

**Student Support Needs Assessment
Classroom Profile
2006 - 2007**

**Pre-Survey Planner:
Kindergarten to Grade 9
Version**

CONFIDENTIAL

Pre-Survey Planner Instructions

Between October, 2006 and January, 2007, the Department of Education, Culture and Employment will be having school staff participate in the Student Support Needs Assessment 2006 by completing an electronic version of this Classroom Profile. In order to prepare for this, a Pre-Survey Planner has been designed to assist you with the collection and organization of information. It also includes standardized definitions and instructions for the kinds of information required and for entering the information.

The Pre-Planner includes the questions that will be asked in the electronic version of the survey. There may be some minor edits or adjustments to the information required in the electronic survey but it will be in the same order and as consistent as possible with this Pre-Planner.

The Pre-Planner is designed to assist you to collect information over the next several weeks and have it easily accessible when the electronic survey becomes available. Strategies for making the best use of this Planner include inserting any relevant information into the Planner during or after:

- ▶ a review of the Student Records of the students currently in your classroom
- ▶ having discussions with Student Support Teachers, Principals, previous teachers, parents/guardians and others with an interest in your students
- ▶ preparation for and completion of Report Cards and /Guardian-Teacher Interviews

Note: Each student will be assigned a Student Code Number by ECE once the electronic survey is available.

The gathering and sorting of information using the Pre-Planner will allow completion of the electronic survey in the most efficient way – all required information will be easily accessible and organized in the order and manner that it will be entered into the electronic survey.

There will be adequate information and support for each school staff to complete the electronic survey provided by staff from the Department of Education, Culture and Employment. Administrators will be provided with timelines, instructions and access to technical and content support once the electronic version of the survey is available.

Any questions or concerns for the Pre-Survey Planner can be directed to:

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Please Note:

The Pre-Survey Planner is for the gathering and organizing of information only. You will complete an electronic version of this survey once it becomes available.

Introduction

The Department of Education, Culture and Employment is preparing to do the 2006-2007 installment of the Student Support Needs Assessment.

Purpose of the Survey

The intent of this survey is to identify the needs of each of the students in your classroom at the time that you complete the survey. Past needs and/or supports are not required or included in this survey, but the survey will ask you to project the current and/or future needs of some students.

Previous installments of the Student Support Needs Assessment were conducted in 1993 and in 1999 - 2000. The information gathered in the 2006 – 2007 installment will be used to monitor changes in student needs and programming, and to establish priorities and set direction for the Department of Education, Culture and Employment for the next several years.

Purpose of the Information

The Student Support Needs Assessment will provide the Minister of Education, Culture and Employment with current information about the realities faced by students and teachers in NWT classrooms.

This information will be used to determine how Education, Culture and Employment staff can best support school staff over the next few years.

Authorization

All District Education Councils/District Education Authorities (DECs/DEAs), Superintendents and administrators are aware of and support this project. Please contact your Principal if you have any questions or concerns about participating.

Confidentiality

The Student Support Needs Assessment 2006 - 2007 is being conducted at the direction of the Minister of Education, Culture and Employment who requires current information about the range and degree of supports that students require to assist with their learning. Information will be collected on all NWT students in surveys that will ensure the information remains confidential.

The report developed as a result of the surveys will not identify any individual student, family or school staff. All data will be compiled to describe student support needs across the NWT. Student first names will be used to facilitate data collection but the names will remain in the possession of the classroom teacher. Classroom teachers must keep this list of names in a confidential manner until told to destroy it.

Schools will be provided with an information letter for parents/guardians which explains the Student Support Needs Assessment. However, parent/guardian consent is not required for the following reasons:

- ▶ Information will not be shared that identifies individuals
- ▶ School staff are not being asked to share information that has been gathered for other purposes – only information gathered while working directly with students.
- ▶ The Minister of Education, Culture and Employment requires this information so that he can carry out his duties.

Student Support(s):

A support is an additional service or device provided in or to the school for individual or small groups of students. Supports are services above and beyond those provided to all students as Student Support Needs Assessment

part of the regular school program. The purpose of providing one or more supports to a student is to enhance development or assist that student to overcome barriers to learning. A variety of supports may be considered/tried to help students overcome difficulties, such as extra assistance with classwork or homework, counselling and behaviour interventions, specialized rehabilitation and medical services, and personal assistance and special equipment.

When considering who needs a given support, in your professional opinion, ask yourself, does the student need the support in order to learn? Without the support, would he/she be struggling or unsuccessful?

Inclusive Schooling

Education in the Northwest Territories is delivered using Inclusive Schooling as its philosophy and mandate.

