

Learner Support Team

Handbook
of
Guidelines
and
Procedures







LEARNER SUPPORT TEAM (LST) HANDBOOK OF GUIDELINES AND PROCEDURES

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IMPORTANT INFORMATION - PLEASE NOTE THE FOLLOWING:

This document is **best viewed on-line**, as there are numerous embedded URLs in the document; and because additional information will be added as it becomes available.

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- 1. <u>Student Support Zonal School Contacts</u> (Helping Teachers, School Psychologists, DRCs, DBSs)
- 2. <u>SLP Zonal School Responsibilities</u> (Speech-Language Pathologists)
- 3. Surrey Schools Department Directory (All Student Support Staff)

TABLE OF CONTENTS

<u>GIOSSATY</u>
Section 1 - Framework 9
Guiding Beliefs Organizing for Diversity: Universal Design for Learning Principles of Surrey's Universal Design for Learning Framework Summary References
Section 2 - Service Delivery Model
What is the Role of LST? Direct and Indirect Service
Section 3 - Students Receiving Support
Who Does the LST Directly Support?
Section 4 - Educational Planning
Annual Instructional Plan (AIP) Development for English Language Learners Academic Assessments (Levels A, B, C) Recommended Assessment Measures for Different Areas by Level of Training
Section 5 - Universal and Essential Supports
Section 6 - Reporting Student Progress
Evaluation of Student Learning Student Progress Reporting for Students with Disabilities or Diverse Abilities Students on a Modified Program Reporting on English Language Learners (Includes English as a Second Dialect [ESD]
Section 7 - Procedures 29
Important Annual Datelines for LST Service - Elementary Important Annual Datelines for LST Service - Secondary School-Based Team (SBT) Assessment Review Articulation Adjudication: Supports for Graduation Assessments New ELL Students English Language Learner / English as a Second Language LST File Management
Section 8 - Appendices
Appendix 1: LST Framework for Reflection Appendix 2: Informing Parents of LST Support SAMPLE Letter Appendix 3: ELL Support Secondary SAMPLE Letter Appendix 4: Early Exit from English Language Learner Service Appendix 5: Level B Assessment SAMPLE Consent Letter Appendix 6: Learning Assessment Report - Level B Appendix 7: Examples of Cognitive Manifestations of Learning Disabilities Appendix 8: International Students and Equivalency, External Language Credit & Language Challenge

GLOSSARY

1701 report: An electronic student data file that is prepared at the district level, and submitted to the Ministry of Education. The data is used in the calculation of Full Time Equivalent (FTE) students for public schools, and associated Basic Student Allocation, Special Needs, Indigenous Education, English/French Language Learners, and Non-graduated Adult Education, for example. The FTE values are then used to determine funding levels for these schools.

Adjudication: The adjudication process provides equity and accessibility to students with diverse abilities/disabilities who qualify for adaptations on graduation assessments. Decisions to provide non-technological supports (readers and scribes) should be made based on the learning needs, learning styles and special needs of the student.

Guidelines for Readers

Guidelines for Scribes

Request for Special Format
Assessments form (PDF)

Aegrotat Standing: the granting of credit for a course in which the required examination was not taken. The credit will be a mark/grade based on evaluation of achievement in the term work in the course. Aegrotat standing may be granted only for a student who has been unable to take the required final examination for medical or compassionate reasons.

AIP (Annual Instructional Plan): A plan developed for an English Language Learner (ELL) that describes the instructional goals as well as the specialized services being provided to that student.

Articulation: The process of clarifying the needs of students transitioning from grade 7 to 8, to facilitate success at the secondary level.

Assessment: A systematic process of gathering information in order to make appropriate educational decisions for a student. Assessment is a collaborative and progressive process designed to identify the student's strengths and needs, set goals, and results in the identification and implementation of selected educational strategies. In some cases, specific training is required when administering different types of assessment.

BAA (Board Authority/Authorized Courses): An elective course for credit toward graduation that is part of an educational program offered by the board. The course must meet Ministry of Education standards, however, is locally approved by a Board of Trustees. The Board must send a copy of the program and the board's approval to the minister for information, verification, and record keeping purposes.

Collaborative Consultation: A process in which people work together to produce an outcome. A successful collaborative process is characterized by the following features: it is voluntary; there is mutual trust and open communication among the people involved; identification/clarification of the problem to be addressed is a shared task; the goal is shared by all participants; each identifying and selecting problem-solving strategies; and there is shared responsibility for the program or strategy initiated.

Differentiated Instruction: Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Diversity: A concept that refers both to our uniqueness as individuals (e.g., our backgrounds, personality, life experiences, and beliefs), and is the presence of these differences within a given setting.

English Language Learner (ELL): A person who is in the process of acquiring English and has a first language or dialect other than English.

English as a Second Dialect (ESD): Students reported as requiring English as a Second Dialect services speak a variation of English that differs significantly from Standard English used in school in broader Canadian society (i.e., significant variations in oral language vocabulary and sentence structure from those used in Standard English). See <u>HERE</u>.

Essential Supports: These supports are typically identified through hearing, vision, medical, or psycho-educational assessments and are necessary in order for the student to access the curriculum (i.e., access to assistive technologies, ASL, braille, personal FM transmitter, low vision tools, alternative personal workspaces, visual schedules, TouchChat or other AAC devices, etc.)

Page 6 of 47 GLOSSARY

Equity: An overarching concept that reflects a philosophy of equitable participation and an appreciation of the contributions of all people.

IEP (Individual Education Plan): A plan developed for a student with diverse abilities or disabilities, that describes individualized goals, the services to be provided, and includes measures for tracking achievement, for example.

Inclusion: Practice or policy of providing equity of opportunities and resources such that feel a sense of belonging and support.

International Students: Students who have moved to British Columbia, Canada and enroll in school, yet do not meet the residency requirements of Section 82 of the School Act.

Psychoeducational Assessment: A process of assessment that is used to gather specific information to understand how individuals think and learn. Psychoeducational assessments may include testing of cognitive ability, academic achievement, psychological processing, language skills, social-emotional well-being and behaviour, for example. The information gathered informs educators on how to provide the most effective support, and target interventions.

Response to Intervention (RTI): Response to Intervention (RTI) is a multi-tiered approach to identifying and supporting students with learning and behavior needs through measuring a student's response to scientific changes in instruction, which rely on evidence-based interventions.

Refugee: someone who has been forced to flee his or her country because of fear of persecution (e.g., due to race, religion, nationality, political opinion or membership in a particular social group), war or violence.

Replacement Goals: These are for students that have a diagnosed Mild or Moderate to Severe or Profound Intellectual Disability. Replacement Goals enable the student to achieve cognitively appropriate and achievable earning outcomes. Prior to incorporating Replacement Goals, it is important to assume competence first and foremost. Adopt Replacement Goals only when there is evidence (e.g., cognitive assessment results as well as intensive instructional strategies and the use of universal or essential supports) that suggests that the student is not capable of achieving grade level curriculum in a program area. The decision to incorporate Replacement Goals should be made by the educational team, including the case manager, classroom teacher(s), parents, and the student - as appropriate.

School-Based Team (SBT): An on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting teachers in developing and implementing instructional and/or management strategies, and coordinating support resources for students within the school.

Scientific, Evidence-Based Instruction or Intervention: Refers to specific curriculum and educational interventions that have been proven to be effective - that is, the research has been reported in scientific, peer-reviewed journals.

Student Progress Monitoring: A scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction/intervention. Progress monitoring procedures can be used with individual students or an entire class.

Student Support Plan (SSP): A Student Support Plan (SSP) is a documented plan for a student without a Ministry designation that summarizes and records the student's education program.

Supplemental Goals: These goals are *in addition to* lesson(s)/instruction(s) (not instead of) a program area's (subject's) curriculum. Supplemental Goals may be remedial in nature, goals specific to literacy/numeracy (e.g., a reading fluency goal in addition to meeting the competencies of the Language Arts curriculum), goals specific to an individual/intensive support (e.g., OT/PT/SLP/DHH), etc.

Transition Planning: The preparation, implementation and evaluation required to enable students to make major transitions during their lives - from home of preschool to school; from class to class; from school to school; from school district to school district; and from school to post-secondary, community or work situations.

Universal Design for Learning (UDL): A framework that guides the design of instructional goals, assessments, strategies and resources that can be customized and adjusted to meet individual needs. UDL is an approach for proactively designing educational environments based on insights into how people learn in order to optimize teaching and learning for all students.

Page 7 of 47 GLOSSARY

Universal Screening: A brief assessment administered as a first step in identifying the students that may be at risk of not meeting grade level standards or who may require accommodations well above grade level. In a multi-tiered support system, all students may be screened in reading, writing, numeracy and oral language. Screening tools are not diagnostic and do not provide detailed information for instructional planning.

Universal Supports: Supports that may be provided to any student, are part of differentiating instruction/assessment in classroom, and support the inclusion of all learners. In a student's IEP/SSP, we highlight the most effective universal supports for a particular student, based on their strengths and needs (i.e., extra or flexible time; alternatives to writing such as the use of a scribe or computer; verbal assessment of knowledge etc.).

Page 8 of 47 GLOSSARY

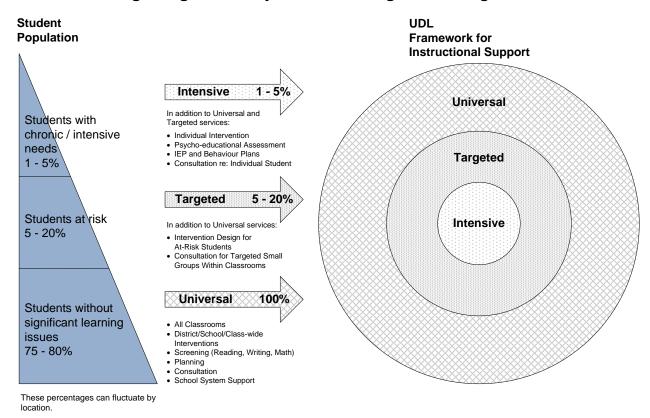
SECTION 1 - FRAMEWORK

Surrey Schools have diverse learning needs that vary from site-to-site and from year-to-year. Diversity poses opportunities for students, parents and teacher, and demands that we examine what we do and how we do it, in a way that serves the best interest of all students in our schools. Surrey Schools are committed to providing inclusive instructional support that is learner focused, flexible, and responsive.

