

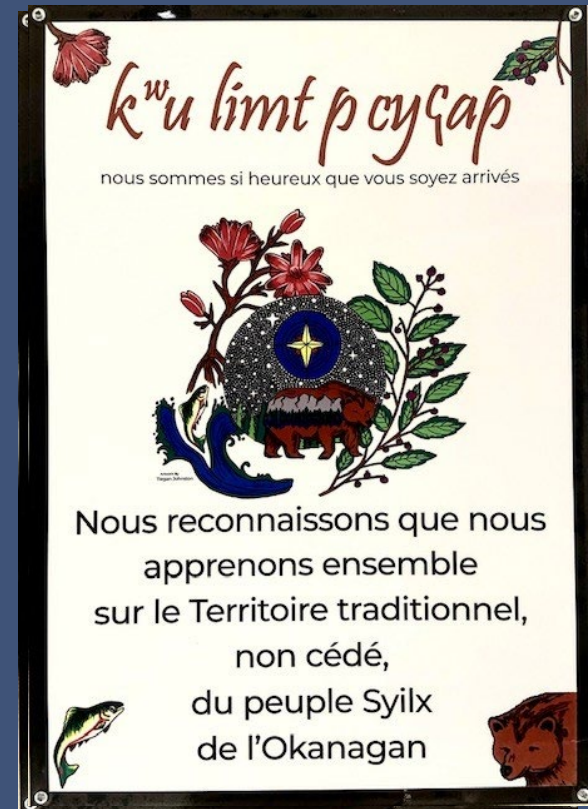
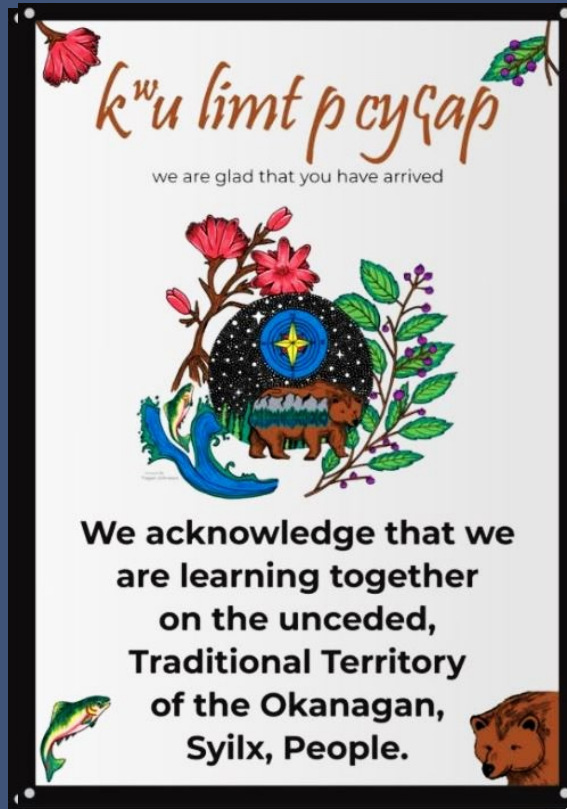
Your Child's Team

(Roles and Responsibilities)



PIE Meeting September 2023

Acknowledgement of The Territory



Teams....

- Are made up of individuals with specific skills, talents and perspectives
- Come together around a common purpose and focus; “Your Child”
- Are built on relationships founded on trust and open communication
- Celebrate wins and pull together and support each other during bumpy times



Parents, Caregivers and Guardians

Build understanding and a positive relationship with your child's school:

- Be involved
- Communicate
- Participate in meetings; share information about your child's strengths, interests and needs and what works at home
- Ask for help or clarification when and if you need it
- Build a trusting relationship with your team!



The “Learner”

- A **student’s voice** is integral to the development of an authentic Individual Education Plan
- For students with significant communication needs, parents, guardians, staff and peers are a great source of information
- Student voice supports ***student ownership of learning*** and ***self determination***



Who am I?

What are some words I would use to describe myself to others?

What are some things that I am good at or interested in?

What is an interesting thing that not a lot of people know about me?

What are some ways that I contribute to this learning community?

What will I need to be successful this week? What is the best ways for me to show what I know to others?

What is something that I need (Shelley) to know about me?

What am I hoping to get out of this week or what do I want to learn more about?

What is...

The Classroom Teacher (CT)

- Builds caring and supporting relationships with ***each*** student
- Creates ***caring and inclusive learning communities***
- Designs learning activities based on the curriculum and student interests, strengths and needs.
- Designs, supervise and implement programs, including IEPs. Your child's CT will be a key member in planning for and ensuring your child's access to the curriculum
- Uses a variety of teaching practices and methods
- ***Assesses, evaluates and reports*** student learning progress
- Collaborates and communicates with parents, support staff and administrators.



