



Delta Christian School

**Educational Support Services
Handbook**

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Policy

Romans 12:5-6 "... so in Christ we who are many form one body, and each member belongs to all the others. ⁶We have different gifts, according to the grace given us."

Delta Christian School (DCS) understands that every child is a unique individual in the body of Christ. We use an inclusive model to meet the needs of diverse learners in our school. All special needs students will be integrated into regular classrooms at DCS. Students who have special needs, as defined by the BC Ministry of Education (MoE), are those students who have a disability of an intellectual, physical, sensory, emotional or behavioural nature, or who have a learning disability or have exceptional gifts or talents. All children will be educated in the regular school environment to the greatest extent possible with appropriate supports and accommodations in place.

In order to carry out successful Educational Support Services, DCS requires:

- multiple layers of support involving both the school and community agencies, when appropriate
- curricular adaptations and modifications on an individual basis
- organizational structures based upon collaborative decision-making
- an environment which will effectively meet the students' best interests socially, emotionally, behaviourally, physically, and educationally
- strong home-school partnerships

Delta Christian School may not be able to provide adequate educational support or programming for students whose learning, behavioural, medical, or social-emotional needs are best met in a specialized setting such as a school district Resource Room, or a special education independent school.

Educational Support Services (ESS)

The **Educational Support Services (ESS)** department is led by Coordinators with training and expertise in Special Education. ESS includes both the Special Education and Learning Assistance programs. The ESS Coordinators follow the BC Ministry of Education's document *Special Education Services: A Manual of Policies, Procedures and Guidelines*. The ESS caseload includes both funded and non-funded categorized students, as well as other students who, although they do not have a MoE category designation, require support beyond minimal adaptations.

- **Special Education Program (Sped):** Sped services are provided by a specialist teacher and Educational Assistants (EA's), both inside and outside the classroom. The teacher and EA's collaborate with and support the classroom teachers. Special needs students have cognitive, behavioural, emotional, health, and/or physical needs that impact their learning. These students have a diagnosis given by a qualified professional and meet specific criteria set by the BC Ministry of Education (MoE) for designation in the category. Sped students' programs will be adapted and/or modified. Sped students are typically those with MoE designations A – H, but may also include K and R. Other students supported by the Special Education program are those whose needs are significant, but who do not meet criteria for designation. Many Sped students will also receive the services of the Learning Assistance program.
 - **Behavioural:** There are students who require support due to behavioural difficulties. These difficulties may include mental health issues, such as anxiety or self-injurious behaviours, or medical issues such as ADHD, or social difficulties, or oppositional defiance disorder, etc. These students may or may not have a diagnosis or a MoE designation, and they may or may not have an IEP. Some students require a Positive Behaviour Support Plan and/or a Safety Plan (see **Appendices A and B**). A Positive Behaviour Support Plan is required when a child has behavioural difficulty such that it interferes with their own or their classmates' learning. A Safety Plan is required if there is a potential risk of the student injuring another person within the school. A student may be sent home following an incident involving physical harm, or the necessity for physical restraint. The Society of Christian Schools of BC has provided DCS with a binder of materials titled *Guidelines for the Progressive Intervention of Behaviour*. DCS also follows the manual titled *Physical Restraint and Seclusion - Policy, Procedures, and Guidelines*.
- **Learning Assistance Program (LA):** LA services are provided by a specialist teacher and by Educational Assistants (EA's). Students who require additional academic support due to learning disabilities, emotional issues, ADHD, giftedness, low proficiency in English, or other learning needs are given support within the classroom and/or they are given support in the Learning Assistance Centre on a pull-out schedule. During pull-out times, students receive one-to-one or small group direct instruction in basic academic skills, and/or homework support. The LA

teacher and EA's work collaboratively with and support the classroom teachers. Students receiving LA services are those in categories K, P, Q and R, as well as English language learners (ELL), and others requiring learning support but who do not qualify for a MoE designation.

- English Language Learners: Students must meet a minimum level of English competency to be considered for enrolment. It is preferred that ELL students have at least one year of exposure to English before enrolling at DCS. DCS does not employ an ELL specialist teacher; however, ELL students are provided some support within the Learning Assistance program. ELL students are expected to enlist a private tutor to provide English programming outside of the school day. The Learning Assistance teacher assesses each ELL student's level of English, and may, to a limited extent, provide regular language instruction and homework support. An Annual Instructional Plan (see **Appendix C**) noting the student's assessment results and goals for the year will be written by the Learning Assistance teacher.
- Enrichment: Every effort is made to differentiate a gifted or advanced student's learning within the classroom. A gifted or advanced student may additionally receive enrichment activities through the Learning Assistance program. A student who is determined to be a gifted learner will have an IEP and a Category P designation.

