



NORTH EAST SCHOOL DIVISION

Supporting Diversity Procedural Manual

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SERVING STUDENTS WITH DIVERSE NEEDS

The North East School Division (NESD) believes that every individual can succeed. To facilitate this success, the NESD is committed to providing inclusive educational experiences that respond to student strengths, needs, and abilities.

A *Student First* approach guides the NESD's educational practices. This approach "unifies and re-orientes supports [to] nurture independence and promote...self-determination" ([Actualizing a Needs-Based Model](#) Saskatchewan Ministry of Education, 2015 p. 8). Through collaborative, data-driven decision-making and the provision of strength-based supports, the NESD fosters student growth in the *most appropriate* and *least restrictive* environment.

SERVICE DELIVERY MODEL: RESPONSE TO INTERVENTION AND INSTRUCTION (RtI)

The nature of student supports is determined through a multi-tiered, collaborative process known as [Response to Instruction and Intervention](#) . A student's progress is closely monitored to identify difficulties in academics or behaviour. An RtI team determines the most appropriate form of instruction and intervention relative to the student's learning profile. Teachers continuously monitor student progress and accordingly adjust supports.

Students requiring intensive and frequent interventions may be supported by the school's Diversity Education Teacher (DET) and by applicable NESD specialist consultants, such as speech language pathologists or occupational therapists. The provision of services by such consultants is determined by the division's focus on **early intervention** and the student's **intensity of need**.

STUDENT SERVICES REQUEST PROCESS

The RtI process is followed prior to obtaining parent/guardian consent for accessing NESD Student Service consultants. At the **RtI Cycle 2** meeting, consultants, in conjunction with the team, determine the nature and degree of their involvement. If consultant services are required, the DET obtains informed parent consent via the signed *Student Services Request* form.

Informed consent means that the parent/guardian is aware of the purpose and the possible repercussions of NESD consultant services or assessments. Signed consent is placed in the student's cumulative record and a copy is sent to the applicable NESD specialist. Consent is valid for **one** year.

May 15th is the deadline for submitting Requests for Student Services; granted, situations may arise that require the submissions of requests after this date.

Parent/Guardian Consent

- *Counseling Consultants* - signed consent at the beginning of each school year. If a student is 16 years or older, he/she can self-refer for counseling services. In an emergency, a counsellor may see a student once before a referral form is completed.

- *Educational Psychologists* - if an additional assessment or different services are requested within two years of the initial referral, an Educational Psychologist may require updated parental consent.
- *Speech and Language Pathologists & Occupational Therapist*- signed consent at the onset of new cases and the resumption of services once a student's file has been closed. The SLP & OT will use professional judgment regarding the closure of student files.
- *EAL Consultant* does not require written consent for services.
- *Behavioural Counselling Consultant* does not require parental consent, but the following process must be adhered to when requesting services:
 - Referrals submitted by the school administrator to the Coordinators of Integrated School Services and Student Services
 - Have engaged in the Rtl process
 - Have exhausted existing school-based and applicable Student Services support
 - Have documented goals in eIIP, behavior plan, or success plan
 - Have implemented interventions with fidelity
 - Have utilized data to monitor and adjust interventions

Please Note:

- During a traumatic event, if a school requires additional support, the Coordinator of Integrated School Services will arrange it.
- Consultants will work in their assigned schools. If a conflict of interest arises, or a student/family requests a different consultant, then the Coordinator responsible for that consultant group must be contacted. Coordinators will determine whether the NESD can accommodate the request. Parents/guardians may choose to employ a private agency.

EXCHANGE OF INFORMATION/REQUESTS FOR REPORTS

Parents/guardians must sign an *Exchange of Information* form if NESD staff are to share student information with a partnership agency. This consent is valid for **one** year and is placed in the student's cumulative record.

There should be **one** external agency identified per *Exchange of Information* form; however, there may be **multiple** NESD personnel listed. Identify the NESD specialist(s) by role/title. The information requested must be clearly identified and shared solely for the purpose of program planning.

Schools must not distribute reports written by NESD Student Services consultants to parents or external agencies; rather, the author of the report will share the report after receiving a copy of the signed consent form. When requested to share reports from external agencies, please talk to one's direct supervisor or contact the Coordinator of Student Services.

SHARING CONFIDENTIAL INFORMATION WITH PARENTS

Practices for sharing documentation with parents and guardians must respectfully maintain the confidentiality of the student and parents/guardians. When possible, deliver documents or assessment protocols **in person to parents** at debrief, Rtl, or IIP **meetings**. If this is not possible, verify parent contact information – physical mailing address and/or email address- and send documents **directly** to parents either through **registered mail** or via a **password protected NESD email**. See *Securing a*

Word Document to learn how to password protect in SS Team/General channel/Technology & Communication file.

Do not send assessment reports/measures, requests for Student Services, IIPs, or sensitive information with students.

JORDAN'S PRINCIPLE

Jordan's Principle is a child first and needs-based principle used to ensure that First Nations, Inuit and Métis children living on and off reserve have equitable access to all government-funded services. If you wish to pursue support from *Jordan's Principle* contact the Superintendent of Student Services

