

St. James-Assiniboia School Division

Educational Support Services



If integration is the space, inclusion is the bringing together of students in that space to learn from, and build upon, their strengths and the strengths of others.

-Shelley Moore

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Introduction

The following protocol is meant to guide the process of supporting and working effectively with students with exceptional learning needs in St. James - Assiniboia School Division.



"You can build a ramp to get anyone into a building, but it truly is the attitude that facilitates real inclusion. If the people inside the building don't see the value of the individual and don't want them there, then true inclusion does not happen."

Christina Smith, The Arc of the Mid-Ohio Valley

Appropriate Education and Standards for Student Services

The purpose of the [Provincial Documents](#) supporting appropriate education is to:

- guide policy and programming for all students, particularly those with special learning needs, in receiving the appropriate educational programming they require
- confirm that ALL students are entitled to receive appropriate educational programming
- support an inclusive community with meaningful involvement and equal access to the benefits of citizenship

The [legislation and regulations](#) on which the provincial documents are based requires that we:

- understand the core values and beliefs of inclusion
- work together to strengthen our capacity to provide the foundation for a richer future for all of us
- support our students in both the academic and social life of schools
- provide a learning environment that is accessible to all students as a place to learn, grow, and be accepted
- are aware of the concept of universal design to create schools, environments, curricula and materials to provide all students with access to learning regardless of their diverse learning needs
- establish school-based student services support teams
- understand and implement the standards and accepted practices that define appropriate educational programming for Manitoba students: policy, access, early identification, assessment, planning in education, student discipline, dispute resolution, coordinated services and professional support

Response to Intervention (RTI), our framework for student services across the Division, supports appropriate programming and standards for student services. RTI emphasizes the importance of quality classroom instruction, early intervention, and progress monitoring for ALL students. Its multi-tiered intervention system is viewed as fluid, flexible and sensitive to the needs of every student. Within this framework, classroom teachers and student services teams share responsibility for student learning by problem solving to address complex issues to respond to student needs. They use evidence-based practices for literacy and numeracy and engage in a class review process, universal design, and co-teaching to meet the needs of our diverse student population. These proactive and responsive processes help all students to achieve learning and behavior outcomes.

Universal Design for Learning is the lens through which we plan for the inclusion of all students in the social and academic learning of the classroom. This lens and methodology provide all students with access to the resources they require, regardless of their diverse learning needs. Aspects of the Three Block and CAST models are utilized to foster inclusive practices in social-emotional and academic learning (engagement, representation, expression). Assistive technology is used to reduce learning and communication barriers and increase student learning potential.

SJASD's VISION, MISSION, and BELIEFS

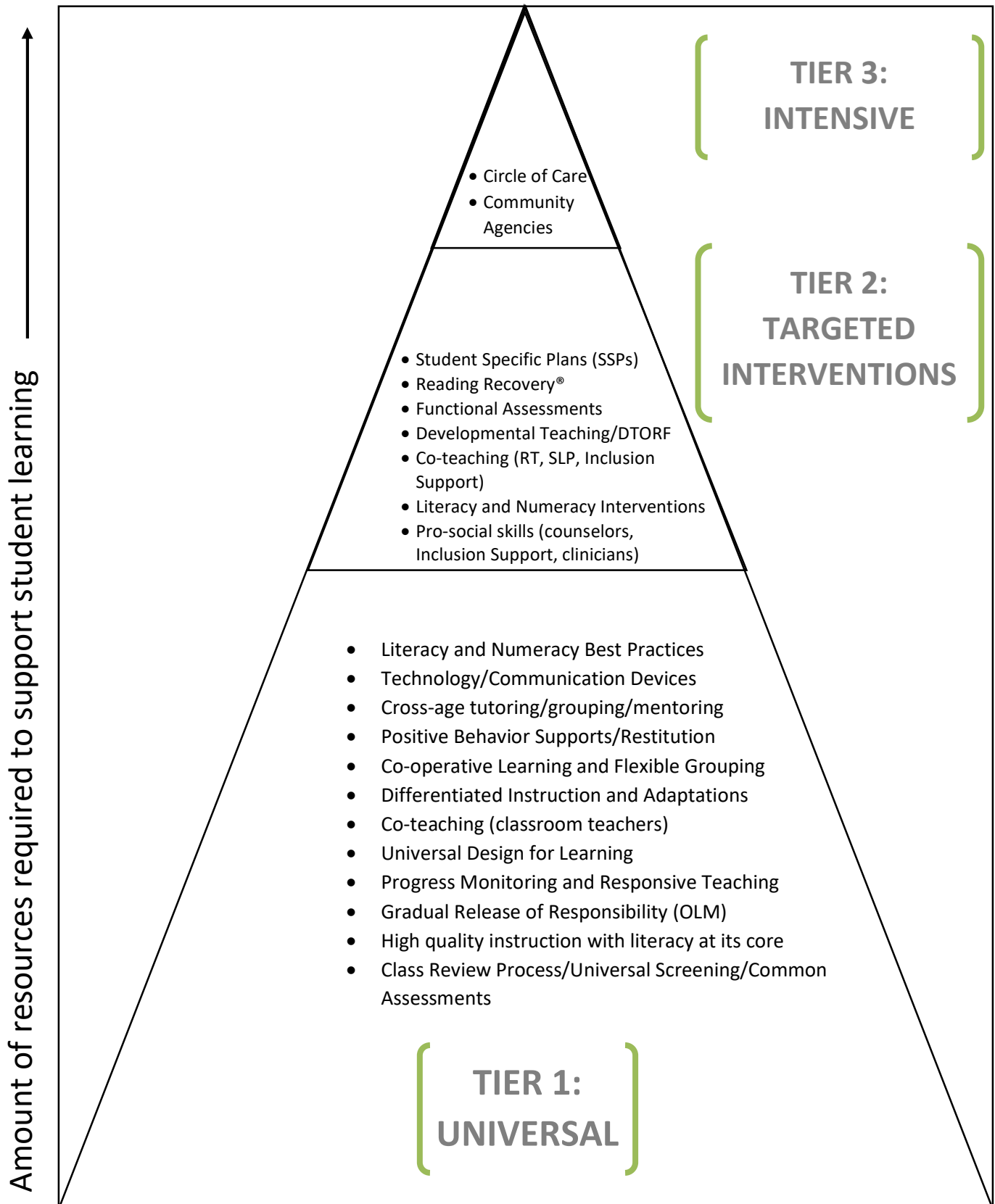
Our **VISION** – We are a leading and innovative learning community that will enable ALL students to believe they can succeed in our ever-changing world.

Our **MISSION** – To provide a meaningful, safe, and caring educational environment so that ALL students are prepared to be responsible citizens in a democratic society.