Ministry of Education Special Education Categories

Funded

Level 1

- A Physically Dependent
- B Deaf/Blind

Level 2

- C Moderate to Profound Intellectual Disability
- D Physical Disability or Chronic Health Impairment
- E Visual Impairment
- F Deaf or Hard of Hearing
- G Autism

LEVEL 3

- H Intensive Behav Interven/Serious Mental Illness

Unfunded

- K Mild Intellectual Disability
- P Gifted
- Q Learning Disability
- R Moderate Behaviour Support/ Moderate Mental Illness

The special education grants are received by the school directly from the Ministry of Education. The funds are used at the discretion of the ESS department in order that students are supported to the greatest extent possible.

Even though a student may have a diagnosis that causes them to require Special Education support at one time, their condition may change such that they no longer require supports more than a typical student. Once the student becomes an independent learner and no longer requires an IEP, the student will become “de-listed” from the 1701 Special Education Designation list, and consequently, if they had been in a funded category, will no longer receive supplemental grant funding.

A student can only be assigned one MoE designation, even though they may have more than one diagnosis and area of need. The area of greatest need determines the category, but the IEP can address goals related to the secondary category (e.g. a student who is gifted and learning disabled will be given a Q designation, but there can exist an IEP goal to accelerate in a part of the curriculum to address the area of giftedness).

Referral Process

Admissions

In order to help identify newly enrolling students to DCS who may require support, the initial application forms contain questions pertaining to language, learning, medical, and behavioural needs. Every child's application for admission must be complete and signed. The withholding of information that affects a child's education may delay the application process, or cause the application to be denied.

Potential families who wish to apply for their child with special learning needs must first go through the regular DCS application process and interview with the school administration. Upon recommendation by the administrator, families must:

- 1) provide appropriate documentation of any previous assessments, diagnosis or specialist reports
- 2) permit the Coordinator to observe the student at his/her present school, as well as discuss the student with the appropriate professionals
- 3) meet with the Coordinator to discuss the student's learning needs and what services DCS can or cannot provide

DCS considers class size, class composition, and available supports and services when reviewing a special needs student's application for enrolment.

Students must meet a minimum level of English competency to be considered for enrolment. It is preferred that ELL students have at least one year of exposure to English before enrolling at DCS

Current students

When there is evidence that a DCS student is experiencing learning problems, or other extraordinary needs, the classroom teacher or parent/guardian can refer to the ESS Coordinator. There is a referral form (see **Appendix D**) for the classroom teacher to fill out. The Coordinator will then further discuss the student with the teacher and parents, conduct a file review, and observe the student. Testing will be done after the parent/guardian gives signed permission to do so (see **Appendix E**). The findings will then be shared with the teacher and parents/guardians to determine next steps.

If a learning problem is suspected, the Coordinator will work directly with the student for a period of time. If the Coordinator decides that the student requires a psycho-educational assessment, she will explain this to the parent/guardian and provide a list of qualified assessors. DCS does not contract with anyone to do psycho-educational assessments. If other outside professionals are needed, such as a doctor, occupational therapist, speech-language pathologist, pediatrician, counsellor, etc, this will be discussed and referrals given.

Individual Education Plan

An Individual Education Plan (IEP) will be developed for any student who is identified by the Coordinator as requiring significant adaptations to methods of instruction, methods of assessment or instructional materials, or whose learning outcomes have been modified. In addition, an IEP will be developed for every student whose timetable includes 25 hours or more per year of remedial instruction. IEP's will be developed as soon as is practical upon identification of need, and will be reviewed at least once per school year. The parent will be invited to contribute to the development of an IEP, and will sign the Ministry's form called *Special Education Funding: Parent/Guardian Consent*. If appropriate, the student may also be invited to participate in the development or review of their IEP.

What is included in an IEP?

Must include:

- the goals set for the student for that school year where they are different from the learning outcomes set out in the regular educational program
- the list of support services required to achieve the goals
- a list of adaptations

Should include:

- present levels of performance
- setting where the program is to be provided
- names of all personnel who will provide the educational program & the support services
- the period of time and the process for review of the IEP
- evidence of review and tracking of achievement of goals

Not all students receiving support from ESS will have an IEP. Some students will receive remedial instruction or other forms of support but they do not require an IEP; they will receive either a Learning Assistance report or a Learning Support Plan (see **Appendix F**). A Learning Support Plan will be in place for a student who requires some accommodations within the classroom in order to be successful, but who does not qualify for an IEP.