GUIDING BELIEFS

- The primacy of the classroom environment is central to the child's experience.
- Diversity is the norm. Planning for diversity is a collective responsibility and requires a collaborative approach. Student learning is maximized when instruction is differentiated to support diverse learning needs.
- We honour diversity (i.e., through inclusive education and equitable resource distribution, for example), is a fundamental value that must be supported throughout public education.
- Capacity building is critical, in order to embrace diversity, equity, and inclusion in public education.
- ❖ Instructional support is focused on a continuum of interventions, beginning early and the least intrusive interventions, which are guided by Surrey's framework for Universal Design (universal, targeted, intensive).
- There is broad-based need for the organization of public education to evolve in ways that are both responsive to student needs and sustainable.

Organizing for Diversity: Universal Design for Learning (UDL)



All Students in Schools

Research shows that most students (75% to 80%) will not require support beyond the classroom teacher to be successful. Some students (5% to 20%) will require targeted instructional support at some point in their school career. A few students (1% to 5%) will require short- or long-term intensive intervention throughout their school career. LST Teachers work primarily with students who require targeted or intensive instructional support.

Surrey's Universal Design for Learning (UDL) framework combines the big idea of UDL with the essential principles of Differentiated Instruction and Response to Instruction and Intervention (RTI) to provide a model for organizing and responding to the diversity that exists in our schools.

Page 9 of 47 Section 1 - FRAMEWORK

- *** UDL** conceptualizes access to curriculum, instruction and assessment for all learners through proactive planning in anticipation of diverse student needs. Proactively planning for accessibility anticipates, reduces or eliminates barriers to learning, preventing the need to retrofit curriculum and instructional practices for students with diverse learning needs.
- ❖ Differentiated Instruction is a way of thinking and planning to support Universal Design for academically diverse learners. Differentiated Instruction shapes content, process, product and learning environment according to diverse learner needs. Thoughtful differentiation takes into account student difference in readiness, learning profile, and student interests. It is supported by a wide array of classroom instruction and management strategies.
- * RTI conceptualizes success for all students and provides a framework to organize supports through a multi-tiered system of prevention and intervention. Based on his meta-analysis of more than 80,000 studies relating to the factors inside and outside of school that impact student learning, researcher John Hattie (2018) found that RTI ranks in the top-five of 252 positive educational influences on student achievement.

Together, these paradigms have shaped Surrey's UDL framework both as a vision as well as an organizational and systemic process focused on ensuring the success of all learners. First and foremost, UDL is intended to *prevent* learning problems by optimizing instruction. Within this framework, the Learner Support Team (LST) model is guided by principles of collaborative teamwork, shared responsibility and collective efficacy for improving student achievement. Members of the LST work in partnership with classroom teachers to coordinate their efforts, skills, and expertise in assessing, identifying, planning, providing instruction, and monitoring progress for students with diverse learning needs.

PRINCIPLES OF SURREY'S UNIVERSAL DESIGN FOR LEARNING FRAMEWORK

Surrey's UDL Framework is a comprehensive, systemic process that integrates assessment, instruction and intervention. Interventions are matched to student needs within a school-wide, multi-level support system in order to amplify student learning. In this context, intervention can be defined as any practice, program or service provided to some students that is above and beyond what all students receive to become academically successful (Buffum et al., 2017). Schools establish procedures and practices to identify academically at-risk students, provide timely, targeted, evidence-based interventions, monitor and measure student progress, and adjust the nature and intensity of interventions as indicated. Essential principles include:

Shared Responsibility

- A collective belief that the primary responsibility of all educators in the school is to ensure high levels of learning for every child. Thinking is guided by the questions: Why are we here? What is our purpose? Who are our learners?
- A dynamic, positive, and productive foundation of collaboration and collective inquiry among professionals which addresses the question: How will we respond when kids are not learning?
- A collaborative process focused on the available evidence regarding the needs of diverse learners.
- A collaborative process that increases the coherence of the instruction experienced by diverse learners. There must be congruence and alignment between universal instruction and interventions. This requires a shared vision and common goals for instruction and assessment, as well as sufficient time for communication and coordinated planning.

High quality, evidence-based instruction at the universal (classroom) level (Tier 1)

- Classroom teacher conducted instruction and ongoing assessment are central to the success of UDL and to addressing
 the needs of all students. Effective classroom instruction may prevent serious learning difficulties from arising or
 progressing.
- A successful UDL process begins with the highest quality core instruction in the classroom. At this level, there is emphasis on the provision of evidence-based practices (literacy, numeracy, English language development, social-emotional learning, etc.) in the classroom in order to support the vast majority of students. Evidence-based means that a particular program or collection of instructional practices has demonstrated success. That is, there is "reliable, trustworthy and valid evidence to suggest that when a program is used with a particular group of children, the children can be expected to make adequate gains in...achievement" (IRA, 2002). Research on instructional practices must provide not only information regarding what works, but also what works with whom, in which contexts, and in relation to which outcomes. Teachers understand the intent of the evidence-based practice being utilized and have the expertise to plan instruction and adapt programs and materials as necessary.
- Assessment tools and techniques should provide useful and timely information regarding desired learning goals. The value of an assessment is contingent on the extent to which it provides valid information on the essential aspects of learning that may be used to plan appropriate instruction. The quality of assessment information should not be sacrificed for the efficiency of an assessment procedure.

Page 10 of 47 Section 1 - FRAMEWORK

• Classroom instruction and assessment is designed and differentiated in response to student needs. This means, for example, that grouping arrangements are flexible and vary according to purpose.

Universal Screening and Diagnostic Assessment

Efficient assessment systems involve a layered approach in which screening techniques are used to both identify which students require further diagnostic assessment, and to provide information regarding the nature of student achievement overall. Universal screening is utilized to determine students' level of learning early and to identify students in need of additional time and support. Universal screening typically consists of short, fast, easily administered assessments; and assesses all students in relation to foundational skills – reading, writing, numeracy and language. Universal screening provides information regarding "symptoms," rather than "causes". It identifies which students may need help. Diagnostic assessment is required to determine the cause(s) of learning challenges and to plan corresponding interventions.

- * Multiple tiers of increasingly intense evidence-based instruction and interventions matched to student need:
 - At the universal level (Tier 1), all students have access to high quality curriculum, instruction and assessment, differentiated as required in relation to student differences. Approximately 80% of students should experience success with classroom instruction. Students do not receive either universal instruction or intervention; rather, those who are at risk, receive both.
 - At the targeted (Tier 2) level, students who are identified through assessment as requiring additional time and support are provided targeted evidence-based interventions in accordance with their learning needs. These interventions are supplementary, "in addition to" the universal instruction that all students receive. Intervention is provided through focused, small-group instruction with peers who have similar learning needs. At this level, intervention may be provided by the classroom teacher, grade-group teacher teams, or a Learner Support Team teacher. Frequent progress monitoring is conducted to monitor how students are responding. Approximately 5 20% of students require this level of support.
 - At the intensive (Tier 3) level, students who are not successful with targeted support at Tier 2, are provided an increase in the amount and intensity of support in the form of small group or one-on-one instruction. Progress monitoring of specific skills becomes more frequent. Some students will require intensive support immediately because of significant gaps in foundational skills or other unique needs. Approximately 1 5% of students require this level of support.

Continuous monitoring of student progress

- Progress monitoring measures specific skills targeted in interventions. Brief assessments are conducted frequently and occur throughout the intervention process.
- Progress monitoring provides information to design interventions and adjust instruction based on student response. Results are evaluated to determine intervention efficacy.
- Student progress tracking is continuous and curriculum-based measurements are frequent. These are standardized, low-inference assessments of critical skills.

Effective Problem Solving & Decision Making

Responsibility for identifying and solving complex problems cannot be left wholly to individuals. Multiple skills and perspectives are applied to individual cases of students with complex needs. The role of multidisciplinary teams (e.g., School-Based Team, educational teams that include community partners) play a significant role in solving problems and determining appropriate interventions.

Ongoing Professional Learning

- Ongoing and job-embedded professional learning is necessary for all educators involved in the UDL process.
- Teacher expertise is central to student learning, particularly for students who encounter challenges. Important dimensions of specialist teacher expertise include their knowledge and understanding of language, literacy and numeracy development, their ability to use powerful assessment tools and techniques, and their ability to translate information about student performance into relevant instructional techniques.
- The exemplary universal instruction that is so essential to the UDL Framework is dependent on highly knowledgeable and skilled classroom teachers.

Page 11 of 47 Section 1 - FRAMEWORK

SUMMARY

The UDL Framework is integrated within the context of a coherent and consistent curriculum that guides comprehensive instruction for all students. Instruction at all levels must be continuously improved to increase its efficacy and mitigate the need for specialized interventions. It takes all three levels – Universal, Targeted, and Intensive – of support to meet the needs of all children. How the UDL Framework is transformed into practice can and should look different from school to school, as the needs of each school are unique, but the guiding principles, essential processes, and organizational structures remain the same.

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Page 12 of 47 Section 1 - FRAMEWORK

SECTION 2 - SERVICE DELIVERY MODEL

In order to meet the diverse learning needs of a student population the organization of LST service delivery will vary from school to school. Thoughtful service delivery must be guided by the essential principles and processes of the UDL framework to plan and organize learner supports. Teams are encouraged to consider the LST Framework for Reflection (Appendix 1) as a way to assess and respond to the complexity of student and school needs.

WHAT IS THE ROLE OF LST?

