



Responsive Teaching and Learning Policy

Department of Education

November 2023

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POLICY NAME

Responsive Teaching and Learning Policy

POLICY STATEMENT

The Department of Education will ensure that responsive teaching and learning guides the education of students in Newfoundland and Labrador within a safe, inclusive and healthy school community.

BACKGROUND

This policy is issued by the Minister of Education in accordance with the Schools Act, 1997.

The Schools Act, 1997 provides the legislative and regulatory framework for the operation of the education system in Newfoundland and Labrador. The Department of Education is responsible for the development of policies, programs and services for the early years, K-12 public education system and post-secondary institutions.

Policies and guidelines are developed within the context of the Schools Act, 1997, Section 117 (b) (v) (vii) (viii) and the Executive Council Act.

The objective is to build an educational community in Newfoundland and Labrador that fosters safe, inclusive and healthy learning environments for all children and youth.

SCOPE

The Government of Newfoundland and Labrador believes in the fundamental human rights, dignity, worth and equality of all people, in accordance with the Declaration of Human Rights as proclaimed by the United Nations and the Newfoundland and Labrador Human Rights Act, 2010.

School districts and schools shall be governed by this policy and the related procedures and guidelines. This policy currently applies to all K-6 educators and students within the Newfoundland and Labrador public school system.

DEFINITIONS

Accommodations – Required alterations in the way learning tasks are presented and accomplished that allow students who require special education to access prescribed, modified prescribed, alternate courses or alternate curriculum and to demonstrate learning.

Accommodations are:

- **Alternate Format Materials (AFM)** - Materials such as audio books, Braille, digital versions of books that can be read by text to voice software and large print versions of standard print educational materials (e.g., textbooks, novels, student guides). Alternate format materials are available for students who encounter barriers in accessing traditional print materials. Access to Alternate Format Materials is subject to Canadian copyright law.
- **Assistive Technology (AT)** - Equipment and software provided to students to increase, maintain, or improve their functional capabilities. The use of assistive technology promotes student independence and improves the student's ability to participate in the teaching and learning environment.
- **Reading of Print Materials** - Reading printed text for students who encounter barriers with traditional print materials. It is provided when the program planning team has determined that the use of assistive technology and/or alternate format materials to access print is currently not the most appropriate choice for the student.
- **Scribing** - An educator records only what the student verbally dictates, without prompting. Scribing is provided when the program planning team has determined that the use of assistive technology is currently not the most appropriate choice for the student.
- **Transcribing** - A student writes an answer/response to a question and then an educator reads the response back to the student. The student informs the educator of any changes required to the answer/response and the educator records the changes. Transcribing is provided to ensure the student's knowledge is reflected in the written response, when the use of assistive technology is not appropriate.

Alternate Course - An alternate course represents curriculum significantly different from the student's grade level. It may occur in any subject area, and completely replaces the prescribed curriculum. An alternate course can be one of two types:

- **Alternate Curricular Course** - An alternate curricular course represents curriculum significantly different from the student's grade level. It may occur in any subject area, and completely replaces the corresponding area of the prescribed curriculum. Students who avail of an alternate curricular course:
 - a) have been unsuccessful with a modified prescribed course below grade level; or
 - b) require greater challenge than provided by a modified prescribed course above grade level.

The time requirement of the alternate curricular course equals the time requirement of the subject it is replacing. For example, an alternate curricular course in social studies completely replaces the grade level prescribed social studies course.

- **Alternate Non-Curricular (Life Skills) Course** - An alternate non-curricular (life skills) course contains outcomes that support life skill development. These are reserved for students with an intellectual disability and/or whose learning profile indicates the need for adaptive skill development but who do not meet the criteria for an alternate curriculum. The time requirement of the alternate non-curricular (life skills) course equals the time requirement of the subject it is replacing. For example, an alternate non-curricular (life skills) course in "safety in the community" will replace a prescribed grade-level subject.

Alternate Curriculum - An individualized curriculum developed for a student whose learning profile indicates the need for moderate to substantial programming in adaptive skills. The student will likely have an intellectual disability, though a formal diagnosis is not required. An alternate curriculum is completely different from prescribed grade-level curriculum, is individualized for the student and is created in response to teaching and learning data. It consists of programming in the following four domains: career development, personal development, independent living and functional academics.

Child/Youth - A person from birth to age 21.

Child Care Inclusion Consultant - An employee of the Department of Education who supports the Child Care Inclusion Program. This program assists regulated child care services to support the inclusion of children from birth to age thirteen.

Child Care Inclusion Program - A program that enables regulated child care services (licensed child care centres, licensed or approved family homes) to include all children from birth to age thirteen, regardless of ability, in their programs.

Collaboration - Consenting individuals, departments and/or service providers working together and sharing information and resources to meet an identified need, and to develop a common agreement or action plan. The intent of a collaborative relationship is for all partners to benefit from working together.

Common Learning Environment - The student's grade level class or subject-specific classroom assignment. Configurations of student groupings (whole group, small group, and individual) can occur within the common learning environment.

Complex Needs - The challenges experienced by a child or youth, with such frequency, intensity and duration, that they adversely affect the health, learning and/or safety of self/others. These challenges are experienced across multiple areas (cognitive, health and wellbeing, personal care and self-help, behaviour, relationships, and communication) and across a range of settings. These challenges require informed and coordinated planning, and support across a range of settings, by multiple service providers.

Comprehensive Assessment (CA) - A process through which data regarding a student's learning profile is collected and analyzed by a team of educators with specialized training in assessment, to inform teaching and learning. Teaching and learning includes instruction, intervention, and individualized programming. Comprehensive assessment may provide insight into the student's strengths and needs, learning style, cognitive ability, social-emotional development and achievement. Comprehensive Assessment data is beyond what formative assessment will provide.

Contact Teacher - A teacher designated by the program planning team to act as the first point of communication regarding a student's Individual Education Plan.

Data - All evidence used to inform teaching and learning, including academics, behaviours, belief systems, attitudes, environment, relationships, cultural and linguistic background, etc.

Differentiated Instruction (DI) - An educational approach used to respond to diversity among learners within the classroom. Teachers differentiate content, process, product and the learning environment based on student readiness, interest and/or learning preference.

Enrichment - The learning opportunities provided to a student who is excelling in one or more areas and requires more challenge.

Expanded Core Curriculum - The specialized programming and skills required by students who are Deaf/hard of hearing and/or blind/visually impaired in order to access provincial curriculum.

Foundational Literacy - The ability to use specific literacy skills to comprehend the message in language and text and to be able to form a response to the message. Some of these skills may include concepts of print, phonological awareness, word reading accuracy, reading comprehension, fluency, oral language, spelling accuracy and clarity/organization of written expression. While foundational literacy does not constitute the entirety of the complex concept of literacy, it is the foundation on which all other literacy skills are based. The development of foundational literacy skills within universal instruction is supported by universal design for learning, differentiated instruction, the tiered approach to learning, and special education as required.

Foundational Numeracy - The ability to use specific numeracy skills to comprehend mathematics. Some of these skills may include number sense, operation sense, accurate and fluent calculations (including the efficient recall of arithmetic facts), mathematical reasoning, and aspects of measurement, geometry and probability and statistics. While foundational numeracy does not constitute the entirety of the multifaceted concept of being numerate, it is the basis upon which more complex understandings are built. The development of foundational numeracy skills within universal instruction is supported by universal design for learning, differentiated instruction, the tiered approach to learning, and special education as required.

Foundational Social-Emotional Learning (SEL) - The knowledge, skills, and attitudes required to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. The development of foundational social-emotional learning skills within universal instruction is supported by universal design for learning, differentiated instruction, the tiered approach to learning, and special education, as required.

Functional Behaviour Assessment (FBA) - A problem-solving process that involves collecting and analyzing data to determine why a specific behaviour occurs. This informs teaching and learning through the identification of the foundational skills an individual requires that will contribute to healthy development and student success.

Group Norms - Standards created by a team regarding how all members conduct themselves when meeting and working together. Group norms can be created, and adjusted, as the team evolves and discovers what is working and what is not.

Individual Education Plan (IEP) - A record of the educational services provided to a student who requires special education programming. All special education supports and services the student requires are summarized on an Individual Education Plan Summary. The programming decisions are made by the program planning team and informed by the student's learning profile, the Comprehensive Assessment Report, and current teaching and learning data.

Individual Program Plan (IPP) - A written plan developed and implemented by staff of a regulated child care service that is specific to the strengths and needs of an individual child. The plan includes input from the child's community of care team, including the child's family, child care service staff and other professionals involved with the child. The plan identifies short-term and long-term goals and strategies to build capacities and capabilities.

Learning Profile - A student's learning preferences, strengths and needs. Understanding student learning profiles aids teachers in selecting instructional approaches and classroom strategies that benefit all learners. A student's learning profile may be further clarified through a comprehensive assessment when the service delivery team has questions that cannot be answered through existing teaching and learning data. Students who may require special education will present with a learning profile, informed through a comprehensive assessment, which indicates a need for accommodations and/or individualized programming to support skill development in one or more of four skill areas (academic skills, accessibility skills, adaptive skills, social-emotional/behavioural skills) or enrichment.

Modified Prescribed Course - A prescribed curriculum course that has outcomes changed, deleted, added or extended to meet the needs of a student who requires special education and whose learning profile indicates the need for enrichment or skill development in academics or adaptive skills. Such a course may result in either increasing or decreasing the challenge level in comparison with the original version.

Note: Whenever a prescribed course is considered for modification, care must be taken to maintain the integrity of the original prescribed course. If the vision or key features of a subject are lost in the modification of a course, then the student may not be able to access the subject in subsequent years. Maintaining subject area integrity ensures that the student can continue to avail of the subject area curriculum in the long term. Modification does not occur in isolation from the teaching and learning strategies and the assessment suggestions provided by the curriculum guide. Neither does it occur in isolation from the practices of universal design for learning, differentiated instruction, the tiered approach to learning (RTL), pre-referral intervention (SDM) and special education.

Optimal Learning Environment - The optimal learning environment allows for instruction that addresses the needs of every learner with attention to equity and continuous academic, social, and emotional growth and wellbeing. The optimal learning environment varies by learner. It may be within the common learning environment, another learning environment, or a combination of both. Reflection on universal instruction, teaching and assessment practice, as well as student engagement should be considered such that the needs of all learners can be met. The teaching and learning team and/or program planning team make decisions regarding the learning environment.

Partial-Day Programming (PDP) - A short-term programming option to place a student on a reduced day. The goal is to address needs that will enable a student to increase to full-day attendance.