Grade and Class Placement

There are occasions when a parent/guardian requests that their child not be placed with their same-aged classmates, but rather be retained or be advanced. It may also be recommended by school staff that a child be retained or advanced. Each case is carefully considered and a meeting(s) is held with the parents/guardians, principal, Coordinator, and classroom teacher. A psycho-educational assessment and the recommendation of that assessor to either retain or advance are required in most cases. It is preferred that a student has at least a 2-year history with DCS before a decision about grade advancement or retention is made.

DCS considers class size, class composition, and available supports and services when reviewing a special needs student's application for initial enrolment, or for placing a current special needs student in a particular class.

Transitions

Preschool to Kindergarten: The Coordinator is available to discuss concerns, conduct file reviews, and complete preschool observation of those children who may require support in kindergarten. The Coordinator attends the kindergarten orientation morning in the spring at DCS in order to observe all new kindergartners. The Coordinator also gains information about new kindergartners from a questionnaire (see **Appendix G**) that is emailed to the child's preschool or daycare, with parent/guardian permission. Parents/guardians are also expected to complete additional questionnaires about the child prior to September entry.

Grade 7 to grade 8: The Coordinator and grade 7 teacher(s) ensure that a student's information, including the IEP, is given to the in-taking school at the earliest convenience. The Coordinator may speak to the high school counsellor, ESS Coordinator, and school psychologist. Additionally, the Coordinator and/or EA may accompany a student to the new school in May or June to help them begin to transition.

Grade to grade at DCS: In June and August, the Coordinator holds transition meetings. The current teacher and Coordinator share important relevant information about the ESS students with the in-taking teacher. Classroom teachers fill out Transition Forms (see **Appendix H**) for these students to give to the in-taking teacher.

The ESS Coordinator

Qualifications:

- holds certification necessary to teach in public or independent schools in BC
- has successful classroom teaching experience or other relevant experience
- completed additional university level coursework in the following areas
 - students with special needs
 - assessment/testing theory and practice (capable of administering Level B tests)
 - strategies in adapting and modifying curriculum

Role of the Coordinator:

- models Biblical values, conduct, and lifestyle
- supervises and evaluates the Educational Assistants (EA's)
- has regular communication with all staff regarding ESS students
- designs the instructional program
- develops and completes documents (i.e. IEP's, Learning Support Plans, Annual Instructional Plans, Behaviour Support Plans, and Safety Plans with the student's team (i.e. teacher, principal, EA, parents/guardians, other professionals)
- plans learning activities
- collaborates and determines appropriate modifications and adaptations in line with IEP goals
- identifies and advocates for the appropriate instructional learning resources
- reviews and reinforces learning activities for concept and skill development
- instructs, supervises, and facilitates student learning
- collaborates to develop individualized positive behavioural programs
- defines the use of specific techniques, strategies, and appropriate language, as required in individual situations
- ensures assessment and learner profiles are current
- convenes/attends meetings of the student's team
- evaluates progress of student according to goals of IEP
- reports to parents - both informal, ongoing, and formal, written reports
- maintains school records for students on the ESS caseload
- shares relevant student-related information on behaviour, social, emotional, and physical health subject to privacy regulations
- maintains confidentiality
- supports occupational therapists and physiotherapists, speech- language pathologists, vision and hearing-impaired specialists, and nurses in the delivery of required services
- manages the transition of students into high school
- manages the Special Education and Learning Assistance budgets

The Educational Assistant

At Delta Christian School, an EA works under the general direction of the ESS Coordinator and the classroom teacher, and under the supervision of the principal/vice-principal. An EA may work in the regular classroom or in a pull-out environment. An EA must possess sufficient skills, training, and school-based experience in order to best assist students who need academic and/or behavioural and/or medical support.

There may be circumstances that arise when an EA must be absent from work but an on-call EA cannot be brought in, resulting in DCS being unable to provide adequate support for a special education student(s). In this instance, a special education student(s) may be required to miss school, and the parents/guardians will be notified as soon as possible.

An EA will be assigned to a student for one to three years. The length of assignment should not be more than three years in order that both student and EA can have the opportunity to grow and experience new challenges.