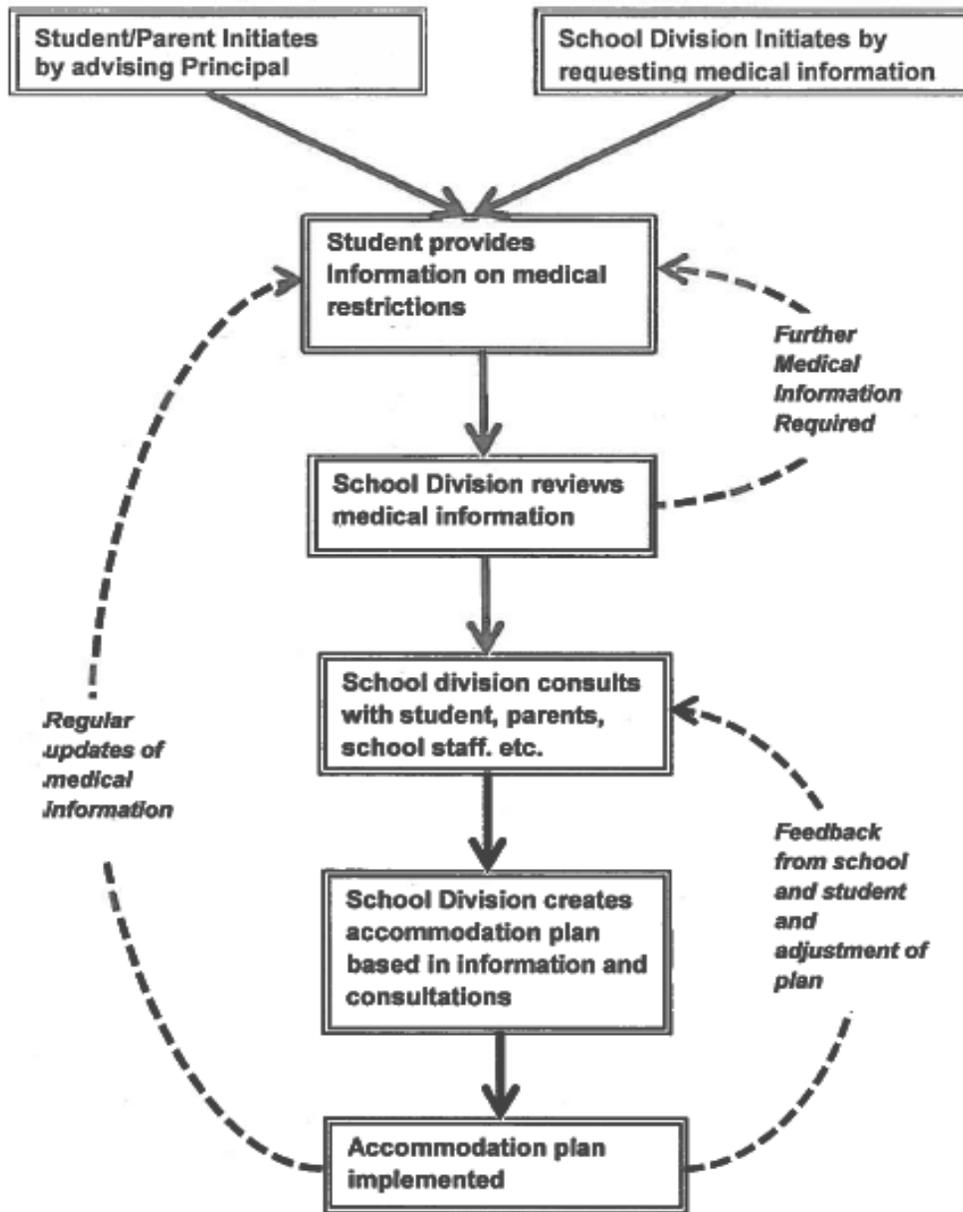
TOILETING/CHANGING

Two adults must be present when staff are assisting a student with toileting.

DUTY TO ACCOMMODATE

The NESD will accommodate students who have psychological, cognitive or behavioral barriers to learning. The nature of the accommodation and the most appropriate form of programming are the Division's responsibility. The flow chart depicts the NESD's accommodation process.

Process to Accommodate Student Disability



Saskatchewan School Boards Association, 2016

INCLUSION AND INTERVENTION PLAN (IIP)

An Inclusion and Intervention Plan (IIP) is a document developed and implemented by a collaborative team. It exists for students who require intensive and individualized supports to participate in, and benefit from, the educational program. An IIP is a compilation of key student outcomes that will have the most impact on student success during the current school year ([Saskatchewan Ministry of Education – Inclusion and Intervention Plan Guidelines](#), 2017). Students who have outcomes that differ significantly from provincially approved grade-level curricula must have an IIP.

By **October 15th** eIIPs should be complete and signed by team members. By **June 15th** drafts of eIIPs for the forthcoming school year should be close to completion.

a) IIP Process

To determine if an IIP is necessary, a **collaborative team** must engage in the following process:

- Collect and review data (report cards, observations, stakeholder interviews, assessments, ROAs, Success Plans)
- Explore student strengths, interests, needs
- Explore elements of adaptive dimension that have been implemented
- Review the *Ministry's Inclusion and Intervention Guidelines* (2017), specifically the description and reflective questions (pgs. 3 & 4)
- Work through [Success Plan or IIP Guiding Questions](#)
- Conduct a [MAPS](#) meeting
- Complete a [Developmental Domains Impact Assessment](#)
- Determine whether an IIP would make a positive difference for the student

b) IIP Requirements

- The IIP must be reviewed periodically throughout the school year and adjusted as student needs evolve.
- Preliminary IIPs will be completed in *OurSTUDENTS* by mid-June.
- In the fall, goals and strategies will be refined to reflect changes in the student, the teacher(s), and the learning context.
- Complete IIPs, including parental signatures, are due mid-October.
- A copy of the current signed IIP must be placed in the student's cumulative file. The previous year's IIP must also remain in the cumulative file.

c) IIP Team Meetings

The NESD believes a student's needs must be addressed through a collaborative, multi-agency approach. Classroom teacher(s) and parents **must** be involved.

Attendees

Diversity Education Teachers (DETs) determine who will comprise the team. While it is important to make sure all team members are informed of priority goals and strategies, it is also important to keep the size of the team comfortable for parents.

- DET, parent/guardian, classroom teacher (when there are multiple teachers, the teacher(s) who most frequently works with the student should attend), educational associates
- A school **administrator** must be involved in **complex cases** (multiple agencies, crucial conversations, significant safety or privacy concerns).
- Applicable NESD Student Services consultants
- Families may invite advocates, consultants, external agencies to team meetings, parent conferences, etc.

Meeting Components

- Create and share agenda
- Welcome/introduce attendees

- Establish shared purpose
- Share strengths/celebrations/concerns
- Brainstorm next steps
- Review action steps at end of meeting (roles and responsibilities)
- Share minutes (fact based, solution & action orientated)

a) Types of Meetings

○ **Inter-agency Meetings**

- DET will consult with parent/guardian regarding the involvement of external agencies. It is the parent's responsibility to invite external agencies; however, DETs may assist.
- DET will obtain parent/guardian consent to share information with external agencies via the *NESD Exchange of Information* form.
- DET will request attendance from the most applicable role-alike Student Services Consultant. If the NESD SS consultant cannot attend, the administrator **must** be present.
- When determining whether an external agency should be invited to a team meeting, the case manager in collaboration with the parent/guardian must ensure that there is a clear and relevant reason for the agency's attendance.