Professional Learning Community (PLC) - A group of educators engaging in an ongoing process of collaborative inquiry and action research to improve teaching and learning. Teaching and learning teams, school development teams, divisional or grade level teams and the service delivery team are all part of a school's professional learning community.

Key elements of a professional learning community are a focus on:

- learning - planning instruction designed to meet the needs of students;
- collaboration - collaborating to plan effective instruction; and
- data - using data to inform and monitor student progress and teacher practice.

Program Planning Team (PPT) - A school-based team initiated for a student who requires special education. The team includes parent(s)/guardian(s), educators and the student, if developmentally appropriate. The team will review a summary of teaching and learning data in order to make informed and responsive decisions regarding the student's educational programming. The program planning team is responsible for developing the Individual Education Plan.

Regulated Child Care Service - A child care service operated in a centre or a family home that has been issued a child care license or approval certificate in accordance with the Child Care Act and regulations. Regulated child care services deliver programs to children from birth to thirteen years.

Responsive Teaching and Learning (RTL) - An approach to education that emphasizes social-emotional and academic learning in a safe, healthy and inclusive school environment. This approach uses the collaborative inquiry model, which is evidence-based and focuses on:

- gathering and analyzing teaching and learning data (identifying what students have learned, and what needs to occur for learning to continue);
- reflecting on student progress and teacher practice (adapting teaching practices to support student learning);
- making a plan for improvement (setting clear goals for teaching and learning); and
- implementing and monitoring the plan.

Responsive Teaching and Learning Database (RTL Database) - The Responsive Teaching and Learning Database is a repository of all student services forms and processes which is housed within a PowerSchool Special Programs application. It also collects and analyzes student-specific data regarding intervention, assessment and programming.

School Community - All individuals who are directly or indirectly involved and interested in the wellbeing of the school. Members of the school community include students, parents/guardians/caregivers, school staff, district staff, as well as government departments, other agencies and groups.

Service Delivery Team (SDT) - A school-based team of educators who collaborate to inform responsive teaching and learning practices related to consultation requests, the comprehensive assessment process and Individual Education Plans containing alternate courses and alternate curriculum.

Social-Emotional/Behavioural Support Plan (SE/BSP) - A written plan created to support the social and emotional development of students experiencing significant behavioural challenges. The plan is focused on reducing or eliminating challenging behaviour through the use of teaching practices, preventative and responsive strategies and/or adaptations to the learning environment that support student learning of social-emotional/behavioural skills.

An effective social-emotional/behavioural support plan will:

- focus on the individual student;
- be based on functional assessment data and an analysis of the student's behaviour;
- include methods for teaching social-emotional/behavioural skills and alternatives to the behaviour;
- include the school community supports required to enhance the student's social-emotional/behavioural skills and the student's sense of belonging to the school community; and
- include preventative and responsive strategies for making changes to the environment and teaching practices most associated with the challenging behaviour.

Special Education - Special education is individualized educational programming and services. For schools implementing the Responsive Teaching and Learning Policy, special education programming and services include:

- accommodations;
- intensive interventions (determined by the program planning team);
- expanded core curriculum;
- modified prescribed courses;
- alternate courses;
- acceleration;
- alternate curriculum;
- individualized transportation plan;
- functional behaviour analysis;
- social-emotional/behavioural support plan;
- student assistant support;
- transition plan;

- auditory-verbal therapy;
- orientation and mobility training;
- speech, stuttering or voice support; and
- partial-day programming.

Special education decisions are made by a program planning team and are based on a student's learning profile informed by a Comprehensive Assessment Report. Special education programs and services make up a student's Individual Education Plan (IEP). All teachers have responsibilities for implementing and supporting special education programs and services, not just student services personnel.

Teaching and Learning Team (TLT) - A school-based team of educators who collaboratively analyze teaching and learning data and use this analysis to respond to student learning and inform their teaching practices. The teaching and learning team is responsive to students' needs, will meet at least once per month and **more often** if required.

Tiered Approach to Learning (TAL) - An instructional framework within the prescribed curriculum. It is used by the teaching and learning team to develop and implement planned responses to teaching and learning data in the areas of foundational literacy, numeracy, and social-emotional learning skills. Using a tiered approach to learning to teach the prescribed curriculum occurs in conjunction with universal design for learning, differentiated instruction and special education. The tiered approach to learning framework includes:

- **Targeted Intervention** - Instruction that extends the teaching and learning of foundational skills related to literacy, numeracy, social-emotional learning, beyond universal instruction. Targeted intervention is determined and managed by the teaching and learning team and occurs in addition to universal instruction.
- **Intensive Intervention** - Individualized instruction that extends the teaching and learning of foundational skills related to literacy, numeracy and social-emotional learning, beyond universal instruction. Universal and intensive instruction occurs when universal and targeted are ineffective in meeting the student's learning needs. Intensive intervention is determined by the:
 - a) teaching and learning team, when teaching and learning data indicate that a student requires intensive intervention;
 - b) program planning team, when the Comprehensive Assessment Report, and current teaching and learning data indicates that a student requires

special education and intensive intervention for academic, adaptive, and/or social-emotional/behavioural skill development.

The day-to-day implementation and monitoring of intensive intervention is managed by the teaching and learning team, regardless of whether the program planning team or teaching and learning team determine the need for the intensive intervention. Students with similar learning needs, whether requiring special education or not, may be taught in the same grouping and by the same teacher.

Transition Planning - An ongoing and collaborative process, initiated to support students with an Individual Education Plan, to prepare for and adapt to change. For these students, significant transition points such as entry into Kindergarten, transition between grades and schools and transition to life after high school, often require attention and planning.

Universal Design for Learning (UDL) - An educational framework for designing curriculum, lesson plans, learning environments and assessments to improve and optimize teaching and learning for all students. By applying the principles of universal design for learning, teachers build in flexibility to support **all** students to successfully access information, engage with information and demonstrate their knowledge and understanding.

Universal Instruction – Evidence-based instruction that is the foundation for learning. It is provided to all students following prescribed curriculum. When additional instruction is required beyond universal for foundational literacy, numeracy or social-emotional learning skills, the tiered approach to learning can be implemented. Universal instruction can also be extended for those who require enrichment.

PRINCIPLES

These principles guide the delivery of education in Newfoundland and Labrador:

- Students and educators have the right to a safe, healthy, inclusive, and accessible teaching and learning environment.
- Students have equitable access to authentic teaching and learning opportunities, responsive to their needs.
- Educators have access to collaborative and reflective learning experiences designed to improve teaching and learning.
- Members of the school community honour each other's experiences, insights, and contributions and share the common goal of success for all students.

RESPONSIBILITIES

Department of Education

- Provide policy directives as per Section 117(b)(v) of the Schools Act, 1997.
- Ensure department staff adhere to the policy as it relates to their work.
- Monitor school district adherence to the policy.
- Provide guidance to school districts related to teacher preparedness for implementation of the policy.
- Promote evidence-based practices and resources that support the policy.
- Ensure the principles and practices of universal design for learning, differentiated instruction, a tiered approach to learning, enrichment and special education programming are reflected in department documents and professional learning.
- Communicate with other government departments and community stakeholders to ensure the policy is understood.
- Provide school districts, schools, and the general public access to the policy and related documents.
- Communicate to all stakeholders any updates to the policy and related documents.

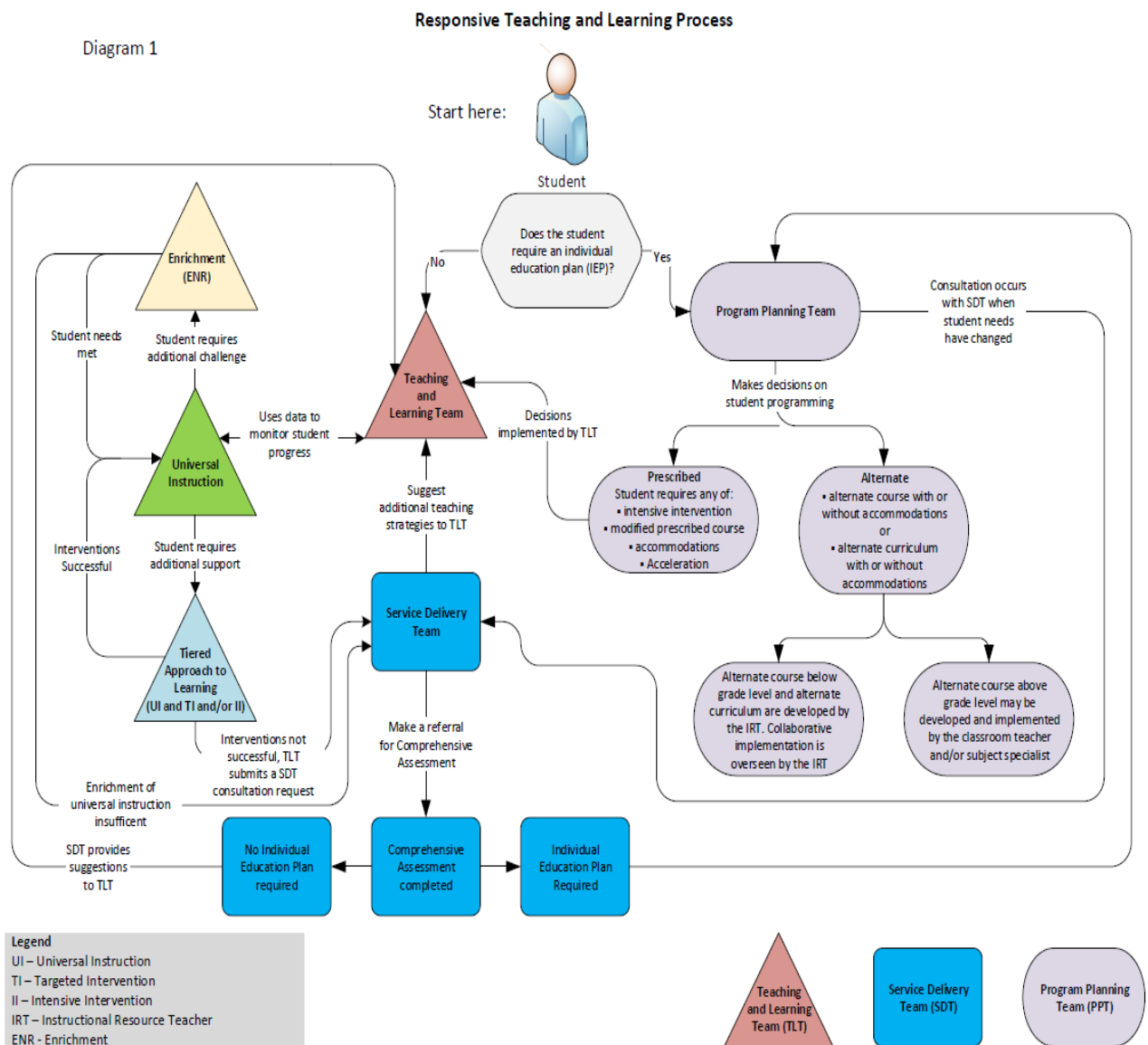
School Districts

Ensure schools adhere to policy as per Section 75(1) (c.1) and (1) (d) of the Schools Act, 1997.

