

# Crossfield

## ELEMENTARY SCHOOL

### Student Support Guide



PARENT INFORMATION

# Support Process at Crossfield Elementary



## Need Identified

Student is brought forward by parent or teacher and identified as having an area of need



## Needs Assessment

May include: team meeting, school testing, medical supports, Family School Liaison, outside agency supports



## Determine Type and Level of Support Required

May include: social emotional support, regulation strategies, curricular accommodations, in class support, small group support, literacy or language intervention, numeracy intervention



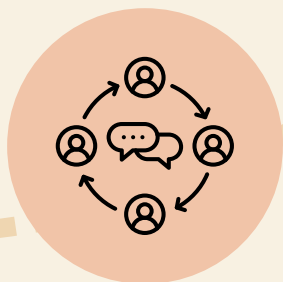
## Plan

May include: creation of a Student Success Plan to target learning needs, medical needs, behavioural needs and/or social emotional needs



## Communicate

Formal SSP reviews 2-3 times per year, regular school and family communication, end of year transition planning



# Inclusive Education at Crossfield Elementary School



## Common Understandings

Children's rate of learning is influenced by: the readiness of the student, learning barriers that may be present, social emotional or physical needs and a willingness to learn on the part of the child.

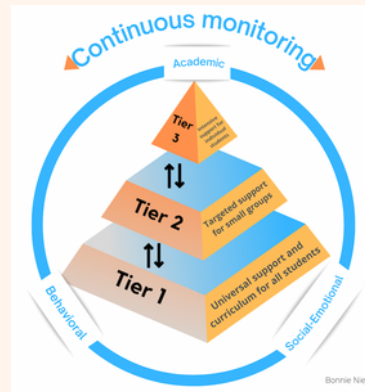
In any given classroom, there will be a range of needs and abilities. School professionals have various methods to identify and respond to student needs.

Teachers can recognize student learning gaps or difficulties by:

- conversations and interactions with the student
- looking for hallmarks of learning that are typically observed at a particular age or grade level
- analyzing trends in student results in assessments as well as day to day activities.

Approximately 80% of learning gaps can be addressed by Tier 1 or Universal Supports in the classroom. Additional supports may be required due to underlying learning issues, social emotional issues and/or physical or medical needs. Students may then be referred to the school based team and/or the divisional team for further support.

## Multi-Tiered System of Support



## Tier 2

### Targeted

Provides some students with additional practice on a specific area or skill, such as literacy skills, numeracy skills, self-regulation skills and/or social interactions.

This extra practice may be daily or as part of a determined length of time and may occur in class or within the school in small groups.

## Tier 1

### Universal

Provides all students the opportunity to achieve their academic potential by providing an inclusive environment. These strategies provide variety in how lessons are delivered and how information is accessed and shared.

## Tier 3

### Specialized

Provides more intensive, individual support to address a specific need to function successfully within the school environment. Team members outside the school team may collaborate together to address the area of need.

# Methods of Support

## Accommodations

These supports are available to all students and may include preferential seating, additional time to complete tasks, reading support, breaking tasks into smaller chunks, use of visuals, etc.

## Modifications

Modification of curriculum generally occurs when a student is achieving 2 or more years below grade level. Students cannot receive modified curriculum unless they have undergone diagnostic testing. Students requiring modified materials will have an Individual Program Plan outlining their needs and tools for success.

## Learning Assistant

When available, there may be a learning assistant present in classrooms to support student learning, growth and independence. Assistant support scheduling is dependent on various factors including need requirements throughout the school. Assistants may work with specific students or support the whole classroom in various ways.

## Learning Support Teacher

The learning support teacher assists classroom teachers with identifying and planning for students with additional needs. Collaboration with the teacher, guardians, the school team and divisional team is an important part of the role to ensure appropriate supports are implemented.

## Social Emotional Support

All of the staff at CES are experienced in addressing various social emotional needs in students. We have implemented a pro-social program, Friendology, for many years, which has had a positive impact on conflict resolution skills. Our CDA provides targeted, additional supports to those students struggling with more specific social emotional needs.

## Divisional Supports

Through a collaborative problem solving approach, the school can access a team of specialists to assist in student success. These supports may include Learning Support Specialists, Speech Language Pathologists, Occupational Therapists, Psychologists and more.

## PBIS

Positive Behavioural Interventions and Supports is a framework that helps to drive school culture and expectations. All students and staff use common expectations and language to promote safety, security and positive behaviour. The keys to success at CES are: Kindness, Safety, Respect and Growth.

## SSPs

Student Success Plans include Individual Program Plans (IPP), Behaviour Support Plans (BSP) and/or Medical plans. Each plan is created for the specific child's needs and includes goals and outcomes as well as metrics for growth. Parents and the school team work together to create plans for success.



# FREQUENTLY ASKED QUESTIONS

## **Q: IF MY CHILD HAS A CODE OR AN IPP, DOES THIS GUARANTEE THAT HE/SHE WILL HAVE AN ASSISTANT?**

A: No. An IPP serves to inform the school and teachers of what supports may be required. Alberta Education Coding is used to report data to Alberta Ed and does not impact what type of supports your child may receive at the school. Funding for the school is not related to a code that is attached to a student. The level of supports provided at school are situation and individual dependent. It is not common practice for an assistant to be assigned to work one on one with a specific student on an ongoing basis. The decision to structure support in this manner is determined on a case by case basis.