The Inclusive Schooling Directive (2006) states that the principles of Inclusive Schooling are:

- a. **Inclusive schooling shall be characterized by equal access to education opportunities.** Equal access means more than the right of all students to participate in educational programs offered in regular classroom settings with their age peers. It also means the provision of support services as necessitated by the needs of individual students.
- b. **Inclusive schooling shall be characterized by an approach to schooling which builds on student strengths and responds to student needs.** Diverse instructional strategies are employed that respond to a variety of learning styles and intelligences. As well, support services are provided such as additional support personnel, transportation, specialized equipment or specialized services, which are necessary to enable equal access. Student Support Plans and Individual Education Plans are developed for some students.
- c. **Inclusive schooling shall be community-based.** Educational programs are provided in the home community. Community-based schooling facilitates students participating in culturally relevant programs and offers the greatest support for student success.
- d. **Inclusive schooling shall promote the involvement of parents/guardians in their children's education.** Decisions about educational programming and support services for children involve parents/guardians who also have the right to appeal decisions that significantly affect the education, health or safety of the student.
- e. **Inclusive schooling shall be characterized by collaboration.** While classroom and subject teachers retain primary responsibility for all students in their classes, they are supported by parents/guardians, administrators, peers and other professionals who collaborate to make decisions related to the program and support needs of individual students.

Funding

The Government of the Northwest Territories currently allocates over \$15 million to support Inclusive Schooling over and above the budget for education in the NWT. All education funding is distributed using a block funding model. The advantages to this model include:

- ▶ a funding model that is consistent with and supportive of the philosophy of education in the NWT
- ▶ assessment-driven diagnosis is not required (in many cases, it is very challenging and takes a significant amount of time and commitment to have a student diagnosed by a health care professional due to the limited access to these services by DECs/DEAs)
- ▶ any evidence (including observation, anecdotal, informal and/or formal classroom assessments) can be used to determine if an individual student needs a given support/service
- ▶ classroom teachers, administrators, regional staff and DEA/DECs have the mandate to determine which students receive which resources and when and how these services are provided
- ▶ students who may be challenged by family or community circumstances (including family violence, addictions, poverty and re-location) but who do not have a specific diagnosable condition can receive supports or resources
- ▶ a single service is not assigned to a single student so that students and services are provided in ways that encourage participation by all students in classrooms and programs
- ▶ services can be provided to more than one student at a time
- ▶ over-identification of students as a way to receive additional funding does not occur
- ▶ no requirement to count and/or label students to access Inclusive Schooling funding.

Although DECs/DEAs make the decisions about the use of Inclusive Schooling funds in any region, Superintendents and Student Support Consultants are responsible for the implementation of programs and services to meet student needs. Education, Culture and Employment staff work closely with and meet regularly with Superintendents and Student Support Consultants to monitor the needs in all regions and to provide information and support.

In order to continue to fund Inclusive Schooling in an appropriate manner, the Inclusive Schooling Directive 2006 requires DECs/DEAs to report on their use of the funds. This will ensure that funds allocated for Inclusive Schooling are used to address students' needs. The Student Support Needs Assessment 2006-2007 will provide a comprehensive picture of what those needs are at this time.

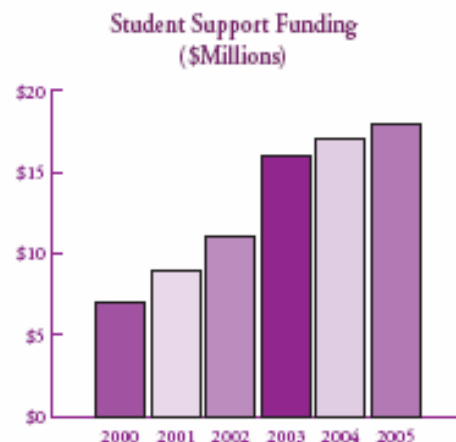
Commitment of the Department of Education, Culture and Employment

A number of documents refer to Inclusive Schooling, Student Support and the attached commitment and funding from the Department of Education, Culture and Employment.

Building on Our Success: 2005 – 2015 Strategic Plan (GNWT, 2006)

Since 2000, the GNWT has increased student support funding by more than \$10 million—an increase of 8% to 15% of total school contributions.

This funding is used to provide supports, such as specialized programs and staff. However, even with these advances, limited access to



specialized diagnosis and intervention services and resources makes meeting the needs of students a significant challenge for parents/guardians, teachers, schools, boards, and ECE.

During the period covered by this Strategic Plan, it will be important to expand support services for students with both short and long term needs. Delivery of these services will require close collaboration between teachers, health and social services professionals, parents/guardians and children. If all students are to achieve their potential, this collaboration must be based on the specific needs of the children.

Objective 2: Students Achieving their Potential (of Building on Our Success)

Priority: Increase the availability of student support

Actions:

- Develop a service delivery model in collaboration with other GNWT departments and support partners to ensure that children's needs are identified and addressed at an early age and throughout their educational careers.
- Conduct the third Student Needs Assessment.
- Identify priority recommendations in the Student Needs Assessment and develop an implementation plan to address needs.
- Identify requirements for additional counselling and other required support services.
- Identify current use of student support services and increase accountability requirements of education authorities with respect to spending under the *Inclusive Schooling Directive*.
- Report, at least biannually, on spending related to student services.