○ **IIP Planning Meeting**

During IIP planning meetings teams review student data; identify strengths and interests; identify needs within the [Developmental Domains Impact Assessment](#) ; draft outcomes that are appropriate for each student's learning profile; and select strategies that will facilitate outcome attainment. Classroom teachers and parents must be involved in IIP planning meetings.

○ **Multi Action Planning System Meeting (MAPS)**

MAPS provides a framework for team meetings. The [MAPS template](#) is in the form section of the portal under Student Services. The purpose of the [MAPS](#) meeting is to promote collaboration and to gather insight from all team members for students with the highest level of intense needs. Team members identify dreams, concerns, priority goals and roles. From this, action plans are developed. Full MAPS meetings are required when an IIP is first created and at significant times throughout the student's school career.

○ **Transition Meetings**

Administrators or designate(s) must facilitate transition meetings in the spring between grades and schools so that classroom teachers are familiar with students coming into their charge who have **ROAs, Success Plans** and **eIIPs**.

Copies of ROAs, Success Plans and eIIPs must be placed in students' cumulative records by the end of June.

Formal transition meetings are required for students transitioning between divisions. High school to life transition meetings must commence 3 years prior to program completion.

b) IIP Reporting Procedures

- In addition to Student Led Conferences, three parent/guardian eIIP meetings (at minimum) will occur each year.
- The Progress Report in *OurSTUDENTS* **will** be utilized, at regular reporting periods, for all students who have an IIP
- A school may choose to provide a companion document to parents only after careful consideration of its added cost-benefit.
- **Edsby** will **not** be used as a reporting mechanism for any subject area in which outcomes are different from provincially approved grade level curricula.
- Students on an IIP who are engaged in regular courses which preserve the rigor and intent of Ministry approved curricular outcomes **will** receive marks in **Edsby** for those subject areas.
- Students in a high school Alternate Education program **must** receive an **Edsby** Report Card and an *OurSTUDENTS* Progress Report for nonacademic goals (i.e.: transition, social interaction, independence, etc.).
- Students in Functional Integrated programs **will not** receive an **Edsby** Report Card. Growth will be reported through an *OurSTUDENTS* Progress Report.
- The method of progress reporting must be indicated in the *Additional Information* section of the eIIP.
- Year-end *OurSTUDENTS* Progress Reports will be printed and a copy housed in students' cumulative records **prior** to **May 28th**.

EDUCATIONAL ASSOCIATES

Educational Associates (EA) work as part of a collaborative team and independently; however, individual work is always under the direction of the teacher and/or administrator. As such, **all** program planning and parent/guardian communication must be conducted by the teacher and/or administrator. This responsibility **cannot** be assigned to EAs. See [Educational Associate Handbook \(2017\)](#) .

SENSORY ROOMS

A sensory room contains a variety of equipment that provides essential and personalized sensory input for students with intensive needs. Sensory rooms tend to have two central purposes: to help reduce agitation and anxiety and to stimulate reactions thus encouraging communication. Appropriate NESD Student Services specialists, such as the Occupational Therapist or Speech Language Pathologist, should be consulted regarding the design and equipment within a sensory room.

CURRICULUM AND INSTRUCTION: PROGRAMS

Curricula should be differentiated according to the magnitude and type of diversity as well as the individual needs of each student- this includes enrichment.

The initial responsibility for adapting curriculum to meet individual needs rests with the classroom teacher. In Saskatchewan, differentiation is addressed through the adaptive dimension which involves making adjustments to any or all of the following instructional elements: learning environment,

instruction, assessment, and resources. Refer to [The Adaptive Dimension for Saskatchewan K-12 Students - 2017](#)

For students with behaviour challenges, the educational team will identify target behaviours and set clear goals for the student within a Success Plan. For extreme behaviours, the collaborative team will develop a Behaviour Support Plan.

a) Pre-Kindergarten

Prekindergarten is a targeted program prioritizing three- and four- year- old children living in vulnerable circumstances in the community. For more information regarding the NESD Pre-Kindergarten program, philosophy and entrance guidelines, please access the Pre-Kindergarten material found on the NESD website under Curriculum Corner and [Maximizing Early Learning Spaces](#).

b) Early Entrance (EE)

Early Entrance is for children between the ages 3-5 who require intensive and frequent supports in a number of developmental domains beyond risk enhancer criteria that we use for pre-K. EE allows for flexibility in programming, in learning environment, and in the types supports that we provide. The child must still be five as of December 31st of the school year he/she is attending.

Referrals

1. The child is referred- typically through a partnership agency. A multidisciplinary team then explores the child's needs using the developmental domains found in the portal under Student Services Forms/Early Entrance. Typically, if three domains require frequent, intensive support, the team moves to the next step.
2. The team explores how community childhood programs and services, such as playschool, daycare, NEECIP, or health, can meet the child's needs. After community supports have been considered/exhausted, if the team determines that EE would benefit the child, possible school placements are explored (pre-K, K, alternate environment...). Document steps 1 & 2 in the [Early Entrance Referral](#) form in the portal's Student Services section.
3. Submit EE referrals to the Coordinator of Student Services for final approval by mid-June.
4. Once approved, the team collaborates to complete an eIIP.

Please note: EE status does not automatically equate with an additional EA allocation as there are many ways to provide support.

- Alternate environment or schedule
- Direct involvement of Student Service consultants
- Regularly scheduled team meetings
- Inclusion of outside agencies
- Adaptive equipment
- Assistive technology
- Augmentative & alternate communication systems
- School-based support

c) Modified Courses of Study

The decision to register a student in a modified course is based on the student's academic functioning and the agreement of educational professionals as to the appropriateness of the

proposed programming. A modified course is recommended only after the team has determined that the needs of the student cannot be accommodated through the application of the Adaptive Dimension.

Students may be eligible for modified courses if they have receptive, comprehension, expressive, or communication (speaking, writing, representing) difficulties.

Students are NOT eligible for modified courses solely due to irregular attendance, behavioural issues, lack of exposure to instructional language, lack of motivation, poor work habits, or incompleteness of learning tasks.

Modified courses can be found on the NESD portal under the Teacher tab.