## **Q: MY CHILD'S DOCTOR SUGGESTED AN ASSESSMENT. DOES THE SCHOOL PROVIDE THESE?**

A: Rocky View Schools employs psychologists that are qualified to conduct educational assessments. As a school team, we consult with the divisional team and determine level of need for a student. There are very limited resources available for assessment, therefore, there is no guarantee that the school can provide an assessment referral. Many families will find that their own benefits can cover the cost of a private assessment.

## **Q: IF MY CHILD HAS AN IPP, WILL IT FOLLOW THEM THROUGHOUT THEIR SCHOOL CAREER?**

A: Not necessarily. IPPs are reviewed at least two times during the year and are working documents that reflect a student's specific needs at a specific time in a specific skill area. As the child learns and grows, so will their goals and their use of strategies for success. An IPP is needed to help support communication of these goals as long as additional supports are required. A student may have a diagnosis but if that diagnosis or the symptoms of it are not impacting their ability to engage in learning and achieve at a level that is comparable to their peers, an IPP may not be needed.

## **Q: DOES THE SCHOOL GET MONEY BASED ON MY CHILD HAVING A CODE OR AN IPP?**

A: No. In the past, there was additional funding available based on special education codes but this funding model changed in 2013. The new funding model is based on a formula and allocated to school divisions, who then distribute funds based on their allocation formulas.

## **Q: WHEN ARE IPPS COMPLETED AND WHO WRITES THEM?**

A: IPPs are transferred with the student from one year to the next. Teachers write comprehensive transition plans in June for the next year's teacher to base new goals and strategies on. Alberta Education requires that these be created by September 30th, but as they are working documents, it is expected that they will be updated and changed as needed throughout the year. In collaboration with parents and the Learning Support Teacher, goals, accommodations and strategies are documented. The plan is accessed by parents through SchoolEngage and is signed digitally by all parties at the beginning and end of each school year.

## **Q: WHO SHOULD I TALK TO IF I AM CONCERNED ABOUT MY CHILD'S LEARNING OR WELLBEING?**

A: The first point of contact should always be the classroom teacher. The relationship between your child and their teacher is so important and the classroom teacher can provide insight and suggestions that other school staff may not be able to in regards to your child specifically. The classroom teacher can then follow a set out process to engage the school team in additional supports as required. Should you have further questions about next steps or supports available, feel free to connect with the Admin team or the Learning Support Teacher for more details.

## **Q: MY CHILD HAD SPEECH IN THE PAST, DOES THAT MEAN THEY AUTOMATICALLY GET IT NEXT YEAR?**

A: Not necessarily. There are many services that a speech therapist can provide, but not all are provided at the school level. Your child's teacher and the school team will determine how the student's speech or language needs are impacting their ability to take part in learning and will consult with the SLP to determine whether a referral for service is warranted.

# Speech & Language Services



## Information for Families and Schools

### Introduction

Speech Language Pathologists (SLPs) have specialized training in all areas of communication, including language, speech, literacy, fluency, voice, feeding/swallowing, and hearing.

### Access & Supports

Rocky View School's Speech Language Pathologists (SLPs) provide consultation, screening, specialized assessment, intervention, and equipment (speech generating devices) for students (pre-K through to grade 12) experiencing communication challenges that **significantly impact their learning and participation in the classroom and/or school environment.**

SLP service delivery aligns with the division's Inclusive Education Practice Guide and is delivered through the multi-tiered Learning Supports Service Delivery Framework. SLPs engage with school learning support teams and divisional teams to support students who have significant challenges learning and/or participating in class due to difficulties with communication. The SLP provides a continuum of services at the universal, targeted, and specialized levels; this engagement involves working with teachers and the school learning support team to collaboratively problem solve, identify, and support the implementation of appropriate strategies to meet student needs.

In consultation and collaboration with Alberta Health Services, specific supports for school-aged students with communication challenges are identified and available through Rocky View Schools (RVS) and Alberta Health Services (AHS).

## RVS

RVS SLPs provide support for students experiencing *communication challenges that impact learning and participation* in the following areas:

- Receptive language (understanding of language – oral and written)
- Expressive language (use of language/oral and written language expression)
- Literacy
- Complex Communication Needs (CCN) – students who cannot express their wants and needs through speech alone and may benefit from the use of alternative or augmentative communication (AAC)
- Social communication/interaction
- Feeding care plans (in collaboration with an Occupational Therapist) to support safe eating at school only OR to support positioning and recommendations from a medical assessment.

Parents who have concerns with their child's language or literacy skills are to discuss with their child's teacher or principal.