Towards Excellence: A Report on Education in the NWT 2005 (GNWT, 2005)

Expenditures on Education: Total Operating Contributions (including School Operations and Maintenance, Administration Operation and Maintenance, Utilities and Leases, and Salaries and Benefits).

Funding for total operating contributions increased by \$9.3 Million in 2 years.

2001/2002	\$103, 600, 000.
2004/2005:	\$120, 700, 000.

Expenditures on Education: Per Student

The NWT expenditure is 60% higher than the Canadian average cost of education per student.

1999:	\$8900.
2001:	\$10, 200.
2003:	\$11, 700.

Expenditures on Education: Designated Funding

GNWT contributions for inclusive schooling increased by 85% from 2000/01 to 2004/05.

1999/2000:	\$6, 739, 000.
2004/2005:	\$16, 818, 000.

Inclusive Schooling Directive (GNWT, 2006)

An updated version of the Inclusive Schooling Directive has just been released. This version requires that schools and districts report on how they are using Inclusive Schooling funding and that this funding is used for the purposes outlined in the Directive. This will also provide the Minister of Education, Culture and Employment with information for future decisions in the area of Inclusive Schooling.

Student Support Needs Assessment (SSNA) 1999-2000 and Results

In response to the results of the SSNA 1999 – 2000, a number of priorities were identified. These priorities have determined the work of Education, Culture and Employment staff in Student Support over the past several years. These activities and projects have involved extensive consultation with superintendents, regional staff, teachers, school staff, parents/guardians and community members from throughout the NWT. Activities and projects related to the priorities include:

- Trained Classroom and Support Staff
 - Individual Education Plan Template, Handbook and Toolkit and Training
 - Modified Education Plan Template, Handbook and Toolkit and Training
 - Program Support Guide – Roles and Responsibilities for Educational Partners (Pilot)
 - Differentiated Instruction Training and Resources
 - Assistive Technology Training
 - Revised Curriculum in Language Arts, Math, Science, Social Studies and Training
 - Aboriginal Language and Culture Directive and Training

- Expansion of Counselling Services in Schools
 - Additional funding
 - Honouring the Spirit of Our Children Framework and Handbook:
 - School Counselling Programs Focus Groups
 - Honouring the Spirit of Our Children Conferences
 - Dealing with Child Abuse: A Handbook for School Personnel Powerpoint
 - Dealing with Child Abuse: A Handbook for School Personnel in French

- Reduced Pupil-Teacher Ratio
 - Average PTR in 1999/2000: 18.1 to 1
 - Average PTR in 2004/2005: 15.2 to 1

- Increase in Number of Program Support Teachers

- Parent Support to Students
 - Student Support Initiatives

- Student Behaviour, Attendance and Tardiness
 - Effective/Positive Behaviour Supports (E/PBS) Training and Resources
 - Student Success Initiative

- Reading and Literacy
 - Student Success Initiatives

- **Preschool Programs and Early Intervention Programs**
 - March 2000: 72 licensed early childhood programs providing 1153 spaces
March 2006: 103 licensed programs providing 1525 spaces
 - Healthy Children Initiative: Council for Persons with Disabilities Early Intervention Program
 - Healthy Children Initiative: funding to support local program staff to develop skills to assist children who have developmental delays
 - Aurora College: Early Childhood Education Certificate program
 - Department of Health and Social Services: Healthy Families Program in Yellowknife, Behchoko, Hay River and Fort Smith
 - Early Childhood – Experience the Magic and Wonder Early Childhood Conference

School Register or official description of class

1. What is the school register or the official description of your class?

Grade(s)

Single grade _____

Split grade

A class having students at 2 grade levels _____
(Example: Grade 3/4)

Non-graded grouping _____

A class given a number but not a grade level (Example: Class 1, Class 2)

Multi-age/family grouping _____

A multi-age, multi-grade group of students who remain with the same teacher(s) for a number of years.

Alternate class _____

A class in which students are selected based on clearly articulated criteria related to academic performance or behaviour (Example: significant academic challenges with severe gaps in learning or undesirable behaviours causing safety concerns for self and others). This is a placement outside the regular classroom with clearly articulated goals to meet the specific needs of these students.

Other (please describe)

2. How many students are registered in your class, as of today's date? _____

3. What is the age range, in years, of the students in your class?

Age _____ to Age _____

4. Is instruction in a language other than English? Yes _____ No _____

If YES please indicate:

Aboriginal First Language _____ Specify _____

French First Language _____

French Immersion _____

Student Data

Student Code

Each student will be assigned a code number issued by ECE. This number will be used to identify students throughout the survey and results process. Teachers will keep the list of names associated with the codes from their classroom. If questions arise, teachers will be asked to answer based on the Student Code. Only each individual teacher will know the student and their student code. This is one of the ways that information will remain confidential.