An EA is expected to:

- model Biblical values, conduct, and lifestyle
- create a safe and supportive learning environment
- maintain the confidentiality of sensitive information
- interact in a professional manner with students, parents/guardians, and co-workers
- assist in developing and implementing all student plans (i.e. IEP, BIP, LSP, AIP, and Safety Plans)
- know the IEP goals, and directly support the student in working towards those goals
- keep anecdotal records, work samples, etc. to document student progress and contribute to student evaluation
- collect student learning and behavioural data
- keep records of daily activities when they differ from those of the typical student
- regularly consult with coordinators and teachers to plan and implement activities
- provide support to students in the classroom or designated support rooms
- monitor class/students when teacher is out of the room
- adapt environment, activities, and materials as needed for student success
- implement therapy programs (e.g. occupational therapy, physiotherapy, speech-language)
- provide personal care and/or implement physical safety measures, as required
- communicate information to relevant staff regarding student specific program needs (e.g., safety, health, academic, emotional and social needs)
- use computers and specialized equipment to provide support and instruction
- communicate with parents according to procedures established in the IEP
- participate in ESS team meetings
- participate in ongoing professional development training
- perform clerical or other duties (e.g. outside supervision) as assigned

Levels of Service Delivery

Response to Intervention (RTI) is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning or difficulty with behaviours. RTI utilizes early intervention, frequent measures of progress, and intensive research-based instructional interventions for children who continue to have difficulty. RTI implements a multi-tiered delivery service model. See the following diagram.

Academic systems

TIER THREE

- Individual students
- Assessment-based
- High intensity

TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE

- All students
- Preventive, proactive

Behavioural systems

TIER THREE

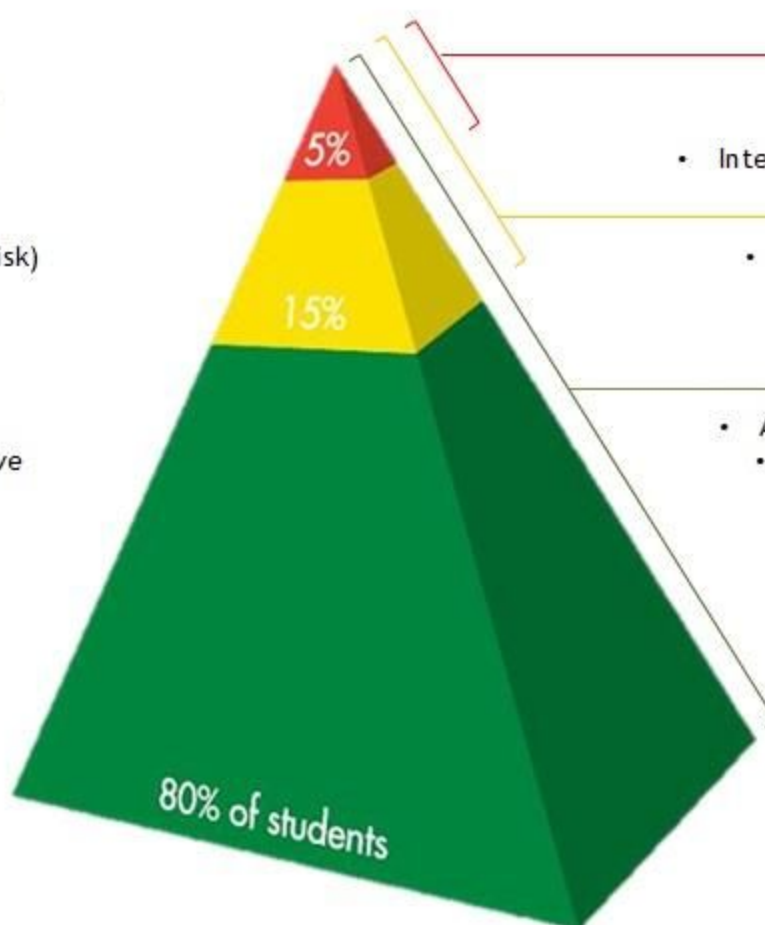
- Individual students
- Assessment-based
- Intense, durable procedures

TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE

- All settings, all students
- Preventive, proactive



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Tier 1: Classroom

All students in a classroom receive Tier 1 interventions; however, 15-20% of students require higher levels of intervention. This level involves the classroom teacher, parent/guardian and student. If the teacher has a concern about learning or behaviour, they will observe and discuss the concerns with the student and with the parent/guardian. The teacher identifies and uses strategies to support the student.