- Ensure district staff adhere to the policy as it relates to their work.
- Monitor and report on school data as required for the ongoing monitoring and evaluation of the policy.
- Ensure the principles and practices of universal design for learning, differentiated instruction, a tiered approach to learning, enrichment and special education programming are reflected in district documents and professional learning.
- Promote and support professional learning communities throughout the district and in schools.
- Promote evidence-based practices and resources that support the policy.
- Collaborate with the Department of Education to develop effective district based professional learning plans related to the policy and to ensure educators have access to professional learning related to Responsive Teaching and Learning.
- Communicate with all district employees regarding any changes to the policy or its related documents.

Schools

- Ensure staff adhere to the policy as it relates to their work.
- Ensure practices of universal design for learning, differentiated instruction, tiered approach to learning, enrichment and special education programming are reflected in all instructional settings.
- Collect and analyze school data and report on the data as required for the ongoing monitoring and evaluation of the policy.
- Collaborate with district staff on the development of school-based professional learning plans that ensure successful implementation of the policy.
- Ensure that teaching and learning teams collaborate on responsive teaching and learning practices.
- Promote evidence-based practices and resources that support the policy.
- Inform parents/guardians and community stakeholders of the policy.
- Communicate with parents/guardians regarding any changes to the policy or related documents.



RESPONSIVE TEACHING AND LEARNING: THE PROCESS

Responsive teaching and learning applies to all students, all teachers and all learning. Teacher and learner diversity is supported, while promoting the development of a collaborative teaching and learning culture. Responsive teaching and learning provides opportunities for both students and teachers to learn, reflect, and grow. Responsive teaching and learning is informed by a collaborative inquiry cycle that requires teaching and learning teams to:

- gather and analyze teaching and learning data;
- reflect on student progress and teacher practice;
- use data to inform and make a plan for further instruction;
- implement the plan; and
- repeat the cycle.

This collaborative, team-based approach supports continuous refinement of teacher practice and more proactive responses to student learning.

Diagram 1 on page 16 outlines the collaborative process of responsive teaching and learning and the tiered approach to learning. The following overview explains the diagram.

Responsive teaching and learning involves three school-based teams: the teaching and learning team, represented by the pink triangle; the service delivery team, represented by the blue rectangles; and the program planning team, represented by the purple, rounded rectangles. These teams promote a collaborative and inclusive learning environment.

The student is at the centre of this process and is represented at the top of the diagram. To the left of the student is the teaching and learning team. This team manages the teaching and learning of students on prescribed curriculum. This includes students receiving special education programs and services that support and/or modify prescribed curriculum. To the right of the student is the program planning team. This team develops and oversees the Individual Educational Plan for students who require special education.

The teaching and learning team collaboratively monitors student progress and plans strong universal instruction for all students as noted by the green triangle.

When universal instruction is not sufficient to meet student learning needs, one of two paths may be followed. First, the tiered approach to learning, represented below universal instruction may be followed to further develop student foundational skills. Second, for students who are excelling with curriculum and require additional challenge, the team may recommend enrichment of universal instruction represented by the yellow triangle at the top left of the diagram.

The tiered approach to learning is used by the teaching and learning team to ensure that the foundational literacy, numeracy and social-emotional learning needs of

students on prescribed curriculum are met. To meet learning goals, some students will need the additional support provided by targeted intervention, and a few will need the additional support provided by intensive intervention. The provision of targeted or intensive intervention is in addition to universal instruction, is flexible and responsive to ongoing teaching and learning data.

A consultation with the service delivery team is required when the provision of intensive intervention in addition to universal instruction to develop foundational skills or the enrichment of universal instruction is insufficient to address the personal learning goals of a student. The service delivery team may suggest additional strategies to the teaching and learning team, or it may refer the student for a comprehensive assessment.

A comprehensive assessment further clarifies a student's learning profile to inform teaching and learning, including whether special education and an Individual Education Plan may be required. Students whose learning profile indicates that an Individual Education Plan may be required have a program planning team formed to review their progress at least annually and determine special education programs and services.

The program planning team, represented at the right of the diagram, may support student access to the prescribed curriculum by determining if special education programming and services such as accommodations, intensive intervention, expanded core curriculum and/or modified prescribed course(s) are required.

For students requiring enrichment, program planning teams collaborate with district staff with subject area expertise to reach decisions around modification, alternate courses or subject / grade level acceleration.

The teaching and learning team implements direction from the program planning team regarding prescribed curriculum. If the prescribed curriculum does not sufficiently address student learning, and the student's learning profile supports a move from prescribed, the program planning team may determine that one or more alternate courses or an alternate curriculum is required.

Data gathered through the comprehensive assessment process and ongoing teaching and learning data are used to inform the decisions of the program planning team, the service delivery team and the teaching and learning team.

TEAM STRUCTURES

	TEACHING & LEARNING TEAM	SERVICE DELIVERY TEAM	PROGRAM PLANNING TEAM
Focus	Focus on prescribed curriculum	Focus on consultation requests and school-wide special education programming	Focus on a student whose learning profile indicates that an Individual Education Plan is recommended
Membership	<p>Consists of classroom teachers.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • instructional resource teacher(s) • reading specialist • English as an additional language teacher(s) • guidance counsellor • teaching and learning assistant(s) • teacher librarian • administrator(s) • other educators and specialist teachers as required 	<p>Consists of:</p> <ul style="list-style-type: none"> • administrator • guidance counsellor(s) • instructional resource teacher(s) • classroom teachers (including those teachers whose students are being discussed at the meeting) • other educators and specialist teachers as required 	<p>Consists of :</p> <ul style="list-style-type: none"> • the student (if developmentally appropriate) • parent/guardian • classroom/subject teacher(s) • instructional resource teacher(s) • other educators and specialist teachers as required
Meeting Frequency	As required, at least monthly	Every two weeks	As required, at least annually
Responsibility	<ul style="list-style-type: none"> • Collect and analyze data to inform and monitor teaching and learning of the prescribed curriculum (including modified prescribed courses), through a tiered approach to learning • Collect and analyze data to inform and monitor enrichment of universal instruction • Utilize knowledge of universal design for learning, differentiated instruction, a tiered 	<ul style="list-style-type: none"> • Review and respond to Service Delivery Team Consultation Requests • Determine if a comprehensive assessment is required • Communicate changes in special education to the broader school community • Analyze data to inform and monitor the teaching and learning of alternate courses below grade level and alternate curriculum 	<ul style="list-style-type: none"> • Make decisions regarding individualized programming for a student whose learning profile indicates an Individual Education Plan is recommended

	TEACHING & LEARNING TEAM	SERVICE DELIVERY TEAM	PROGRAM PLANNING TEAM
	<p>approach to learning, enrichment of universal instruction, and special education programming to inform teaching and learning</p> <ul style="list-style-type: none"> • Ensure that outcomes of expanded core curriculum delivered within the classroom are being considered when universal instruction is planned • Ensure that outcomes of alternate courses and alternate curriculum delivered within the classroom are being considered when instruction is planned • Engage in professional learning to inform educator practice 	<ul style="list-style-type: none"> • Engage in professional learning to inform educator practice 	
Responsive Teaching and Learning Record and/or Responsive Teaching and Learning Record for Enrichment	<ul style="list-style-type: none"> • Use the Responsive Teaching and Learning Record to document student progress in response to targeted and intensive intervention (foundational skills) • Use the Responsive Teaching and Learning Record for Enrichment to document student progress in response to enrichment of universal instruction 	<ul style="list-style-type: none"> • Review the Responsive Teaching and Learning Record and/or Responsive Teaching and Learning Record for Enrichment to inform understanding of the student's learning profile 	<ul style="list-style-type: none"> • Review the Responsive Teaching and Learning Record and/or Responsive Teaching and Learning Record for Enrichment to inform understanding of the student's learning profile

	TEACHING & LEARNING TEAM	SERVICE DELIVERY TEAM	PROGRAM PLANNING TEAM
Service Delivery Team Consultation Request	<ul style="list-style-type: none"> • Complete the Service Delivery Team Consultation Request when: <ul style="list-style-type: none"> ○ intensive intervention, in addition to universal instruction, does not address a student's learning needs ○ enrichment of universal instruction does not provide sufficient challenge ○ prescribed curriculum may be inappropriate ○ there are concerns about speech, stuttering, or voice ○ there are concerns about access to learning as a result of a medically diagnosed impairment of hearing, vision, or physical functioning 	<ul style="list-style-type: none"> • Review the Service Delivery Team Consultation Request • Record notes and recommendations on the Consultation Request Form • Share information with the teaching and learning and/or the program planning team 	<ul style="list-style-type: none"> • Complete the Service Delivery Team Consultation Request when a student's learning needs have changed significantly and next steps regarding the student's Individual Education Plan are in question
Responsibility for Other Forms	<ul style="list-style-type: none"> • Modified Prescribed Course Record • When intensive intervention (determined by the program planning team) for SEL is indicated, the teaching and learning team will use the Social-Emotional/Behavioural Support Plan to monitor teaching and learning. 	<ul style="list-style-type: none"> • Referral for Comprehensive Assessment 	<ul style="list-style-type: none"> • Individual Education Plan • The Program Planning Team will collaborate with an administrator to assign specific educator(s) to develop each program and service indicated on the Individual Education Plan.

POLICY STANDARDS AND PROCEDURES

1

STANDARD 1: TEACHING AND LEARNING TEAM

Collaborative teaching and learning teams are established to reflect on teacher practice and student learning.