The direct role of LST is to provide targeted instruction that is 'in addition' to as well as 'aligned with' classroom and curricular goals. In general, the work of LST should 'build from and be linked to' identified student needs and students' current level of proficiency. LST support is not intended to replace classroom instruction, and Tier 2 and Tier 3 supports are prioritized. The setting of LST support is secondary to the instructional focus (e.g., reading, math focus) and the extent of student needs the core work of LST is built from an understanding of:

- Prevention of learning difficulties (universal screening and timely intervention).
- Effective intervention to address a range of learning difficulties (literacy and numeracy).
- Supporting English Language Development (basic interpersonal communication skills and academic language skills).
- Quality assessment practices (to be able to administer, read, interpret and implement assessment information).
- Collaboration and consultation (guiding the classroom teacher's differentiation of instruction for students with identified needs, including universal and essential supports).

DIRECT AND INDIRECT SERVICE

The day-to-day activities of an LST teacher can be divided into two types of service: direct and indirect. Direct service is defined by direct contact with students either through diagnostic assessment or targeted and intensive instruction. Indirect service includes consultation and collaboration, SBT participation, supporting the differentiating classroom instruction, documentation, or file management, for example; and primarily occurs outside of instructional time.

DIRECT SERVICE

Organizing for Support:

Direct instructional support is based on school-wide student needs. The amount of direct support will vary from class-to-class and year-to-year. Students with the most significant needs are prioritized. School teams identify students who require Tier 3 support prior to allocating Tier 2 supports. The systematic identification process determines which students require intervention and what kind of intervention is required at each tier. Assessment, transparency and collaboration are integral to this process. Foundational skills are a priority for both Tier 2 and 3 instruction and are considered in terms of a student's current level of competency relative to grade level expectations.

Guiding Questions

- What are our current processes for identifying students for targeted and intensive interventions? Do these take into account school wide needs? How does assessment inform this process?
- What universal screening tools are used to assess all students in literacy, numeracy or language development?
- > How do we use diagnostic assessment tools to pinpoint individual needs?
- ➤ How is school-wide assessment information shared and used to prioritize and organize targeted and intensive learner support?
- How is assessment information and other relevant data used to match instruction and intervention to student needs?
- ➤ How are interventions monitored and adjusted in response to student progress?
- ➤ How do school teams flexibly organize and respond to changing student needs throughout the school year (e.g., transiency, new arrivals, emerging needs)?
- How do we ensure interventions are supplemental but aligned with classroom learning?
- > Do we have a range of intervention resources to support diverse learning needs?

> How do we ensure our instruction and interventions are built on evidence-based practices for diverse learners?

Assessment

The purpose of assessment is to plan and implement an ongoing educational program to support student learning. Assessment includes:

- Universal screening.
- Diagnostic assessment to determine specific student learning needs.
- Ongoing progress monitoring and curriculum/classroom-based assessment.
- Norm-referenced assessment as appropriate.
- > Synthesis and interpretation of information from psycho-educational reports, language and curricular assessments, student records, parents, and other service providers (may include relevant health-related information).

For more information regarding assessment, refer to Section 4 of this document.

In an intervention context, student progress is monitored frequently to ensure:

- Identification of student needs that may be further targeted in the intervention.
- Determination of overall progress to see if the student is adequately accelerating in their learning towards established goals.
- Sensitivity to small, incremental steps in learning.
- Frequent administration and decision making (i.e., within weeks as opposed to months).

Universal Screening versus Diagnostic Assessment

UNIVERSAL SCREENING	DIAGNOSTIC ASSESSMENT
Universally administered.	Individually administered.
Identifies students who are not meeting grade-level expectations.	Provides detailed information that may be used to plan instruction.
Brief, general assessments that provide a broad estimate of student achievement in a given area, such as reading or numeracy.	Assessment designed to determine whether a student has mastered a particular objective may be used as diagnostic assessment because it documents progress in
Does not provide sufficient detail to plan instruction.	terms specific enough to plan instruction.
Identifies areas where more detailed diagnostic assessment should be administered for individual students who are not meeting grade-level expectations.	 Without diagnostic assessment, it would be difficult for teachers to plan deliberate, targeted interventions to meet students' needs.

Individual versus Group Assessment

INDIVIDUAL ASSES	SSMENT		GROUP ASSESSMENT
When an oral response is require	d from the student.	• 1	More efficient than individual.
Allows adaptive testing, in which determines how to proceed.	student performance		Results tend to be less reliable than individual assessment.
Tends to yield more valid results because the teacher may monito responses closely.			

For more information on assessment refer to Section 4 of this document.

Instructional Support

Targeted or intensive intervention for students will vary according to the complexity of individual needs and will be designed in terms of *focus, frequency, intensity*, and *duration. Frequency* describes how often students receive intervention; *intensity* refers to student: teacher ratio, and the length of an intervention session, and duration refers to the number of weeks an intervention lasts.

"Interventions for children with learning difficulties should be different from typical classroom instruction; they should be more intensive, more relentless, more precisely delivered, more highly structured and direct, and more carefully monitored..."

Quality intervention is characterized by the following elements:

- A clear determination of the instructional focus and target outcomes based on diagnostic assessment of the learner's needs (may be multi-component or targeted to an area where the learner is most in need).
- Instruction targeted on the development of critical foundational skills essential for a student's future success in all grades and subjects.
- Explicit and systematic instruction.
- Data-based decision making.
- Ongoing formative assessment aligned to and guiding instruction.
- Small group or individual support
- > Flexible in response to changing needs
- > Expert instruction guided by evidence-based practices.
- Supplementary to classroom instruction.

EXPLICIT INSTRUCTION	SYSTEMATIC INSTRUCTION
 Targets critical content matched to student needs. Learning targets are identified and explained. Prior skills and knowledge are reviewed before new instruction. Overtly teaching steps and processes. Step by step demonstrations and modelling are provided. Clear and concise language is used. Examples and non-examples are shared. Guided and supported practice is provided. Frequent student responses are required. Progress is closely monitored. Affirmative and corrective feedback is provided. Lesson pace is brisk. Helps students make connections between concepts and skills. Provide distributed and cumulative practice. 	 Guides students from one step to the next through organized and sequential set of tasks and goals. Logical sequence of skills. Breaks down complex skills & strategies into smaller units for instruction and mastery. Sequences learning 'chunks' from easier to more difficult. Once mastered, smaller units are synthesized and practiced as a whole. Focuses student attention on the learning process.

Small Group Instruction

Small group interventions provide students with the opportunity to receive instruction that more closely matches their particular needs. Small-group intervention is a component of multi-tiered support systems that has one of the strongest research bases (Hall and Burns, 2018). Evidence indicates that decreasing the size of the instructional group intensifies instruction and accelerates learning.

"Student grouping is of utmost importance when providing focused instruction. Teams must group students by similar learning needs, making every effort to limit group size". Small-group intervention:

- Allows for more homogeneity so teachers can better target specific student needs
- Provides closer proximity to the teacher
- Increases opportunities for student practice
- Increases opportunities for more frequent, immediate and individualized feedback to students
- Allows for closer teacher observation
- Occurs at a fast-pace

Individual Intervention

For some students, Tier 3 support may need to be intensified through individual intervention based on their unique learning needs.

Setting

Where the instructional support takes place or whether it is an intervention provided by LST or a classroom teacher is secondary to the focus of the instructional support.

Foundation Skills

Foundational skills are critical to student success. If a student is significantly distant from grade-level competencies in just one of these skills, they will likely experience difficulty in almost every grade, course and subject (Buffum et al, 2017). In allocating support, school intervention teams take a 'long' view of student needs and future success.

Foundational Skills

- Oral Language
- Phonics and Word Recognition
- Vocabulary
- Writing
- Numeracy

- Phonological and Phonemic Awareness
- Fluency
- Comprehension
- English Language Development

INDIRECT SERVICE

Consultation/Collaboration

The Surrey School District is committed to working in partnership with parents and guardians. The frequency of consultation/collaboration ranges from telephone calls/email messages to more formal team meetings, and so forth. For further information on Collaborative Practice and Defining Characteristics of Collaboration, please refer to the <u>Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity, and Inclusion</u>. It is important for collaboration to be a valued consistent practise within the school community. This extends to meaningful parental involvement as well as formal school wide structures for effective teacher collaboration commensurate with student needs. The LST teacher enters into the process of collaborative consultation which includes:

- Collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials.
- Co-planning with classroom teachers to differentiate instruction for diverse learners.

- Advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or group of students.
- Consulting with parents and students regarding learning strategies and organizational skills.
- Consulting with district and community personnel.
- Working as part of a school staff in the development of differentiation of instruction for all students.
- Participating as part of the broader learner support structure at a school, LST indirectly support 'at risk students'. (e.g., creating 'space' for a student who is experiencing social or personal concerns which impact learning).
- Promoting student advocacy.

Communication

It is important that school teams establish formalized procedures within the school for communication between LST, classroom teachers, support staff, district staff, administration, parents and students. Types of information that need to be communicated are listed below.

- Timetables.
- Regular reporting at staff meetings.
- Informal/formal documentation information letters.
- Letters of permission.
- School websites/conferences.
- Email.

- Phone calls.
- ❖ IEP/AIP.
- Report cards.
- Reporting at PAC meetings.
- Ongoing, consistent communication and collaboration is essential to creating a cohesive, effective LST program.

Refer to the LST Framework for Reflection - Appendix 1.

IEP Development and Implementation

A key role of the LST teacher is facilitating the IEP process inclusive of consultation with classroom teachers, parents, other relevant specialists and students where appropriate, as well as monitoring the implementation of the IEP.

An effective IEP will guide the implementation of supports to a student's instructional program. It should be driven by quality assessment information and must be written in such a way that all current and future team members can understand it. When an IEP contains adaptations to an academic program all changes to educational materials, instructional strategies, and assessment methods need to be listed.

For more information on IEP development refer to Section 4 of this document and the IEP and SSP Writing Guidebook for Surrey Schools.