Tier 1 suggestions include:

- preferential seating
- re-teaching, repetition
- prompts to stay on task
- reward/incentive program
- extra time
- external organization
- regular parent communication
- curricular adaptation e.g. visual schedule, taped books, breaks, graphic organizer

Tier 2: School-Based Team (Principal and/or Vice-Principal, Coordinator, Classroom Teacher)

Approximately 15% of students require Tier 2 interventions. After attempting various strategies, including consulting and problem solving with the parents/guardians, the teacher may bring forward a student to the School-Based Team. The purpose of the team is to assist the teacher in the process of analyzing the student's difficulties and choosing strategies. Parents need to be notified that this meeting will be taking place.

Tier 2 meetings will result in:

- review of the teacher referral form for ESS
- completion of a file review
- review of what is already in place
- arrangement for school-based supports (e.g. LA time, assessment, EA time, behaviour consult, OT consult), and/or possibly prepare to refer the family to outside supports (e.g. SLP, counsellor, psychologist)
- addition or change in adaptations
- possibly an IEP

Tier 3: Enhanced Resource Team (Principal and/or Vice-Principal, Coordinator, outside professionals)

Approximately 5% of the school population will require level 3 interventions. After implementing strategies and interventions with a student, developing an IEP and implementing school-based and family-based resources, there may be a need to go further to help the student.

Tier 3 Purpose:

- provide intensive problem solving on behalf of students whose difficulties continue despite level 1 and 2 interventions
- review previous efforts
- seek further assessment that may lead to diagnosis and then a BC Ministry of Education Special Needs designation
- develop a new intervention plan based on assessment findings
- develop the IEP

Tier 3 activities to include:

- consulting further with parents
- providing specialist consultation/in-service for Coordinator, classroom teacher, and EA
- consulting with parents regarding further community resources



Delta Christian School

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APPENDIX A

Positive Behaviour Support Plan

Student:	Date:
Teacher:	ESS Coordinator:
Diagnoses and how these impact behaviour:	
Strengths & preferences:	

Setting Events : Prior/setting events that predict the student will have more difficulty in a day e.g. lack of sleep, hunger/thirst, disrupted morning routine, absence of person, illness, allergies, pain, uncomfortable clothing, medication, negative interactions with family before school.

(A) Antecedents (Immediate Triggers)	(B) Behaviour	(C) Consequences	Perceived Function	Replacement Behaviour
Actions/events that often occur before problem behaviours e.g. verbal overload, non-preferred task demand, inflexible demands, unfulfilled expectations, unstructured social situation, change of routine, object removed, being corrected, hearing no", "stop".	What does the student do? What does it look like? How often, how long and when? How serious/dangerous/disruptive is it?	What happens just after these inappropriate behaviours that might be reinforcing/rewarding this behaviour? e.g. given attention/help, ignored/left alone, removed from situation, given something	What does the student "get" – activity, person, help, object, attention, sensory stimulation? OR What does the student "escape" or "avoid" – activity, food, person, place, demand, request, attention, transition?	What appropriate behaviour can the student do to get what they need? e.g. ask for help, ask for break, initiate an interaction

Desired behaviour when presented with Antecedent What would you like the student to do? e.g. get to work w/o protest, accept change or disappointment calmly.	Consequences for desired behaviour What would happen if they did the desired behaviour? e.g. praise, extra free time, high 5.

Signs of anxiety/frustration e.g. becomes loud/quiet, body tenses up, short gruff responses, increase in repetitive/obsessive/compulsive behaviours, crying, shut down, head on table.
STRATEGIES: select strategies that will make problem behaviours irrelevant, ineffective, inefficient
Setting event strategies Immediate actions to prevent escalation e.g. warning before transitions, allow processing time, breaks, monitor tone of voice, self-calming techniques, review behavioural strategies and expectations in advance, offer choices, use non-verbals, home/school communication log.
Prevention Strategies Implement preventative practices such as reducing anxiety, remind of the “why”, offer breaks, personal support, changes in expectations, Plan B activities for difficult days, adapt resources/activities, preload expectations, check-ins, Social Stories, increase supervision.
Teaching Strategies Teach replacement behaviours such as asking for help, requesting a break, using calm down routine, using 5-point scale, use natural if/then technique, practice skills in a safe context, role play.
Consequence Strategies Respond to problem behaviours in ways that will <u>not</u> maintain the behaviour, such as positive redirection. Positive reinforcement of replacement behaviour such as high 5, nice note home, token reward system.



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APPENDIX B

Safety Plan

Date: Name: DOB: Grade: Safety Plan review date (no more than 4 weeks after implementation): _____
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Objective: To ensure that all staff working with ____ are aware of responses and safety procedures in place to maintain a safe, productive learning environment for __, other students and staff.