TEACHING AND

PROCEDURE FOR TEACHING AND LEARNING TEAM

- 1.1 Depending upon the size and composition of the school, administrators will ensure that teaching and learning teams are established by:
 - a) grade level including cross-grade (e.g., K-1, 2-3, or French Immersion and English); or
 - b) divisional level (primary, elementary); or
 - c) departments; or
 - d) the entire school staff.
- 1.2 The administrator will ensure that each teaching and learning team meets as often as is required to be responsive to teaching and learning data, but at least monthly.
- 1.3 Administrators will consult with their Director of Schools as needed to:
 - a) establish teaching and learning teams; and/or
 - b) organize and schedule teaching and learning team meetings.
- 1.4 Teaching and learning teams are comprised of classroom/subject teachers. Other members may include:
 - a) administrator;
 - b) instructional resource teacher(s);
 - c) school-based reading specialist;
 - d) English as an additional language teacher (EAL);
 - e) guidance counsellor;
 - f) teaching and learning assistant(s);

- g) teacher librarian; and
 - h) other educators and specialist teachers as required (e.g., music, physical education, special education department head, teachers of students who are Deaf and hard of hearing, teachers of students who are blind and visually impaired, educational psychologists, speech language pathologists, district program specialists, itinerants).
- 1.5 Teaching and learning teams will establish and practice group meeting norms and will review the norms regularly.
- 1.6 Teaching and learning teams will analyze data to inform teacher practice and their understanding of student learning of foundational skills in literacy, numeracy, and social-emotional learning and to inform programming for students who require enrichment of instruction.
- 1.7 Teaching and learning teams will:
- a) collect and analyze teaching and learning data;
 - b) incorporate the principles of universal design for learning, differentiated instruction, the tiered approach to learning, enrichment and special education when planning;
 - c) utilize the data collected to inform universal instruction, the extension of this learning through targeted and intensive intervention and enrichment of instruction;
 - d) ensure that outcomes of expanded core curriculum, alternate courses and alternate curriculum delivered within the common learning environment are considered when planning universal instruction; and
 - e) engage in self-directed professional learning in response to the teaching and learning data collected.
- 1.8 Teaching and learning teams will choose a member to be the lead facilitator for each meeting. A different member **may** lead each meeting.
- 1.9 The teaching and learning team will identify the team member(s) responsible for the provision of targeted and/or intensive intervention.
- 1.10 The team member responsible for the targeted and/or intensive intervention or enrichment of instruction will collaborate with the team member responsible for universal instruction (if different) to coordinate the teaching and learning.

- 1.11 The teaching and learning team member responsible for a targeted or intensive intervention will be part of the decision making and responsible for completing the Responsive Teaching and Learning Record.
- 1.12 If an administrator is unable to attend a teaching and learning team meeting, the lead facilitator will provide a verbal or written summary of the meeting to the administrator after the meeting. The summary will include the effectiveness of universal instruction, targeted and intensive intervention, Social-Emotional/Behavioural Support Plans and enrichment of instruction in meeting student needs, as well as any identified professional learning needs.
- 1.13 Teaching and learning teams will ensure Responsive Teaching and Learning Record(s) for foundational skills, Social-Emotional/Behavioural Support Plans, and Responsive Teaching and Learning Record(s) for Enrichment are completed and updated regularly (as they are working documents) within the RTL database. If the database is not available, a paper copy will be completed. It should be placed in the student's cumulative file at the end of the year.
- 1.14 Teaching and learning teams will submit a Service Delivery Team Consultation Request to the chair of the service delivery team when either of the following criteria are met:
 - a) intensive intervention is in place and a student is still experiencing learning difficulties or progress is stalled;
 - b) enrichment of universal instruction does not provide sufficient challenge and the need for enrichment through special education is suspected;
 - c) the team questions if prescribed curriculum is appropriate for a student either because the student is experiencing difficulty, or they are exceeding prescribed curriculum expectations;
 - d) the team has concerns about the student's speech, stuttering, and/or voice; or
 - e) the team has concerns about the student's access to learning as a result of a medically diagnosed impairment of hearing, vision, or physical functioning.
- 1.15 Teaching and learning teams will ensure that targeted or intensive intervention or enrichment of instruction continues while the service delivery team responds to the consultation request.

- 1.16 The classroom/subject teacher, as a member of the teaching and learning team, will ensure the Service Delivery Team Consultation Request is entered into the RTL database (if available) or a copy is placed in the student's cumulative file.

Form: Responsive Teaching and Learning Record

**Form: Responsive Teaching and Learning Record
for Enrichment**

Form: Service Delivery Team Consultation Request

2

STANDARD 2: SERVICE DELIVERY TEAM

The service delivery team regularly collaborates to inform responsive teaching and learning practices related to consultation requests, the comprehensive assessment process, and Individual Education Plans.

SERVICE

PROCEDURE FOR SERVICE DELIVERY TEAM

- 2.1 The administrator will ensure the school has a service delivery team that consists of:
 - a) administrator;
 - b) guidance counsellor(s);
 - c) instructional resource teacher(s);
 - d) teacher representatives; and
 - e) other educators and specialist teachers as required (e.g., music, physical education, teachers of students who are Deaf and hard of hearing, teachers of students who are blind and visually impaired, educational psychologists, speech language pathologists).
- 2.2 The administrator will chair or designate a chair of the service delivery team. If a chair is designated, the administrator will ensure that any changes to Responsive Teaching and Learning (e.g., policies, procedures, guidelines, documentation) are shared with the chair.
- 2.3 The chair will ensure that:
 - a) meetings are scheduled every two weeks;
 - b) group norms are established, practiced and reviewed;
 - c) an agenda is developed and communicated for each meeting;
 - d) invitations are sent to educators (e.g., classroom/subject teacher whose students are being discussed, member(s) of a teaching and learning team or program planning team whose consultation request is being reviewed) as required;

- e) minutes are taken on agenda items, distributed to all attendees, and filed with the school administrator once approved;
- f) any changes to Responsive Teaching and Learning (e.g., policies, procedures, guidelines, documentation) are shared with all team members;
- g) the service delivery team collaborates with invited educators (see 2.3d) to review and discuss pertinent information contained within the Service Delivery Team Consultation Request and determines next steps;
- h) the service delivery team records notes and recommendations in the appropriate section of the Service Delivery Team Consultation Process (paper copy if the RTL database is not available); and
- i) the completed Service Delivery Team Consultation Request is shared with the team that requested the consultation (teaching and learning team or program planning team) electronically within the RTL database or on paper if the database is not available.

2.4 The service delivery team will analyze data to:

- a) inform and monitor the teaching and learning of non-curricular alternate courses, curricular alternate courses below grade level and alternate curriculum;
- b) inform a referral for comprehensive assessment; and
- c) determine their own professional learning.

2.5 The service delivery team will coordinate with subject area specialists, as required, to review teaching and learning data to inform teaching and learning of a curricular alternate course above grade level.

2.6 The service delivery team chair will ensure that changes in Responsive Teaching and Learning (e.g., policies, procedures, guidelines, documentation) are communicated to the broader school community.

2.7 When the service delivery team determines a comprehensive assessment is warranted, they will make a referral for comprehensive assessment and adhere to the Comprehensive Assessment Guidelines.

Form: Service Delivery Team Consultation Request

Form: Referral for Student Services Assessment

PROCEDURE FOR COMPREHENSIVE ASSESSMENT

- 2.8 The service delivery team will make a referral for a comprehensive assessment when, in consultation with the teaching and learning team and program planning team (if applicable), an analysis of the teaching and learning data does not provide answers to all of their questions regarding the student's learning profile.
- 2.9 The service delivery team will formulate a comprehensive assessment referral question, identify a comprehensive assessment team and lead assessor.
- 2.10 The classroom/subject teacher will inform the parent(s)/guardian of the learning concern, that a referral for comprehensive assessment has been made and that the lead assessor will be in contact to:
- a) discuss the purpose of the comprehensive assessment;
 - b) provide an overview of the comprehensive assessment process;
 - c) answer questions; and
 - d) explain and obtain consent for assessment.
- 2.11 The lead assessor and the comprehensive assessment team will administer the comprehensive assessment, in accordance with the Comprehensive Assessment Guidelines and adhering to:
- a) informed consent expectations;
 - b) a comprehensive assessment team approach;
 - c) qualifications required to administer standardized assessment tools (if required);
 - d) comprehensive assessment reporting requirements;
 - e) timelines; and
 - f) confidentiality.
- 2.12 Directors of schools, in collaboration with the director of student services and school administrators, will monitor school comprehensive assessment waitlists as outlined in the Comprehensive Assessment Guidelines.

Form: Consent for Student Services Assessment

Reference: Comprehensive Assessment Guidelines

3

STANDARD 3: PROGRAM PLANNING TEAM

A program planning team is initiated for a student whose learning profile, as determined through a comprehensive assessment, may require the development of an Individual Education Plan.

PROGRAM PLANNING TEAM

PROCEDURE FOR PROGRAM PLANNING TEAM

- 3.1 The program planning team includes:
- a) the student (if developmentally appropriate),
 - b) parent(s)/guardians or caregiver(s),
 - c) classroom teacher(s) and/or subject teacher(s),
 - d) educational service providers such as teachers of students who are Deaf and hard of hearing, teachers of students who are blind and visually impaired, orientation and mobility specialist, auditory-verbal therapist, speech-language pathologist, English as an additional language (EAL) teacher, etc.
 - e) instructional resource teacher(s) (**Note:** if the student has an Individual Education Plan with accommodations only, the instructional resource teacher is not required to be a member of the team); and
 - f) other members, as required, such as:
 - i. administrator;
 - ii. guidance counsellor; and/or
 - iii. other educators and specialist teachers (e.g., music, physical education, special education department head, educational psychologist).
- 3.2 The program planning team will designate a contact teacher. The contact teacher will:
- a) communicate with team members to arrange meetings;
 - b) ensure that copies of necessary documentation are reviewed with, and signed by, the parent/guardian;

- c) ensure that the Individual Education Plan is fully developed and, if the RTL database is not available, that all required documentation is attached;
 - d) share copies of relevant documents with team members (if not available in the RTL database);
 - e) ensure that the Individual Education Plan is in final status in the Responsive Teaching and Learning database when it is created and signed by parent/guardian. If database is not available, original documents will be kept in the student's cumulative file.
- 3.3 The program planning team members will inform their understanding of the student's learning profile through a review and analysis of data, which may include summary data from the:
- a) Comprehensive Assessment Report;
 - b) educators' observations/records of student learning;
 - c) parent/guardian observations;
 - d) Responsive Teaching and Learning Records (foundational skills and/or enrichment); and
 - e) Individual Education Plan.
- 3.4 The program planning team will use data to make decisions regarding a student's Individual Education Plan. The program planning team will:
- a) identify need for:
 - i. accommodations;
 - ii. intensive intervention;
 - iii. expanded core curriculum; including:
 - a) auditory-verbal therapy;
 - b) orientation and mobility training;
 - iv. speech, stuttering or voice support;
 - v. modified prescribed courses;
 - vi. alternate courses;
 - vii. alternate curriculum;
 - viii. subject acceleration/ dual enrollment;
 - ix. grade acceleration;
 - x. an individualized transportation plan;
 - xi. functional behaviour analysis, social-emotional / behavioural support plan;