AIP Development and Implementation

Students for whom English is a second language vary substantially in their needs for support. Based on the assessed needs of the student, a determination should be made as to language development goals that can be reasonably met in the current school year. These are reported in an Annual Instructional Plan (AIP), which documents instructional strategies as well as a schedule or list of specialized "additional" services being provided. While each student needs an individual AIP, it may be written specifically for the individual student or groups of students who share similar needs.

For more information on AIP development refer to Section 4 of this document.

Reporting

Communication regarding student learning may be generated in a variety of ways depending on instructional focus and service delivery model. For example, in the case of direct instructional support, student reports could be generated solely by the LST, or in addition to the classroom teacher report. When the LST is providing indirect instructional support one report could be created through collaboration between the classroom teacher and the LST. In all cases reporting procedures need to be consistent with the Ministry Student Progress Report Order for students with special needs and/or ELL (http://www.bced.gov.bc.ca/reportcards).

For more information on reporting refer to Section 6 of this document.

Articulation

The purpose of articulation is to provide a continuum of planning and support for students as they transition from home to school, school-to-school, or school to community.

LST involvement in articulation may consist of:

- Development of transition plans that address the specific educational, vocational, social and behavioural needs of the student as well as specify the supports and services necessary to foster success.
- Coordination and collaboration between school personnel, district staff, representatives from community services (including pre-schools and post-secondary), professionals from other government ministries, parents and the students themselves.
- Clearly outlined roles and responsibilities of all involved in the implementation of the plan as well as monitoring and evaluation of its effectiveness.

For more information on Articulation refer to Section 7 of this document.

School-Based Team (SBT)

LST teachers are typically members of the SBT; as members of SBT, attention must be given to the following issues:

- > Setting meeting dates and scheduling students.
- ➤ Referring to the <u>Support Planning Process Flow Chart</u> before preparing a referral.
- Inviting/notifying/confirming everyone who needs to be at the SBT meeting for each student.
- Coordinating responsibility for decisions/educational plan agreed upon by the SBT.
- Facilitating the completion of necessary forms for additional assessments (e.g., psycho-educational assessment).
- > Creating <u>a red file folder</u> for SBT minutes and SBT related documents and maintaining the folder in the students Permanent Record File.

As one of the student's teachers, the LST shares knowledge regarding:

- Student's academic skills, work habits, behaviours
- Parent communication
- Relevant assessment information

Teams are encouraged to consider the <u>School-Based Team (SBT) Self-Evaluation Rubric</u> as a way to assess and respond to the complexity of student and school needs.

Adjudication

The purpose of adjudication is to provide supports for students with disabilities or diverse abilities during assessments including provincial exams.

The Learner Support Team's role in adjudication consists of:

- Identifying students and confirming that they meet Ministry requirements for adjudication.
- Documenting supports for test writing in IEPs and log books.
- Arranging for updated assessments.

For more information refer to B.C. Graduation Program Handbook of Procedures.

SECTION 3 - STUDENTS RECEIVING SUPPORT

The LST teacher provides direct and indirect support for students who are identified as having high or low incidence needs, which includes students who have mild learning difficulties, and students who are English Language Learners (ELLs).

WHO DOES THE LST DIRECTLY SUPPORT?

The LST supports students that require focused instructional support. Service is typically required for the following categorical and non-categorical students. This noted, it is the focus of the instructional support that dictates the appropriateness of service, not the category of disability or diverse ability.

Low Incidence Ministry Codes

- A Physically Dependent Multiple Needs
- **B** Deafblind
- C Moderate to Profound Intellectual Disabilities
- **D** Physical Disability or Chronic Health Impairment
- E Visual Impairment
- F Deaf or Hard of Hearing
- G Autism Spectrum Disorder
- H Intensive Behaviour Intervention or Serious Mental Illness

High Incidence Ministry Codes

- K Mild Intellectual Disabilities
- P Gifted
- Q Learning Disability Refer to Examples of Cognitive Manifestations of Learning Disabilities (refer to Appendix 7)
- R Behaviour Support or Mental Illness

ELEMENTARIES

- High Incidence Special Needs (predominantly Learning Disabilities and Mild Intellectual Disabilities).
- English Language Learners (ELL).
- Students with significant learning challenges that require support in addition to the classroom.

SECONDARIES

- High Incidence Special Needs (predominantly Learning Disabilities).
- English Language Learners (ELL).
- Low Incidence Special Needs.
- Students with significant learning challenges that require support in addition to the classroom.

English Language Learners (ELL)

English Language Learners are members of a culturally and linguistically diverse group who begin school at a variety of ages and bring with them, a variety of experiences. ELLs may arrive at the beginning of the school year, or at any time throughout the year. ELLs require varied levels of support to succeed in the classroom. In Surrey schools, English Language

Learners may be any of the following:

**English Language Learners are those whose primary language(s) of the home is other than English and who

- **❖ Canadian Born** enter school having had varying degrees of exposure to the language; proficiency in English varies accordingly.
- Landed Immigrant born in a country other than Canada and immigrate with their families. Depending on age of arrival, they typically have received some formal education in their home country. Some may have learned English abroad or have been schooled in English. They have varying degrees of English proficiency.
- English as a Second Dialect (ESD) use of a dialect of English that is different from the standard form used in school (e.g., Aboriginal, Jamaican, etc.). Language use may be characterized by differences in pronunciation, vocabulary features, grammar, and conversational patterns. These students may require instructional support to help them acquire academic English in addition to their community or geographical dialect.

English Language Learners are those whose primary language(s) of the home is other than English and who may therefore require additional services in order to develop their individual potential within British Columbia's school system. Some students speak variations of English that differ significantly from the English used in the broader Canadian society and in school may need similar services to access the curriculum.

For more information, refer to http://www.bced.gov.bc.ca/ell/

Non-Fee Paying International Students

- Refugee may have received little or no schooling in their home country; may also have experienced traumatic conditions caused by political, social and economic upheaval. They may have left their country of origin involuntary, and under conditions of extreme urgency, perhaps resulting in separation from and/or loss of family members. They may have been in transit for a number of years, and have had either interrupted education or no access to formal education. They may or may not be literate in their first language, and may require specialized counselling in addition to instructional support. Refugees are considered International students until they become landed immigrants.
- Students who are accompanied by at least one parent in Canada with a valid work or study permit, on a reciprocal exchange, or applying for Permanent Resident Status. May have varying levels of English proficiency.
- Fee-Paying International Students have paid fees to attend school in B.C.; typically arrive without their families and may live in a homestay or with extended family. These students often experience significant pressure to succeed and progress through school as quickly as possible. They may have varying degrees of English proficiency.

For more information please refer to Appendix 8.

SECTION 4 - EDUCATIONAL PLANNING

ANNUAL INSTRUCTIONAL PLAN (AIP) DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS

The student's progress should be reviewed, at least annually, through an assessment of English language proficiency. This annual assessment should be based on a review of ongoing assessment records (as described above) together with the student's report cards and other meeting information such as minutes of school-based team or department meetings pertaining to particular students. The assessment should take into account the fact that students may have differing levels of proficiency in relation to different aspects of language (e.g., they may have more advanced oral language proficiency than written language proficiency).

The development and review of the AIP should be based on multiple measures and should consider the following:

- Student's level of language development.
- Previous educational and personal experiences.
- Promising, research-based practices in English language learning suggest that learning activities integrate listening, speaking, reading and writing.
- Authentic & meaningful contexts.
- ❖ Integration of language content and thematic teaching simultaneously developing students' language, content-area knowledge, and thinking skills.
- Ongoing, formative assessment that supports instruction.
- Differentiation of classroom instruction.

Based on the assessed language and literacy needs of the English Language Learner, a determination should be made as to the instructional goals which can reasonably be met in the current school year. These should be recorded in an **Annual Instructional Plan** which includes a schedule or list of specialized services being provided to that student.

Current knowledge with regard to effective practices should form the basis for program and instructional planning for English language learners. The initial assessment to identify students who require ELL services, the ongoing review of their progress, and the discontinuation of service is a shared, professional responsibility.

- ELL Policy & Guidelines

Ministry requirements are that a **specialist teacher** (e.g., LST) be involved in the **development** of the AIP and its **review** at each reporting period, as a minimum. Annual Instructional Plans may be developed specifically for individuals or for groups who share similar language & literacy needs. An electronic or print copy of the current AIP must be kept for each individual student (refer to <u>Section 7</u>).

For more information, refer to the BC Ministry of Education, ELL Policy & Guidelines.

ACADEMIC ASSESSMENTS

Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. Assessment is a collaborative and progressive process designed to identify the student's strengths and needs, and results in the identification and implementation of specific educational strategies.

The LST plays an integral role in gathering assessment information to develop a comprehensive student profile that will assist in planning for the student. In order to best plan for an individual student a multi-faceted approach which gathers information about the student's strategies, metacognition, attitude, interest and experience is essential. LST participate in gathering information through informal assessments and/or through more standardized, formal assessments. The assessment support may include:

- Ongoing curriculum/classroom-based assessment.
- Ongoing assessment of targeted small group/individualized instruction.
- Criterion-referenced or norm-referenced assessment as appropriate (refer to <u>Recommended Assessment Measures for Different Areas by Level of Training</u>) to answer questions about how best to provide instruction or support.
- The synthesis and interpretation of information from psycho-educational reports, language and curricular assessments, student records, parents and other service providers (may include relevant health-related information).
- In-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies.

(excerpts taken from http://www.bced.gov.bc.ca/specialed/ppandg.htm)

To inform decision-making and instructional planning, teachers rely on multiple measures of assessment as evidence of students' learning. Through a process called triangulation, teachers gather data from three different sources to verify the data they collect against each other and ensure an accurate reflection of student progress.



In some cases specific training is required when administering different types of assessment:

In-class: These measures would include teacher-developed assessments as well as district-developed measures. While these assessments do not require any specific coursework or training, the information gained from these assessments can be useful in data collection and progress monitoring.