Rationale (why do we need a plan?):

Student Background

Safety Issues

Known Triggers

A. Proactive Strategies

Ecological changes

Positive Programming

Focused Support

B. Reactive Strategies – Crisis Response Plan

Designated staff will implement the following crisis management plan when necessary.

Precursor behaviours (what you see) → →	→ Staff responses (what you do)
Anxiety (Noticeable increase or change in)	Be Supportive (empathetic, non-judgemental response)
Defensive: (cues that this student is beginning to lose the ability to think or process information)	Be Directive: (set clear, enforceable limits)
Acting Out (risk to self or others)	Crisis Intervention Plan (injury prevention)
Tension Reduction (cues that student is calm)	Therapeutic rapport (re-establish rapport – do not incriminate)

1) Response progression

- A. Keep a safe distance
- B. Clear the area
- C. Call for support
- D. Assign one person to direct actions of intervening adults

E. Use physical restraint strategies as a last resort. Only trained person to do so and when there is danger to self or others.

2. Criteria for calling home:

3. Emergency contact procedures:

C. In the Event of an Incident

1. Post incident debriefing (all involved employees and parents are included)
2. Reintegration Plan

D. Maintenance Plan

E. Stakeholder Signatures

Principal -

Date

Parent

Date

Classroom teacher(s)

Date

ESS Coordinator-

Date

Educational Assistant -

Date

Date of termination of this plan: _____

Reason for termination:

Signature: _____



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APPENDIX C

Annual Instructional Plan - English Language Learner

Primary

Name	Date	Birth Date	Gender	PEN	Grade
First Language:			Date of arrival in Canada:		
Case manager:			Classroom teacher:		

Additional student information:
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	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Oral Language	Student can understand and respond to simple statements and questions in familiar situations.	Student can participate in a conversation on everyday topics using simple structures.	Student can participate in a conversation about familiar topics and some academic content.	Student can participate in conversation with some opinions and details on a range of academic topics.	Student can speak fluently and accurately on a wide range of academic topics.
Reading	Student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.	Student can begin to use strategies to read and understand simple words and make personal connections to text.	Student can use some strategies to decode unfamiliar words and make basic connections to the world from text.	Student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	Student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Writing	Student can use or copy a string of letters and simple words to communicate	Student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	Student can use simple vocabulary with some descriptive words to create simple sentences.	Student can use a range of vocabulary and some connections to communicate personal ideas.	Student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with some detail.
Overall English Level is					

ASSESSMENT INFORMATION
<p>PPVT-4</p> <p>READING Jerry Johns' Basic Reading Inventory-8th edition: oral reading grade equivalent: comprehension grade equivalent:</p> <p>Dolch sight words:</p> <p>Phonemic Awareness/Phonics:</p> <p>WRITING</p> <p>ORAL LANGUAGE</p> <p>MATH</p>

LANGUAGE & LITERACY GOAL: will improve English language skills.		
Objectives	Strategies & resources	Assessment/evaluation
<p>will:</p> <ul style="list-style-type: none"> - be immersed in English at DCS - increase his/her expressive and receptive English language vocabulary - will be able to comprehend grade ____ level written passages, 70% accuracy by ____ - write 	<p>Learning assistance</p> <ul style="list-style-type: none"> - 2X/wk, small group - focus on English vocabulary and comprehension development, and written composition skills <p>Classroom teacher will:</p> <ul style="list-style-type: none"> - check for understanding - provide visual support for concepts - write key words on white board - assign partnered activities - re-phrase idioms - ensure meaning of spelling words is taught and reviewed - shared EA support 	<ul style="list-style-type: none"> - regular end of term reporting by the classroom teacher, - assessment by the learning assistance teacher



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Annual Instructional Plan - English Language Learner

Intermediate

Name	Date	Birth Date	Gender	PEN	Grade
First Language:			Date of arrival in Canada:		
Case manager:			Classroom teacher:		

Additional student information:

	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Oral Language	Student can understand and respond to simple statements and questions in familiar situations.	Student can participate in a conversation on everyday topics using simple structures.	Student can participate in a conversation about familiar topics and some academic content.	Student can participate in conversations with some opinions and details on a range of academic topics.	Student can speak fluently and accurately on a wide range of academic topics.
Reading	Student can begin to recognize some common words and phrases and begin to make meaning of text.	Student can begin to use strategies to read and understand simple text and make personal connections to text.	Student can use some strategies to decode unfamiliar words and text, and make basic connections to the world from text.	Student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	Student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Writing	Student can use or copy a string of letters and simple words to communicate	Student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	Student can use some academic vocabulary with some detail to create simple sentences and short paragraphs.	Student can use a range of vocabulary and connections to communicate ideas in sentences and paragraphs.	Student can use a wide range of vocabulary with loosely organized ideas, and begin to write clearly with insight and detail.
Overall English Level is					