Placement Procedure

1. If modified programming has not been anticipated well in advance of a course beginning, the following process applies: In the first month of course work, responsive instruction and diagnostic and formative assessment is attended to in relation to 10, 20, 30 level outcomes.
2. If, through the course of formative assessment, concerns begin to emerge, about a student's ability to come to grade level understandings in a complete and timely fashion, a referral is made to the school's Response to Intervention (RtI) Team.
3. The teacher, as part of the RtI Team, shares relevant and thorough data that pinpoints concerns. Strategies are decided upon and plans are put into place by the team. At this time, additional support personnel may be part of the solution. Classroom visits and observation may be necessary, in order to collect more specific data. Timelines are put into place.
4. Instruction continues with additional supports and strategies. The RtI Team continues to meet to monitor progress and adapt plans as needed.
5. If, despite all attempts to adjust learning experiences, demonstration of learning, environment, and time available to attain outcomes, the student is still exceedingly challenged by regular programming, modified programming will be considered.
6. Parents/ guardians are made aware of the proposed changes to programming, with all pros and cons clearly outlined. If mutual agreement occurs, the student is provided with a provincially developed/ approved modified course of study. Parents must sign the [Modified Programming: Parent Letter](#) indicating awareness of their child's programming. A template of this letter can be found in the portal within the Student Services section.
7. The principal must approve all changes in programming.

d) Alternative Education Programs

The alternative education program (AEP) has been developed for students who have experienced severe learning difficulties in past grades despite extensive use of the adaptive dimension. An AEP (levels 18, 28, 38) may be considered for students who are enrolled in Grade 10; have demonstrated impairments that substantially limit functioning in a conceptual domain (academic, abstract thinking, problem-solving); require life skills and vocational training.

An AEP is NOT appropriate for students with mild to moderate conceptual limitations that do not directly affect academic performance or potential; for those with specific learning disorders such as dyslexia, dysgraphia, or dyscalculia; for those who lack proficiency in the language of academic instruction; or for those who have had inadequate educational opportunities (i.e. poor attendance).

Placement Procedure

- A comprehensive and collaborative team review of current and historical information about the student's level of functioning across different settings.
- Formal and informal assessments to assist with the final placement decision.
- Complex cases will require the involvement of the Coordinator of Student Services.

- The student and parents/guardians will be informed about the program goals and program content of the AEP. School personnel must make it clear to the student and parents/guardians that an AEP is not the equivalent of Regular Education Programs and does not meet admission requirements for post-secondary education programs.
- If the decision is made to place the student in an AEP, the parents/guardians should sign an [Alternate Education form](#) indicating their knowledge of this placement. A template of this form can be found in the portal under Forms/Student Services.
- An eIIP is required if curricular documents do not meet the developmental needs of the student; however, often there are other areas of impact to be considered such as transition goals.
- Plans must be established so that smooth transitions can occur from high school to the world of work. It is an expectation that “transition to life” goals be created at least **3 years** prior to school completion. Outside agencies such as SACL or CLSD should be invited by the family to participate in transition to life planning.

AEP Courses

- Prior to registering a student in electives, the DET will meet with the teacher to review the student’s learning profile. A decision will be made regarding the likelihood and appropriateness of the student completing the course in its entirety, or whether the student should work toward attainment of those outcomes that are appropriate for his/her strengths, interests, needs, and life goals.
- If the student is likely to complete the **entire elective** course through use of the Adaptive Dimension, he/she is to be registered in the 10, 20, or 30 level. If he or she will complete **less than 50% of the outcomes**, a concurrent class will be created in the teacher’s timetable and the student will be registered in the Alternative Education 18 level course (i.e. Foods 18).
- AEP course codes can be obtained from the administrative assistant of Information Technology & Data Services or the Coordinator of Student services.

Refer to [Policy, Guidelines, and Procedures for Alternative Education Programs \(2016\)](#)

e) Functional Integrated Programs

Functional Integrated Programs (FI) are designed for students who are at least **14 years, 8 months** with severe or multiple intellectual disabilities that require individual programs. Students in FI programs will experience the patterns of life they will find in their homes and communities as they work and play.

The FI program must include a plan for transition into adult life. This planning must begin at least **3 years** prior to program completion. The focus of instruction will increasingly move from the school to the community. Outside agencies such as SACL, CLSD or SAID should be invited by the family to participate in transition to life planning. Ensure that a current *Exchange of Information* form has been acquired.

Enrollment in a FI program is typically for an extended period of time. Students **have the right** to attend school up to their 22nd birthday. The length of a program and its components must be based on specific needs of the individual student. When the team agrees that a student has achieved his/her IIP goals within the Functional Integrated Program and is ready to complete the transition to the community, the diversity education teacher will notify the Coordinator of Student Services.

Students registered in Functional Integrated (FI) programs do not earn credits or grades for individual courses. While students in FI programs are often included in Regular or Alternate Education classes, the class placement facilitates one or more goals from the student’s IIP.

FI Placement Procedure

- Comprehensive and collaborative team review of student's functioning across varied settings
- Formal assessment(s) of the student's current cognitive ability and adaptive behaviour
- Input of both student and parents/caregivers
- Parent/guardian must sign a [Functional Integrated](#) form indicating awareness of FI programming. A template of this form can be found in the portal within Student services forms.

Refer to the Ministry's [Functional Integrated Programs, Ministry Policy 2018](#)

EXCLUSION FROM CURRICULAR AREAS

The North East School Division promotes inclusion. Therefore, all students will participate in grade-level classes whenever possible.

To determine whether it is in the best interest of the student to be exempt from a grade-level class, the collaborative team will initiate the following process:

1. The student will go through an in-school assessment & case review process that may include the *Wechsler Individual Achievement Test-III* and other sources of data.
2. A team meeting that includes the Diversity Education Teacher, parents, classroom teacher(s) and student (if appropriate) will be convened in order to discuss the case review. SS consultants may be invited if they were involved in the case. Whenever possible, strategies and options will be discussed that will allow the student to remain in his/her grade level class(es). The team may find that it would be in the best interest of the student to be removed from a class. In this case, a Success Plan or Inclusion and Intervention Plan (IIP) will be developed for the student before removal from the class takes place.
3. If the team decides that it would be in the best interest of the student to be temporarily removed from a class, the written plan (i.e. eIIP or Success Plan) will outline the length of the intervention and the expected return date. The eIIP or Success Plan will also contain specific goals that will be worked on during the intervention.
4. The Principal will send a letter of intent, along with the eIIP/Success Plan, to the Superintendent responsible for Student Services who will approve/deny the request.