Level A: These measures may be administered, scored and interpreted with the use of the manual and a basic knowledge of testing and measurement principles. Such measures may be given and interpreted by responsible non- psychologists (e.g., school principals, teachers). Training for administering Level A assessments includes advanced level coursework (senior undergraduate or graduate) in testing from a college or university, or similar training provided by a qualified supervisor.

NOTE

Prior to administering Level B or Level C assessment, informed, written consent is required from the parent and, as appropriate, the student.

After the assessment has been completed, a brief written report must be provided to parents and staff and the assessment findings communicated and interpreted to the parents, the student and staff.

Level B: These measures require specific training for administration, scoring, and interpretation. Use of these measures requires a more thorough understanding of psychometric principles than Level A assessments. Training for administering Level B assessments would include advanced level (senior undergraduate or graduate) coursework in testing, or similar training provided by a qualified supervisor. At a minimal level, this training would include instruction in psychometric principles (reliability, validity, test construction) and supervised experience in administering, scoring, and interpreting tests.

Effective Practices on the Storage of Level B Test Protocols

School and district staff who are responsible for Level B testing are required to protect the security of Level B test items. This means that test protocols should <u>not</u> be kept in a student's Permanent Record file. Instead, completed protocols must be placed within a separate LST student file. The LST student file should be placed in a different locked filing cabinet apart from the place where Permanent Record files are stored, but still accessible to the teachers who are responsible for administering and interpreting those tests. The school principal <u>must</u> be aware of where the LST student files are stored and ensure that the information is kept secure.

In order to inform others that Level B testing has occurred, a **Learning Assessment Report** of the test results must be placed in the student's Permanent Record file. After a period of one year, the test protocols must be shredded following confidential shredding processes as determined by School District Regulation 5701.2 and regulated by the Board.

- Level C: These measures require advanced (graduate level) training for interpretation, and sometimes administration and scoring. Administration of these measures requires a thorough understanding of psychometric principles and a high level of "professional skill and judgement for their interpretation". A minimum of a master's degree in psychology or a related discipline, including academic and supervised clinical experience. Within the school district, Level C assessments are typically done by school psychologists.
 - Level B Assessment SAMPLE Consent Letter
 - ➤ Learning Assessment Report Level B (Fillable)
 - Level C Consent, see Student Support Referral form

RECOMMENDED ASSESSMENT MEASURES FOR DIFFERENT AREAS BY LEVEL OF TRAINING

ELEMENTARY:

Area	In Class	Level A	Level B
Reading	 Use of materials in student's regular school environment (e.g., library books, school texts, etc.) BC Performance Standards RAD File review Fluency norms DRA (Developmental Reading Assessment) PM Benchmarks Fountas & Pinnell Benchmark Assessment System Running records 	 DIBELS Brigance - CIBS II DRA (Developmental Reading Assessment) PM Benchmarks Fountas & Pinnell Benchmark Assessment System The Phonological Awareness and Reading Profile (Intermediate) 	KTEA-3 (Brief Form) Wechsler Fundamentals: Academic Skills
Mathematics	 Use of materials in child 's regular school environment (e.g., math books) BC Performance Standards Grade Specific Numeracy Assessment Problem Solving Assessment What Do They Know (K/1, 1/2, 2/3) 	Island Net Numeracy Assessment	KeyMath3 KTEA-3 (Brief Form) Wechsler Fundamentals Academic Skills
Writing	Informal writing samples.BC Performance Standards (Writing)	Brigance - CIBS II	
Kindergarten Screening	 Kindergarten Learning Project Continuums (Reading/ Writing/Numeracy) ELPATS 	Brigance - CIBS II	
Other	ELL Continua (Oral, Language, Reading, Writing)	Boehm-3 Test of Basic Concepts	PPVT-V (Receptive Vocabulary) EVT2 (Expressive Vocabulary)

SECONDARY / ADJUDICATION:

Area	In Class	Level A	Level B
Reading	 Use of materials in student's regular school environment (e.g., library books, school texts, etc.) BC Performance Standards RAD File review 	 Jerry Johns DIBELS Brigance - CIBS II (Writing) Fountas & Pinnell Benchmark Assessment (3-8) 	KTEA-3 (Brief Form) Wechsler Fundamentals: Academic Skills
Mathematics	 Use of materials in student's regular school environment (e.g., math books, etc.) File Review BC Performance Standards (Mathematics) 		 KeyMath3 KTEA-3 (Brief Form) WJ-III (Form C) Wechsler Fundamentals: Academic Skills
Writing	Informal writing samples BC Performance Standards (Writing)	Brigance - CIBS II	
Other	ELL Continua (Oral, Language, Reading, Writing)	Brigance - CIBS II	PPVT-V (Receptive Vocabulary)EVT2 (Expressive Vocabulary)

Assessment of English Language Learners

Assessment of the English Language Learner occurs initially to:

- 1) identify placement and service, and
- 2) determine current stage of proficiency.

In Surrey, initial assessment of all students except for those entering kindergarten takes place at the <u>Surrey Schools English</u> <u>Language Learner Welcome Centre</u>.

At the school level, ongoing assessment of students' English language proficiency is used to assess growth and inform instruction, based on periodic samples of:

- A students' unedited writing.
- Completed assignments.
- Tests related to comprehension of content.
- Notes of parent interviews or of conferences, teacher observation of oral performance (e.g., as maintained in a portfolio).
- An array of classroom activities (e.g., worksheets, essays, reports, projects, content-based tests).

A documented assessment of Ministry categorical ELL/ESD students is required annually. This annual review of English-language proficiency should be based on *a review of ongoing assessment records* (as described above) together with the student's report cards and information such as minutes of school-based team or department meetings pertaining to particular students. The assessment review takes into account the fact that students may have differing levels of proficiency in relation to different aspects of language (e.g., they may have more advanced oral than written language proficiency). In assessing language proficiency, teachers describe the student's performance in relation to language proficiency scales or continua. Please refer to the Surrey Schools ELL Continua HERE on the Hub.

Service is adjusted on the basis of an ongoing review of student performance. If the student is not making progress, it may be necessary to conduct further assessment of the student's needs and to adjust services accordingly.

If the review determines that the student is functioning at a grade level commensurate with same-age peers, the student may no longer require ELL services. This does not preclude the student from receiving ELL services in the future should the need arise.

SECTION 5 - UNIVERSAL AND ESSENTIAL SUPPORTS

Universal Supports are supports that may be provided to any student, are part of differentiating instruction/assessment in classroom, and support the inclusion of all learners. In a student's IEP/SSP, we highlight the most effective universal supports for a particular student, based on their strengths and needs (i.e. extra or flexible time; alternatives to writing such as the use of a scribe or computer; verbal assessment of knowledge etc.)

Essential Supports are typically identified through hearing, vision, medical, or psycho-educational assessments and are necessary in order for the student to access the curriculum (i.e. access to assistive technologies, braille, personal FM transmitter, low vision tools, alternative personal workspaces, visual schedules, TouchChat or other AAC devices, etc.). We frame our universal and essential support based on the 3 domains of Universal Design for Learning (UDL).

- 1) Multiple means of Engagement
- 2) Multiple means of Representation
- 3) Multiple means of Expression and Action

The <u>Universal and Essential Supports document</u> (found in the <u>IEP/SSP Writing - A Guidebook for Surrey Schools</u>) is an excellent resource for brainstorming and identifying the best supports for particular individuals.

SECTION 6 - REPORTING STUDENT PROGRESS

Student progress reports may be generated in a variety of ways depending on instructional focus and service delivery model. For example, in the case of direct instructional support from the LST, student reports could be generated solely by the LST or embedded within the classroom teacher report. When the LST is providing indirect instructional support one report could be created through collaboration between the classroom teacher and the LST. In all cases, reporting procedures must be consistent with the Ministry Student Progress Report Order for students with special needs and/or ELL. Reports must be provided *on the same schedule* as used for all students in the school.

EVALUATION OF STUDENT LEARNING

Wherever possible, students will be evaluated using standards established for other students and on all components of their program, including those that have been modified and those that have not. It is important that evaluation and reporting procedures recognize the range of adaptations and modifications, and it is understood that students may:

- 1. Take part in the regular program with some adaptations (e.g., the student is following the same curriculum but aspects of the program require adaptation).
- 2. Take part in the regular program with some modified components (e.g., in some areas, the expected learning outcomes are substantially different from the regular curriculum or the student is working at a different grade level in a particular area).
- 3. Participate in a program that is completely modified (e.g., a student with profound intellectual disabilities whose program may focus on independence and self-care skills).

STUDENT PROGRESS REPORTING FOR STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES

Where a:

- student with special needs is expected to surpass or achieve the expected learning outcomes set out in the provincial curriculum (this would include students receiving universal supports), regular letter-grading practices and reporting procedures will be used to indicate progress; however, instructional and assessment methods for some students with disabilities or diverse abilities may differ, and this will be reflected in their Individual Education Plan (IEP).
- ❖ Where a professional support person other than the classroom teacher is responsible for providing a portion of the student's educational program (e.g., LST teacher, speech pathologist), those persons should provide written reports on the student's progress for inclusion with into the report of the classroom teacher.

Students receiving universal supports are expected to achieve the learning outcomes. Therefore performance scales, letter grades, and regular reporting procedures are used to indicate progress.

STUDENTS ON A MODIFIED PROGRAM

Students should not be placed on a modified program (i.e., begin working toward a School Completion Certificate) until Grade 10. Reporting procedures for students in the Secondary Graduation Program (grade 10 - 12) who are working toward a School Completion Certificate may be found in the School Completion Certificate Process handbook. The School Completion Certificate (Evergreen) Handbook may be found HERE.

REPORTING ON ENGLISH LANGUAGE LEARNERS (INCLUDES (ESD) ENGLISH AS A SECOND DIALECT)

Student Progress Report Order: https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m191_94.pdf

Ministry reporting guidelines state that:

- 1. Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.
- 2. A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

Page 27 of 47 SECTION 6 - REPORTING

3. All schools are required to report to parents of ELL students on the progress of students in their language support and development.

