

SCHOOL BASED SERVICES

Staffing is allocated to schools to provide support at the school level. This staffing is intended to address the needs of the following students:

- Non categorical students
- Students with identified special needs
- Students with social emotional and behavioral needs

This staffing is generally allocated as follows:

LAT - .2/100 FTE students

Elementary Counselling - .2 to .4 depending on school size

Special Needs - depending on student needs in Level 1, 2, and 3 as well as overall school needs regarding at risk students.

LEARNING ASSISTANCE TEACHERS

The goal of this school-based service is aimed at maintaining students in the regular classroom with appropriate support. Services are accessed through School Based Team and are generally provided through the LAT. Classroom teachers have the responsibility for the education of all children within their classrooms and are accountable for the progress of each child. The Learning Assistance Teacher's prime function is to assist teachers and students through:

I. Assessment

- in depth individual student assessment to identify needs, determine strengths and develop programs/interventions
- informal assessments including observations, file work ups, background data
- curriculum based assessments
- diagnostic teaching
- standardized Level B assessments
- synthesis of information
- criterion-referenced or norm-referenced assessment
- involve district personal as part of the intervention team

II. Programming/Instruction

- co-ordinating and supporting implementation of IEPs
- modifying and adapting programs for individual students
- co-ordination of support personnel
- direct instruction - remedial, compensatory, skill development, learning strategies, social skills

III. Collaboration/Consultation

- communication with students, parents, administrators, teachers and district staff
- liaison with community agencies
- participation in transition processes
- collaborate with classroom teachers to design/implement strategies, resources, adaptations
- advising teachers regarding adjustments to curriculum, instruction or environmental factors to facilitate learning
- consult with district and community resource personnel
- develop IEPs

Qualifications

I. Current knowledge of the characteristics, needs and programming for students with special needs:

- expertise in a wide range of teaching strategies and curriculum
- expertise in a wide range of management strategies
- knowledge of methods for evaluating and selecting alternative materials to meet individual student needs
- ability to carry out a variety of assessments
- philosophical understanding and ability to adapt and modify programs to meet individual needs
- knowledge about the development and implementation of IEPs
- knowledge of characteristics demonstrated by students with special needs

II. Strong Personal and Interpersonal Skills

- demonstrates empathy
- demonstrates good listening skills
- demonstrates strong communication skills
- demonstrates ability to work collaboratively with education and community personnel
- demonstrates ability to develop positive relationships with children and youth

III. Training

(must have completed or in the process of completion)

- minimum of 5 courses which must include:
- individual assessment (Level B)
- survey course of exceptionalities
- course in adapting and modifying the curriculum to meet individual needs

COUNSELLING SERVICES

School counsellors are available in all elementary and secondary schools. School counsellors provide counselling, consultation, coordination and in-service. The focus of school counselling is upon enhancing the student's development, assisting with the development of an enabling school culture and empowering students toward positive change. School counsellors provide a continuum of preventative, developmental, remedial and intervention services and programs as well as facilitate referrals to community resources.

The delivery of services differs in schools depending on time, available resources and school directions. Counselling services may be individual or group and deal with personal, social, education and career aspects of the students' development. In many cases school counsellors are involved with preventative programs that are part of the school goals and directions.

School counsellors are key members of the School Based Team. Often the School Based team helps set the direction for programs, particularly preventative programs that match the school goals and directions.

Qualifications

I. Current knowledge and ability to support students in behavioral, emotional and career needs.

- expertise in specific behavioral and emotional needs
- expertise in a wide range of management strategies
- expertise in recognizing symptoms and indicators related to specific areas of concern e.g. child abuse, suicide, etc.
- competencies in career counselling (secondary)
- expertise in a wide range of programs e.g. Second Step, Lionsquest, etc.
- advocate for student needs
- philosophical understanding and ability to implement changes to meet student needs

II. Strong Personal and Interpersonal Skills

- demonstrates empathy
- demonstrates good listening skills
- demonstrates strong communication and mediation skills
- demonstrates ability to work collaboratively with education and community personnel
- demonstrates ability to develop positive relationships with children and youth

III. Training

Credit Courses in the following areas:

- interviewing skills
- conflict resolution skills
- communication skills
- mediation skills
- prevention and intervention strategies

IV. Experience

Credit Courses in the following areas:

- successful classroom teaching experience
- successful counselling and/or related experience

SPECIAL NEEDS TEACHERS

School District #22 provides additional staffing to schools to provide support to teachers and students. This staffing is intended to assist in meeting the needs of students in Levels 1, 2 and 3 (behavior). In addition, this staffing, combined with LAT, supports students with learning disabilities and mild intellectual delays.

In most schools this staffing is combined with LAT staffing to create a "Resource Teacher/Learning Centre" model. Some schools have maintained specific behavior support teacher time. It is expected this staffing will be used to provide intensive behavior intervention for those students identified to the Ministry. In addition these positions will assume 'case managers' role to coordinate links with community personnel for students identified as requiring intensive behavior intervention.

To assist with identification and planning for students with behavior difficulties the district has developed a flow chart showing levels of behavior problems (see chart). In order to be considered as intensive behavior under the Ministry Guidelines students must also be involved with other agencies or Ministries. Interministerial planning meetings and Individual Behavior Plans are part of these student's educational programs.

Classroom teachers should be aware of the increasing levels of behavioral problems indicated on the flow chart. School based teams are responsible for further referrals. In those schools with additional staff for intensive behavior it is expected that this person will be part of the School Based Team.

Roles

- Development of IEP with classroom teachers, parents and other professionals
- Support teachers to meet the unique needs of students with special needs
- Assist teachers with strategies and resources to include students with special needs in classroom activities
- Ensure documentation is in place for identified special needs students
- Provide additional services for special needs students
- Provide direction and training to CEAs regarding unique needs of students
- Provide direct instruction as appropriate

Qualifications

The minimum expectations for qualifications for hiring LATs are followed when hiring special needs teachers.

Specific jobs e.g. SLD Teacher, Behavior Teacher, etc. would require more specific advanced training in the area of expertise. Special Program Teachers e.g. Discovery, Resource Room Teachers would be expected to have specific expertise in the program area.