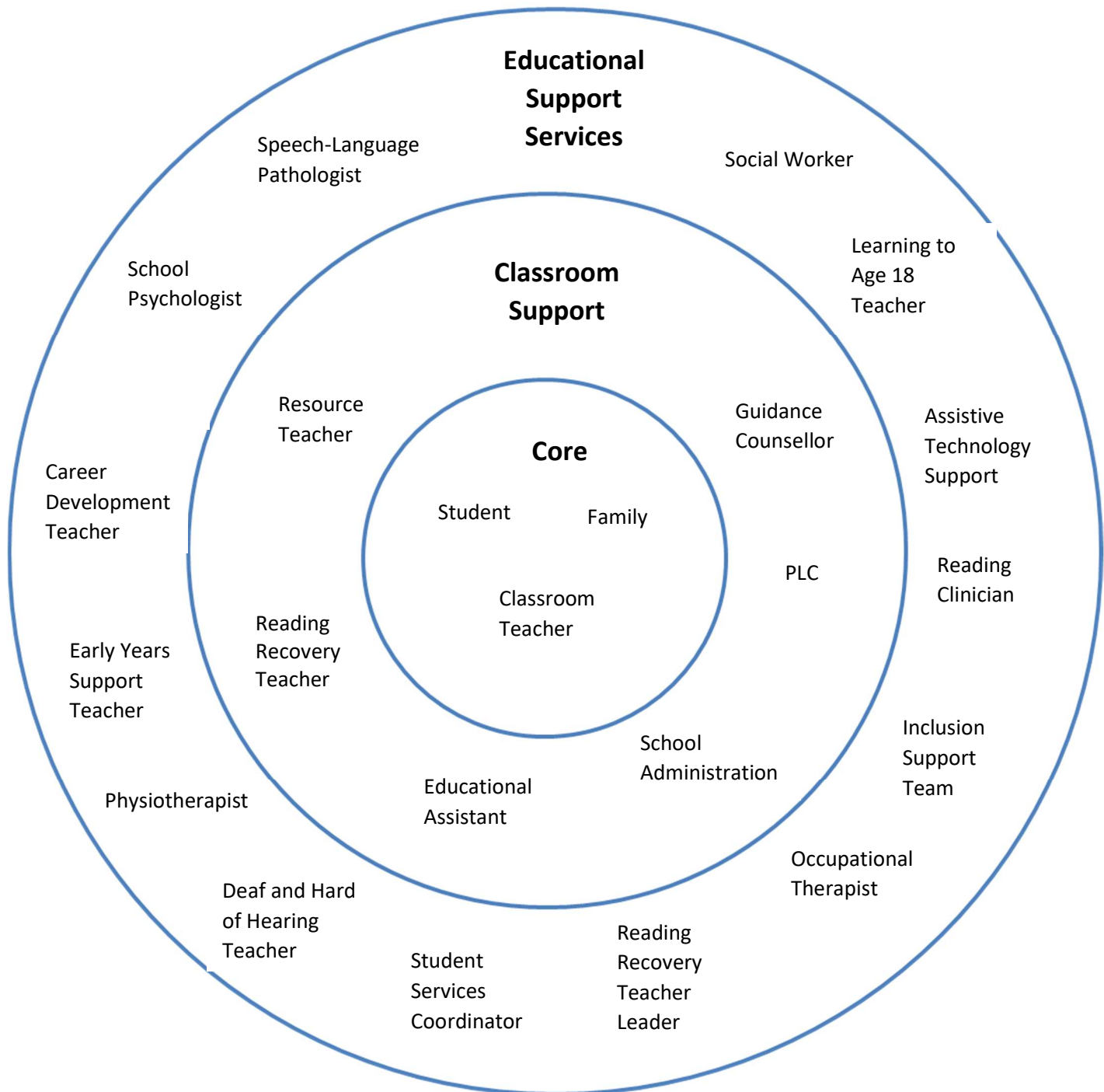
Our **BELIEFS**

- A welcoming, safe, and caring environment is the foundation for successful learning.
- EACH student deserves a quality public education where they can learn to their fullest potential with opportunities, resources, and supports.
- Parent/guardian engagement and collaborative relationships contribute to the success of our students.
- Our employees and their professional development are critical to the success of the Division.
- Decisions are evidence-based and made in the best interests of our students.
- Education is delivered in a responsive, proactive, and fiscally responsible manner.

The RTI Framework



The Student Support Team



At the heart of the Student Services Team is the core team, consisting of the student, the teacher, and the student's family. Using a consultative/collaborative model, all other members of the Student Services Team provide support to the core team when needed. Together, team members work towards providing successful learning experiences and actualizing the maximum potential of all students.

Roles and Responsibilities

It is important to clarify each team member's role and responsibilities. Everyone on the team is vitally important and needs to be involved in the student's education. The roles of the various team members are different although at times overlapping.

Core

Student

- Works to the best of his or her ability
- Participates in classroom activities
- Asks for help when needed
- Participates in Student Specific Plan (SSP) meetings when deemed appropriate



Family

- Advocates for student
- Participates in the formulation of SSP goals
- Follows through on goals in daily home life
- Keeps open lines of communication with the classroom teacher and other team members

Classroom Teacher

- Ensures appropriate educational programming for all students in the class [Bill 13 - The Public Schools Amendment Act (Appropriate Educational Programming)].
- Uses best teaching practices to meet the needs of all students, keeping their strengths in mind (Universal Design, differentiated instructions strategies, multiple intelligences, assessment for/of learning)
- Collaborates and consults with school support personnel
- Participates in SSP goal setting / meetings
- Implements recommendations for individual students
- Communicates student progress with family
- See SJASD policy AP2-6 – Classroom Teacher

Classroom Support

Resource Teacher

- Supports the core teams in developing appropriate educational programming and monitoring it, which may include a Student Specific Plan (SSP)
- Assists classroom teachers with appropriate educational programming service and delivery, which may include co-teaching
- May act as case manager (facilitates meetings, develops SSPs in consultation with classroom teachers and other student support team members, conducts individual assessment, facilitates specialized assessment, liaises with outside agencies)
- See SJASD policy AP2-12 – Resource Teacher

Guidance Counsellor

- Assists students who have social/emotional/behavioral needs in developing coping strategies which may include one-on-one, small group, and/or classroom sessions
- Collaborates with classroom teacher and other school support members to assist in student programming and problem-solving
- Conducts or assists with student needs assessments
- Participates in team meetings
- Supports referrals for students with social/emotional needs to divisional support team
- See SJASD policy AP2-5 – Guidance Counsellor

Educational Assistants

- Works under the direction of the teacher, resource teacher, administrator, and other professionals involved in student's programming
- Implements the programming provided by the classroom teacher, resource teacher and/or other professional staff
- Provides support to individual students or groups of students
- Collects data and documents as requested
- See SJASD policy AP3-3,4,5, and 6 – Educational Assistant

School Administration

As educational leaders, school administration provides leadership and direction in:

- ensuring appropriate educational programming for all students in the class [Bill 13 - The Public Schools Amendment Act (Appropriate Educational Programming)].
- promoting the province's and division's philosophy of inclusion throughout the school,
- participating in and/or facilitating the problem-solving process,
- the SSP process (ensuring SSPs are written, attending SSP meetings as necessary)
- reading and signing SSPs,
- encouraging and promoting co-operative dialogue between the family and school community,
- being responsible for taking all reasonable precautions to safeguard the health and general well-being of staff and students, and for making effective any plans necessary for their safety.
- See SJASD Policy AP2-1 – Principal



Educational Support Services

SUPPORT SERVICES		
STUDENT SERVICES COORDINATOR		
<p>Coordinators of Student Services provide leadership, planning, and support to school-based personnel to ensure appropriate education for all students with academic and social-emotional/behavioural needs. These practices and services are developed in accordance with Manitoba Education, Citizenship and Youth's regulations, policies, and Philosophy of Inclusion and include the following: policy, access, early identification, assessment, planning in education, student discipline, coordinated services, and professional support.</p>		
UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Provide ongoing support for school-based student services personnel in areas such as planning, appropriate programming and documentation -Provide leadership and direction for planning and implementing the priorities of the Divisional Strategic Plan and provincial directives -Apprise administrators, student services personnel and teachers of new support document standards, policies and ministerial directives from Manitoba Education -Liaise with Manitoba Education: communication, review and reporting -Facilitate Student Services Initiatives -Collaborate with school teams to advocate for appropriate programming for all students 	<ul style="list-style-type: none"> -Support and coordinate transitions for kindergarten students -Provide professional learning regarding students with special needs -Plan and facilitate professional learning for administrators, student services personnel and teachers. 	<ul style="list-style-type: none"> -Support and collaborate on curriculum initiatives (universal design, modifications and individualized programs) -Facilitate collaboration between home and school, and between schools, government and community agencies

EARLY YEARS SUPPORT TEACHER

The Early Years Support Teacher collaborates and partners with members of the SJASD community, families and outside agencies to ensure all children have a positive transition into developmentally appropriate Kindergarten programs. In addition, the Early Years Support Teacher provides leadership and support to early years teachers and divisional staff to ensure developmentally appropriate programming that considers the whole child is in place for all students.

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Mentor teachers through various strategies such as collaborative planning, modelling and co-teaching -Plan and facilitate professional learning relating to play-based learning, developmentally appropriate practice and early literacy and numeracy development -Facilitate teacher collaboration -Collaborate with school-based & divisional staff -Coordinate all aspects of the Literacy Links program, including promoting, recruiting, hiring, training and data collection -Coordinate the Welcome to Kindergarten program & liaise with The Learning Partnership -Coordinate all aspects of the Early Development Instrument collection, teacher training and data dissemination -Share EDI data with the SJASD community and plan with appropriate partners to respond to the needs reflected in the data -Support school teams in interpreting and responding to EDI data -Liaise with the Parent Child Coalition and Healthy Child MB in supporting families to promote and ensure healthy development before school entry -Build and promote relationships between schools and Early Learning & Care Centers 	<ul style="list-style-type: none"> -Collaborate with school and divisional staff as requested -Participate in problem-solving meetings -Support curricular connections for student-specific programming 	<ul style="list-style-type: none"> -Consult with school and divisional staff as requested -Participate in problem-solving meetings -Support curricular connections for student-specific programming

READING RECOVERY TEACHER LEADER

The Reading Recovery Teacher Leader's role is to: provide daily Reading Recovery Lessons to grade 1 children, train Reading Recovery teachers for St. James-Assiniboia and other nearby school divisions, and support trained Reading Recovery Teachers in their work with students through regular professional development and frequent one to one contact. Teacher Leaders analyze and report student outcomes, work with other school division staff on emergent literacy practices and communicate with the school division Liaison Administrator to assure quality implementation of the Reading Recovery Intervention.

UNIVERSAL	TARTEGETED	INTENSIVE
<ul style="list-style-type: none"> -Provide early literacy support and PD to various divisional staff in Manitoba -Provide professional development opportunities through MELIT (Manitoba Early Literacy Intervention Teachers) -Support school teams -Same functions as Reading Recovery teachers 	<ul style="list-style-type: none"> -Provide 4 half day assessment and 18 professional development sessions for teacher training in the Reading Recovery training year -Visit teachers in training at their home schools: 5 times/ year to provide individualized feedback and support after observing a live lesson -Provide trained Reading Recovery teachers with eight professional development sessions -Visit Continuing teachers at their home schools to observe live lessons minimum once/ year -Regular meetings with Divisional Liaison Administrator -Formulate recommendations based upon Divisional/Provincial data -Work in the capacity of Reading Recovery Teachers 	<ul style="list-style-type: none"> -Collaborate with administrators to improve Reading Recovery implementation at the divisional and school levels - Recommend long-term support of students -Refer students to other Educational Support Services

ASSISTIVE TECHNOLOGY SUPPORT		
UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Provide school-wide professional development on the use of assistive technology to support students in the classroom -Provide support to classroom teachers through demonstration and modeling of instructional strategies and supports to students experiencing significant literacy-learning difficulties -Participate in division-wide planning meetings relating to providing adequate special needs technology 	<ul style="list-style-type: none"> -Participate in school-based problem-solving process -Support Boardmaker software divisionally -Support teachers and educational assistants on the use of Read and Write Gold software -Facilitate the deployment of specialized apps on divisional iPads -Consult and collaborate with school and interdisciplinary teams to assist in the planning and implementation of appropriate supports to students experiencing significant literacy-learning difficulties 	<ul style="list-style-type: none"> -Complete individual assessments to determine optimal composition method -Train individual students and families on the Read and Write program -Provide home use copies of Read Write Gold software and Read Write app -Seek and obtain alternative format materials from Manitoba Education Library for identified students

LEARNING TO AGE 18

The Learning to Age 18 Support Teacher will oversee the approved activity or program. The objectives of the activity or the program are to:

- re-engage students in school
- provide life skills training
- connect with parents of students who are not currently attending school
- provide employment readiness
- track students who have been identified as not attending
- monitor student progress and success
- Work with admin or contact person at each high school to connect with the support teacher (case manager) and the Principal or designate
- evaluate effective strategies for future planning

The Learning to Age 18 Support Teacher collaborates with the appropriate school and/or divisional personnel, along with outside agencies as required (i.e. Career Development & Placement Teacher, School Principal, School Counsellor) to ensure that students are connected to supports.