School level support staff

Learning Assistance Teachers

- Serve as the **case manager** for students with learning disabilities
- **Gather information** from parents/guardians, student records, other service providers, and health-related information **to aid the assessment and planning process**;
- **Teach students** to develop learning strategies (**tools**) for use in classroom settings or for independent learning;
- Teach skill development (**remediation**)
- **Collaborate** with the classroom teacher to assess learning needs, recommend instructional strategies, structures and resources, support implementation and evaluation for students who may struggle with learning;
- Organize, participate in, and/or **chair School-Based Team** meetings



School level support staff



Counsellors

- **Individual and group support and skills** teaching for students who have social emotional and mental health needs
- Classroom-based prevention education programs, in consultation with the classroom teacher
- **Liaise between home and school** for children in need of SEL/Mental Health support
- **Liaise with outside agencies** in support of students and families
- Offer **parenting courses** and/or **parent support sessions**
- Ensure that accurate assessment, classification, and reporting occurs for children experience significant SEL/MH concerns
- **Develop, implement, and monitor IEPs** for students requiring additional SEL/MH support

School level support staff



SEL Teachers

- **Co-planning and co-teaching of classroom/school wide social emotional** supports
- Support an individual child's social emotional learning needs by **teaching and coaching** SEL strategies
- **Collaborate** with counsellors and other case managers in the development and implementation of the strategies and skills outlined in the **Individual Education Plans** (IEPs) for students who experience mental health needs, social emotional struggles, or challenging behaviours (including H & R designations)
- Offer **Social Emotional Learning information sessions** to staff and parents

School level support staff

Indigenous Advocate

- Indigenous Student Advocates provide emotional, social, academic and cultural support to students.
- They work closely with families, teachers and other personnel to provide service for students.



The Certified Educational Assistant

- Supports the **academic and social inclusion** of all students, especially students with diverse abilities and disabilities
- Supports and promotes **student learning, independence** and **self determination**
- **Implements the IEP** and/or support plans, with support and supervision from the classroom teacher and support staff
- Supervises and tutors students
- Supports the **personal care needs** of some students
- Support **medical needs** of some students



The School Principal (and Vice Principal)

- Leads the school staff in ***creating safe and inclusive learning communities for all students.***
- Ensures academic programs, ***including IEPs/LPS*** are designed, implemented, assessed, evaluated and reported on.
- Works collaboratively with school staff to create structures to support teachers and student learning (School Based Team, school wide assessment plans, etc.)
- ***Collaborates*** with staff, district support staff and parents.
- ***Manages*** all aspects of the school (Supervises staff, budgeting, Health and Safety, etc.)

**Your child and school team
may require additional support
from district level staff**

**Inclusive Education Staff
And Learning Support Services
Staff**

Resource Teachers

- Resource Teachers
- Teacher of students who are Deaf and Hard of Hearings
- Teacher of students who are Blind or Visually Impaired



Resource Teachers (all)

Support a student with disabilities or diverse abilities, access the curriculum and the classroom/school community by....

- **Creating and nurturing collaborative** Individual Education Plan (IEP) **teams**
- Serving as the **key contact/case manager** for students with diverse abilities and disabilities ~ support **communication** amongst the team
- Working **collaboratively** with team members to **develop IEPs**
 - **Supporting the teacher** with designing, implementing, assessing, evaluating and reporting student progress in relation to the IEP
- Support the **professional learning** of teachers and CEAs
- Work with school based teams to **schedule CEA support** (academic, supervision, etc.)
- Design and develop **resources** and materials to support student learning

Inclusive Education Staff

IE and DSEL Consultants

- Support school teams within a **family (or region) of schools**
- Support school teams with **programming needs** for learners with complex needs
- Liaise with service providers in the community
- Support **professional learning**
- Serve as **district partners** for access to provincial outreach programs and collaborate with community service providers

Inclusive Education Staff

Speech and Language Pathologist

- through **assessment**, help a student's team understand a student's **communication skills and needs**
- **develop goals and strategies** to support the IEP
- provide appropriate programming and materials and **coach CEAs** to serve as 'practice partners'
- provide **direct intervention** individually or in small groups (in classroom/out of classroom)
- provide assessment of and recommendations for Augmentative and Alternative communication (**AAC**) systems
- develop **non-tech AAC systems** to support receptive and expressive communication

Inclusive Education Staff

Occupational Therapists

- Work to promote, maintain, and develop the **skills needed by a student** in the school setting. (i.e. cutting/printing skills, washroom skills, eating and dressing skills, regulation, etc.)
- Use **observation and assessment** to provide programming recommendations to support a **student's sensory needs**

Physical Therapists

- Work to **promote independence** for the student in their home, school, and community. (i.e. mobility)
- Provide assistance in **physical positioning** to promote optimal access and independence (i.e. sitting with peers during circle time)
- Service may include screening, assessment, consultation, **program planning, and equipment** selection/adaptation

Inclusive Education Staff

School Psychologist

- **Collaborates** to help school-based teams (SBTs), individual teachers, and parents/guardians **understand the learning profile** of a student with diverse learning needs and plan accordingly.
- For some students, the school-based team, in collaboration with the school psychologist, will determine that a referral is warranted for a **psychoeducational assessment**

Inclusive Education Administration

Al Lalonde, Assistant Superintendent

Randy Horne, Director of Instruction - Inclusive Education

Sherri Roche, District Principal Learning Support Services

Allison Goreas, District Vice Principal - Learning Support Services

Michelle Kaupp, District Principal - Inclusive Education





Thank you