

SCHOOL LEARNING SUPPORT TIMELINE (Elementary & Middle)

September

First two weeks of school:

- Help as needed with classroom testing, supervision, filing in office, etc.
- Check office 1701s with known designated students, identify any new ones, inform classroom teachers
- Complete IEPs for returning students
- Send LA files to office for outgoing students
- Look through G4s of new students
- Attend District LSS Start Up meeting

Second/Third week:

- Connect with SBT members (School Psychologist, Counsellor, YCW, SLP, etc), establish schedule for meetings.
- Meet with classroom teachers to determine needs of students
- Teachers refer top priority students to SBT to receive LA support
- Coordinate case load and scheduling

Fourth week:

- Begin direct service to students
- Meet with LSS Helping Teacher to review 1701list

September – October

- Complete IEPs for all designated students
- Hold IEP meetings with parents and team, place signed IEPs in G4 (copies to teachers and parents) by the end of October
- Remain in constant communication with classroom teachers as to changes in student needs (i.e. counseling, academic issues, etc)
- Coordinate through SBT any referrals for: counseling, behaviour support, SLP therapy/assessments, Ed. Psych assessments, L&A Center, etc.

November/December

(Report Card Time)

- L & A Center referrals for term 2
- Discuss progress on IEP objectives with teachers, update achievement status on IEPs. Determine if new goals need to be set and make the necessary changes. Make copies to go home with report card and to file in G4.
- Remind teachers to follow proper reporting procedures for report cards of students with exceptionalities, including adaptations.
- Complete necessary reports for students receiving pull-out interventions

- ⊖ Photocopy all reports and give to teachers to include with report card. File copies in G4.
- Meet with each teacher to reassess case load and discuss any changes to students or focus
- Make any necessary changes to schedule/groups, and advise teachers/principal

February/March

(Report Card Time)

- L & A Center referrals for term 3
- Discuss progress on IEP objectives with teachers, update achievement status on IEPs. Determine if new goals need to be set and make the necessary changes. Make copies to go home with report card and to file in G4.
- Remind teachers to follow proper reporting procedures for report cards of students with exceptionalities, including adaptations.
- ⊖ Complete necessary reports for students receiving pull-out interventions
- ⊖ Photocopy all reports and give to teachers to include with report card. File copies in G4.
- Meet with each teacher to reassess case load and discuss any changes to students or focus
- Make any necessary changes to schedule/groups, and advise teachers/principal

May/June

(Report Card Time)

- L & A Center referrals for term 1 next year
- Discuss progress on IEP objectives with teachers, update achievement status on IEPs. Determine if new goals need to be set and make the necessary changes. Make copies to go home with report card and to file in G4.
- Hold year end IEP meetings to review the year's progress, and to discuss new goals for next year...include next year's teacher, if possible.
- Remind teachers to follow proper reporting procedures for report cards of students with exceptionalities, including adaptations.
- Complete necessary reports for students receiving pull-out interventions
- Photocopy all reports and give to teachers to include with report card. File copies in G4.
- For each student, take all copies of reports and staple together with a Learning Support top cover, then file in G4
- Complete transition forms and hold transition meetings with middle/secondary school LSS staff for any designated or at risk students.
- Write up a year-end report for principal
- Inventory room
- Help set up tentative class lists for next year