UNIVERSAL	TARGETED	INTENSIVE
<p>-Provide consultation and direction to school teams</p> <p>-Provide crisis intervention/tragic event response along with the school based Educational Support Services staff.</p>	<p>-Make connections with students/parents in their homes</p> <p>-Make phone calls and home visits when required</p> <p>-Attend meetings and provide information regarding divisional/provincial policies related to attendance</p> <p>-Investigate unexplained or unlawful absences as defined in Public Schools Act</p> <p>-Provide practical strategies and interventions that support attendance plans</p> <p>-Referrals to and/or assistance accessing community agencies</p> <p>-Connect student to online learning (InformNet)</p>	<p>- Support school teams to make connections with students/parents</p> <p>-Make connections with students/parents in their homes</p> <p>-Liaise with divisional Educational Support Services staff as necessary</p> <p>-Referrals to and/or assistance accessing community agencies</p> <p>-Collaborate and coordinate with outside agencies (MATC, AFM, Justice, etc.)</p> <p>-Consulting and liaising with the Independent Education Unit as well as attendance personnel from other school divisions</p>

INCLUSION SUPPORT TEAM

The Inclusion Support Team provides support to students from Kindergarten to grade twelve with complex behaviour issues that manifest in poor social, emotional and academic functioning within the school environment. The Inclusion Support Team uses a General Systems Theory Approach to understand and assess student needs and work collaboratively with other stakeholders to devise and deliver effective interventions. Services are provided on an individual, small group, class, school and/or community-wide basis in an effort to target specific student needs.

- Deliver Low Arousal Training to school student services teams in order to help build capacity in schools. The approach asks the individual or team to focus on the 'person' in the situation, identify the cause and use proven low arousal skills to reduce the aggression. A central theme of the philosophy is the encouragement of staff to constantly evaluate the situation and their own behaviour. Low Arousal approaches are all non-aversive in nature.
- Offer a variety of professional development opportunities with a goal to support and build capacity in school division staff and the greater community. Innovative and tailor-made programming is provided and developed collaboratively with school teams in order to meet the diverse needs of students with challenging behaviour. PD topics include student trauma, school refusal behaviour, ADHD, OCD, FASD, anxiety, and Oppositional Defiant Disorder. The team also extends its work to include more targeted interventions at the parent and family systems level.

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Create professional development and offer school consultation in the areas of Co-Regulation, Communication and Low Arousal in conjunction with the Autism Support Teacher and OT which focuses on Tier 1 Interventions -Provide resources, collaborate, plan, Class-wide suggestions -Describes and promotes features, practices and systems of PBIS among schools & the division -Promotes the logic and application of the tiered model of prevention and support -Teaches the strategies for classroom management & systematic supervision -Promotes a continuum of behaviour support for all students. 	<ul style="list-style-type: none"> -Assist school teams in collecting and analyzing data to develop positive behaviour support plans including functional behaviour analysis -Support teachers with classroom planning and management (i.e., co-teaching Zones of Regulation, We thinkers, Circles) -Participate in the problem-solving process -Consult/collaborate/liaise across disciplines as needed (ie observation summary) -Facilitation of and training for evidence-based, tier 2 behaviour supports -Selects, develops, monitors and assesses Positive Behaviour Intervention & Supports (PBIS) for schools in PBIS 	<ul style="list-style-type: none"> -Collaborate with student-specific teams as required -Work with the specific students to implement the Positive Intervention Plan

TEACHER OF THE DEAF AND HARD OF HEARING (DHOH)

The Teacher of the Deaf and Hard of Hearing provides support services to meet the needs of Deaf and Hard of Hearing students, including:

- supporting Kindergarten to Grade 12 teachers with programming, resources and co-teaching to help them effectively plan for students that may be missing out on language and literacy concepts due to hearing loss
- assisting in the planning of two city-wide Deaf and Hard of Hearing get-togethers for all students in Manitoba who have a hearing loss as well as attend monthly meetings with other Teachers of the Deaf across the province to ensure standards in Deaf Education are being met
- increasing awareness of students who are Deaf and Hard of Hearing by presenting to classrooms on hearing aids, cochlear implants, proper etiquette
- developing advocacy in students to fix and troubleshoot their hearing devices (hearing aids, cochlear implant, FM system)
- promoting positive awareness and advocacy in students towards their hearing loss and assisting them in developing positive social-emotional well-being regarding their hearing loss.

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Advocating for and encouraging self-advocacy by student with a hearing loss throughout their school years -Provide professional development for school teams and classroom teachers on the impact of hearing loss -Collaborating with teachers, parents, and support staff such as EA's, interpreters, and note takers -Developing strategies with classroom teachers to most effectively enable the student to access the curriculum -Communicating goals and strategies to parents -Understanding and monitoring the use of amplification equipment and technical devices, along with consulting with audiologists -Remaining current with grade level curriculum and connecting curriculum to the development of speech and language skills -Foster emotional well-being and encouraging social interaction with hearing peers in the school -Provide opportunities for social interaction with peers with hearing loss -Provide information on transitional needs -Complete the hearing screenings for the Division 	<ul style="list-style-type: none"> -Teach hearing loss prevention and the importance of limiting noise exposure -Assess classroom acoustics, make recommendations to improve school listening environments -Setting up mentor programs in the division between older and younger students who have a hearing loss - working one to one with students require assistant in pre-teaching of curriculum topics, auditory skills, or development of language acquisition -Monitor academic progress of students using amplification who are not receiving direct pull out support thru contact of resource and classroom teachers 	<ul style="list-style-type: none"> -Providing regularly scheduled, direct instruction (pull out or in class) in the development of auditory skills, speech and language, pre-teaching of classroom curriculum -Attend IEP meetings; collaborate and assist to develop IEP and ALP goals with the school team. -Provide regular student progress– up to date assessment information on hearing loss, cognition, speech, language and auditory skill development to the classroom teacher and parents

CLINICAL SERVICES

SOCIAL WORKER

The Division continually works to improve their ability to serve diverse populations, address risks to student and staff wellbeing, meet the obligations of a public institution in the era of Truth and Reconciliation, and deepen staff understanding around evolving barriers to meaningful school participation. School social workers use their professional expertise to forge relationships with marginalized students and families, support improved attendance, engagement, and school functioning. They advocate strongly for historically marginalized populations that have faced systemic barriers to school success.

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Provide strengths-based supportive interventions to student/families with targeted needs. -Liaise with school-based and divisional staff -Access and liaise with outside agencies -Facilitate group programming and classroom interventions -Facilitate communication between home, school, and outside agencies -Attend meetings as required -Participate in the problem-solving process -Participate in Violent Threat Risk Assessment process -Provide crisis intervention/tragic event response -Intervene and support students at risk of suicide -Consultation and direction to school teams and families -Conduct home visits -Provide professional learning as required 	<ul style="list-style-type: none"> -Provide strengths-based supportive interventions to student/families with intensive needs -Participate in the problem-solving process -Access and liaise with outside agencies -Facilitate communication between home, school and outside agencies -Attend meetings as required -Participate in Violent Threat Risk Assessment process -Provide crisis intervention/tragic event response -Intervene and support students at risk of suicide -Consultation and direction to school teams and families -Facilitate classroom and/or school-wide interventions in conjunction with school teams - Follow up and intervene on unexplained and unlawful absences as defined in the Public Schools Act. - Provide practical strategies and interventions that support attendance plans. 	<ul style="list-style-type: none"> -Provide one to one support to students and families with intensive needs. -Access and liaise with outside agencies to create a circle of care approach in supporting students with intensive needs. -Provide consultation and direction to school teams regarding the social/emotional needs of their students -Provide crisis intervention/tragic event response -Intervene and support students at risk of suicide - Support school teams to address attendance concerns by connecting with families in their homes and/or in the community

OCCUPATIONAL THERAPIST

Occupational therapists (OTs) work in consultation and collaboration with teachers and other school staff to help students be successful participants in their learning environment. OTs use a needs based and Response To Intervention (RTI) model to assist identified students to be a part of their inclusive education by assisting them to: access their environment, transition to and from grade levels, prepare for post-school plans and develop the skills they need to reach their potential in the areas of self-care, productivity and leisure. OTs also provide recommendations for specialized equipment, seating and technology, and work with the school team to facilitate referrals, or liaise with community agencies.