Approximate attendance

Approximate per cent of days that the student has been present in school since the beginning of the current school year.

Absences due to:

- **Illness/medical intervention**
The student is frequently “sick” and/or has a chronic health condition or disease which results in frequent or long absences for rest, rehabilitation or treatment
- **Lack of support in school**
The student's needs are so intense that they cannot be adequately met with the resources available in the school - the student may be on a partial day program or attend only when support is available.
- **Suspensions**
The student is suspended frequently
- **Lack of support at home**
The student chronically misses partial or full days because parents/guardians do not facilitate getting up and going to school
- **Family responsibilities**
The student is required to stay home to look after other family members or to contribute to the family economy
- **Chooses not to attend**
The student deliberately chooses not to attend school
- **On the land**
The student is “on the land” or “in the bush” for extended periods, camping, hunting, fishing, trapping, etc.
- **Extended weekends/vacations**
The student is absent with family or on their own, often travelling between communities to visit family/friends

Pre-school program

Programs include daycare, headstart, nursery school but not day home or private babysitting arrangements

Parental/Guardian Involvement

Rate parental/guardian involvement based on your opinion of the amount of involvement required to meet the student's needs. Parental/guardian involvement and support may take many forms including the following:

- open communication with the teacher(s)
- involvement in the student's program development
- interest in the student's work and progress
- attendance at parent interviews
- helping the student at home
- supporting a school-based intervention at home
- coming to the school when requested
- coming to the school to observe
- assisting as a volunteer

Personal Skills

Appropriate skills

The student exhibits skills that permit them to participate and progress in their learning and relate to other students and adults in the school in an acceptable manner without additional support or intervention.

Below age expectations

The student exhibits skills at a level expected from younger students or is lacking skills

Organizing work

The student has the appropriate materials and supplies necessary to work, can follow instructions for the work at hand and is able to organize work according to the expectations outlined.

Focusing and staying on task

The student listens to instruction and once assigned a task, can focus on the work at hand and follow it through to completion.

Relating to others

The student interacts with other students and adults in the school in a manner which is appropriate to specific situations, e.g., working cooperatively with other students, able to ask help from a teacher when required, complies with teachers' requests

Anger Management

The student deals with feelings of anger in a controlled and assertive manner rather than in an abusive/aggressive/violent or a passive manner.

Problem Solving/ Decision-making

The student seeks out information and uses an analytical, step by step process to find solutions to problems and make decisions.

Notes:

Academic Skills

Above grade expectations

The student exhibits skills at a level expected from students in a higher grade

At grade expectations

The student exhibits skills at a level expected for his/her grade

Below grade expectations

The student exhibits skills at a level expected from students:

- Two years, or less, below grade level
- More than two years below grade level

Reading

A composite rating based on skills in oral reading and comprehension or, for kindergarten and early primary, skills appropriate to pre-reading such as letter and sound recognition, matching, sequence etc.

Writing

A composite rating based on skills in printing, writing, and composition or, for kindergarten and early primary, skills in drawing, letter copying etc.

Mathematics

A composite rating based on skills in mathematics operations and problem-solving or for kindergarten and early primary, prerequisite skills of number recognition, counting etc.

Designated Grade Placement

The grade that the student is presently placed.

Notes:

Education Plan

Learning Outcomes

Descriptions of the knowledge and skills that students are expected to know and be able to do at the completion of a course or grade in a subject area. For students following a Regular Education Program or a Modified Education Program the learning outcomes are stated in NWT curricula. For students on an Individual Education Program, the learning outcomes are the annual student outcomes and short-term learning objectives described in their IEPs (and for some students learning outcomes from approved NWT curricula.)

Regular Education Program

A Regular Education Program is determined by the learning outcomes articulated in NWT curricula for a specific grade level.

Regular Education Program = curricular learning outcomes at grade level.

Student Support Plans (SSP)

A Student Support Plan is a one or two page document developed using FileMaker Pro. It identifies either accommodations/adaptations for difficulty or enrichment strategies required for success in the Regular Education Program targeted curricular outcomes for subjects in which the student is on a Modified Education Program as well as accommodations/adaptations for difficulty or enrichment strategies.

SSP: Regular Education Program with Accommodations/Adaptations for Learning Difficulty (K-12)

A student following the Regular Education Program may be close to achieving the learning outcomes of the NWT curricula at grade level but, because of certain needs or challenges, is at risk of not achieving that goal. For such a student the teacher puts in place individual accommodations /adaptations to assist the student to achieve the learning outcomes. These accommodations /adaptations may be necessary for some or all subjects or for general skills.

Accommodations/Adaptations:

Changes made to the teaching process, learning environment, materials, time demands, assistance, evaluation or student products to help students achieve the expected learning outcomes (Note: the expected learning outcomes as stated in curricula documents are not changed.)