- xii. student assistant support; and
 - xiii. a referral to an outside agency.
 - b) make decisions around the optimal learning environment for intensive intervention, expanded core curriculum, alternate courses or alternate curriculum;
 - c) make decisions regarding partial-day programming and ensure Partial-Day Programming Guidelines are followed;
 - d) collaborate with the administrator to assign responsibilities for the development and delivery of:
 - i. accommodations;
 - ii. intensive intervention;
 - iii. expanded core curriculum;
 - iv. social-emotional/behavioural support plan;
 - v. modified prescribed courses;
 - vi. alternate courses;
 - vii. alternate curriculum;
 - viii. auditory verbal therapy; and
 - ix. orientation and mobility training
 - e) submit a Service Delivery Team Consultation Request for a student with an Individual Education Plan whose learning needs have changed; and
 - f) plan for transition periods and ensure Transition Guidelines are followed.
- 3.5 A program planning team will meet as often as required but at least annually (recommended in the spring) to review, revise and plan for student programming needs based on the most current learning data.
- 3.6 Teachers who are members of both the program planning team and the teaching and learning team will ensure that data and decisions regarding teaching and learning are shared between teams.

Form: Individual Education Plan

Form: Partial-day Programming

Form: Service Delivery Team Consultation Request

Form: Student Assistant Application

Form: Transition Plan

Reference: Partial Day Programming Guidelines

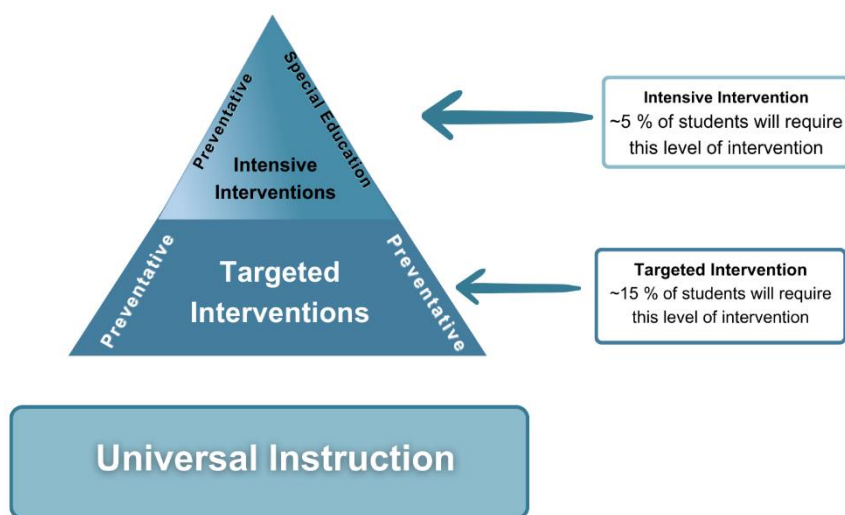
Reference: Transition Planning Guidelines

4

PRESCRIBED
CURRICULUM

STANDARD 4: PRESCRIBED CURRICULUM

Educators use responsive teaching and learning practices, including universal design for learning, differentiated instruction, the tiered approach to learning for foundational skills, enrichment of instruction, EAL and LEARN programs (as part of the Multicultural Education framework) and special education to support all students, all teachers and all learning, within prescribed curriculum.

PROCEDURE FOR USING A TIERED APPROACH TO LEARNING FOR
FOUNDATIONAL SKILLS

All students on prescribed curriculum, including modified prescribed courses, receive universal instruction. Some will receive interventions **in addition to** universal instruction.

Figure 1.0: Tiered Approach to Learning

- 4.1 Administrators will ensure that teaching and learning teams use the tiered approach to learning to guide reflective and responsive teaching practice within prescribed and modified prescribed courses, including student learning of foundational skills in literacy, numeracy, and social-emotional learning.
- 4.2 Teaching and learning team members will:
- a) ensure the teaching and learning of foundational skills in literacy, numeracy and social-emotional learning, through universal instruction; and
 - b) ensure that students whose foundational skill development is not progressing as expected during universal instruction have their learning extended through targeted or intensive intervention, as per the tiered approach to learning.
- 4.3 As collaborative members of the teaching and learning team, classroom teachers reflect on universal instruction for all learners on prescribed curriculum. In providing this instruction, classroom teachers will continuously:
- a) reflect on and adjust their own teaching practice based on knowledge of their learners and an analysis of student learning;
 - b) follow the principles of universal design for learning and differentiated instruction;
 - c) adhere to any Individual Education Plans developed for their students;
 - d) provide whole group, small group, and individual instruction; and
 - e) ensure that parents/guardians are aware of student progress occurring during universal instruction.
- 4.4 When an analysis of teaching and learning data determines universal instruction alone is not addressing a student's learning needs, the teaching and learning team will collaborate to determine:
- a) possible adjustments to teacher practice to support student learning;
 - b) possible adjustments to the learning environment; and
 - c) if targeted or intensive intervention, in addition to universal instruction, is required to support mastery of foundational skills in literacy, numeracy and social-emotional learning.
- 4.5 When targeted or intensive intervention is required, teaching and learning teams will regularly review student learning data to determine:

- a) which foundational skill will be addressed;
 - b) the time and intensity of instruction required;
 - c) the teacher(s) responsible;
 - d) the composition of small groups;
 - e) necessary adjustments to teaching practice during universal instruction, targeted and intensive intervention;
 - f) student progress with their learning goal(s) during targeted and intensive intervention;
 - g) the optimal learning environment(s) for each individual or group; and
 - h) the fluidity of movement within the tiered approach to learning and universal instruction.
- 4.6 In providing targeted and intensive intervention, the teacher will collaborate with the teaching and learning team to:
- a) reflect on and adjust their own teaching practice based on knowledge of the learner and analysis of student learning;
 - b) apply the principles of universal design for learning and differentiated instruction;
 - c) ensure the teaching and learning of foundational skills occurs during universal instruction and targeted and intensive intervention; and
 - d) ensure that foundational skills taught during universal instruction are extended in time and intensity through targeted and intensive intervention.
- 4.7 The classroom teacher, as a member of the teaching and learning team:
- a) will inform parents/guardian of the teaching and learning team decision to provide targeted or intensive intervention to improve foundational skills; and
 - b) will inform parent/guardian if the targeted or intensive intervention has been successful, if the student has acquired the foundational skill and if the additional instruction is no longer required
- 4.8 When providing targeted intervention to support foundational skills in literacy, numeracy and social-emotional learning, the teacher responsible will:
- a) provide 1.5 hours of instruction per week in a group of 5 or less, in addition to universal instruction; or

- b) follow the direction for time and group size when the intervention is through the use of a commercially available resource.
- 4.9 When providing intensive intervention to support foundational skills in literacy, numeracy, and social-emotional learning, the teacher responsible will provide the instruction for a **minimum** of 2.5 hours per week in addition to universal instruction, in a group of 3 or less.
- 4.10 When providing intensive intervention to support foundational skills in social-emotional learning, the teaching and learning team will ensure a Social-Emotional / Behavioural Support Plan is developed (as required), in accordance with the Guidelines for Behaviour Support Planning.
- 4.11 The Responsive Teaching and Learning Record is a working document. This means:
- a) the information is reviewed and updated, as needed, to determine next steps;
 - b) if the level of intervention or goal/outcome being addressed changes, a new record will be completed;
 - c) a separate Responsive Teaching and Learning Record is required for each foundational skill pillar area.
- 4.12 Teaching and learning teams will use the Responsive Teaching and Learning Record within the RTL database (or on paper if the database is not available) to document teacher response and student progress in response to targeted and intensive intervention.
- 4.13 Teaching and learning teams will ensure that:
- a) a student does not simultaneously receive both targeted and intensive intervention in the same pillar area;
 - b) learning goals are adjusted based on teaching and learning data;
 - c) a student continues to receive instruction in foundational skills until the learning goal is met or progress has stalled;
 - d) students who attain their goals for foundational skills, through targeted or intensive intervention, no longer receive this additional instruction;
 - e) consultation with the service delivery team occurs when universal instruction and intensive intervention does not result in student progress with foundational skills; and

- f) a copy of the Service Delivery Team Consultation Request is completed within the RTL database. If the RTL database is not available, a paper copy will be completed. This should be kept in the student's cumulative file at the end of the year.
- 4.14 The teaching and learning team will ensure all Responsive Teaching and Learning Records are finalized within the RTL database at the end of the school year. If the database is not available, paper copies will be placed in the cumulative file at the end of the school year or prior to transferring to another school.

PROCEDURE FOR INTENSIVE INTERVENTION DETERMINED BY THE PROGRAM PLANNING TEAM (SPECIAL EDUCATION)

- 4.15 Program planning teams may determine that intensive intervention is required, based on the Comprehensive Assessment Report and current teaching and learning data.
- 4.16 In determining the need for intensive intervention, educators who are members of the program planning team will ensure that:
- a) the teaching and learning team has provided strong universal instruction;
 - b) targeted and intensive intervention has been provided as intended; and
 - c) the programming decisions align with the Comprehensive Assessment Report and current teaching and learning data.
- 4.17 Administrators will ensure that students who receive intensive intervention determined by the program planning team have an Individual Education Plan.
- 4.18 The program planning team will provide information to the teaching and learning team so that they can:
- a) implement program planning team direction on the optimal learning environment(s);
 - b) manage the day-to-day delivery and monitoring of the intensive intervention determined by the program planning team, including:
 - i. providing a summary of teaching and learning data during program planning team meetings; and
 - ii. connecting with the designated contact teacher to arrange a program planning team meeting if teaching and learning data indicates the

direction provided by the program planning team may need to change.

4.19 At the end of the school year, the contact teacher will ensure that the following are finalized in the RTL database:

- a) Responsive Teaching and Learning Records detailing intensive intervention determined by the program planning team in literacy and numeracy; and
- b) the Social-Emotional/Behavioral Support Plan detailing intensive intervention for social emotional learning.