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Provide professional development on self-care, physical and social-emotional development, sensory processing, self-regulation and sensory topics and specific conditions that impact learning and behavior -Complete whole classroom and/or school wide assessment with focus on sensory environment, ergonomics, accessibility and inclusion 	<ul style="list-style-type: none"> -Consult with parents and staff -Support the school team in the provision of small group time-limited programming -Plan and participate in school events for targeted student groups and families. 	<ul style="list-style-type: none"> -Provide specialized assessment and programming recommendations to support individualized student goals -Collaborate with the school team in specific goal development -Consult and collaborate with parent's/school team/clinical services/outside agencies -Provide training and support for teachers and educational assistants specific to student -Assess and support student access and inclusion in the educational setting -Attend systems meetings, intake meetings, SSPs and transition meetings as appropriate

PHYSIOTHERAPIST

The physiotherapy department has a primary goal of ensuring students are able to participate to the best of their ability in the school environment and their education. Through a needs-based, consultative service delivery model, the physiotherapists' scope of practice is to develop and refine fundamental gross motor skills; facilitate participation in physical education class and recess; assist with equipment needs; provide assistance with accessibility and safety; and collaborate and consult with the school team, family, and outside agencies.

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Physiotherapy-related professional development for staff -School or class-wide general programming or screening 	<ul style="list-style-type: none"> -Consult with staff/parents -Class-wide or small group observation or programming 	<ul style="list-style-type: none"> -For individuals -Brief intervention limited up to 4 visits or full referral for ongoing support -Specialized assessments -Develop, model and monitor programming -Consult/collaborate with school/parents/support services/outside agencies -Provide lift and transfer training to staff -Participate in planning and goals related to gross motor/mobility concerns -Assist in supporting inclusion across classes, physical education, recess, etc., including environmental assessment/recommendations -Recommend or provide specialized equipment -Attend meetings with school team and outside agencies

PSYCHOLOGIST

Early identification and effective care for those of at risk for anxiety, depression, or a learning disability is crucial in ensuring students receive the care they need and deserve. Psychologists are uniquely trained to assess and identify mental health or learning problems. Through a best practice assessment process, psychologists can answer the why question. Why the student struggles to read in spite of quality instruction, or why the student's behavioural challenges continue in spite of the teacher's classroom management skills. The assessment data is then linked to an evidence-based intervention that will help students manage or overcome these problems. The intervention may take the form of a positive behaviour support plan, adaptations, a referral for a psychiatric assessment, or a diagnosis such as dyslexia or an intellectual disability. Psychologists also play an active role in the assessment and support of students who are struggling with thoughts of suicide or struggling with thoughts of hurting others. Prevention is another area of specialization. Graduate-level training in the science of resiliency makes psychologists ideally suited to promote positive mental health for all students and staff.

Early diagnosis is associated with an improved developmental trajectory, compared to a "wait and see" approach. Late diagnosis or no diagnosis is associated with higher rates of school dropout, substance misuse, anxiety, and depression. Psychologists created documents that delineated best practices regarding diagnosis and reporting of Specific Learning Disabilities (e.g., Dyslexia) and Intellectual Disabilities. Benefits include increased identification and understanding of learning disabilities, evidence-based intervention recommendations, external agency support (CLdS, EAPD), and student self-advocacy skills. As a result, students with SLDs have increased self-esteem, enhanced self-confidence, stay in school, and pursue post-secondary education.

Suicidal behavior among students, including thoughts, attempts and completions, is a serious concern in schools. Psychologists have created a school-based Suicide Prevention Protocol for Children and Youth. The assessment protocol identifies warning signs and risk factors associated with suicide and the protective factors known to reduce the risk of suicide attempts or death by suicide. The risk and protective factors are delineated in a checklist that assist staff in determining the level of risk (low, medium, and high). The severity of suicide risk assessed then informs the interventions, levels of observation, ongoing screening, and treatment approaches. Additionally, it provides a script to school teams on how to talk to a student in distress, as well as step-by-step directions as to how to help the student who is suicidal. Trained personnel (Guidance Counsellors, Social Workers, and Psychologists) then follow up for each risk level and ensure appropriate support and referrals are in place.

UNIVERSAL	TARGETED	INTENSIVE
-Collaborate with school teams to develop and model programming into a universal instructional environment	-Provide specialized assessment for cognitive, behavioural, social and emotional issues -Conduct threat assessments	-Provide specialized assessment for cognitive, behavioural, social and emotional issues -Provide functional behaviour assessments

<ul style="list-style-type: none"> -Participate in the problem solving process -Professional development at the universal level (Behaviour, Mental Health, Learning) -Complete specialized assessments -Develop programming and interventions -Model/monitor programming 	<ul style="list-style-type: none"> -Provide professional learning on disorders and interventions -Provide consultation to schools for specific students regarding their learning and behaving characteristics and interventions -Participate in the problem-solving process -Provide crisis intervention/tragic event response -Collaborate with school teams to develop and model individual programming that can be integrated into a differentiated instructional environment -Build capacity in parents by providing them with information and intervention strategies -Liaise with outside agencies/divisional personnel -Collaborating with school teams re: functional behavior analysis -Assist with Brief Intervention plans 	<ul style="list-style-type: none"> -Collaborate with school teams to develop and model individual programming that can be integrated into a differentiated instructional environment -Assist students to develop an understanding of their own capacity and to acquire skills to achieve their potential -Build capacity in parents by providing them with information and intervention strategies -Liaise with outside agencies/divisional personnel -Assist with behaviour intervention planning -Assist with funding applications Participate in Circle of Care meetings/wrap around meetings
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SPEECH – LANGUAGE PATHOLOGIST (SLP)

Students present with a wide range of communication needs in the following areas: articulation, receptive language, expressive language, phonological awareness, fluency, voice, social language, and alternative communication methods. Service is delivered in a variety of ways, including, direct one-on-one or small group support, consultation with school teams, families, and community partners, classroom-based intervention, and through co-teaching.