SSP: Regular Education Program with Accommodations/Extensions for Enrichment. (K-12)

A student who exhibits abilities and capabilities beyond their age peers in one or more subject areas may achieve the learning outcomes at their grade level with ease. For such a student the teacher offers more challenge through enrichment strategies. (See appendix). These strategies foster and develop higher order thinking skills, creativity and problem solving, adding breadth and depth to the learning experiences at the student's grade level.

Accommodations/Extensions:

Changes made to content, skills, time, pace, resources, materials instruction and evaluation to provide challenges, novelty and opportunities to use higher level thinking skills.

SSP: Modified Education Program

A Modified Education Program retains the learning outcomes articulated in NWT curricula, at a level other than the assigned grade level. Based on student strengths, needs and interests, a collaborative process is used to determine and document/record necessary program changes.

Modified Education Program = curricular learning outcomes above or below grade level.

SSP: Modified Education Program – Student Working Below Grade Level (Grades 1 through 9)

A student who is attempting to achieve the learning outcomes of the Regular Education Program may be unable to do so even with differentiated instruction and/or a variety of accommodations/adaptations. For such a student the teacher targets the subject areas of most concern and has the student work on learning outcomes at a level below grade placement and closer to his/her performance level. The student will likely also require accommodations/adaptations to meet the learning outcomes at this level.

SSP: Modified Education Program – Student Working Above Grade Level

A student who demonstrates exceptional abilities in one or more subject areas may achieve the learning outcomes of the Regular Education Program more rapidly than other classmates and be able to handle learning outcomes of a higher grade level.

Individual Education Program

An Individual Education Program is a student-specific program and is outlined in an Individual Education Plan (IEP). This plan is a comprehensive written education plan with goals and objectives, determined through a collaborative process, driven by the strengths and needs of the student. It may or may not include learning outcomes articulated in NWT curricula. A student on an IEP usually requires supports, accommodations/adaptations, facilities, resources and equipment beyond those required by his/her peers.

Individual Education Program = student specific learning outcomes which may or may not include curricular learning outcomes

Confirmed Diagnosis

School staff has on file written confirmation of a clinical diagnosis of a chronic health condition, disease, disorder or disability whose effects impinge on the student's learning and/or behaviour.

Notes:

Assessment Codes

IIP for Individual assessment (In-school personnel)

Any assessment of an individual student conducted by a teacher, PST, Principal or counsellor to determine the individual's need for program modifications, an IEP or supports and services, e.g. assessment of language development, behavioural checklist, assessment of learning style, assessment of reading comprehension.

DEC for Individual assessment (DEC/DEA consultant)

Any assessment by a DEC/DEA consultant, at the request of the school staff, to assist in determining an appropriate program and /or supports needed by the student e.g. assessment of academic achievement, assessment of cognitive ability, assessment of behaviour.

DEN for Individual assessment (Non-school/DEC personnel)

Any assessment conducted by a medical, health, social service or other service provider upon self-referral or referral from the parent/guardian or the school to determine the nature of a student's difficulties, the presence of a medical condition, disorder, or disability. The student's need for supports or ongoing services will also be determined

MDA for Multidisciplinary Diagnostic Assessment

Any assessment conducted by a multi-disciplinary team upon referral from the parent/guardian or school to determine the nature of a student's difficulties, the presence of a medical condition, disorder, or disability. The student's need for supports or ongoing services will also be determined

RA for Requires assessment

If, in your opinion, a student requires an assessment based on a difficulty with their learning, indicate the type of assessment you would suggest.

Notes:

Assistance with Classwork and Homework in Addition to that Provided to Whole Class

N for Needed

When considering who needs a given support, ask “Does the student need the support in order to learn?” in your professional opinion. “Without this support would he/she be struggling/unsuccessful?”

DK for Don’t Know

Students for whom you are unsure that the support or service has occurred or is in place

R for Receiving Support

Students who are receiving this support at this time.

Small Group Instruction or Work

The assistance and support are in addition to, or instead of the instruction and classwork given to the whole class. Additional assistance is usually given by the teacher, support assistant, PST, tutor, volunteer. The student participates in small groups to receive additional assistance and support with instruction and class work.

Individual Instruction or Work

The assistance and support are in addition to, or instead of the instruction and classwork given to the whole class. Additional assistance is usually given by the teacher, support assistant, PST, tutor, volunteer, another student.

The student is given individual assistance and support with instruction or class work or both.

Work experience/Life skills training

Assistance and support are provided to students by arranging opportunities for them to experience working or participating in the community, either as a pre-career choice placement, or as part of a transition plan, or to gain some life-skills in structured social situations. Such experiences may involve the support of an accompanying adult.

Tutorial Assistance/Homework Assistance

The student is receiving extra assistance with learning from the teacher or an individual who is providing assistance at the direction of the teacher. The assistance may be provided;

- in school, outside of class time - e.g. before school at noon hour or after school
- or outside of school e.g. private tutor after school or evening
- parents/guardians and/or other mentors

Transition Planning

Students who require transition plans for support in community living.