If the Responsive Teaching and Learning database is not available, records will be attached to the Individual Education Plan and placed in the cumulative file at the end of the school year or prior to transferring to another school.

PROCEDURE FOR ACCOMMODATIONS WITHIN PRESCRIBED CURRICULUM

4.20 The program planning team will determine the accommodations required by a student in response to teaching and learning data and the findings of the comprehensive assessment. Accommodations are:

- a) alternate format materials;
- b) assistive technology;
- c) reading of print materials;
- d) scribing; and
- e) transcribing.

4.21 Administrators will ensure that students who receive accommodations have an Individual Education Plan.

4.22 Administrators will ensure that required accommodations are available to students accessing prescribed curriculum and modified prescribed courses during universal instruction, targeted and intensive intervention.

4.23 All educators working with students accessing prescribed curriculum or modified prescribed courses will provide the student's accommodations, as indicated in the Individual Education Plan, during the time they are working with the student.

4.24 Administrators will ensure that a student receives instruction for an accommodation, as indicated in the student's Individual Education Plan, when:

- a) the accommodation is being implemented for the first time; or
- b) the student has not mastered independent use of the accommodation as determined through the responsive teaching and learning process.

- 4.25 Instruction for an accommodation will occur as intensive intervention.
- 4.26 The contact teacher will share information related to a student's accommodations with all teachers responsible for implementation of the accommodations.
- 4.27 The program planning team will monitor, adjust accommodations as required, and review at least annually.

PROCEDURE FOR MODIFIED PRESCRIBED COURSES

- 4.28 A modified prescribed course will increase or decrease curriculum expectations.
- 4.29 The program planning team will decide if a modified prescribed course is required in response to teaching and learning data and the Comprehensive Assessment Report.
- 4.30 Administrators will ensure that a student who receives a modified prescribed course has an Individual Education Plan.
- 4.31 Prior to a program planning team including a modified prescribed course as part of the Individual Education Plan, the classroom or subject teacher must consult with a district program specialist with subject area expertise, the district program specialist for student services, the instructional resource teacher, and other relevant educational specialists to:
 - a) ensure the Comprehensive Assessment Report, and current teaching and learning data indicate the need for:
 - i. enrichment;
 - ii. adaptive skills development; or
 - iii. academic skills development (see 4.32-only those students with significant learning challenges related to expressive/receptive language impacting comprehension and/or number sense).
 - b) consider whether the student has the potential to be successful with the prescribed course by ensuring that all methods of engaging the student have been explored including:

- i. examining the depth of treatment of the prescribed outcomes;
 - ii. application of teaching, learning, and assessment principles of:
 - universal design for learning;
 - differentiated instruction;
 - tiered approach to learning for foundational skills;
 - enrichment of universal instruction;
 - special education programs and services that support prescribed curriculum;
 - c) consider any long-term implications of a modified prescribed course such as:
 - i. future educational programming K-12;
 - ii. graduation from high school; and
 - iii. ability to access to post-secondary education.
- 4.32 A student whose learning profile indicates the need for a modified prescribed course to decrease curriculum expectations would have significant learning challenges related to:
- a) intellectual ability;
 - b) expressive/receptive language impacting comprehension; and/or
 - c) number sense.
- Note:** If modifications are being considered due to b or c above, a comprehensive assessment to inform the modified course must:
- a) be led by a psychologist or guidance counsellor;
 - b) investigate the psychological processes behind the student's academic difficulties; and
 - c) determine that modification is appropriate based on the student's learning profile.
- 4.33 The classroom or subject teacher responsible for developing the modified prescribed course will collaborate with a district program specialist with subject area expertise, the instructional resource teacher, and other relevant educational specialists to develop the course. As part of course development, these collaborating teachers will:

- a) be informed by comprehensive assessment and formative assessment data;
- b) increase or decrease curriculum expectations while maintaining the integrity of the prescribed subject area (see note in definition of modified course P.9);
- c) consult curriculum guides across grade levels to understand the intended progression of teaching and learning;
- d) determine which specific curriculum guides assist in the development, teaching, and learning of the modified prescribed course;
- e) retain, change, delete, add, or extend outcomes;
- f) document mastered outcomes for students receiving enrichment programming;
- g) ensure modified prescribed learning outcomes describe what the student is expected to know and be able to do;
- h) record modified outcomes on the Modified Prescribed Course Record; and
- i) ensure the modified prescribed course becomes part of the Individual Education Plan.

4.34 The classroom or subject teacher will ensure that the:

- a) modified prescribed learning outcomes are responsive to ongoing teaching and learning data;
- b) modified prescribed course is delivered at the same time and in the same environment as the prescribed curriculum for that subject area;
- c) student's achievement of the modified prescribed course outcomes is evaluated and reported on.

4.35 In senior high school:

- a) the principal will review the modified prescribed course and submit it to the director of schools;
- b) the senior management official-programs will ensure that the director of schools, a program specialist with expertise in the curriculum area, and the program specialist for student services collaborate to review the modified prescribed course;

- c) the director of schools will approve or deny the modified prescribed course;
- d) after receiving approval from the director of schools, the principal will register the student in the modified prescribed course with High School Certification;
- e) non-semesterized courses should be registered no later than December 15th;
- f) semesterized course registration should occur no later than October 31st for semester one and no later than March 31st for semester two.

PROCEDURE FOR STUDENTS WHO REQUIRE ENRICHMENT

- 4.36 Administrators will ensure that teaching and learning teams use the collaborative inquiry cycle to guide reflective and responsive teaching practice for students requiring enrichment.
- 4.37 When an analysis of teaching and learning data determines that universal instruction is not addressing a student's learning needs, the teaching and learning team will determine if enrichment of universal instruction is required to provide additional challenge in curricular areas, skills, or areas of interest.
- 4.38 When enrichment of instruction is required to provide additional challenge, teaching and learning teams will regularly review student learning data to determine:
- a) which subject/area will be addressed;
 - b) the learning goal(s) for the student;
 - c) necessary adjustments to teaching and learning during universal instruction;
 - d) student progress with their learning goal(s) during universal instruction;
 - e) the teacher(s) responsible; and
 - f) the optimal learning environment(s).
- 4.39 In providing enrichment of instruction, the teaching and learning team will:
- a) collaborate to reflect on and adjust their own teaching practice based on knowledge of the learner and analysis of student learning;

- b) follow the principles of universal design for learning and differentiated instruction; and
 - c) consult with appropriate district staff to inform teaching and learning best practices.
- 4.40 The classroom teacher, as a member of the teaching and learning team, will inform parents/guardians of the teaching and learning team's decision to provide enrichment of instruction for a student.
- 4.41 When providing enrichment of instruction, the teacher responsible will use one or more strategies such as:
 - a) curriculum compacting;
 - b) independent study;
 - c) original research;
 - d) online learning opportunities;
 - e) mentoring;
 - f) internships; and
 - g) pull-together groups.
- 4.42 Teaching and learning teams will use the Responsive Teaching and Learning Record for Enrichment to document teacher response and student progress in response to the enrichment of instruction.
- 4.43 The Responsive Teaching and Learning Record for Enrichment is a working document. This means:
 - a) the information is reviewed and updated as needed to determine next steps;
 - b) if the goal/outcome being addressed changes, a new record will be completed;
 - c) a separate Responsive Teaching and Learning Record for Enrichment is required for each subject/area requiring enrichment.
- 4.44 Teaching and learning teams will ensure that:
 - a) enrichment of instruction to provide additional challenge is continued as long as it is effective in meeting the student's learning needs;

- b) parent(s)/guardian are informed if the enrichment of instruction has been effective and/or the student requires advanced enrichment programming.
- 4.45 The teaching and learning team will consult with district staff with subject area expertise, and not the service delivery team, when it is believed that the student may have already covered the prescribed material:
 - a) in another jurisdiction (including in another country); or
 - b) through teaching and learning outside the public education system.
- 4.46 The teaching and learning team, in consultation with district staff with subject area expertise, will ensure that consultation with the service delivery team occurs when:
 - a) enrichment of universal instruction is not providing sufficient challenge;
 - b) the student is able to successfully pass / complete the prescribed course without direct instruction or at a rapid rate; and
 - c) the student's learning profile indicates a potential need for advanced enrichment programming through special education.
- 4.47 The Service Delivery Team Consultation Request is used as a working document and is completed in the RTL database or a paper copy is completed and kept in the student's cumulative file if the database is not available.
- 4.48 For a student whose learning profile, informed through comprehensive assessment, indicates the need for advanced enrichment programming through special education, programming decisions will be made by the program planning team and documented on an IEP.
- 4.49 Administrators will ensure that district staff are involved when advanced programming options are being considered by the program planning team. These include:
 - a) modified prescribed course above grade level;
 - b) alternate course above grade level;
 - c) subject acceleration;
 - d) dual enrollment; or
 - e) grade acceleration.

4.50 When a modified prescribed course to provide enrichment is part of the IEP, the course is taught as universal instruction and is the prescribed curriculum for that student.

4.51 When subject acceleration or grade acceleration occurs, the new subject or grade is taught as universal instruction and is the prescribed curriculum for that student.

Note: Students previously educated in another country may receive enrichment while receiving EAL instruction. Like all students receiving enrichment, they may also be eligible for literacy, numeracy, and SEL foundational skill development support as outlined under the Tiered Approach to Learning.

PROCEDURE FOR AN EXPANDED CORE CURRICULUM FOR STUDENTS WHO ARE BLIND/VISUALLY IMPAIRED OR STUDENTS WHO ARE DEAF/HARD OF HEARING

4.52 Administrators will ensure that students who receive an expanded core curriculum have an Individual Education Plan.

4.53 Administrators will ensure that expanded core curriculum is available to eligible students receiving prescribed or modified prescribed curriculum.

4.54 The program planning team may determine an expanded core curriculum is required when:

a) the Comprehensive Assessment Report identifies that the student's learning profile indicates a need for accessibility skills development for:

i) blind/visual impairment and/or

ii) deaf/hard of hearing; and

b) it is the most appropriate programming to meet the student's learning needs.

4.55 If an expanded core curriculum is required, the program planning team will designate a teacher for students who are blind/visually impaired and/or a teacher for students who are deaf/hard of hearing to lead the development of the expanded core curriculum.

