
- convene case conferences mid-year and year end to evaluate progress of the IIP
- co-ordinate transition plans for entry into the school system setting.

5.2 Appeals

Refer to the Lloydminster Public School Division Board Policy Handbook. Policy 13: Appeals and Hearings Regarding Student Matters



Section 6

Assistive Technology

5.3.1 Philosophy

5.3.2 Procedures

6.1 Philosophy

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 respective programs of study.

Like other technologies, ATL ranges from simple tools to complex systems. It could be as simple as providing a pencil grip for writing or as complex as a computer with screen reading software for reading and learning.

Assistive technology for learning is different from educational or instructional technology. Assistive technology for learning can be distinguished from other types of technology used with students in the classroom. Educational technology is generally used by all students. ATL is more specialized and often more complex technology that allows access to learning for students who have barriers due to their disabilities. However, there is some overlap. ATL can have benefits as an instructional tool for all students. For example, text-to-speech software can benefit all students who are learning to write and keyboard. Likewise, students with special education needs may benefit from educational technology such as reading instruction software programs, but they may also need assistive technology for learning, such as a specialized mouse or keyboard, to access these programs. Without this assistive technology, they would be unable to participate independently in this educational activity.

-Alberta Education, 2006

*“For people without disabilities, technology makes things easier.
For people with disabilities, technology makes things possible ...”*

– National Council on Disability

Principles

- Learner-centered
- Accessible
- Responsive
- Collaborative

6.1 Procedures

The Assistive Technology for Learning referral forms are based on the SETT framework (Joy Zabala ©).

- S = Student – identify the strengths and needs of the student
- E = Environment – look at the number and types of environments in which the student will be required to use the technology.
- T = Tasks = look at the critical elements of the activity the student is required to do and how the technology will support the activity
- T = Tools – identify strengths and weaknesses of possible tools and determine reason for selection

Procedure

- School Base Team meets and completes the ATL referral form(s) (available on First Class: Referral Forms)
- Submit the form(s) to the Superintendent of Student Services