

## Open Communication

While we'll do our best to stay in regular contact with you, and to plan for your child's needs together, from time-to-time, concerns may arise.

**Classroom teachers** have the primary responsibility for the learners in their class, and are the person to speak to first when you have a question or concern about your child's program or other needs.

**Case Managers** are responsible for establishing and monitoring your child's plan. This is usually an Inclusion Support Teacher or Counsellor. They will set up review meetings, and are the best person to ask about the details of the plan.

**Education Assistants** know the children they work with well, and their feedback and input is invaluable to us, however, they are not able to make changes to IEPs or curriculum activities, or to deal with situations involving other students.

This is why we ask that you direct questions to your child's classroom teacher or case manager, and why EAs are not responsible for coordinating home-school communication books. We will work with you to establish a system that allows you to get the information you need, while making sure everyone on the school team is aware of your child's needs.

### Principal

Should you feel your concern is unresolved after speaking with the teacher or case manager, please connect with the principal at your child's school, who will assist.

## It's all about working together...

The intervention and other support students receive both inside, and outside of school, is critical for their success. School teams value open, ongoing collaboration with the home team and the outside specialists who work with students when they are not at school.

To help support a seamless and open process in planning for your child's needs, it's important to make sure that your child's principal and case manager know who is part of your home team, so they are able to facilitate collaboration in the school environment.

Specialists such as Counselors, Speech-Language Pathologists, Occupational Therapists and Physiotherapists, are bound by Professional Codes of Ethics, which guide their interactions with other specialists in similar roles, and should be part of the planning and conversation when an outside specialist visits the school for an observation or team meeting.

Having a conversation as a team will allow you to clarify everyone's roles and responsibilities on the team, and will help to determine the appropriate channels of communication and flow of information.

There are two ways to help us with this collaboration:

- ⇒ **Consent to an Exchange of Information**, which allows the school team to speak with your outside specialists and medical professionals.
- ⇒ Request a copy of the **Private Practitioner Protocol** from the principal. This allows outside support people to complete observations and participate in meetings at the school.



# SUPPORTIVE PLANS FOR STUDENTS



## Supportive Planning In NLPS

There are a variety of supportive plans which are created for learners with individualized needs.

Plans are created for any students who require support that is above-and-beyond the universal and flexible supports that classroom teachers provide for all learners.

Your child does not need to be formally designated in a Ministry of Education Special Needs Category, or have a medical diagnosis, to receive support, or to have a plan put into place.

### Supportive plans serve a number of specific purposes:

- ⇒ They outline specific goals, strategies and interventions to support a student's learning and growth
- ⇒ They identify any classroom-based accommodations and adaptations which will be provided for your child
- ⇒ They identify who is responsible for implementing these strategies and interventions
- ⇒ They identify the data and other assessment information which will help guide this process

## Types of Supportive Plans

There are a variety of formal documents which may be created to support your child. Below are short descriptions of the some of the most common ones.

**Individualized Education Plan (IEP):** IEPs outline the specific goals, strategies and accommodations for a student who meets the criteria for a formal Ministry of Education designation. Formal medical or assessment documentation is required in order to designate a student

**Annual Instructional Plan (AIP):** These plans are developed for English Language Learners

**Learning Plan:** These are similar to an IEP, but are for students who do not meet criteria for a formal Ministry of Education designation. They are used for students with a variety of needs: academic, social-emotional, behavioural.

**Integration Plan:** A document that outlines the interventions and supports provided for a learner attending school part time, due to significant medical, social-emotional or behavioural needs. They may be initiated by the school or the parent.

**Response Plan / Regulation Plan:** A plan which outlines the observable behaviours of a student who experiences significant behavioural escalations while at school, as well as the appropriate staff responses to these behaviours

**Employee Safety Plan:** These plans guide staff responses to student behaviours that pose a risk to the safety of staff who are supporting the student. These are formal WorkSafe documents and are kept on file in the district Health and Safety office. The Response Plan portion of this document is shared with parents



## Other Tools

There are a variety of other documents which are sometimes created to assist with the implementation of a supportive plan.

**Visual Agenda:** This may be a simple frame such as first-then, or a more detailed agenda outlining the events of the day.

**Personalized Schedule:** This is typically provided for learners who spend part of their school day working in smaller space, or on alternate activities. It sometimes doubles as a data-collection tool.

**Elopement Protocol:** These are created for students who run away from their classroom or the school building, to ensure staff know how to respond when an incident occurs.

**Escalation / De-escalation Protocol:** This one-page graphic provides a snapshot of essential response strategies for staff. It outlines what to do when escalations occur.

**Transition Plan:** This is a plan used to guide the transition of a student between schools or to adult services. These plans are sometimes built into an IEP or Learning Plan, and are commonly used when a student with complex needs:

- changes schools
- transitions from elementary to secondary school
- graduates and will receive adult services.