4.56 The teacher for students who are blind/visually impaired and/or the teacher for students who are deaf/hard of hearing will collaborate with members of the

service delivery team and the teaching and learning team in the development of the expanded core curriculum. The teacher for students who are blind/visually impaired and/or the teacher for students who are deaf/hard of hearing, along with other collaborating team members will:

- a) reference the pertinent expanded core curriculum document(s);
- b) ensure that learning outcomes are responsive to teaching and learning data, including the Comprehensive Assessment Report. In addition:
 - i. the teacher for students who are deaf/hard of hearing will reference:
 - 1) current audiology evaluation completed by an audiologist;
 - 2) most recent functional hearing and language/communication assessment results; and
 - 3) skills in expanded core curriculum;
 - ii. the teacher for students who are blind/visually impaired will reference:
 - 1) current report completed by an ophthalmologist/optometrist;
 - 2) most recent functional vision assessment results; and
 - 3) skills in expanded core curriculum;
- c) ensure that learning outcomes clearly describe what the student is expected to know and be able to do;
- d) ensure that learning outcomes are:
 - i. current and relevant in addressing the student's needs;
 - ii. contributing to the long-term growth and development of the student;
 - iii. occurring within an optimal learning environment;
 - iv. age and developmentally appropriate; and
- e) ensure the Expanded Core Curriculum Service Plan and Progress Notes are completed electronically within the RTL database or on paper if the database is not available.

4.57 When teaching an expanded core curriculum, the teacher for students who are blind/visually impaired and/or the teacher for students who are deaf/hard of hearing will collaborate with the classroom teacher to:

- a) determine which outcomes can be met in the common learning environment;

- b) share responsibility for teaching outcomes on the common learning environment; and
 - c) determine which outcomes are better met in another learning environment.
- 4.58 The teacher for students who are blind/visually impaired and/or the teacher for students who are deaf/hard of hearing is responsible for the delivery of instruction in other learning environments.
- 4.59 The teacher for students who are blind/visually impaired and/or the teacher for students who are deaf/hard of hearing will maintain progress notes on the Expanded Core Curriculum Service Plan.
- 4.60 The program planning team will monitor and adjust the Expanded Core Curriculum as required, and review at least annually.

Form: Responsive Teaching and Learning Record

Form: Responsive Teaching and Learning Record for Enrichment

Form: Service Delivery Team Consultation Request

Form: Individual Education Plan

Form: Modified Prescribed Course Record

Form: Expanded Core Curriculum Service Plan and Progress Notes

5

STANDARD 5: ALTERNATE COURSES AND ALTERNATE CURRICULUM

Alternate courses and alternate curriculum are provided as outlined in the student's Individual Education Plan. A student may require accommodations to support learning of alternate courses and alternate curriculum.

ALTERNATE COURSES AND ALTERNATE

PROCEDURE FOR ALTERNATE COURSES

- 5.1 The program planning team will decide if an alternate course (curricular or non-curricular) is required. The team will:
- a) determine whether providing an alternate course is aligned with the Comprehensive Assessment Report and current teaching and learning data;
 - b) ensure that the Comprehensive Assessment Report identifies that the student's learning profile indicates the need for adaptive skills development or enrichment;
 - c) ensure that all other methods of supporting the student have been explored;
 - d) consider any long-term implications of an alternate course which may remove the student from the prescribed curriculum;
 - e) ensure that the outcomes required for the curricular alternate course are outside the scope of the student's current grade level curriculum; and
 - f) ensure students receiving a non-curricular (life skills) alternate course have a learning profile that indicates the need for adaptive skill development.
- 5.2 When designing alternate courses, educators who are members of the program planning team will collaborate with the administrator to:
- a) designate an instructional resource teacher to lead the development of an alternate course containing outcomes below the student's grade level; or

- b) assign the classroom teacher to collaborate with a specialist in the corresponding subject area to develop a curricular alternate course for a student whose learning profile indicates the need for enrichment and requires outcomes above grade level. The teacher may consult with a subject specialist in the school or a district program specialist with subject area expertise.
- 5.3 The teacher(s) responsible for developing the alternate course will ensure:
 - a) that learning outcomes are responsive to teaching and learning data;
 - b) that learning outcomes describe what the student is expected to know and be able to do;
 - c) the time requirement for a curricular alternate course equals the time requirement for the course/subject which it is replacing; and
 - d) the Alternate Course Record is completed electronically within the RTL database or on paper if the database is not available.
- 5.4 The instructional resource teacher will collaborate with the service delivery and teaching and learning teams in the teaching and learning of an alternate course containing outcomes below the student's grade level.
- 5.5 The classroom/subject teacher will collaborate with the service delivery team and a subject area specialist in the teaching and learning of the alternate course containing outcomes above the student's grade level.
- 5.6 When all or part of an alternate course containing outcomes that are below grade level occurs within the common learning environment, the classroom teacher and the instructional resource teacher will collaborate to deliver the course. For a curricular alternate course, this will occur during the scheduled time for the subject area it is replacing.
- 5.7 The instructional resource teacher will use the Alternate Course Record electronically within the RTL database, or on paper if the database is not available, to maintain ongoing progress notes for an alternate course that contains outcomes that are below grade level.
- 5.8 The classroom teacher and the subject area specialist will collaborate regarding the instruction and assessment of the curricular alternate course that contains outcomes above grade level, including recording progress notes on

the Alternate Course Record electronically within the RTL database, or on paper if the database is not available.

PROCEDURE FOR ALTERNATE CURRICULUM

- 5.9 The program planning team may determine an alternate curriculum is required when:
- a) the Comprehensive Assessment Report identifies the need for adaptive skills development;
 - b) all the student's learning needs cannot be met through prescribed, modified prescribed or alternate courses (with or without accommodations); and
 - c) an alternate curriculum is the most appropriate programming to meet the student's learning needs.
- 5.10 If an alternate curriculum is required, educators who are members of the program planning team will collaborate with the administrator to designate an instructional resource teacher to lead the development of the alternate curriculum.
- 5.11 The instructional resource teacher will collaborate with the service delivery team and the teaching and learning team in the development of the alternate curriculum. The instructional resource teacher, along with other collaborating team members will:
- a) reference the current Department of Education, Programming for Individual Needs: Functional Curriculum Guide;
 - b) ensure that learning outcomes are responsive to the teaching and learning data, including the Comprehensive Assessment Report;
 - c) ensure that learning outcomes clearly describe what the student is expected to know and be able to do;
 - d) ensure that learning outcomes are:
 - i. current and relevant in addressing the student's needs;
 - ii. contributing to the long-term growth and development of the student;
 - iii. occurring within an optimal learning environment;
 - iv. age and developmentally appropriate;
 - v. taught using evidence-based practices; and
 - e) ensure the Alternate Curriculum Record is completed electronically within the RTL database or on paper if the database is not available.

- 5.12 When teaching an alternate curriculum, the instructional resource teacher will collaborate regularly with the classroom teacher to:
- a) determine which outcomes can be met in the common learning environment;
 - b) share responsibility for teaching outcomes in the common learning environment; and
 - c) determine which outcomes are better met in another learning environment.
- 5.13 The instructional resource teacher is responsible for delivery of instruction in other learning environments.
- 5.14 The instructional resource teacher will maintain progress notes on the Alternate Curriculum Record electronically within the RTL database or on paper if the database is not available.

PROCEDURE FOR ACCOMMODATIONS WITHIN ALTERNATE COURSES AND CURRICULUM

- 5.15 The program planning team will determine the accommodations required in response to teaching and learning data and the Comprehensive Assessment Report. Accommodations are:
- a) alternate format materials;
 - b) assistive technology;
 - c) reading of print materials;
 - d) scribing; and
 - e) transcribing.
- 5.16 Administrators will ensure that accommodations are available to students receiving alternate courses or alternate curriculum as documented in the Individual Education Plan and are included as course outcomes when:
- a) the accommodation is being implemented for the first time; or
 - b) the student has not mastered the use of the accommodation.
- 5.17 All educators working with students receiving alternate courses or alternate curriculum will provide the student's accommodations, as indicated in the Individual Education Plan, during the time they are working with the student.

- 5.18 The program planning team designated contact teacher will share information related to a student's accommodations with the teachers responsible for implementation of the accommodations.
- 5.19 The program planning team will monitor and adjust accommodations as required, and review at least annually.

Form: Individual Education Plan

Form: Alternate Course Record

Form: Alternate Curriculum Record

Form: Service Delivery Team Consultation Request

Reference: Programming for Individual Needs: Functional Curriculum Guide

6

STANDARD 6: OPTIMAL LEARNING ENVIRONMENT

Teaching and learning occurs within an optimal learning environment, where instruction addresses the needs of the learner(s), with attention to equity and continuous academic, social-emotional growth and well-being.

OPTIMAL LEARNING

The optimal learning environment varies by learner. It may be created within the common learning environment, another learning environment, or a combination of both. It provides intellectually and emotionally safe and engaging classroom communities that are personalized and co-constructed by students and educators, to support the success of all learners.

PROCEDURE FOR DETERMINING THE OPTIMAL LEARNING ENVIRONMENT

- 6.1 When considering the optimal learning environment(s) for students on prescribed curriculum, alternate courses and alternate curriculum, teams will reflect on:
 - a) the short and long term goals for the student(s);
 - b) possible physical changes to the learning environment that would support student learning needs (e.g. flexible seating, quiet corner);
 - c) the specific purpose for choosing another learning environment (if required);
 - d) the capacity for meaningful inclusion and social appropriateness (e.g., respecting the dignity, self-esteem, and safety of the student and classmates);
 - e) the diversity of learning styles and profiles within a class group to ensure instruction is strengths-based, culturally responsive, and personalized to meet student needs; and
 - f) the principles of universal design for learning, differentiated instruction, and the tiered approach to learning.
- 6.2 The program planning team and the teaching and learning team collaborate on identifying the optimal learning environment(s) for students availing of

intensive intervention determined by the program planning team. When collaborating on the optimal learning environment:

- a) the teaching and learning team provides data and recommendations to the program planning team; and
 - b) the program planning team considers the information provided by the teaching and learning team and determines the optimal learning environment in which teaching and learning occurs for that student.
- 6.3 The program planning team will determine the optimal learning environment(s) for students receiving alternate courses and alternate curriculum.
- 6.4 When a program planning team determines that some outcomes of an alternate course or curriculum will be delivered within the common learning environment, all teachers involved will collaboratively consider:
- a) which outcomes might be meaningfully achieved within the common learning environment; and
 - b) which outcomes might be meaningfully achieved within another learning environment.
- 6.5 The teaching and learning team makes decisions regarding the optimal learning environment(s) for students on prescribed curriculum, including modified prescribed courses. This applies to universal instruction, as well as targeted and intensive intervention through the tiered approach to learning. The exception is when intensive intervention is determined by the program planning team.
- 6.6 The teaching and learning team or program planning team's decision regarding the optimal learning environment is fluid. Decisions regarding the optimal learning environment are made, reviewed and revised by the teaching and learning team and/or program planning team in response to teaching and learning data, student engagement and teacher practice.