The Intensive Language Development Support (ILDS) model of support focuses on the development of expressive language and articulation for students identified as having significant needs in these areas. Services are provided by Speech-Language Pathologists and Speech-Language Facilitators. Intervention is delivered through pull-out sessions as well as through classroom-based activities. Language-enriched activities promoted inclusion and benefit all students in the classroom.

At the middle and senior year levels, the Speech-Language Pathology team provides support to students with exceptional communication needs. Service delivery at this level is provided through consultation with school teams, families, and community partners, development of student-specific programs, and through the delivery of student-specific professional development.

The number of students entering the St. James-Assiniboia School Division with communication needs continues to increase annually. In particular, Augmentative and Alternative Communication is a growing area of need across the Division at all grade levels. Many students in the St. James-Assiniboia School Division rely on assistive technology to give them a voice, access curriculum, and be active participants in their schools, and in the community.

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> -Participate in school-based problem solving process -Provide professional development -Participate in class profile meetings -Participate in SLP discipline meetings -Provide classroom-based supports -Kindergarten speech and language screenings -Participate in Welcome to Kindergarten and Kindergarten Information Nights 	<ul style="list-style-type: none"> -Complete assessments of communication skills -Consult with parents, school personnel, student services personnel, outside agencies -Supervise Speech Language Educational Assistants -Provide professional development -Provide pull-out/classroom-based interventions -Provide home programming -Participate in school-based E.S.S. meetings -Participate in class profile meetings 	<ul style="list-style-type: none"> -Complete assessments of communication skills -Participate in SSP process (e.g. assessment, outcome development, modeling, evaluation) -Consult with parents, school personnel, student services personnel, outside agencies -Train school personnel -Access, support implementation, evaluate progress and complete funding requests (as necessary) for Speech Generating Devices and other technology that supports development of communication skills -Provide professional development -Provide pull-out/classroom-based interventions -Provide home programming -Identify students for ILDS

READING CLINICIAN

Reading Clinicians are experienced, certified teachers with a Master of Education in Language and Literacy, which includes courses in clinical reading and two-years of supervised practice. This certification and training help develop an in-depth understanding of literacy and learning processes.

Reading Clinicians provide a variety of services to school-based teams to support student experiencing significant literacy-learning difficulties. This may include:

- formal Clinical Reading Assessment, with recommendations for literacy instruction
- diagnostic instruction
- one-to-one individualized intervention planning
- consultation with school-teams to develop student specific literacy plans
- professional development in the area of literacy

UNIVERSAL	TARGETED	INTENSIVE
<p>-Provide professional development specific to supporting students experiencing significant literacy-learning difficulties</p> <p>-Provide support to classroom teachers through demonstration and modelling of instructional literacy skills, strategies and assessments specific to supporting students experiencing significant literacy-learning difficulties</p> <p>-Collaborate with school division personnel on educational matters related to literacy</p> <p>-Serve as a liaison with community literacy organizations</p> <p>-Participate in provincial literacy initiatives</p> <p>-Promote implementation of team-led process using the divisional framework for service delivery & problem-solving</p> <p>-Provide training & support with collection, analysis and use of data in decision-making</p> <p>-Provide support for school teams related to data collection</p>	<p>-Consult and collaborate with school and interdisciplinary teams to assist in the planning and implementation of appropriate instructional programming specific to students experiencing significant literacy-learning difficulties</p> <p>-Provide support to resource teachers through demonstration and modelling of instructional literacy skills, strategies and assessments for targeted students</p> <p>-Communicate with school teams and parents regarding student literacy strengths and needs</p> <p>-Implement (interview, hire, train, coordinate, and plan) the ESS/Literacy Links School Age Summer Reading Program</p> <p>-Participate in school profile meetings, upon request, to facilitate planning</p> <p>-Participate in the development and revision of school-based Student Specific Plans, upon request</p> <p>-Training of school-based educational assistants specific to supporting students experiencing significant literacy-learning difficulties, upon request</p>	<p>-Conduct specialized literacy and learning assessments</p> <p>-Develop and implement appropriate interventions for individual and/or small groups; evaluate and plan accordingly</p> <p>-Supervise and provide training and programming for Literacy Intervention Tutors (educational assistants)</p> <p>-Communicate with school teams and parents regarding student literacy strengths and needs</p> <p>-Participate in the development and revision of school-based Student Specific Plans upon request</p> <p>-Serve on the Provincial Certification Committee for Reading Clinicians</p>

Supporting Students' Academic Learning

Early Childhood Development

The ECDI grant focuses on the healthy development of children aged one to five years, through a collaborative process with community stakeholders. The Early Years Support Teacher oversees this grant with the focus that the early years provides the foundation for success in school and beyond. Current brain research indicates that the brain is the most pliable and the pathways for learning are built during the first five years of a child's life.

The ECDI grant and a grant provided to coalitions by Healthy Child Manitoba continue to cost share the salary of the Family Resource Coordinator. This has proven to be a successful partnership in meeting the needs of preschool children and their families. The St. James-Assiniboia Parent Child Coalition also provides funding for three part-time Program Facilitators who work in collaboration with the above positions. Along with the Early Years Support Teacher, this team has a mutual interest in supporting families to provide optimal development for all children. They provide programming to families in the St. James-Assiniboia community and work collaboratively, along with community partners, to ensure the developmental health of children at school entry. Knowing that it takes a village to raise a child, both the Early Years Support Teacher and the Family Resource Coordinator participate and partner with a variety of community groups to achieve the best outcomes for children in the St. James-Assiniboia Community. Some of these community committees include; Neighbourhood Resource Network, Healthy Child Manitoba Council of Coalitions, Early Childhood Development Committee, Diversity Working Group, and Healthy Together Now.

Additionally, a large portion of the ECDI grant goes towards the Pre-School Literacy Links program, an initiative to bridge home and school and build a positive home learning environment as children start Kindergarten. The Early Years Support Teachers oversees all aspects of the Pre-School Literacy Links program and the Welcome to Kindergarten program. Additionally, the Early Years Support Teacher coordinates both the collection and dissemination of the Early Development Instrument (EDI) data, and leads the Kindergarten Teacher Professional Learning Community through both professional development sessions throughout the year and classroom-based co-teaching support.

Literacy Links Pre-School Program

The Literacy Links Preschool Program is offered to all families who have a child registered for Kindergarten. Literacy Links Facilitators visit homes and support parents in understanding how to develop a positive literacy and numeracy environment in the home setting. A variety of information, games and learning ideas are shared with families on the following topics; early literacy and numeracy development, physical development including gross and fine motor skills, speech & language, social & emotional development, and strategies to ensure a positive transition into Kindergarten. Children are engaged in enriching play-based activities that focus on their literacy and numeracy development, but also with opportunities for their social, emotional and physical development. In addition, much emphasis is put into building a strong partnership between home and school, and supporting parents to embrace being their child's first and best

teacher. The Literacy Links Facilitators collect informal observation and assessment data and share this with school teams in August, which serves as a baseline for Kindergarten entry data on early literacy and numeracy skills.