REDUCTION OF SCHOOL HOURS

There may be valid programming reasons for having a student attend partial days of school. All other avenues must be used before the collaborative team submits this proposal to the school-based administrator who, in turn, will seek approval by the Superintendent or Coordinator of Student Services **prior** to implementation. If approved, a strategic plan must be designed to re-introduce the student to full time attendance as soon as possible. Any such plan(s) should never be long term.

EXCLUSION ROOMS

The NESD does not support exclusion rooms. Exclusion may only be used when there is imminent danger of serious harm to self or others and when less restrictive interventions have been ineffective. Parents must be advised of such exceptional incidents as soon as possible.

RETENTION

The North East School Division No. 200 recognizes that every year there are students who struggle to succeed academically in their classrooms. The North East School Division No. 200 also recognizes that although retention is sometimes offered as an option for students who struggle, there are often many alternatives to retention.

Students who are on **specialized programs** or have **learning disabilities** should not be retained.

a) Research-Based Practices Regarding Retention

- Except in very exceptional circumstances, students will not be retained in Kindergarten as there is no benefit to be gained from this action.
- Retention for students in grades one to nine will only occur in exceptional circumstances.
- Through the NESD RtI process, teachers will identify concerns about student progress as soon as they arise. These concerns will be identified **prior to Christmas**. Appropriate documentation will appear in *CLEVR* regarding concerns, strategies and reflections about intervention effectiveness.
- The classroom teacher, along with the school administrator, will consult with a student support team about additional strategies to facilitate progress.
- Students of continuing concern will be referred to NESD specialists as appropriate. Referrals to other agencies may be considered as well.
- By the **beginning of April**, principals will submit to the Coordinator of Student Services a list of students that are continuing to struggle with their current grade placement.
- A team meeting, including the Coordinator of Student Services, classroom teacher, applicable Student Services consultants, and administrator, will be held to discuss the case. A [Continuous Progress Dialogue](#) form will be completed **collaboratively** at this meeting. The form can be found in the portal under Student Services.
- The purpose of the progress meeting is to discuss what strategies, services, and programs have been implemented with the student and to brainstorm further activities that will help the student to be as successful as possible with his same-age peers. **This meeting is not intended for parents to attend.** Parents will be included at subsequent placement meetings if necessary.
- Following the progress meeting, if the team recommends that a student in grades one to nine should be retained, the principal will notify the Coordinator of Student services by emailing the completed Continuous Progress Dialogue form. The Coordinator of Student Services will review the case and make recommendations to the school team.
- Teachers and principals will **not** make retention recommendations to parents prior to the Coordinator's decision.
- If a student in grades one to nine is to be retained, an eIIP or Success Plan will be developed for the student. The eIIP/Success plan will be developed by a team consisting of school staff, parent, and the student if possible.
- If the team and/or parents/guardians continue to pursue a request for retention – they must submit a formal letter to the Superintendent of Student Services.
- The Superintendent of Student Services will make a decision regarding the case.

b) The Appeal/Review Process

In order to ensure a fair process for review of Special Education decisions, the North East School Division has established a process of resolution of disagreements between the school/school division and pupils and/or parents/guardians. This resolution process involves four steps.

Step 1: The School Level

If parents question the team decision/recommendations made regarding their child, they may

request a meeting with the principal of the school their child attends. The parents and/or an advocate can present their concerns to the principal and engage in a discussion regarding the team decision. The principal may invite school personnel involved in the decision to this meeting, if appropriate.

Step 2: The Coordinator of Student Services

If the parents are unsatisfied with the outcome of the school level meeting, they may request a meeting with the Coordinator of Student Services. The Coordinator of Student Services will gather information regarding the team decision prior to the scheduled meeting. The parents and/or advocate can present their concerns to the Coordinator of Student Services and engage in a discussion regarding the team decision.

Step 3: The Superintendent responsible for Student Services

If the parents are unsatisfied with the outcome of the decision made at Step 2, they may request a meeting with the Superintendent responsible for Student Services. The Superintendent responsible for Student Services will gather information regarding the team decision prior to the scheduled meeting. The parents and/or advocate can present their concerns to the Superintendent responsible for Student Services and engage in a discussion regarding the team decision.

Step 4: The Formal Appeal/Review

If parents are still unsatisfied with the decisions/recommendations, they can initiate a formal appeal/review of the program decision(s) relative to their child with diverse needs. The process is as follows:

- parents and/or advocate will submit to the Director of Education (in writing) their intent to initiate the appeal/review process in regard to the program decision relative to the child with diverse needs,
- the Director of Education will initiate the appeal/review process,
- the Director of Education will inform parents and/or advocate and the Board that the appeal/review process has been initiated and provide documentation that explains and timetables the process,
- the Appeal/Review Committee will progress through the appeal/review process and submit their recommendations to the parents and/or advocate and the Division Board.

c) The Appeal / Review Committee

The Appeal/Review Committee will be composed of three persons. These representatives cannot be the parents and/or advocate, an employee of the school division or trustee of the school division. They can be:

- a representative of the parents and/or advocate,
- a representative of the School Division,
- a representative mutually agreed upon by the parents and/or advocate and the Director of Education and who will act as spokesperson for the committee.

The School Division will assume costs related to the committee meeting including per diems and expenses at the current board rate.

The appointment of these representatives will be made within 3 weeks of the formal initiation by the parents and/or advocate of an appeal/review. The committee will have their initial meeting within 5 weeks of the formal appeal/review initiation. At this meeting, the Superintendent responsible for Student Services will submit to the committee a document indicating the decision in question.

As part of the committee's deliberations, they may call upon any person who has participated in the

educational planning/decision-making process to clarify the issues that surround the appeal. The committee may also call upon other outside persons experienced in program planning for students with diverse needs.

The committee will form their recommendations within seven weeks and submit these in writing to the parents/advocate and the Division Board.

The recommendations of the Appeal/Review Committee will be forwarded to the Director of Education so the Division Board may respond in a final decision format.

The Director of Education will submit to the Board the recommendations of the Appeal/Review Committee,

The Board will consider the recommendations of the Appeal/Review Committee and may accept or reject any or all of the Committee's recommendations. When the final decision is made by the Board, the Director of Education will inform the parents and/or advocate in writing.