ASSESSMENT INFORMATION
<p>PPVT-4</p> <p>READING Jerry Johns' Basic Reading Inventory-8th edition: oral reading grade equivalent: comprehension grade equivalent:</p> <p>Dolch sight words:</p> <p>Phonemic Awareness/Phonics:</p> <p>WRITING</p> <p>ORAL LANGUAGE</p> <p>MATH</p>

LANGUAGE & LITERACY GOAL: will improve English language skills.		
Objectives	Strategies & resources	Assessment/evaluation
<p>will:</p> <ul style="list-style-type: none"> - be immersed in English at DCS - increase his/her expressive and receptive English language vocabulary - will be able to comprehend grade ___ level written passages, 70% accuracy by ___ - write 	<p>Learning assistance</p> <ul style="list-style-type: none"> - 2X/wk, small group - focus on English vocabulary and comprehension development, and written composition skills <p>Classroom teacher will:</p> <ul style="list-style-type: none"> - check for understanding - provide visual support for concepts - write key words on white board - assign partnered activities - re-phrase idioms - ensure meaning of spelling words is taught and reviewed - shared EA support 	<ul style="list-style-type: none"> - regular end of term reporting by the classroom teacher - assessment by the learning assistance teacher



ESS Program Referral

Name: _____ Grade: _____
 Referring teacher: _____ Date: _____

REASON for REFERRAL

- academic concerns
- behavioural difficulties
- attentional difficulties
- cognitive concerns

OBSERVATIONS and ASSESSMENTS (gathered and ready for review)

- student work samples collected
- observations of student at work
- observations of student at play
- medical information ___ hearing ___ vision ___ general health ___ other

Academic performance (√)	above grade level	at grade level	below grade level
oral reading skills			
reading comprehension			
math reasoning			
math computation			
spelling and punctuation			
writing organization			
language skills			
other:			

Possible factors in student's low achievement (√)	
organization	
time management	
memory	
listening skills	
stress/anxiety	
language skills	
other:	

list **STUDENT STRENGTHS**

SOCIAL - EMOTIONAL

self concept: *weak* 1 2 3 4 5 *strong*
social skills: *outgoing* 1 2 3 4 5 *lack of friends*
work habits: *dependent* 1 2 3 4 5 *independent*
 gives up 1 2 3 4 5 *perseveres*
behaviour: *defiant* 1 2 3 4 5 *cooperative*
 passive 1 2 3 4 5 *aggressive*
 distracted 1 2 3 4 5 *attentive*

Further information:

INTERVENTIONS ATTEMPTED	RESULTS

list **CONTACTS MADE with PARENTS** to date, regarding concerns



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Date: _____

Dear Parent/Guardian:

Your child, _____, has been referred by his/her classroom teacher to the Educational Support Services (ESS) department.

Initial steps already taken by the ESS Coordinator include:

- 1) interview with the classroom teacher and other staff, if necessary
- 2) review of student file and work samples
- 3) observation of student

Based on the information gathered thus far, the recommended next steps are:

- 4) administration of brief formal and informal measures, conducted during the school day
- 5) meeting of the Coordinator, you, and the classroom teacher in order to share the findings and to plan next steps

The intended outcome of the brief initial testing (step 4) is to gain valuable information about your child’s current learning strengths and weaknesses. Assessments will be done at other times during the year to gain necessary information for proper programming, and to evaluate progress.

Parent Consent Part 1

I have read the above information and **give / do not give** (circle) permission for ESS to assess my child, _____, with any measures that may be required during the _____ school year.

Name: _____ Date: _____

The ESS department provides a variety of services within the school through the Learning Assistance and Special Education programs. One of the ESS services is direct instruction. Students selected for direct instruction are those who require remediation or enrichment in order to be more successful in their academic learning and/or social-emotional well-being and/or behaviour. Students receive direct instruction from a specialist teacher, or sometimes from an educational assistant (EA). Students receive support within the classroom and/or during pull-out time in another location, either one-to-one or in a small group. We do our best to schedule pull-out instruction at the most suitable times for the child.

Parent Consent Part 2

I have been informed of my child’s initial assessment results and **give / do not give** (circle) permission for ESS to provide my child, _____, with direct instructional services.

Name: _____ Date: _____



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APPENDIX F

Learning Support Plan

A learning support plan is an informal document prepared for a student who does not require an IEP, but who can benefit from certain adaptations, teaching strategies, and resources.