7

STANDARD 7: PARTIAL-DAY PROGRAMMING

Administrators will schedule students for full-day attendance. When the program planning team, in consultation with school district personnel, determines that full-day attendance is not in the student's best interest, partial-day programming will be initiated as a short-term plan.

PARTIAL -DAY

PROCEDURE FOR PARTIAL-DAY PROGRAMMING

- 7.1 Administrators will ensure Guidelines for Partial-day Programming are followed.
- 7.2 Students may be considered for partial-day programming when they meet one or more of the following criteria:
 - a) short-term physical health needs as verified by a medical professional;
 - b) short-term mental health needs as verified by a medical professional; or
 - c) comprehensive assessment indicates a learning profile requiring adaptive or social/emotional/behavioural skill development. Specifically, there are severe safety concerns, whereby the student is in danger of injuring themselves or others as determined by FBA analysis, Review 360 data and recorded incidents.
- 7.3 For students entering kindergarten, a reduced day may be required for up to eight weeks as part of their transition plan. The eight weeks are an opportunity for the parent/guardian to increase the student's time in school to a full day. If, after eight weeks, the student is still not ready for full-day attendance, partial-day programming is implemented if they meet one or more of the criteria in 7.2.
- 7.4 Partial-day programming is implemented in three steps, with the goal of moving the student to full-day programming. The three steps are:
 - a) application and approval;
 - b) monitoring; and

c) evaluating.

- 7.5 District level personnel are consulted in all cases prior to initiating partial-day programming.
- 7.6 The program planning team may consult personnel from community-based agencies to problem solve and plan for partial-day programming.
- 7.7 The program planning team will ensure a Functional Behaviour Analysis is completed and used to inform a Social-Emotional/Behavioural Support Plan for students when partial-day programming is being considered because of safety concerns.
- 7.8 The program planning team will use the RTL database to complete the forms and workflow processes for partial-day programming. Designated school district staff have access within the RTL database for approval of partial-day programming. If the RTL database is not available, the paperwork will be completed, signed, and attached to the student's Individual Education Plan, and forwarded to the appropriate district staff for approval.
- 7.9 The administrator will ensure that evaluation meetings for students on partial-day programming occur **at least every two weeks**. These meetings provide the program planning team the opportunity to review data from the Responsive Teaching and Learning Record, the Social-Emotional/Behavioural Support Plan, and the Individual Education Plan, discuss short and long-term goals and results, and make required changes, in a timely manner.
- 7.10 The administrator will ensure that a parent/guardian is included in each of the three steps (application and approval, monitoring, and evaluating) of partial-day programming.
- 7.11 The director of student services, or designate, will review all partial-day programs to ensure that regular monitoring and evaluation is occurring and that students are returning to full-day programming as quickly as possible.
- 7.12 When services required for a student are beyond what is readily available in the school, the program planning team will consult with school district personnel to determine how to accommodate a student for full-day programming.

- 7.13 Administrators will ensure that students who require long-term, part-time attendance, due to a need for adaptive, accessibility or social emotional/behavioural skill development will be scheduled as part-time attenders. It is expected that students attending school as part-time attenders for an extended period of time will also be diagnosed and monitored by a health practitioner.
- 7.14 Administrators will ensure that part-time students are registered as such and not as partial-day programming. Partial-day programming is not a long-term support (see Partial-day Programming Guidelines).

Form: Individual Education Plan

Form: Partial-day Programming Forms

Reference: Guidelines for Partial-day Programming

8

STANDARD 8: TRANSITION PLANNING

TRANSITION PLANNING

Transition planning occurs for students whose learning profile indicates a need for special education skill development and/or enrichment programming. A transition plan will also be developed for Kinderstart students without a comprehensive assessment whose learning profile and/or medical diagnosis indicate a need for transition planning.

PROCEDURE FOR TRANSITION PLANNING

- 8.1 Administrators will ensure the transition planning process begins immediately for a student who presents with significant needs and requires support.
- 8.2 Administrators will ensure that Transition Plan Guidelines are followed.
- 8.3 The program planning team will ensure the Transition Plan is completed electronically within the RTL database or on paper if the database is not available and attached to the Individual Education Plan.

Entry to Kindergarten

- 8.4 Administrators will review Kindergarten registration forms to identify children with significant health diagnoses or other concerns and designate appropriate educators to follow up with the parent/guardian prior to the first Kinderstart session.
- 8.5 Administrators will ensure that the initial transition meeting (including parents/guardians, government and community agencies, regulated child care service providers, and the appropriate school personnel) occurs before the end of February prior to Kindergarten entry.
- 8.6 Administrators will ensure that Kinderstart sessions are scheduled in advance of district and department deadlines for student support and service requests.
- 8.7 Administrators will ensure a Transition Plan for Entry to Kindergarten is developed and implemented for a child whose learning profile indicates special

education programming and/or supports will be required or who have a diagnosis requiring significant support.

- 8.8 The program planning team will initiate partial-day programming for a Kindergarten student who:
- a) meets partial-day programming criteria; and
 - b) after eight weeks transitioning to kindergarten, continues to require a reduced day.

Between Grades

- 8.9 When transitioning between grades within the same school, the program planning team will ensure that current instruction and programming requirements are communicated to appropriate school staff. A separate transition form is not required for students transitioning between grades in the same school, however, a space is provided on the Individual Education Plan to note current instruction and programming requirements.

School-To-School

- 8.10 The program planning team will ensure that relevant stakeholders, including parents/guardians, government and community agencies, and appropriate school staff are involved with the school-to-school transition process.

Life After High School

- 8.11 The program planning team will ensure that a Transition Plan for Life After High School is developed **at least three years** prior to school leaving.
- 8.12 The program planning team will ensure the transition plan is completed electronically within the RTL database or on paper and attached to the Individual Education Plan if the database is not available.
- 8.13 The program planning team will ensure that relevant stakeholders, including parents/guardians, students, government and community agencies, appropriate school staff, and post-secondary institutions, are involved with the Life After High School transition process.

- 8.14 Upon graduation or school leaving, the administrator will ensure the student or parent/guardian are provided with a copy of:
- a) the most recent Comprehensive Assessment Report;
 - b) Individual Education Plan Summary; and
 - c) all documents listed on the student's Individual Education Plan Summary.

Form: Transition Plan for Entry to Kindergarten

Form: Transition Plan for Life after High School

Form: Individual Education Plan

Reference: Guidelines for Transition Planning

9

STANDARD 9: INDIVIDUAL SUPPORT SERVICES PLAN

Collaboration occurs among educators and all service providers through the Individual Support Services Plan process in accordance with the Model for the Coordination of Services for Children and Youth.

INDIVIDUAL SUPPORT SERVICES PLAN

PROCEDURE FOR INDIVIDUAL SUPPORT SERVICES PLAN

- 9.1 The Individual Support Services Plan is initiated when a child/youth is receiving supports from more than one government department or agency, in order to coordinate the provision of these services.
- 9.2 In the absence of an existing Individual Support Services Plan, the program planning team will initiate the Individual Support Services Plan process when:
 - a) parent/guardian consent has been obtained;
 - b) direct services are being provided to a student from a department/agency outside of education; and
 - c) the student has specific challenges that impact the learning, safety, and/or health of the student (e.g., health challenge, familial issue or social challenge).
- 9.3 The Individual Support Services Plan will be initiated by a government department/agency outside of education when specific challenges originate outside of the school setting which require services external to education.
- 9.4 The program planning team will assign an educational representative to the Individual Support Services Plan team. The Individual Support Services Plan team does not replace the program planning team.
- 9.5 Program planning team meetings will occur separately from Individual Support Services Plan meetings.

- 9.6 The Individual Support Services Plan team will include:
- a) the student (if developmentally appropriate);
 - b) the parent/guardian;
 - a) service provider(s) actively involved in the provision of a service to the student (when there is more than one professional from an agency involved, the agency may designate a single representative); and
 - b) other relevant professionals as determined by the nature and complexity of the child/youth's challenges.
- 9.7 The Individual Support Services Plan team will select a manager who will be responsible for:
- a) confirming team membership;
 - b) scheduling and facilitating meetings;
 - c) accepting and tabling written reports from members who cannot be present at the team meeting;
 - d) maintaining all records;
 - e) ensuring all team members have access to the written Individual Support Services Plan;
 - f) ensuring ongoing review and evaluation of the child's/youth's Individual Support Services Plan; and
 - g) ensuring, where necessary, the reason for discontinuation of an Individual Support Services Plan is documented.
- 9.8 The Individual Support Services Plan team will be responsible for:
- a) the sharing of information regarding identified challenges;
 - b) action planning to develop common goals and subsequent interventions to address the identified challenges (Individual Support Services Plan);
 - c) implementing the Individual Support Services Plan;
 - d) monitoring and evaluating the Individual Support Services Plan;
 - e) making decisions regarding the continuation, extension or discontinuation of the Individual Support Services Plan; and
 - f) engaging in further action planning as required.
- 9.9 The Individual Support Services Plan team will consult with other professionals with expertise related to the nature and complexity of the student's challenges.

Form: Individual Education Plan

Form: Individual Support Services Plan

10

STANDARD 10: MONITORING AND ACCOUNTABILITY

School districts and schools will monitor programming, interventions and services provided for students, ensuring that supports and levels of instruction are appropriate.

MONITORING AND

PROCEDURE FOR MONITORING AND ACCOUNTABILITY

- 10.1 Administrators will ensure that all required documentation including student services and special education documentation is completed within the Responsive Teaching and Learning database if available.
- 10.2 Directors of schools and/or directors of student services (or designate) will ensure the information entered in the Responsive Teaching and Learning database is updated and reviewed regularly.
- 10.3 The school will provide data to their district and the Department of Education as required for monitoring and evaluation purposes.

RELATED POLICIES AND DOCUMENTS

- [Policy for Individualized Transportation Planning](#)
- [Alternate Format Materials](#)
- [Assistive Technology Guidelines & Eligibility](#)
- [Graduation Requirements](#)
- [Home Teaching Services](#)
- [Provincial Curriculum](#)
- [Public Exams Accommodations Policy](#)
- [Safe and Caring Schools Policy](#)
- [Student Services Standards & Practices](#)

APPENDIX: FORMS