FILE/RECORD MANAGEMENT

a) Cumulative Records

Cumulative records must be securely located in each school's central office and should be maintained in such a way as to meet confidentiality requirements. School principals are responsible for the collection, maintenance, and release of student records; however, the principal may delegate this responsibility to appropriate staff.

NESD professionals working with the student should be granted access to the cumulative record for the purpose of educational programming.

Below are listed key elements of cumulative file management relative to diversity education. For more detailed information, refer to the Ministry's [Student Cumulative Record Guidelines, 2019](#)

Key Elements

- Student progress information, most recent report cards, diagnostic assessment reports, medical information relative to programming, and the current and previous year's Inclusion and Intervention Plan (IIP) should be stored in the cumulative record.
- Reports from external agencies or other school divisions that have been obtained by the NESD to inform educational programming should be housed in the cumulative record.
- The principal of a school receiving a new student who was previously registered in a school external to the NESD must provide a written request for a student's cumulative record to the previous school. Principals may provide verbal requests to within-division schools. Parental consent is not required for the transference of cumulative record.
- If a cumulative record is requested by a jurisdiction outside of Saskatchewan or Canada, the original must remain in Saskatchewan and a copy of the cumulative file and its contents shared with the requesting jurisdiction.

The following **should not** be in a student's cumulative record:

- Test protocols from assessments conducted by Student Services personnel or Diversity Education teachers.
- Records created or obtained under the Youth Criminal Justice Act
- Anecdotal notes and subjective reports regarding behaviour
- Reports which refer to suspected abuse.

b) Storage and Disposal of Student Files

School files and records will be disposed of according to the policy and procedures outlined by the Ministry of Education and the North East School Division.

o Diversity Education Teachers

- Working files** including day planners, case notes, or lesson plans should be retained for three years after school completion.
- Assessment protocols** should be retained in student's diversity education file until the student is 25
- Assessment reports (WIAT-III)** should be placed in the student's cumulative record
- Shredding** – DETs should shred their own working files. If, for reasons of storage, a DET cannot shred his or her own working files, the individual may forward the files to the North East School Division office in Melfort. Files must be stored in Bankers' Boxes and must be labelled with the [SCHOOL BASED WORKING FILES: CONFIDENTIAL SHREDDING](#) form. The template can be found in the forms section of the portal under Student Services.

o Student Services Consultant Files

- Reports, protocols, and case notes** by Outreach Workers, Speech Language Pathologists, Counsellors, Educational Psychologists, Occupational Therapists, and the EAL Consultant must be retained until the student has reached the age of **25**. This information should be stored by the consultant in locked cabinets. If, for reasons of space, a NESD Specialist cannot store his or her own files, the specialist may forward the files to the North East School Division office in Melfort. Files must be stored in Bankers' Boxes and must be labelled with the form entitled [Retention & Destruction of SS Consultant Files](#).

c) Procedure

When sending student files to the Division Office for storage or destruction:

- o Indicate the birth & destruction year on the **front of each file folder**
- o In a banker box, sort multiple files according to year of birth, in chronological order, then alphabetical order for each year. **Limit** the birthyears within one box to a **3-year span**.
- o Complete and attach above-noted form to the top of the file box
- o Securely tape the box and transport it to the Division Office in Melfort or send via the inter-office courier

d) Outdated Assessment Materials

Please forward outdated assessment materials, including manuals, test easels and all other components, to the North East School Division office in Melfort. Items for shredding must be stored in "Bankers Boxes" and must be labelled with [OUTDATED ASSESSMENT MATERIALS: CONFIDENTIAL SHREDDING](#) form.

ASSISTIVE TECHNOLOGY AND ADAPTIVE EQUIPMENT

In situations where a student may benefit from assistive technology or adaptive equipment, assessments from the appropriate professionals, such as the speech and language pathologist,

occupational therapists or the Saskatchewan Abilities Council, inform decisions. It is the DET's responsibility to complete the AT request.

Please note that the provision of digital technology is the responsibility of each school. Requests should be for supports that exceed \$100.00. Items valued under \$100.00 must be managed by the school's decentralized budget. Generalized use of technological equipment such as iPads and laptops is the responsibility of the school.

a) Requests for Assistive Technology/Adaptive Equipment

For assistive technology or adaptive equipment requests recommended by **external specialists** such as audiologists or physiotherapists, the Diversity Education teacher, in consultation with the appropriate NESD specialist, will complete the Assistive Technology/Adaptive Equipment initiative in *CLEVR* and email it to the Coordinator of Student Services. All supporting documentation should be uploaded to the files & links form in this same *CLEVR* initiative.

For assistive technology requests recommended by the **school-based team**, the Diversity Education teacher should work through the [SETT IT](#) planning model. Following SETT IT exploration, the Diversity Education teacher will submit an electronic request through the *CLEVR* initiative, including supporting documentation (SETT IT form, IIP goals, item links)

Augmentative and alternative communication systems recommended by SLPs and adaptive equipment recommended by the OT do not require the SETT IT process. Submit requests in *CLEVR* with supporting documentation.

When a student leaves the school division and has been using NESD purchased assistive technology or adaptive equipment, a request for transference of the equipment to the student or family will be submitted to the Coordinator of Student Services for approval. If approved, a memorandum of understanding will be shared with the applicable stakeholders.

The deadline for AT Requests is **May15th**.

b) Assistive Technology Recognition Criteria

- Assistive technology will aid the student in accessing the educational program in a way that is not otherwise available.
- Augmentative communication devices must be ability appropriate and school level staff must be trained in the use of the technology.
- The use of the assistive technology must be reflected in the student's Inclusion and Intervention Plan identifying the student's current level of performance along with a specific expected outcome for the use of the assistive device.
- Costs for service contracts, insurance, assessments, in-service, and staff training are not covered by this grant.

PROFESSIONAL ASSAULT TRAINING (PART)

PART assists staff with proactive responses to potentially assaultive/aggressive situations. PART emphasizes the need for collective efficacy, a growth mindset, ongoing risk assessment and competent use of non-violent crisis intervention techniques.

Since school administrators are responsible for approving all programming in their schools, they must be aware of the behaviour plans for students who frequently engage in assaultive behaviour. These plans should be founded on PART principles. As such, each school must have **at least one**

administrator trained in PART within the past three years. In addition, teachers and EAs who work with students who frequently demonstrate aggressive behaviour need to be PART certified.