Date:

Student: Grade:

Teachers: Case manager:

Student information

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Strengths

Concerns

--	--

Action plan

Description of concern:	Strategies to try:
--------------------------------	---------------------------

The adaptations selected from below will be incorporated into the “Strategies to Try” boxes of the LSP

CLASSROOM ENVIRONMENT
• seated near teacher desk
• seated near positive role models
• seated near where teacher gives instruction/board
• avoid distracting stimuli (auditory and visual)
• use of quiet area within room or outside of room
• EA support
• equipment (e.g. grip, fidget, slant board, seat, _____)
ORGANIZATION
• daily/weekly communication procedure with home
• planner and knapsack checked at end of day
• binder/holder system for home work
• one coloured binder per subject
• textbooks provided for home use
• help with organizing desk, notebooks, locker
• lots of labels and notebook dividers
GENERAL INSTRUCTIONAL
• French exemption
• Learning assistance pull out
• reader
• scribe
• reduced volume of work
• altered worksheets (e.g. graphic organizers, white space, font, unmixed skills, _____)
• assignments broken into smaller chunks, with deadlines
• pre-reading and review work provided to parent
• individual Spelling lists and/or different test admin.
• no penalty for misspelling
• notes provided
• adult support with: proofreading/ hmwk/ study/
• calculator or fact charts for all Math
• provide written or visual instructions with verbal
• alphabet and number line taped to desk

TEST TAKING
• study guide provided (prose and/or graphic organizer)
• separate setting
• extended time (1 ½ X)
• tests read out by reader or tech
• scribe or computer
• breaks allowed and/or test done in segments
• reduced volume
• allowed rewrites
• open book
• interview style test
TECHNOLOGIES
• text-to-voice software
• voice-to-text software
• audio materials
• full access to word processing – laptop & school computers
BEHAVIOURAL
• post short clear rules, with pictures and consequences
• directions are short and explicit
• one-to-one directions
• student restates what he/she is to do
• use timers to facilitate task completion
• non-verbal cue to student to stay on task (pic or signal)
• check-ins to stay on task and check for understanding
• extra breaks to move or rest, with break cards/signal
• transition times are guided and structured
• self-monitoring checklists – att.n/ performance
• positive reinforcement plan
• highlight positives, praise
• student contract



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APPENDIX G

Dear Preschool Teacher,

Can you please take a few moments to fill out this questionnaire for each child currently enrolled at your school who has applied to attend Delta Christian School for Kindergarten (listed in the email). Parents have already given permission for me to contact you. Just send back the questionnaire as an attachment to ann@deltachristianschool.org Thank you.

Ann Burgoyne –Educational Support Services Coordinator

Student: _____ Date: (Y/M/D) _____

Completed by: _____

Preschool name: _____ Location: _____

How long has the school known this child? _____

<u>Bold-face and italicize areas of particular strength</u>	<u>Bold-face and italicize areas of concern/need</u>
- academic - social-emotional - cognitive - outside interests/activities - other :	- academic - social-emotional - cognitive - attendance - behavioural - speech-language - fine motor - gross motor - self-help/adaptive skills - other :

- Comment on the areas of particular strength indicated above:
- Comment on the areas of concern/need indicated above:
- Has this child required support? List services needed and/or received. (e.g. aide time, SLP, OT, PT, behaviourist, social worker, health nurse, psychologist...).
- Does this child have a diagnosed condition, or are they in the process of assessment, or has assessment been recommended to the parents? Explain.
- What support, if any, do you recommend this student receive while in Kindergarten, either from the school or outside the school?



Transition Planning Notes for _____

Grade: ____ to ____ Date: _____

Teacher(s) completing form: _____

STRENGTHS at SCHOOL

AREAS of CONCERN

- academic • behavioural • attentional • cognitive concerns • social-emotional

Academic performance (√)	above grade level	at grade level	below grade level
oral reading skills			
reading comprehension			
math reasoning			
math computation			
spelling and punctuation			
writing organization			
language skills			
other:			

Possible factors in student's low achievement (√)	
organization	
time management	
memory	
listening skills	
stress/anxiety	
language skills	
other:	

WHAT WORKED WELL THIS YEAR

WHAT DID NOT WORK WELL THIS YEAR

RECOMMENDATIONS FOR NEXT YEAR (include adaptations)

CLASSROOM ENVIRONMENT
AIDE TIME REQUIREMENTS
ACADEMICS
BEHAVIOURAL
SOCIAL-EMOTIONAL
OTHER