Communication to parents can include (but is not limited to) information on:

- the students' language proficiency
- English language development instruction and supports
- linguistic and/or literacy goals
- ways parents can support the student in their learning
- 4. Progress in English language development must be communicated in some format throughout the year, or in each of the school's regular reporting periods.
- 5. Teachers have the professional obligation to report progress only for students whom they have personally instructed or evaluated. The LST/ELL specialist should be involved in some way in ELL student progress reporting, either by providing information on the student's progress, or by reviewing and approving the information.
- N.B. Where an ELL is *not meeting learning outcomes for a particular subject or grade*, and/or is auditing a course, a mark may not be assigned.
- N.B. Where the ELL is taking the course for graduation credit (courses numbered 10, 11, or 12), a mark *must* be given.

For more information, refer to the BC Ministry of Education ELL Policy & Guidelines.

The focus of the report card comment(s) is to provide concise, accurate information to parents about the student's progress in developing English Language proficiency. Comments may describe progress in terms of social language and/or academic language development in one or more of the language domains (speaking, listening, reading, writing). Reporting comments must reflect the goals set out in the student's AIP.

<u>Sample Comment Provided within the Classroom Report:</u> receives differentiated instruction within the classroom OR			
from	(LST Teacher's n	name) in the area of English Language and	
Literacy Development		(students name) is making	
* pro	gress in	(choose one or more specific	
language or literacy skills related to the goals identified in the AIP).			
* provide a descriptor of student progress whether or not a supplemental report insert is provided for students approaching grade level expectations is best determined by the complexity of the student's needs and the amount of support provided by LST.			

Developmental continua for second language acquisition have been designed to provide descriptors of language performance for various levels of proficiency. These are valuable tools for identifying language learning needs as well as monitoring, evaluating and reporting on student progress in developing social and academic language. Developmental continua frameworks for use by K-12 educators can be downloaded from the ELL and AIP in MyEd channel on the LST Team, code 18tanmd to join.

Page 28 of 47 SECTION 6 - REPORTING

SECTION 7 - PROCEDURES

Procedural knowledge is vital to a well-functioning support service. Procedural knowledge consists of a shared understanding of the appropriate documentation, processes and procedures required to the development and implementation of educational plans (e.g., <u>School-Based Team</u>, <u>Support Planning Process</u>, <u>consultation</u>). All members of LST must have clear knowledge of key procedures. Core procedures for LST are highlighted in the following section.

IMPORTANT ANNUAL DATELINES FOR LST SERVICE

	ELEMENTARY
Early September	 LST timetables are created. Caseloads are determined. PR files reviewed. All new ELL students referred to the ELL Welcome Centre for assessment. New students to the school are followed up to determine whether LST service is required. Students are identified on class lists. Classroom teachers (CRTs) consulted. LST teachers and CRT collaborate to discuss needs of students - LST begins to provide service.
End of September	Complete list of students who qualify for ELL support for Ministry 1701 count (under 5 years) – must be in by September 30.
Early October	AIPs completed. ELL Yellow file completed.
Mid October	 Consult with teachers/counsellors on IEPs. Letters to parents identifying all LST students and the support service that student(s) will be receiving (refer to Appendix 2).
January	 Meetings with parents/CRT and other involved professionals to consult, and finalize IEPs. LST teachers and classroom teachers collaborate on report card comments/grades. ELL count updated for any new students arriving after September 30; for Ministry 1701 echo count.
Late February	LST teachers collaborate with classroom teachers on report cards.
April	Articulation meetings between elementary and secondary schools to discuss and identify Grade 7 students requiring LST/BASES.
May	 Transitioning students from grade 7 to grade 8. CRT and LST teacher collaborate on end-of-year report cards. IEP reviews.
June	 Updating assessment information on all ELL students. Ensure PR files are organized and all pertinent documents are in place in collaboration with CRT. Participate in and make recommendations for creating classes for September.

Page 29 of 47 SECTION 7 - PROCEDURES

	SECONDARY
Early September	 LST timetables are adjusted and confirmed. In-class support is organized. EA schedules are created. Caseloads are determined and case manager assigned. All new ELL students to be referred to the ELL Welcome Centre for assessment. Timetable all new ELL students. Students are identified on class lists; classroom teachers consulted. Review the Handbook of Procedures for the Graduation Program for any changes to adjudication of provincial exams on the Ministry website.
Mid September	 Students without tutorial support are monitored and timetables adjusted if support is needed. Complete list of students who qualify for Ministry 1701 count – for ELL support (under 5 years) and all other designated students.
Late September	 Ministry 1701 count – must be in by September 30. Identify students qualifying for adjudication.
October	 AIP/IEP in progress. Letters to parents identifying all ELL students and the support service that student(s) will be receiving (refer to Appendix 3). Continue ongoing meaningful consultation with parents of students requiring support.
January	Create schedules to accommodate individual adjudication requirements for January exams.
February	 Attend articulation liaison meetings with associate schools. Continue ongoing meaningful consultation with parents of students requiring support.
March	Assist students with timetables for the following school year.
April	 Facilitate articulation meetings between elementary and secondary schools, often done in collaboration with secondary counsellors. Submit names of students who qualify for summer assessment.
May	 Conduct assessment review of ELL students. Transitioning students from grade 7 to grade 8 (visits, meetings). Identify LST timetabling needs for upcoming year. Meet with counsellors to build timetables for LST students and ELL direct instruction classes.
June	 Review timetables for upcoming school year and make necessary adjustments. If time permits begin AIP/IEP process for students on caseload. Create schedules to accommodate individual adjudication requirements for June exams. Organize PR files.

Page 30 of 47 SECTION 7 - PROCEDURES

SCHOOL-BASED TEAM (SBT) ASSESSMENT REVIEW

Neurodevelopmental disorders such as Learning or Intellectual Disabilities with specific impairments in learning for example, are determined through a psycho-educational assessment. Following, and throughout a student's academic career, a formal SBT assessment review should be scheduled to ensure a psychoeducational assessment's consistency over time, discuss transition planning and provide any further documentation required for access to community supports and services. Updated psychoeducational assessments may also be considered at these SBT assessment reviews. The SBT assessment review must include consultation with the school-based School Psychologist, the student's parents, and the student as appropriate.

The following table is provided as a guideline for scheduling a formal SBT assessment review, based on a student's initial psychoeducational assessment, diagnosis, and designation.

District Psycho-Educational Assessment Priority Grid

DIAGNOSIS	SCHOOL BASED ASSESSMENT	INITIAL PSYCHO-EDUCATIONAL ASSESSMENT	SCHOOL-BASED TEAM (SBT) ASSESSMENT REVIEW
Learning Disabilities/Learning Disorder (Q)		Grade 2 or earlier	By Grade 7
Mild Intellectual Disabilities (K)	Ongoing school based assessment and review.	Grades 3 - 7	Within 5 years
Moderate to Profound Intellectual Disabilities (C)		Grades 8 - 12	As needed

ARTICULATION

The purpose of articulation is to identify the needs of students transitioning from grade 7 to grade 8 to facilitate a smooth transition to secondary school. The LST may be involved in the following:

- Collaboration with counsellors and the principal/vice principal to establish an articulation process that will suit the needs of the school.
- Attendance at articulation meetings and liaison with grade 7 teachers prior to visiting schools.
- Organization of release time and associated forms completed.
- Documentation and reporting back to SBT, the needs of incoming students and sharing of information with grade 8 teachers.
- Establishment of transition and parent meetings in the spring to discuss various secondary programs and expectations.

In addition, the Ministry of Education requires that case managers develop a transition plan for students with low-incidence needs transitioning from secondary to life outside of high school. These plans could include researching and visiting post-secondary sites, registering at a post-secondary institution, and/or making connections with relevant government and community organizations. For additional information regarding the transition process, please refer to <u>Transitions to Adulthood - Planning for Students with Developmental Disabilities</u>.

ADJUDICATION: SUPPORTS FOR GRADUATION ASSESSMENTS

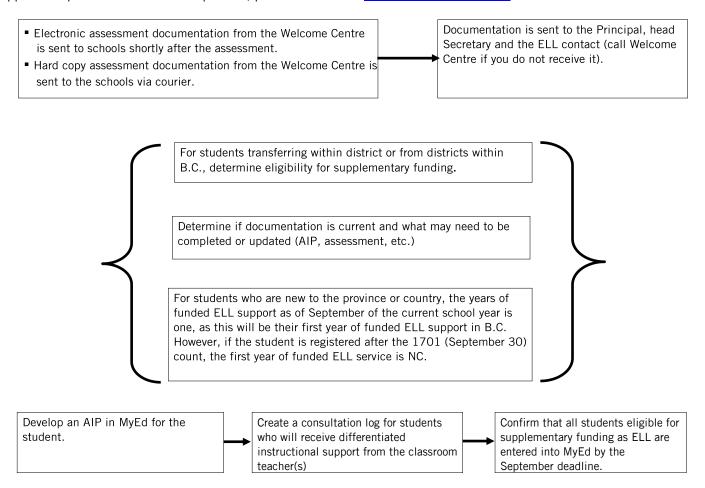
Universal supports are available for students with identified needs who are unable to demonstrate their knowledge using standard assessment procedures.

The adjudication process ensures that students who have demonstrated a need for universal supports have access to those same supports during provincial assessments.

Information concerning Provincial Assessment Adjudication is available in the B.C. Graduation Program Policy Guide at www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-policy-guide.pdf

NEW ELL STUDENTS

All students (except Kindergarten) new to Surrey School District and whose home language is not English will register at their catchment school in order to obtain a PEN. Students will then be directed to the Surrey Schools English Language Learner Welcome Centre to register for the initial placement assessment. For a comprehensive review of Welcome Centre Registration support and placement assessment process, please refer to the *Welcome Centre website*.