SAFE LIFTS AND TRANSFERS

NESD LIFTS & TRANSFERS Handbook

- To provide guidance following *SafeSchools* webinars and hands-on OT training of effective lift and transfer techniques
- To identify weight restrictions for each type of lift and transfer
- To ensure the safety and dignity of students and staff when completing lifts and transfers

SUPPORTING STUDENTS WITH POTENTIALLY LIFE-THREATENING MEDICAL CONDITIONS (NESD AP 602.2)

The NESD will accommodate students who have psychological, cognitive or behavioral barriers to learning. The nature of the accommodation and the most appropriate form of programming are the Division's responsibility; however, we will seek current information from applicable professionals or medical practitioners. The NESD accommodation process also applies to students with potentially life-threatening medical conditions.

Schools have a duty to accommodate the health and safety needs of students living with potentially life-threatening medical condition(s), as determined by a qualified health practitioner such as a nurse practitioner, physician or allergist.

Potentially life-threatening medical conditions may include allergies, asthma, diabetes, epilepsy and/or other medical conditions that require daily or ongoing management with the potential to result in a medical incident or life-threatening emergency. Resources to inform supports can be found on the Ministry's [EDonline](#).

The school administrator will:

- Assign staff members responsible for handling, administering, securely storing and disposing of medications;
- Coordinate professional development of staff by qualified professionals and/or parents/guardians who have been trained by qualified professionals for staff to handle specific circumstances related to the management of students' potentially life-threatening medical conditions;
- Maintain records and transition plans for students living with a potentially life-threatening medical condition(s) including accurate, up-to-date **individual care plans** that include how to respond to a medical incident or life-threatening emergency.
- Ensure **all staff** are aware of relevant terms, signs and symptoms, potential triggers, the individual care plan, and the urgent need to respond appropriately during the school day and school-related activities;
- Describe methods for ongoing communication within the school community, inclusive of parents/guardians and students, to create awareness and support for individuals with a potentially life-threatening medical condition(s) who may be at risk.

ADMINISTERING MEDICATIONS AND MEDICAL TREATMENT TO STUDENTS –

Administrative Policy No. 413

The Board of Education recognizes that some students may require:

- Essential oral and/or injectable medication on a regular basis.
- Essential oral and/or injectable medication in an emergency.
- Essential procedures.

An “essential medication” is a physician-prescribed medication that must be scheduled during regular school hours and is necessary for the student’s health or well-being.

An “essential procedure” is a physician-prescribed procedure that must be scheduled for administration to a student during regular school hours and that is necessary for the student’s health or well-being. Examples of an essential procedure could include, but are not limited to:

- Gastronomy feeds
- Catheterization
- Suctioning
- Response to seizures or anaphylaxis
- Blood glucose monitoring
- Response to low blood sugar emergencies

a) Essential Medications and Procedures

The principal is to ensure that students requiring medication or medical procedures during school hours are identified and appropriate information has been completed and filed by the parent or guardian prior to administering medications or procedures. Non-prescribed medications are not to be administered by Board employees unless they are acting under the specific direction of a parent or guardian.

- The **principal**, in consultation with the Director of Education or designate and school-based staff, is to determine staff members responsible for the administration of the service.
 - The principal is to ensure that staff is sufficiently trained to carry out the required procedures. Assistance may be sought from parents, a public health nurse, and other health care professionals.
 - A secure and proper location is provided for the location of medications.
 - Medications or procedures are administered in a manner respecting the dignity of the student.
 - Daily medication records are established and maintained.
 - Containers of medications have dispensing instructions on the pharmacy-supplied labels.
- Prior to any school excursion the **teacher** is to:
 - Communicate to the parent/guardian the nature of the excursion.
 - Determine the needs of the child with the parent/guardian.
 - Develop, in consultation with the parent/guardian and the principal, an emergency plan that is specific to the excursion.

b) Allergy Medications and Procedures

In response to a parent's or guardian's identification of those students who may require emergency attention because of a severe allergic reaction, the principal is to:

- Require the parent/guardian to provide the school with an appropriate ANAKIT or EPIPEN.
- Prepare, in consultation with parent/guardian and physician, a written action plan.
- Make school-based employees aware of the identity of the student(s).
- Arrange an in-service for all school based employees, together with parent(s) and student(s) regarding the written action plan and the administration of the ANAKIT or EPIPEN.

TRANSPORTATION

The principal or designate may request alternate transportation for students with intense needs to and from school or to other settings by submitting an email request to the Coordinator of Student Services. Transportation may take the form of handi-van, private vehicle, or taxi.

The principal must ensure that drivers have the appropriate amount of liability insurance; that all authorization forms have been completed; and that the vehicle has enough seatbelts or safety seats for individuals being transported.

Reimbursement for private drivers must be claimed on a monthly basis by submitting applicable Alternate Transportation forms to SharePoint. Schools are responsible for submitting a record of handi-van and taxi transport to the Coordinator of Student Services. Alternate transportation forms can be found on the portal under Division/Forms/Student Services/Student.

GLOSSARY OF DIVERSITY EDUCATION TERMINOLOGY

ACCOMMODATIONS: Specialized support and services that are provided to enable students with diverse needs to achieve learning expectations. This may include technological equipment, support staff & informal supports. Accommodations enable students with intense needs to participate in educational programming.

ACHIEVEMENT TEST: Measures of what has been taught to and learned by students.

ADAPTATIONS: Adjustments to curriculum content, instructional practices, materials or technology, assessment strategies, and the learning environment made in accordance with the strength, needs, and interests of the learner.

ADAPTIVE DIMENSION: The concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices that teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student. Adaptations are made to help students achieve objectives of the course or program.

ADAPTIVE PHYSICAL EDUCATION: An individual program of developmental activities, games and sports suited to the interests, capacities and limitations of students who may not safely or successfully engage in unrestricted participation in the vigorous activities of a general physical education class.

ADVERSE CHILDHOOD EXPERIENCES (ACE): Term used to describe traumatic experiences that occur to people under the age of 18 with regards to abuse (physical, sexual and emotional), neglect (physical and emotional), and household dysfunction (death/incarceration of a parent, domestic violence, family member suffering from mental illness, poverty, and abandonment due to separation/divorce).

AGE NORMS: Numerical values representing typical or average performance for persons of various age groups.

ALTERNATE EDUCATION PROGRAM: The AEP course levels 18, 28, 38 have been developed for students who have experienced moderate to severe learning difficulties in past grades. They are at risk of failure in the regular education program and may be at risk for leaving school early.

