

# **Student Services Update October 2011-2012**

# **Student Services Internal Review Recommendations**

## **Audit Recommendations**

## Internal Review Recommendations - Three Big Ideas

### 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

### 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.

Clear, consistent job descriptions will help to outline service and support to students with special needs

## Internal Review Recommendations - Three Big Ideas

### 3. **Communication**

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

The Individual Education Plan is the foundation for assessment and evaluation of students with special needs and it is paramount that there are clear lines of communication between the district, school and home to support students with special needs

- **Ongoing Parent and Family support/information group for parents of children with special needs.**

# Recommendations from the Audit:

- Writing and content of IEPs
- Evidence of services , progress measurement and parent participation
- Documentation of specialist teachers
- Documentation of assessment in files

- **Differentiated Instruction/Audit Actions**

- Inservice/workshop for new administrators on IEP development – goal identification/writing objectives
- District psychologists and district special education teacher provide IEP support for learning support teachers and learning assistance teachers
- Behaviour assessments and mental health interventions for students who have mental health and behaviour challenges
- Working with outside agencies to provide support for students with mental health and anxiety issues
- Supporting students at Middle School who have behaviour designations with counsellors as the case managers

- **Educators' Qualifications/Audit Actions**

- Assignment of Educational Assistants to meet the needs of specific students –continuity of care
- Meeting with schools to review the amount of educational assistance time for students with a low incidence designation
- Meeting with schools to review the new roles and procedures of the learning support teacher
- Meeting learning support teachers and learning assistance teachers to review caseloads

- **Communication/Audit Actions**

- Completed File Reviews – 70 new files in September – 30 low incidence students identified -
- Reviewed process for Psychoeducational Assessment Referrals with the schools (learning assistance and learning support teachers)
- Reviewed Annual Designation forms with schools – 7 students had their low incidence designation removed
- Provided information on ministry updates to schools – Adjudication, Learning and Behaviour Resources, Learning Disabilities
- Organization of support in schools for students using voice recognition software (Dragon Speaking)

- **Information/ Support Group for parents and families of children with special needs**
  - October 19, 2011 – 7:00pm  
Heritage Park Secondary  
IEP Information Meeting
  - November 30, 2011 – 7:00pm  
School Board Office  
Autism Spectrum Disorder  
Information Meeting

## Low Incidence

	PD [A]	DB [B]	MPI [C]	PH [D]	VI [E]	HI [F]	AUT [G]	IB [H]			
<b>SEPT 1701 TOTALS:</b>	10	0	15	110	10	20	56	57	TOTAL	278	
<b>FEB 1701 TOTALS:</b>	10	0	18	105	10	16	57	62	TOTAL	278	
<b>June 1, 2011 TOTALS:</b>	10	0	18	101	10	16	56	66	TOTAL	277	
<b>Sept 2011 Totals</b>	<b>9</b>	<b>0</b>	<b>18</b>	<b>101</b>	<b>8</b>	<b>16</b>	<b>60</b>	<b>54</b>	<b>TOTAL</b>	<b>266</b>	

High Incidence	MID [K]	GIFTED	LD [Q]	MB [R]		
<b>SEPT 2010 Totals:</b>	34	2	257	63	TOTAL	356
<b>June 1, 2011 Totals:</b>	37	3	284	54	TOTAL	378
<b>Sept 2011 Totals:</b>	34	2	260	48	TOTAL	344