## AHS

AHS Pediatric Rehabilitation Services provide school-aged students and their families with support for the following:

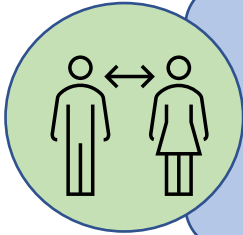
- Speech sound disorders (including apraxia)
- Fluency/Stuttering
- Voice/Resonance
- Feeding/Swallowing

### Nature of Services

- Services may be provided in person, by phone, or by video conference.
- Services are family-centred and focus on prioritized functional goals within home and community environments
- Emphasize collaboration and information sharing

Parents who have concerns with their child's speech, fluency/stuttering, or voice/resonance skills can contact AHS services by calling the intake number: 403-910-2070

# How RVS SLPs provide support for schools



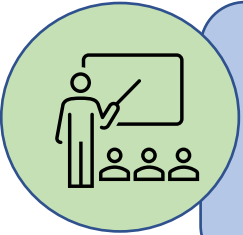
## Consultation, Collaboration, Coaching

Through consultation, collaborative problem-solving, and coaching, support planning and curriculum access, educational goal setting, and universal strategies.



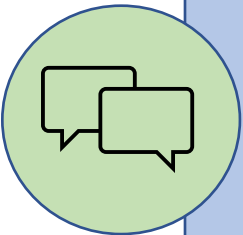
## Specialized Assessment

Provide specialized assessments to guide intervention, identify communication challenges that directly impact student success, and provide strategies and recommendations to support communication in the classroom.



## Professional Learning

Provide division-wide and school-based professional learning on topics related to communication and education.



## Intervention

Provide evidence informed interventions to support communication within the educational environment, as well as consult with other educational professionals.

This may include strategies for classroom instruction and programming, team teaching, modeling, and coaching of activities and strategies for staff, targeted groups, introduction of speech generating devices and ongoing support for implementation.

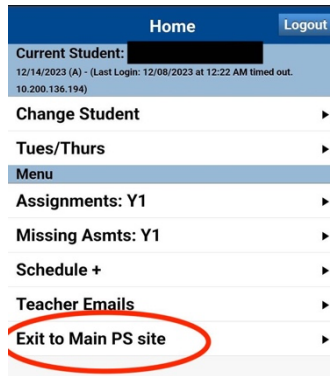
**Note:** RVS SLP services do not involve direct one-to-one pull out therapy or intervention.



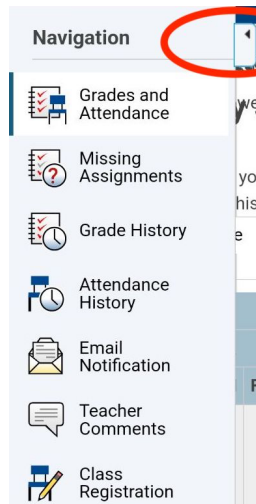
## Accessing Student Success Plans

Note: Student SSPs are **NOT** accessible through the PowerSchool app

1. Log in to PowerSchool Parent Portal at <https://ps.rockyview.ab.ca/public/home.html>
2. If you are accessing the site on a mobile device, you will need to choose Exit to Main PS site

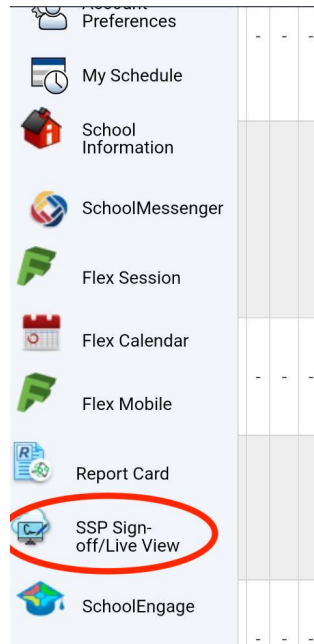


3. If the Navigation tab doesn't open automatically, click the arrow to display the menu.

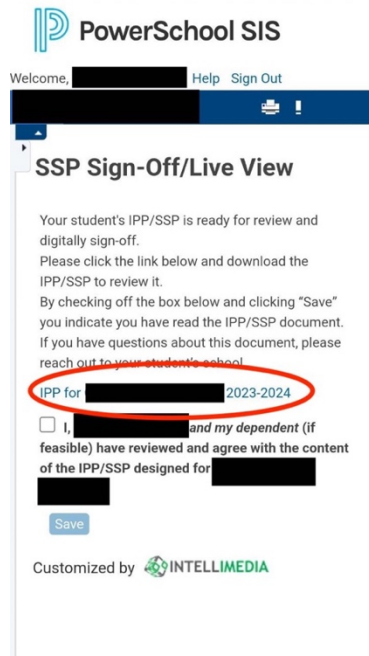




- If you have multiple students on your account, choose the correct student name. Scroll to the bottom of the navigation menu and find SSP Sign-off/Live View



- Clicking this link will take you to the sign off prompt (if it has not already been signed) or you are able to click the link for the IPP to view.





## KINDNESS



Use kind and positive words



Include others



Clean up after myself



## SAFETY



Keep hands, feet, and objects to myself



Use materials appropriately



Move around safely



## RESPECT



Respect myself, others, and property



Follow directions



Use an appropriate voice level



## GROWTH



Try my best



Ask for what I need



Learn from my mistakes