ASSISTIVE TECHNOLOGY DEVICE: Any item, piece of equipment, or product system, whether acquired commercially, modified or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

AUGMENTATIVE COMMUNICATION: Methods and equipment designed to support, enhance or augment the communication of individuals having limited verbal or auditory communication.

AUTHENTIC TASKS: These are tasks that most closely match the form, conditions and standards of real life. For example, applying math skills by simulating grocery shopping and applying computation skills by adding/subtracting in a checkbook are authentic tasks. Authentic tasks are tasks individuals will be required to perform to function effectively in their current or future school, community, home and/or vocational environments.

BASELINE: Beginning observations prior to intervention; level of functioning established or measured without any active intervention from the observer.

BEHAVIOUR INTERVENTION PLAN: Integrating strategies for teaching and maintaining adaptive behavior and reducing or eliminating problem behaviors.

BEHAVIOUR MANAGEMENT: This involves the use of a variety of techniques designed to increase, decrease, maintain, and/or generalize behaviour. Behaviour management techniques employed in any situation should be based on: a) detailed observations and analysis of the behaviour and the conditions that precede and follow the behaviour, b) selection of non-aversive management methods that are the least intrusive, least restrictive & most efficient which teach socially acceptable behaviours c) continued observations and analyses of the effectiveness of the intervention, and d) data-based adjustments are made to improve the effectiveness and efficiency of the methods.

BEHAVIOUR SUPPORT PLAN (BSP): Document plan using the BSP format (found in portal under Forms/Student Services)

BEST PRACTICES: Best practices describes the most effective and efficient methods for achieving outcomes for a variety of learners. Usually best practices have been subjected to controlled experimental analysis, the results of which have been published in reputable scientific journals.

CHRONOLOGICALLY APPROPRIATE: These are activities, behaviours and settings used with persons having disabilities that are as similar as possible to those used by non-disabled individuals of the same age.

CONTINUUM SERVICES MODEL: A range of educational placements, programs, and supports provided to students with diverse needs to maximize integration.

CRITERION: A standard by which a test may be judged or evaluated; a set of scores, ratings, etc., that a test is designed to predict or to correlate with. See validity.

DEVELOPMENTAL DOMAINS: Saskatchewan Learning has identified nine areas that may be affected by a student's disability. For each student, the Inclusion and Intervention Plan will reflect the priority impact areas specific to that individual. Impact areas include the following:

- Independence – ability to self-regulate, problem solve and self-advocate
- Learning and Academics – the essential focus is on attainment of skills in reading for leisure and attaining information, writing and mathematics. This area can also include career/work exploration skills.
- Communication – Communication focuses on expressive and receptive competence. It is the ability to effectively convey a message to another person and the ability to effectively receive, understand and react to a message from another person. Communication includes, but is not limited to, speech. For those who are unable to use speech there are several methods of augmentative communication that can be examined.
- Self-Care and Personal Management – The ability to take care of oneself. It includes such skills as toileting, grooming, food preparation, money management, shopping and transportation.
- Motor Skills – Motor skills are actions that involve the movement of muscles in the body. They are divided into two groups: gross motor skills, which include the larger movement of arms, legs, feet or entire body; and fine motor skills, which are smaller actions.

- Personal/Social Well Being – Includes having the skills necessary for initiating and maintaining social interaction and friendships. This area can include consideration to the student's physical health, emotional health, spiritual values, and family concerns.
- Work Habits – Includes skills necessary for beginning a task and bringing it to completion. This could include such skills as listening to directions, preparing, following directions, maintaining concentration, persevering with a task, time management, tempo management, and problem-solving.
- Safety – Safety of self and others.
- Transition – smooth transitions for daily tasks and events

DIAGNOSTIC ASSESSMENT: Instruments used to locate specific areas of weakness or strength, and to determine the nature of deficiencies.

DIVERSITY EDUCATION TEACHER: An in-school specialist who works with children with special learning needs and acts as a consultant to other teachers, providing materials and methods to help children who are having difficulty within the regular classroom. The DET should work collaboratively with teachers, parents, administration and SSS specialists to ensure that needs of students are being addressed.

ENRICHMENT: Providing a child with extra and more complex learning experiences that those normally presented in the curriculum.

FUNCTIONAL INTEGRATED PROGRAM: Functional Integrated Programs are designed for students with severe multiple or intellectual disabilities who require individual programs.

INCLUSION: Inclusion is the value system, which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction. Inclusion involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

INCLUSION AND INTERVENTION PLAN (eIIP): An eIIP is an online plan developed for a student with diverse needs that describes the educational program and the services that are to be provided.

INFORMAL ASSESSMENTS: Anecdotal records, personality inventories, skill inventories, interviews, observations, teacher-made tests and other non-standardized methods used to learn about a student's needs.

INTERAGENCY: A comprehensive model of service coordination involving departments and agencies from education, health, social services, justice, and other community based organizations.

LEARNING DISABILITY: Disorder of one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do math. Inability is not due to cognitive deficits, emotional disturbance, or environmental disadvantage. There is a notable difference between his apparent capacity for achievement and his actual achievement.

LEAST RESTRICTIVE ENVIRONMENT: The most inclusive and appropriate setting in which a student's individual needs can be supported. For most students, the least restrictive environment is a regular education classroom.

MAPS MEETING: The Multi-Action Planning System is typically used for severely handicapped students as a way to develop program goals and an action plan.

MODIFIED PROGRAM: Modified Courses may meet the credit requirements in the Required Areas of Study and are designated as 11, 21 or 31.

OCCUPATIONAL THERAPY (OT): This is therapy provided by an Occupational Therapist that helps individual development of physical skills that aid in daily living. The therapy focuses on sensory integration, on balance and coordination of movement and on fine motor and self-help skills, such as dressing, and eating with a fork.

RESPONSE TO INTERVENTION AND INSTRUCTION (Rti): A multi-tiered approach that is used to help students when they are not learning. Student progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention.

SENSORY MOTOR TRAINING: Training of this nature may take many forms and may make claims about the academic benefits derived from this type of therapy. Some of these claims may not be supported by objective, controlled, experimental analyses. Generally, the training involves coordination of auditory, visual, tactile, kinesthetic and/or proprioceptive senses with fine- and gross-motor skills.