Literacy Links supports the Welcome to Kindergarten (WTK) program through attending and running a station at each of the fifteen early years schools. The facilitators then model the use of the materials from the WTK bag during the Literacy Links home visits. The Literacy Links facilitators also run six sessions of Rock & Read, a five week family literacy program, in various locations throughout the St. James-Assiniboia community during the spring and summer.

Literacy Links School Age Summer Reading Program

During the first year of this project (summer 2007) funding was secured from the Murphy Foundation to enhance the implementation of a Summer Reading Program to provide the Division's most struggling literacy learners with an intensive reading program during July and August. Funding was based on research indicating that struggling readers lose a significant amount of the gains made during the school year over the summer months. Research also shows that summer programs have a positive impact on students when the programs are individualized, target the early years, include parental involvement and instruction is implemented carefully and with integrity. Funding was secured for the second year of the project (summer 2008) to allow for the purchase of related summer reading intervention program materials, which will support sustainability in the training facilitators. The summer program has continued to operate every summer since 2007, with refinements being made to programming and training every year. The facilitators are university students from The Faculty of Education and trained by Reading Clinicians to provide support in phonological awareness, word study, reading and writing. Pre-assessments, post-assessments, and informal observational data are collected and shared with schools at the end of August.

Reading Recovery

Reading Recovery® is an early intervention designed to dramatically reduce the number of grade one students experiencing difficulty making the transition into literacy.

Students who are identified by their classroom teacher as having the greatest difficulty are assessed using the Observation Survey of Early Literacy Achievement (3rd edition). The school team meets to review the results of the assessments and those students, who demonstrate the lowest achievement in Grade one, are selected for Reading Recovery.

Students in Reading Recovery receive daily individualized reading and writing instruction with a specially trained teacher that aims to accelerate the students' literacy learning in a relatively short period of time (approx. 12-20 weeks) so that the child can join the average band of achievement for their classroom. Students who do not achieve the average band of literacy achievement are recommended for longer-term and/or specialist support.

For the summer months, Grade 1 Reading Recovery students are provided with a number of books at their reading level and are invited to select 3 books of interest that could be read to them at home. A writing

journal and pen are also provided. Reading Recovery Teachers send postcards of encouragement to their students at three points over the summer. The goal of this project is to curb the decline of reading and writing ability over the summer months.

Technology

The Division supports the use of technology as an integral part of the of our support services within the Response to Intervention (RTI) framework and Universal Design (UDL) model to ensure the success of all students regardless of ability. Services include:

- providing professional development opportunities to divisional staff on the implementation and appropriate usage of technology in the writing process
- collaboration among clinicians, (reading clinicians, occupational therapists, psychologists and resource teachers) as writing alternatives are explored with students
- providing training and support to resource teachers and support personnel on BoardMaker Online, Read Write Gold, and self-regulation software and apps
- providing class presentations to normalize the use of assistive technology within the classroom.
- working with English Department heads on the use of Read and Write Gold as a writing tool for their students
- providing Assistive Technology assessments with students in Early Years, Middle Years and High Schools to determine optimal writing output and communication method
- facilitating the provision of the specialized apps on divisional iPads
- providing ongoing dialogue and support for assistive technology assistance to students and school-based professional staff

Learning to Age 18

The Manitoba Public Schools Act states that a student must attend school regularly until the age of 18. According to The Public Schools Act (Reg 139), a student who has been identified by the school board as being disengaged from school, who is 15 years of age or older and is required to attend school under section 259.1 of the Public Schools Act may participate in an approved activity or program instead of attending school.

The Division will provide student access to activities and programs for students over the age of 15 who have significant difficulties engaging in school programming. These activities or programs do not include courses for which a student will earn a high school credit.

The principal who has identified a student as being a non-attender, unable to re-engage in school and whose parent/guardian has been informed of the absences will report the student's absences to the divisional Learning to Age 18 Support Teacher.

The Division will provide a program to support the student as per THE PUBLIC SCHOOLS ACT (C.C.S.M. c. P250), Activities and Programs – Learning to Age 18 Regulation. The Learning to Age 18 Support Teacher will oversee the approved activity or program. The objectives of the activity or the program are to:

- re-engage students in school
- provide life skills training
- connect with parents of students who are not currently attending school
- provide employment readiness
- track students who have been identified as not attending
- monitor student progress and success
- assign teacher contact person at each high school to connect with the support teacher and the Principal or designate
- evaluate effective strategies for future planning

In response to the Learning to Age 18 Legislations, the Division submitted a proposal for grant funds to support the Learning to Age 18 Support Teacher. The proposal was approved for a 0.5 FTE Learning to Age 18 Support Teacher. This position has been developed to assist the high schools in supporting students by keeping them engaged in school. The position began in September 2012 and has continued to date.

The Learning to Age 18 Support Teacher collaborates with appropriate school and/or divisional personnel, along with outside agencies as required (i.e. Career Development & Placement Teacher, School Principal, School Counsellor) to ensure that students are connected to supports.

Supporting Students' Social Emotional Learning

Speak UP: Stigma Reduction Programming

Social Workers, together with school-based Guidance Counsellors in partnership with the Canadian Mental Health Association, provide a stigma reduction program (formally known as MILE 5), adapted from the Talking About Mental Illness Model (TAMI) Coalition within all Grade 7 classrooms. Specifically, the program consists of five in-class modules that are delivered over five consecutive days and modified for each classroom based on needs and demographics. This program has been evaluated by the Mental Health Commission of Canada and has been proven highly effective in reducing stigma that is critical to developing lifelong skills in seeking help and supporting others.

Sources of Strength

Sources of Strength is a highly researched suicide prevention program that focuses on strengths, resilience and connectedness. This program utilizes the power of peer social networks to promote health and hope throughout communities. Research on the program has shown an impact on school environment, peer group norms and individual factors that are protective against a range of problems including: bullying, substance abuse, mental health and violence. Peer leaders have a significant role in enhancing protective factors associated with reducing suicide at the school population level. Two Divisional school social workers are Sources of Strength trainers and have trained many schools how to facilitate the program.

Roots of Empathy

Roots of Empathy is a Canadian, award-winning program, developed by Mary Gordon, that has shown to have a dramatic effect in reducing levels of aggression among school children by raising social/emotional awareness, and increasing empathy. Roots of Empathy classrooms receive visits from an infant and parent once a month throughout the year. With a trained instructor, students are coached to observe the baby's development, celebrate milestones, interact with the baby, and learn about the infant's needs. The Roots of Empathy instructor also visits before and after each family visit to prepare and reinforce teachings using a specialized curriculum that is developmentally appropriate for each grade level. Research results from a national evaluation of the program indicate a significant reduction in aggression and an increase in empathy and pro-social behaviour. It also showed reduced physical aggression, reduced indirect aggression and increased pro-social behaviour immediately after program completion. These results were maintained or continued to improve three years following program completion.