ENGLISH LANGUAGE LEARNER / ENGLISH AS A SECOND DIALECT

Eligibility Criteria / 1701 Requirements

Students are eligible for supplemental funding for up to five school years and must receive the service consistently throughout the ten months of each school year. *Please note:* Students may continue to require LST support beyond the five years of supplementary funding.

For every English Language Learner reported on the 1701, all of the following must be met and must be documented:

1. An annual assessment of English language proficiency in all areas of language development (reading, writing, oral language) has determined that the student requires (or continues to require) specialized support to successfully access the provincial curriculum.

Page 32 of 47

- 2. An Annual Instructional Plan (AIP) has been created to meet the needs of students as identified by language proficiency assessments and is dated after September 30th of the previous school year.
- 3. Evidence that an LST/ELL specialist teacher is involved in the development of the AIP and participates in a regular review of that plan during the regular school year (once per reporting period).
- 4. Evidence of reporting to parents on a student's progress with English language development within regular reporting periods.
- 5. A schedule or list documenting the ELL/services provided by an LST/ELL specialist teacher, or classroom teacher.
- 6. Evidence that additional ELL services are being provided and may include individual and/or small group instruction by the ELL specialist, ELL classes, ELL specialist consultation with a classroom teacher; specialist co-teaching and/or coplanning with a classroom teacher; classroom teacher using differentiation (adaptations, supplementary curriculum resources, targeted instruction) Where the additional services provided to the student is differentiation within the regular classroom, there must be documentation of support provided that is specifically designed to address linguistic needs of each student identified in the assessment referenced above.

Note: A plan for delivery of ELL support services must be in evidence at the time of the September claim. For secondary students there must be some evidence of support services in September although it may be appropriate to increase the level of service in the second semester based on scheduling of the student's courses or course load.

Speech Language Pathology services and other non-ELL specific services are not considered to be additional services for purposes of this 1701 report. Reduction of class size is not, by itself, a sufficient service to meet the definition of ELL services.

BAA (Board Authority / Authorized) courses (see: K-12 Regular Enrollment Audit Program - http://www.bced.gov.bc.ca/compliance) are part of a student's regular curriculum and should not be considered as an additional service.

For more information, refer to: http://www.bced.gov.bc.ca/datacollections/september/public_school/pi1701.pdf

Provincial policy recognizes **English as a Second Dialect (ESD)** support services as a part of ELL support services. ESD support services must address the development of Standard English language proficiency, including oral language proficiency. Students reported as requiring ESD services speak a dialect of English that differs significantly from Standard English used in school and in broader Canadian society (e.g., significant variations in oral language vocabulary and sentence structure from those used in Standard English). ESD services do not include: speech-language therapy for language development disorders; services that solely address accents in speech carried over from another language; or services that solely address deficits in reading and writing Standard English. Boards must also meet all of the conditions outlined above (criteria 1-6) in order to receive Supplemental Funding for ESD.

Note: Students meeting the requirement of both ELL and a Special Education program may be reported in both categories.

Note: Distributed Learning Schools (e.g., <u>Surrey Academy of Innovative Learning</u>) may claim ELL students if they meet the policy and reporting requirements described in this section.

Early Exit Procedures for ELL with Less Than 5 Years of Funded Service

Criteria:

A. Student is proficient in all language areas and has the ability to meet grade level curricular competencies and content learning standards.

The B.C. Performance Standards are appropriate benchmarks to use to determine proficiency.

Procedure:

- Assess.
- Complete an exit form for the student's permanent record file (<u>Appendix 4</u>).
- Consult with classroom teacher.
- Communication to inform parents. This can be included in the final communication about student progress.

B. Parents/guardians have provided written request that student be exited from ELL service and it is agreed by SBT and based on assessment results that this will not be detrimental to the student's progress (attach to student's ELL file).

Procedure:

- · Assess.
- Consult with classroom teacher and SBT.
- C. Exceptional circumstances as determined by SBT (school discretion).

LST FILE MANAGEMENT

Introduction

School Administrators are responsible for the establishment, security and maintenance of the <u>Permanent Student Record</u> and student files for each student registered in their school, and for ensuring that these and other student records are appropriately maintained within the context of Board Policy and Regulation (<u>Policy 9705</u> & <u>Regulation 9705.1</u>).

Student records shall include the <u>Permanent Student Record</u> and Student File as defined by the Ministry of Education. In accordance with the <u>BC Ministry of Education, Manual of School Law Ministerial Order M082/09</u>, a Permanent Student Record is required for each student enrolled or registered in the British Columbia public education system. The Surrey School District provides further guidance and clarification regarding student records within <u>Policy 9705</u> & <u>Regulation 9705.1</u> <u>Student Records</u>.

The purpose of the <u>Permanent Student Record</u> is to document the history of a student's education program. In addition to the <u>Permanent Student Record</u>, a Student File shall be established and maintained for each student enrolled in the public education system. The Student File will contain copies of records used in the planning and administration of the student's education program. For further information see Surrey School District <u>Policy 9705</u> & <u>Regulation 9705.1 – Student Records</u>.

PR Card Inclusions

For information regarding inclusions, please see <u>Inclusions Entry Protocol - Permanent Student Record Cards</u>.

LST Student File

The LST Student File is part of the <u>Student Permanent Record File</u> which may be temporarily kept in another secured location (<u>Surrey Schools Records Management Guidebook</u> - Primary Classification 25700). This is sometimes referred to as the "working file". Contents of the LST Student File may vary according to the student's designation.

Transfer of Records

All principals and vice principals must know where LST Student Files are located. The LST Student File must be transferred with the Student Permanent Record File when a student moves to another school or district. Procedures to facilitate this transfer are identified in Surrey School District *Policy 9705* & *Regulation 9705.1 - Student Records*.

If the LST Student File is kept in another secured location, the principal or vice principal must ensure that processes are in place to facilitate the transfer of the LST Student File with the <u>Student Permanent Record File</u> when the student transfers to another school.

Retention and Destruction of Student Records

For specific guidelines for retention and destruction of student records refer to Surrey School District <u>Policy 9705</u> & <u>Regulation 9705.1</u> - Student Records or contact <u>Records Management Services</u>.

LST Student Files (including students with and without designations):

ELEMENTARY	SECONDARY
Assessment samples	 Assessment samples
IEP or Student Support Plan (SSP)	• IEP or Student Support Plan (SSP)
Notes of parent meetings	Notes of parent meetings
Parent communication records	Parent communication records
- Level B Assessment Report (if applicable)	Adjudication Request Forms
	Level B Assessment Report

ELL Student Files - ELL students with another designation(s) require the relevant supporting documentation in addition to that listed here (e.g., IEP).

ELEMENTARY	SECONDARY
 Annual Instructional Plan (AIP) - print or electronic Assessment Samples Reading Writing Oral Other Communication to parents (e.g., letter home, progress updates) Indirect Service - Consultation log - print or electronic Anecdotal information Early Exit form (if applicable) - refer to Appendix 4. Reporting progress in acquisition of English (CSL/Fresh Grade excerpts) for each reporting period 	 Annual Instructional Plan (AIP) - print or electronic Assessment Samples and Accompanying Continua Reading Writing Oral Communication to parents (e.g., letter home) Indirect Service - Consultation log - print or electronic Direct Service - copy of the schedule/timetable (print) Early Exit form (if applicable) - refer to Appendix 4. Reporting progress in acquisition of English (CSL/Fresh Grade excerpts) for each reporting period

Page 35 of 47 SECTION 7 - PROCEDURES

SECTION 8 - APPENDICES

Appendix 1:	LST Framework for Reflection
Appendix 2:	Informing Parents of LST Support SAMPLE Letter
Appendix 3:	ELL Support Secondary SAMPLE Letter
Appendix 4:	Early Exit from English Language Learner Service
Appendix 5:	Level B Assessment SAMPLE Consent Letter
Appendix 6:	Learning Assessment Report - Level B
Appendix 7:	Examples of Cognitive Manifestations of Learning Disabilities
Appendix 8:	International Students and Equivalency, External Language Credit & Language Challenge

Page 36 of 47 SECTION 8 - APPENDICES

- Page 1

GUIDING BELIEFS	1	2	3	4
Vision	Basic understanding of universal design in addressing the diverse needs of learners through prevention, intervention, and accommodation.	A growing understanding of universal design and its role in developing strategies and structures for supporting diverse learners, through prevention, intervention, and accommodation.	Shared understanding among staff of the role of universal design in the development and implementation of an LST model that meets the needs of diverse learners, through prevention, intervention, and accommodation.	Shared understanding of universal design in the development and implementation of a flexible and sustainable LST model. The vision is regularly reviewed and revised to reflect the changing needs of the school.
Purpose	Our school has a basic understanding of the LST's role in providing direct and indirect service which embraces diversity, shared responsibility building capacity and sustainability.	Our school has a growing understanding that the role of the LST is to provide direct and indirect services that deliver targeted and intensive support to augment classroom practice.	Our school has developed a shared understanding that the role of the LST is to provide direct and indirect services that deliver targeted and intensive support to augment classroom practice.	Our school has developed a shared understanding of the role of the LST. We revisit policy, practice and delivery in order to respond to the diversity of learner needs with focused instructional support.
KNOWLEDGE BASE	1	2	3	4
Substantive Knowledge	The LST has limited range of specialist knowledge (ELL / Inclusive Ed) within the LST as it relates to quality intervention.	The LST has some specialist knowledge in ELL / Inclusive Ed. Team members have attended district sponsored and/or other pro-d opportunities, and/or have begun a diploma or degree in a specialty area as it relates to quality intervention.	LST members have specific course work in specialist areas, continue to engage in ongoing professional development including course work, are accessing and utilizing school and district expertise when appropriate in order to meet student needs as it relates to quality intervention.	LST members have degrees or diplomas in specialty areas. The team is balanced with a range of expertise in specialty areas. The members are knowledgeable of current research in specialist areas, technology, curriculum, assessment, and universal design as it relates to quality intervention.