Notes:

Behavioural Interventions

N for Needed

When considering who needs a given support, ask “Does the student need the support in order to learn?” in your professional opinion. “Without this support would he/she be struggling/unsuccessful?”

DK for Don't Know

Students for whom you are unsure that the support or service has occurred or is in place

R for Receiving Support

Students who are receiving this support at this time.

Functional Behavioural Assessment

A systematic process for understanding severe, chronic and/or complex problem behaviours by identifying the function that the behaviour serves from the student's point of view.

An FBA always takes place through observation in the natural context/setting where the problem behaviours occur. By understanding the function of the behaviour, a Behaviour Support Plan (BSP) can be developed. See Behaviour Support Plan (BSP).

Behaviour Support Plan

Information from an FBA (i.e. an understanding of the function of the misbehaviour) is used to develop a Behaviour Support Plan (BSP.) Rather than simply focusing on eliminating the problem behaviour, the focus is on modifying the context so the behaviour is less likely to occur in the first place, and on teaching replacement behaviours so that the problem behaviour becomes irrelevant or inefficient.

Example:

Building on the same example as in the FBA definition, the teacher might consider reducing the demands of the difficult Math, and teaching the student to (initially) ask for a break, to ask for help, to then complete a few problems, then half... until the desired behaviour is gradually reached.

Planned behavioural intervention or support (group)

A planned program with a group of students which involves learning about and discussing current behaviours and teaching, modeling, and practicing alternate and more appropriate behaviours (example: self-esteem, conflict resolution group issue-base (drug and alcohol use, separation and divorce)).

Personal Counselling

Refers to counselling offered by a trained counsellor employed by or contracted to the school. This counselling may be one-on-one, in a small group or as a member of a healing or recovery group.

N for Needed

When considering who needs a given support, ask “Does the student need the support in order to learn?” in your professional opinion. “Without this support would he/she be struggling/unsuccessful?”

DK for Don't Know

Students for whom you are unsure that the support or service has occurred or is in place

R for Receiving Support

Students who are receiving this support at this time.

Physical

Examples of physical concerns include:

- neglect: appears hungry, tired, untidy
- physical health: consistent physical complaints or untreated physical symptoms
- nutrition: does not have adequate or appropriate snacks, lunches/reports lack of nutritious food
- high risk behaviour: reports inappropriate activities or inappropriate use of vehicles, equipment, tools, weapons, etc.
- substance abuse: self: use of substances by child/youth
- substance abuse: family: use of substances by family member(s)
- sex and sexuality: sexual experimentation, sexual activity, safe sex, pregnancy
- eating disorder: eating habits that are potentially dangerous

Emotional

Examples of emotional concerns include:

- personal safety: "...in need of protection..."/child protection concerns
- self management skills: social skills, problem solving skills, life skills
- isolation: spends time alone/separated from peers
- separation/divorce: family is involved in separation or divorce
- loss: has experienced significant loss (move, death,...)
- family violence: violence among family members
- depression: feelings of isolation/discouragement/sadness over a period of time
- self harming behavior: participates in behaviors that hurts self physically
- suicide threat, attempt: threatens or attempts suicide

Social

Examples of social concerns include:

- peers: has difficulty interacting with peers
- playground skills: has difficulty managing at recess, free time, unsupervised, in larger groups
- delinquency: involved in destructive or criminal activity in the community

Intellectual

Examples of intellectual concerns include:

- school routines – attendance, consistent late attendance, leaving school during the day
- classroom skills: has difficulty interacting with small or large classroom groups or during transitions
- class work habits: has difficulty attending to individual work or class activity
- administration: has difficulty with administration
- teacher/staff: has difficulty with teacher or school staff
- substitute: has difficulty with substitute teacher or school staff
- career planning: participate in career and life planning

Spiritual

Examples of spiritual concerns include:

- self esteem: has difficulty participating in age appropriate activities
- isolation: does not seem to have family or community attachments or supports

Specialized Rehabilitation and Medical Services

N for Needed

When considering who needs a given support, ask “Does the student need the support in order to learn?” in your professional opinion. “Without this support would he/she be struggling/unsuccessful?”

DK for Don’t Know

Students for whom you are unsure that the support or service has occurred or is in place

R for Receiving Support

Students who are receiving this support at this time.

SPL for Speech & Language Therapy

Therapeutic services related to a wide range of communication disorders and language development

Occupational Therapy

Assistance to deal with physical, developmental, sensory-motor, perceptual and secondary behavioural difficulties to develop skills, restore function and maintain ability

Physiotherapy

Assistance to deal with physical dysfunction resulting from a chronic condition, illness or injury.

Services for the Hard of Hearing or Deaf

Treatment and monitoring for hearing impairments and deafness.