Safe and Caring Schools

Safe and Caring Schools legislation mandates a commitment to preventing and responding to school violence. Kevin Cameron's Violence Threat Risk Assessment (VTRA) model, which is an evidence-based approach for preventing violence in schools, will continue to be used by division staff. The approach facilitates the identification of warning signs displayed by a student who is at risk of harming themselves or others. The data gleaned from the VTRA assessment process is then used to help the student by providing appropriate treatment and support.

Safe and Caring Schools is embedded in Positive Behavioural Interventions and Supports (PBIS) and UDL methodology.

Mental Health Promotion

St. James Assiniboia School Division (SJASD) and the Winnipeg Regional Health Authority (WRHA) have partnered since 2010 to develop a comprehensive approach to mental health promotion. SJASD schools continually evaluate their mental health promotion programming to ensure students have the opportunity to:

- increase mental well-being
- increase engagement, achievement, and attendance
- enhance coping and problems solving skills
- enhance regulation of emotions
- decrease bullying and aggression
- enhance empathy and respect for diversity

SJASD implements the Mental Health Promotion Planning Guide, which is based on the Joint Consortium for School Health (JCSH), Positive Mental Health Toolkit that integrates the best evidence around school-based mental health promotion. The planning guide is a process that can assist schools to strategically integrate mental health promotion into annual and long-term school planning. It builds the capacity within our school communities, creating healthy environments that strengthen protective factors and decrease risk factors therefore enhancing the condition of positive mental health.

The WRHA provides dedicated staff to assist with the coordination of the initiative in a number of areas including the development of a conceptual/framework, strategic planning, program/strategy development, capacity building and research and evaluation. The development of a comprehensive framework promotes positive mental health within all early, middle and senior years schools. The framework also builds the development capacity within our school community creating healthy environments that strengthen protective factors and decrease risk factors therefore enhancing the condition of positive mental health.

A Divisional Advisory Committee oversees the development and implementation of a framework for positive mental health and identify/promote appropriate interventions within the three tiers of support in collaboration with the WRHA, Canadian Mental Health Association and our school teams. A subcommittee of Advisory Committee members and others interested pursue the development of policies and protocols regarding mental health.

The Mental Health Promotion (MHP) program staff works toward fulfilling the following:

- Participating on the MHP Advisory Divisional Committee
- Liaising with WRHA and Division stakeholders
- Sharing mental health promotion in schools best-practice evidence and approaches
- Assisting with conceptual/theoretical framework development
- Facilitating the needs assessments, environmental scans and school site visits
- Assisting with the development and updating of Terms of Reference/Project Charter
- Facilitating strategic planning
- Supporting the implementation of policy, programs and practice
- Capacity building and mobilization
- Organizing and facilitation of training and development activities
- Consulting and supporting
- Assisting with planning evaluation activities
- Supporting student, staff, parent and community engagement activities
- MHP divisional Advisory subcommittee promotes knowledge and understanding of divisional policies and protocols regarding suicidality and non-suicidal self-injurious behaviours.

Glossary

ADAPTATION: A change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected learning outcomes.

APPROPRIATE EDUCATIONAL PROGRAMMING: A collaborative school-family-community process through which school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social, and emotional needs of all students.

ASSISTIVE TECHNOLOGY: Any item, piece of equipment, product, or system that is used to increase, maintain, or improve the functional capability of individuals with disabilities.

POSITIVE BEHAVIOUR INTERVENTION & SUPPORT (PBIS): An intervention plan developed by a team to meet a student's social/emotional and behavioural needs.

CLINICIAN: An individual trained in the provision of support services within the school setting who provides services for students with exceptional learning needs and consultative services for school personnel and parents; and certified under the *Teaching Certificates and Qualifications Regulation 515/1988*, as speech-language pathologists, school psychologists, school social workers, occupational therapists, physiotherapists, or reading clinicians.

CORE TEAM: Consists of the student, the student's family, and the student's teacher(s).

DAILY PLAN: A plan that outlines how a student's individual education plan will be carried out each day; outlines a daily timetable for a student and the outcomes to be worked on.

DIFFERENTIATED INSTRUCTION: A method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests, and strengths of pupils.

EDUCATIONAL ASSISTANT: A person hired by the school division to provide support for teachers and/or students and supervised by a teacher.

INCLUSION: A way of thinking and acting that allows every individual to feel accepted, valued, and safe.

INCLUSIVE EDUCATION: Providing all students with the supports and opportunities they need to become participating members of their schools and communities.

INDIVIDUAL TRANSITION PLAN (ITP): A formal plan developed to help a student with exceptional learning needs as the student prepares to exit the school system; the plan is developed by a student's SSP team and is reviewed annually.

INDIVIDUALIZED PROGRAMMING: Programming intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education; it identifies highly individualized learning experiences that are functionally appropriate.

INFORMED CONSENT: An individual's voluntary consent to participate in an activity (assessment, intervention, program) after first being fully advised of the benefits and the risks; can be withdrawn at any time.

IN-SCHOOL TEAM: Consists of the core team (student, parents, teachers) and other school staff, such as the resource teacher and/or school counselor; the key decision maker in the student-specific planning process.

MODIFICATION: Changes in the number or the content of the learning outcomes a student with a significant cognitive disability is expected to meet in the provincial curriculum, as determined by the student support team.

RESOURCE TEACHER: A teacher whose principal duties are to determine individual educational difficulties, to identify appropriate strategies for use by teaching staff, to give direct assistance to teachers and students, and to provide school personnel and parents with consultative services.

SCHOOL SUPPORT TEAM: Consists of the in-school team and additional personnel, such as clinicians and consultants, who consult and collaborate with the in-school team to support student-specific planning and educational programming.

SPECIALIZED ASSESSMENT: Individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the exceptional learning needs of students; includes assessment of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual and adaptive, communication, academic, or special health-care needs relevant to students' learning and performance.

DIRECTOR OF INCLUSION SUPPORT SERVICES AND ACCESSIBILITY: A teacher employed by the school division to coordinate and support the student services needs in schools.

STUDENT-SPECIFIC OUTCOME (SSO): A concise description of what a student will know and be able to do by the end of the school year.

STUDENT SPECIFIC PLAN (SSP): A global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student; the written SSP may range in length from one page documenting student-specific adaptations developed by a student's teacher(s) in consultation with the parent(s), to a lengthier documentation of a student's programming outlining student-specific outcomes developed by a larger team that may also include resource, clinical, and other student services supports; the term SSP is inclusive of other acronyms such as individual education plan (IEP) adapted education plan (AEP), behavior intervention plan (BIP), assisted learning plan (ALP), and so on.

STUDENT WITH EXCEPTIONAL LEARNING NEEDS: A student who requires specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health-care needs that affect his or her ability to meet learning outcomes.

TRANSITION: Moving a student from one environment to another at key points in his or her development from childhood to adulthood (e.g., entry into the Kindergarten or nursery school years, transition from the Early to Middle Years, from one grade to the next, or from school to post-secondary education or employment).