Page	2

	- rage z			
	1	2	3	4
Procedural Knowledge	The LST has limited knowledge of ministry, and district policies and procedures with regards to the practice of the LST e.g. Special Education Manual of Policy and Procedures, Policy Document — English as a Second Language, ELL: A Guide for ELL Specialists, LST Handbook of Guidelines and Procedures, IEP Planning for Students with Special Needs, Handbook of Procedures for the Graduation Program, and the Guide to Inclusive Education for Surrey Schools.	The LST has some knowledge of ministry and district policies and procedures and a developing awareness of the roles and responsibilities of district personnel e.g., counsellors, school psychologists, integration support teachers, speechlanguage pathologists and multicultural workers, etc.	The LST has a working knowledge of ministry and district policies and procedures. The team is accessing and beginning to use district personnel to develop quality educational support plans.	The LST has comprehensive knowledge of all ministry and district policies and procedures. District personnel are being utilized to support the development, implementation, evaluation and review of quality educational support plans.
RESPONSIVE TO STUDENT NEEDS	1	2	3	4
Instructional Support	Learner support is loosely planned around the needs of the students, there is no clear system of identifying learner needs that could determine a specific focus of instruction.	Learner support is targeted to generic student need e.g., same guided reading approach for all students with no accommodation for student uniqueness, instruction is focused on the general needs of the students, not individual needs.	Learner support is targeted to individual student need based on informative assessment followed up with evidence / research based practice. Intervention requires consideration of frequency, consistency, intensity and duration of the intervention. There is coordination between classroom practice and the LST program.	Learner support is targeted to individual student need based on informative assessment that is "in addition to" and "aligned with" classroom instruction. Practice needs to be sustainable and based on evidence / research. Intervention requires consideration of frequency, consistency, intensity and duration of the intervention.

	1	2	3	4
Learning Environment	Limited consideration given to addressing student needs: e.g. environmental, technological, social, physical, cultural, emotional, and academic.		Environment is missing some key components e.g. physical space, access to technology, range of learning resources, comfortable learning environment.	Special consideration is given to individual student needs inclusive of consultation with district specialists in regards to the learning environment e.g. adaptive technology, visual aids and physical modifications.
Effective Teams	1	2	3	4
Communication	There are limited procedures within the school for the dissemination of information. Communication is informal and inconsistent.	There are some established procedures within the school for the dissemination of information. While communication is regular it is informal and not school wide.	wide procedures in place for the dissemination of information e.g., regular staff	There are formalized school wide procedures within the school for communication between LST, classroom teachers, support staff, district staff, administration, parents and students.
Collaboration	Collaboration is somewhat ad hoc and tends to be reactive to emerging problems.	Collaboration is valued as an informal process regarding individual student needs e.g., problem solving, scheduling, etc.	Collaboration is valued as a consistent practice within the school community. School wide structures for purposeful collaboration have been established. Themes are chosen by participants and are reflective of student needs.	Collaboration is valued as a consistent practice within the school community and extends to meaningful parent involvement as well as formal school wide structures for effective teacher collaboration. Teachers meaningfully collaborate with parents at a level commensurate with student need.

- Page 4

	1	2	3	4
Decision Making	There is limited communication between team members. There does not appear to be a shared process for decision-making.	The team meets sporadically to deal with emerging issues. Some decisions are made collectively. Team members avail themselves of professional development opportunities focusing on decision making models.	The team meets regularly and there is some form of informal evaluation regarding team effectiveness. Decisions are made collectively and based on student need. Consideration is given to developing team strengths and needs regarding decision making models.	The team meets regularly with a focused purpose. There is a well defined process for making decisions. Decisions are based on input from the school community and student need. Consideration is given to team needs with respect to pro-d on decision making models. The team uses reflection to evaluate its effectiveness with regard to the decision making processes that they use.
Developing Consensus	Limited attempts are made to develop consensus. Issues are typically resolved by one party acquiescing, but probably not supporting the solution.	Attempts to work towards consensus are made but the process is not fully understood. Discussions drift from the issue to focus on individual positions and opinions.	When developing consensus decisions are usually based on the issue, not on the positions or opinions of the individuals involved. All parties accept the solution publicly, they might not all accept it privately.	When developing consensus decisions are based on the issue, not on the positions or opinions of the individuals involved. When agreement is reached all parties accept the solution both privately and publicly even if it wasn't their first choice.

Informing Parents of LST Support SAMPLE Letter

Date: Dear Parent/Guardian, has been identified as a student who requires This letter is to inform you that _____ learning support. The Learner Support Program is intended to help in developing academic skills and concepts, providing instruction in English language learning and/or provide support in developing improved study skills. This may include the following: observations and/or assistance in his/her classroom. assessment with standardized and/or informal assessment in the Learning Support room. participation in lessons in the Learning Support room. The following has been identified as the area of focus for instructional support for your child: English Language Learning Academic Support Study Skills If you would like to discuss your child's Learner Support Team (LST) program, please contact me at the school. Please sign and return the bottom portion of this letter. Sincerely, Learner Support Teacher I understand that my child, is receiving learning support.

Date (yyyy-mm-dd)

Parent/Guardian Signature

ELL Support Secondary SAMPLE Letter

Date.	
Dear Parent/Guardian,	
RE: Student	, DOB:
This letter is to inform you that	has been identified as an English Learner
Language student according to B.C. Ministry of Educa	ation guidelines. He/she is eligible to receive instructional
support to help him/her develop social and academic E	English language skills.
Although an ELL student may not be registered in a	an ELL class, they can still benefit from support from a
specialist teacher to help them attain communicative co	ompetency. Your child's level of English proficiency will
be reviewed annually to determine whether ELL support	ort should continue.
If you have any questions about your child's placemer	nt in the ELL program, please contact us directly.
Sincerely,	
Teacher Signature	

Early Exit from English Language Learner Service

PLEASE <u>CLICK HERE</u> TO ACCESS THE FILLABLE EARLY EXIT FROM ENGLISH LANGUAGE LEARNER SERVICE FORM.

Level B Assessment SAMPLE Consent Letter

ate:
ear Parent/Guardian,
ne Learner Support Team teacher is planning to administer some norm-referenced assessments of ur child's concept development and achievement. Norm-referenced tests measure your child's score relation to a sample of other children in the same age range across Canada or North America.
ne results from these tests may provide your teacher with information that will assist in program anning for your child. They may also indicate the need for further testing by our school psychologists ou will be asked for additional consent if this is the case.
ou will be informed of the assessment results.
ease sign and return the attached permission slip, indicating your consent for this testing.
, Learner Support Team Teacher
I have read the above information and by signing, I am providing consent for my child, to undergo norm-referenced assessment.
rent/Guardian Signature Date (yyyy-mm-dd)

Learning Assessment Report - Level B

PLEASE <u>CLICK HERE</u> TO ACCESS THE FILLABLE LEARNING ASSESSMENT REPORT - LEVEL B.

EXAMPLES OF COGNITIVE MANIFESTATIONS OF LEARNING DISABILITIES

IMPAIRMENTS IN PROCESSES RELATED TO:	PERCEIVING	THINKING	REMEMBERING	LEARNING
LANGUAGE PROCESSING	Difficulties in processing sarcasm or understanding when someone is joking. Difficulty taking another's perspective.	Difficulties in understanding: long or complex sentence structure; and with figures of speech.	Difficulties with retrieving vocabulary words; orally presented task demands.	Difficulties with new vocabulary and responses to teacher-directed questions.
PHONOLOGICAL PROCESSING	Sounds in words (e.g., bat/bag) are confused; poor sound sequencing in words; limited automaticity in decoding.	Difficulty with comprehension of content caused by lack of fluency in decoding.	Difficulty retaining sound/symbol correspondence.	Difficulty extracting essential concepts due to focus on decoding.
VISUAL SPATIAL PROCESSING	Difficulty with oral or written directions for an activity; perceiving organization of ideas in a text.	Difficulty identifying main ideas in a text.	Difficulty with left/right, north/south, hierarchical structures.	Poor integration of sequential information (days of the week, recipe).
PROCESSING SPEED	Poor social interactions; does not keep up with fast paced lessons.	Few connections between isolated bits of information in texts.	Slow linking of new with previously learned information.	Less material covered or takes extra time and much effort to cover material.
MEMORY	Few strategies when trying to remember content or concepts.	Difficulty writing since spelling may not be automatic.	Difficulty retrieving previously learned information.	Forgets spelling words after test; difficulty recalling significant events in history; any new learning is difficult.
ATTENTION	Difficulty knowing when to pay attention. Poor reading of social situations; impulsive.	Poor concentration when putting ideas together.	Little effort expended for remembering.	Work may be disorganized; goes off on tangents.
EXECUTIVE FUNCTIONS (PLANNING OR DECISION MAKING)	Poor recognition of value of planning; impulsive.	Difficulty problem solving and understanding consequences of decisions.	Difficulty in linking new with previously integrated knowledge; Few strategies.	Difficulties in higher levels of learning, but has isolated pieces of knowledge.

As implied, the impairments "may interfere with the acquisition and use of one of more of the following:

- Oral language (e.g., listening, speaking, understanding);
- Reading (e.g., decoding, phonetic knowledge, word recognition, comprehension);
- Written language (e.g., spelling and written expression); and
- Mathematics (e.g., computation, problem solving).

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking.

- Learning Disabilities Association of Canada

INTERNATIONAL STUDENTS AND EQUIVALENCY, EXTERNAL LANGUAGE CREDIT & LANGUAGE CHALLENGE

https://www.bced.gov.bc.ca/exams/handbook/

https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/international-student-graduation-credit

The Ministry of Education has established rules regarding what course credits ELL students should be given upon arriving in Canada, and how students can challenge for more credits. There are also instructions on how these credits should be recorded in the system. Counsellors can get in-service on these rules, and school records clerks can get in-service on how to record the credits.