Services for the Visually Impaired or Blind

Treatment and monitoring services related to vision impairment and blindness

Other Specialized Medical Services (please specify)

Ongoing monitoring or treatment services related to a specific condition, disorder, or disability. Specify type of service for any student receiving or needing a specialized medical service on a regular basis

Homecare

Regular services in the home for the student and their family to assist with care or skill development.

Other

Notes:

Assistive Technology

Assistive Technology for Learning (ATL)

A broad range of classroom materials, devices, media and other technologies that allow access to learning for students who have barriers due to their sensory, physical, cognitive or other learning challenges. The term ATL denotes both a device and its application.

N for Needed

When considering who needs a given support, ask “Does the student need the support in order to learn?” in your professional opinion. “Without this support would he/she be struggling/unsuccessful?”

DK for Don’t Know

Students for whom you are unsure that the support or service has occurred or is in place

Assistive Technology for Learning (ATL)

A broad range of classroom materials, devices, media and other technologies that allow access to learning for students who have barriers due to their sensory, physical, cognitive or other learning challenges. The term ATL denotes both a device and its application.

R for Receiving Support

Students who are receiving this support at this time.

Assistance with Personal Care

Assistance and constant monitoring for such functions as eating, dressing, toileting etc.

Assistance with Mobility

Assistance from others to move about within the classroom and/or around the school.

Mobility Aid (Wheelchair)

The student’s physical condition is such that a wheelchair is required. The wheelchair may be self-operated or require assistance from others to operate.

Mobility Aid (Other: Braces, Crutches, Walker)

The student requires a brace, crutches or a walker to achieve mobility in the school.

Alternative Communication (Sign)

The student uses sign as the primary means of communication with a support assistant and/or other students, teachers and family members trained in sign.

Alternative Communication (Hearing Aid)

The student uses a hearing aid to enhance his/her hearing.

Communication Aid (FM System)

The student uses a personal FM system or one installed in the classroom to enhance hearing.

Alternative or Augmented Communication

The student uses a communication board/device or special computer/computer program as the primary means of communication.

Alternative Communication (Braille)

The student communicates primarily through the use of a Braille typewriter, Braille computer/software and Braille print material.

Special Transportation

A specially equipped vehicle (e.g. with a lift) or some adaptation to a vehicle is required to transport the student to and from school.

Adapted Furniture or Physical Environment

Adapted or different furniture is required in the classroom (e.g. special desk) or other areas of the school (e.g. stair lift, changing table, transfer belts).

Life Skills Training

Skills training is required in real life situations (street safety, going to the bank, shopping for food, eating out) to prepare the student for life in the community.

Special Materials

The student uses learning materials significantly different from those used by their peers, e.g. materials in Braille, sign language books, large print materials, audio books, computer software.

Assistive Devices

The student uses specially designed devices, e.g. special grip pens or pencils, light pens, magnifiers, switch mechanisms to facilitate their participation in learning.

Monitoring or Administration of Medication

The student requires medication monitoring or administration at school in order to maintain the medication schedule prescribed in the ongoing treatment of a specified condition (e.g. Ritalin, insulin)

Alternative Activities

The student cannot participate in some learning activities due to their medical condition. They require alternative, supervised activities

Notes:

Summary

Support(s):

A support is an additional service or device provided in or to the school for individual or small groups of students. Supports are services above and beyond those provided to all students as part of the regular school program. The purpose of providing one or more supports to a student is to enhance development or assist that student to overcome barriers to learning. A variety of supports may be considered/tried to help students overcome difficulties, such as extra assistance with classwork or homework, counselling and behaviour interventions, specialized rehabilitation and medical services, and personal assistance and special equipment.

When considering who needs a given support, in your professional opinion, ask yourself, does the student need the support in order to learn? Without the support, would he/she be struggling or unsuccessful?

Adequacy of Supports/Services

Indicate A if the student is progressing in their learning with the supports/services in place.

Indicate B if the supports/services in place need to be increased in terms of intensity or frequency in order for progress in learning to take place.

Effectiveness of Supports/Services

Indicate A if the support/service is having a large effect on the student's progress

Indicate B if the support/service has some effect on the student's progress

Indicate C if the support/service has little effect on the student's progress

Time, energy and resources

When all is said and done, check the students, if any, that you find the most challenging to provide support(s) to?

Notes:

What are the three main issues that your students come to class with?

What three strategies do you use most often to adapt or modify programs for students who are experiencing difficulty or who need enrichment?

What three supports or services exist in your school that are the most helpful to you?

What support or service would you like to see in your school?

What are three supports or service exist in your community that are the most helpful to you?

What support or service would you like to see in your community?

What three difficulties or areas of enrichment would you like more information and resources for?

What three difficulties or areas of enrichment would you like more professional development for?

