

Recommendations Arising from the Student Services Internal Review

Implementation Plan

The recommendations of the Internal Review have been organized under the following four headings:

- Differentiated Instruction
- Educators' Qualifications
- Communication
- Parent Support Group

1. Differentiated Instruction - Differentiation is a philosophy – A way of thinking about teaching and learning. Learning to differentiate instruction well requires rethinking one's classroom practice and results from an ongoing process of trial, reflection, and adjustment in the classroom itself.

Internal Review (Recommendations)	Action Plan	Responsibility	Timeline – Short term and Long term
Teachers need to have a skill set to provide differentiated instruction. Students need to receive differentiated instruction in many secondary school classrooms.	Differentiated Instruction Staff Development (Schools) Staff Development opportunities at the school and district level Encourage schools to use researched programs on DI Resources of DI materials.	Principals, teachers, education assistants and District Staff	Short Term September Non Instructional Day – Focus on Differentiated Instruction Long Term Schools develop a goal of implementing differentiated instruction practices
Individual Education Plans – The district needs to clarify and outline the managing and the writing of the Individual Education Plans.	Workshop for Principals and Learning Assistance Teachers – Case Management Cornerstone Workshop Series – Individual Education Plans School Act	Student Services Staff	Short Term March 31, 2011 May 11, 2011 Long Term Fall and Spring Annual Principals/Learning Assistance Teachers Meetings
Individual Education Plans – The provision of goals and objectives for the IEP that reflect the funding category. Evidence that the student's education is substantially affected by their disability.	Workshop for Educators – Cornerstone Workshop Series – Individual Education Plans –writing clear goals and objectives	Student Services Staff District Psychologists Principals Learning Assistance Teachers	Short Term May 11, 2011 Long Term Annual IEP Workshop – Writing good goals and objectives

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Developing positive responses from peers of special needs students.	Workshops on Roots of Empathy Friendship Groups Restorative Resolutions	Student Services Staff Counselors Youth Care Workers Trained Teachers in restorative practices	Long Term Ongoing
Educators need to have an understanding of students with Autism, Complex Development Behavior Condition, and other special needs categories.	Workshops and training sessions by POPARD (Provincial Outreach Program for Autism and Related Disorders) Staff Meetings and Presentations	Student Services Staff Vice Principal (Low Incidence) Online Support thorough Provincial Resource Programs (PRP)	Long Term Ongoing
Supporting students with behavior or mental health conditions.	Sharing information at School Based Team Meetings Care team meetings Safety plans Child and Youth Mental Health Contact	District Counselors School Staff District Vice Principal – High Incidence Online Support through Provincial Resource Programs	Long Term Ongoing
The regular school structure does not always meet the needs of some students.	District Staff support students who cannot attend regular school	District Staff Summit Learning Hospital Homebound Riverside College Personalized Learning	Long Term Ongoing

2. Educators' Qualifications – Students with special needs have a variety of challenges and staff may require child-specific training to meet the needs of a specific child

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The assignment of the Education Assistant (EA) should address the needs of the student. Relationships are important for the emotional and educational needs of the student and the skill set and the interests of the Education Assistant.	District Staff to support transition into a new setting. Case manager to provide onsite support for new assignments of Education Assistants. Certification for Education Assistants to support specific students with unique needs.	District Staff School Staff Senior Human Resources (CUPE) Coordinator	Long Term Ongoing
At times, change of staff may be traumatic for a student with special needs.	Transition Planning Care Team Meetings	Director of Student Services District Staff Principals Case Managers Senior Human Resources Coordinator (CUPE)	Long Term Ongoing

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Develop consistent and timely intervention strategies for students who are transitioning to a new school.	Transition Planning (class placement card) Individual Education Plan (transition section)	Case Managers School Staff District Staff	Long Term Ongoing
Develop a clear, consistent job description for the Learning Assistance teacher.	Ministry of Education Guidelines in the Policy and Procedures Manual (manual for Special Education) Review the district's current job description for learning assistance	Director of Instruction Senior Human Resources Coordinator (Teaching Staff)	Short Term May 1, 2011 Long Term ongoing
Set priorities for the Learning Assistance teacher.	Develop a clear job description Review Service Delivery Model for Learning Assistance Teachers	District Vice Principal – High Incidence Director of Student Services District School Psychologists Senior Human Resources Coordinator (Teaching Staff)	Short Term May 1, 2011 Long Term Fall and Spring Annual Principals/Learning Assistance Teachers Meetings
Identification of resources and staff that will support students with special needs.	Place information on District Website Develop a resource list	Admin Assistant Vice Principal – Low Incidence	Short Term June 1, 2011 Long Term Ongoing

3. Communication – It is important to have consistent policies and procedures in the district to support students with special needs

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Review the designation process so there is understanding and clarity around the procedures necessary for a special needs designation.	Student Services Staff review the designation process. Develop a plan to share with schools.	Director of Student Services Student Services Staff	Short Term April High Incidence Meeting (district student services staff) Long Term Fall and Spring Annual Principals/Learning Assistance Teachers Meetings
Develop a system to ensure designated students have an annual review.	Implementation of Student Support (Case Manager) Plan for 2011-2012 Implementation of Low Incidence Annual form	Director of Student Services	Short Term Spring 2011 Long Term Ongoing

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After a new designation the IEP is written in a timely manner.	Implementation of a thirty day window for IEP completion after a new designation	Case Manager Principal Director of Student Services	Short Term September 2011 Long Term Ongoing
The Individual Education Plan template needs to be user friendly.	The IEP template will be reviewed on an annual basis	District Staff	Short Term June 1, 2011
Clearly outline the managing and writing of the IEP to ensure consistency, quality, and accuracy.	Implementation of Student Support (Case Manager) Plan for 2011-2012	Director of Student Services	Short Term Spring 2011 Long Term Ongoing

4. Parent Support Group – The development of an ongoing parent and educator support group for parents of children with special needs.

Internal Review (Recommendations)	Action Plan	Responsibility	Timeline – Short term and Long term
Expand the mandate of the Student Services Advisory As Hoc Committee to assist with implementation of the approved recommendations.	Establish an ongoing parent and educator support group for parents of children with special needs	Director of Student Services	Short Term September 2011 Long Term Ongoing