Notes:

Please check the following that apply:

Support	I determine which students need support by talking to or reviewing...	I work with these people on a regular basis to support students...	These people spend time in my classroom to provide support to students...	Other
Parent/Guardian				
Program Support Teacher				
Team Meeting				
Principal				
Assistant Principal				
Another Teacher				
Education Assistant				
School Community Counsellor				
School Counsellor				
Guidance Counsellor				
Student Support/Inclusive Schooling Consultant				
Tutor				
Report Cards				
Student Record				
Observations				
Informal assessment				
Health care professional				
Elders				
Community members				
Other				
Other				

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Glossary

Class Placement:

The actual class group of which the student is a part for the school year. The terminology may differ from school to school. In upper elementary or secondary school students may be a part of several class groups. Class placement refers to the homeroom or Teacher Advisor group to which the student belongs. Class placement does not necessarily reflect either the assigned grade level or the student's performance level in relation to NWT curricula.

DEC/DEA

Divisional Education Council (DEC) is used as a generic term to refer to all former NWT Boards including the two in Yellowknife now known as District Education Authorities (DEAs)

Focus Area

A term used on the Student Support Plan to refer to a subject area or a general skill which is being targeted for the student on the plan, either because he/she is having difficulty in that subject or general skill or because enrichment is needed in that area.

General Skills

A number of skills, attitudes and behaviours (e.g. motivation, organization, attention) related to the overall learning situation rather than a particular subject area.

Grade Level

In this document references are made to the student achieving at grade level, below grade level or above grade level. A student is achieving:

- at grade level if they can meet all the learning outcomes of the NWT curricula for the grade level in which they are placed.
- Below grade level if they can meet the learning outcomes of the NWT curricula for some grade level below that in which they are placed.
- Above grade level if they can meet the learning outcomes of the NWT curricula for some grade level above that in which they are placed.

Inclusive Schooling

Inclusive Schooling begins with the philosophy that students belong with their peers and should have equal access to educational opportunities. It is concerned with the support needs of all students. In practice, inclusive schooling translates into finding ways to include *all* students in NWT schools and to meet their unique needs.

Performance Level:

The achievement level of a student based on NWT curricular learning outcomes. This level may be different for different subjects (for example: Grade 5 in Math and Grade 4 in English Language Arts).

Program Support Record

A file which exists for some students and includes information used to make programming decisions for students who require additional supports and services and records of those decisions – usually managed by the PST or Principal's designate.

Strategy/Strategies:

The term 'strategies' is typically used to refer to possible accommodations/adaptations that might be selected for inclusion in a student support plan.

Strategies for Students with Learning Difficulties

There are three types of accommodations/adaptations

- Accommodations/adaptations to the teaching and learning environment (motivating students, the classroom environment, learning materials and equipment, and organization for instruction).
- Accommodations/adaptations to curriculum/instruction (the content to be learned, teaching compensatory skills, the teaching/instructional process and student practice, class and homework assignments)
- Accommodations/adaptations to the assessment and evaluation of learning (the manner in which the student demonstrates progress towards learning goals and completes tests/exams).
 - Motivation
 - Organization of Self and Materials
 - Attention
 - Listening
 - Reading
 - Written Expression
 - Memory
 - Sensory/Motor
 - Math Computation
 - Math Word Problems
 - Assessment
 - Routines, Directions and Transitions
 - Frustration and Anger
 - Social Interactions

Additional Strategies for Senior Secondary Grades

- Adjust timetable to assist student to succeed – reduce course load, block schedule a limited number of subject areas
- Provide a support block to teach learning strategies
- Space required senior secondary subjects over an extra semester or extra year
- Encourage intensive study of one course by correspondence or over the summer
- Take advantage of modularized courses
- Have a coordinated approach in place for students who require the same accommodations for a variety of subjects (e.g. a student with poor organization skills might pick up a “reminder” binder each morning in homeroom or the guidance office)
- Offer on-line learning courses as an alternative
- Highlight “big picture “ concepts in student textbook to lessen required reading
- Provide audio text of novels and plays
- Provide student with class notes prior to class for student to review
- Provide detailed study notes
- Alter assessment to allow for student learning styles i.e. presentations, projects worth more than tests or visa versa

Strategies for Students Requiring Enrichment

Accommodations/extensions are changes made to content, skills, time, pace, resources, materials, instruction and evaluation to provide challenges, novelty and opportunities to use higher level thinking skills to students who have achieved the required learning outcomes of the regular program earlier than their peer group.

- Curriculum Content
- Timing and Pace
- Resources and Materials
- Instruction
- Higher-level Thinking and Skills:
- Products, Assessment and Evaluation

Student Record

The official student file for each student, kept in the school office (formerly known as the cum file or cumulative record)

Student Support Plan

A plan that documents one of:

- Accommodations for difficulty, required for success in the Regular Education Program for a student whose performance levels are near or at grade level or
- Accommodations for enrichment, required for success in the Regular Education Program for a student whose performance levels are near or at grade level or
- Targeted curricular outcomes for subjects in which a student is on a Modified Education Program because they are working on curricular outcomes below grade level, or
- Targeted curricular outcomes for subjects in which a student is on a Modified Education Program because they are working on curricular outcomes above grade level