

School District 69 Qualicum

Learning Support

Meeting the Needs of All Learners

How Do We Best Meet the Needs of Learners?



Our support...

- * We recognize that we have to be mindful of a variety of individual student and cohort grouping needs – not just designated students when planning to meet learner needs
- * We work as hard as we can to ensure that students' learning needs are being met in the context of regular classrooms wherever possible and as needed – these needs ebb and flow over the course of the day/year and so thoughtful scheduling is very important in order to maximize support staff resources

Today's classrooms are diverse and inclusive by nature. Planning based on the principles of Universal Design for Learning helps us in anticipating and removing barriers for ALL learners.



Supports available at the school level

Learning Support Teachers	<ul style="list-style-type: none">• In-class support• Small group or individual support• Provide resources/support to Educational Assistants• Case-Management of students (support plans)• Achievement testing
Counselors	<ul style="list-style-type: none">• In-class support• Small group or individual support (e.g. Friendship groups)• Coordinate referrals to outside agencies
Speech and Language Pathologists	<ul style="list-style-type: none">• Individual or small group intervention• Assessments• Coordinating home-practice with parents• Coordinating program support with case managers & classroom teachers



Supports available at the school level



Education Assistants

- Education Assistants (EAs) are assigned to specific learning environments, under the supervision of a classroom or learning support teacher
- More individual support is provided for learners with EXTREMELY low adaptive skills or needing specialized medical care
- Even students on ABA programs or those in wheelchairs often share support for portions of their day
- Our goal is always to have students be as independent as possible and we work towards increasing independence over time
- Funding does not “entitle” students for specific numbers of hours regardless of category, hours are drawn from an allocation of hours to the school

Child and Youth Care Workers

- At some elementary schools and all secondary schools
- Will provide small group, individual and in-class support; run small group activities, support hot lunch programs, leadership clubs, etc.



Supports available at the district level

Occupational Therapist/ Physiotherapist

- Primarily a consultative model
- Supporting classroom teachers and school support teams with sensory rooms and self-regulation strategies
- Additional services for school-aged children are also contracted through the Ministry through SOURCES

District Inclusion Support Team

- By referral - team offers observation of complex class or individual student and provides a short report with recommendations for consideration to the school team





Other Available Services & Supports

<p>Homebound / Outreach Support</p>	<ul style="list-style-type: none">• Sometimes deliver DL curriculum, sometimes work with the catchment school and the family• May be due to either physical illness or mental health challenge• Services often coordinated with community agencies
<p>English as a Learning Language and English as a Second Dialect</p>	<ul style="list-style-type: none">• For students for up to 5 years, not necessarily continuous• Will do initial assessment• Support provided to classroom teachers/learning support teachers• May provide 1:1 or small group support for a period of time

Other Available Services & Supports



<p>Teacher of the Deaf and Hard of Hearing/ Teacher of the Visually Impaired</p>	<ul style="list-style-type: none"> • Specialized support for students specifically identified with a hearing or visual impairment • Will work a bit with students directly, mostly support for school team
<p>Provincial Resource Programs</p> 	<ul style="list-style-type: none"> • SET-BC- model is changing, will be more support for teachers and capacity building in the future • Provide technology for most complex students (3 or so a year) • Other programs for Autism (POPARD), FASD (POPFASD), Integration (PISP)
<p>Community Agencies</p> 	<ul style="list-style-type: none"> • We work closely with a variety of community agencies. • Housed within Family Place are Island Health, Child and Youth Special Needs, Child and Youth Mental Health and Ministry of Children and Families • We also collaborate closely with SOURCES

Assessment Services

School Psychologist

- Complete psycho-educational assessments
- Consult with school teams regarding program suggestions and individual students presenting with concerns
- Review assessments completed outside the district
- Assist with district screening process
- Classroom observations

Referral Process

- Students will have already been receiving ongoing support at the school level for some time, the school team has significant concerns about a student's progress
- Before a district referral is submitted, the Learning Support Teacher will complete achievement testing (either a Woodcock Johnson III or a WIAT III)
- A counselor may also have completed an assessment
- Parents sign permission for the referral and a package is sent to the Learning Support office
- Waitlists are typically 6 months for assessments, this can be longer if we have a number of complex students transitioning to community supports

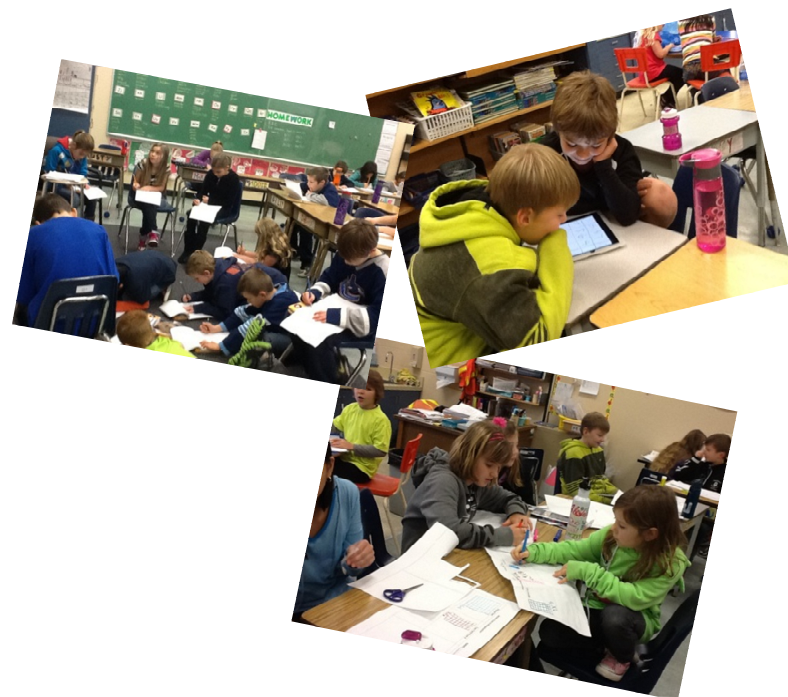


Universal Design for Learning



Providing flexibility and choice of groupings, task, product within the classroom setting to reduce need for pull-out supports.

Increased use of technology embedded in programs, rather than as an add-on or “special education” tool.



Self- Regulation and Sensory Rooms

Schools are working to support self-regulation both inside and outside of the classroom.

All schools are now equipped with sensory rooms, and most have teachers/counselors teaching mindfulness strategies to groups of children, either with whole classes or in small groups.

Adjustments, such as soft lighting and reduced visual distractions, are being provided in classroom spaces. Individual supports for students are also made available.



Sensory Rooms

Mindfulness Instruction



Classroom Supports



My 5 point scale

Feels like:		What it looks like:
MIND	5	
FEELING	4	
JUST	3	
QUIET	2	
SLEEPY	1	

Individual Supports

Bussing

SD 69 students require a bus pass.
A pass is applied for – usually starting in June –
via the sd 69 website at: sd69.bc.ca

The screenshot shows the homepage of the School District No. 69 Quilicum website. At the top left is the district logo, a stylized blue figure with arms raised, next to the text "School District No. 69 Quilicum" and the tagline "Preparing today's learners for tomorrow's world / Instruisons nos jeunes pour le monde demain". The top right header contains the address "100 East Jensen Avenue, Parksville, BC, V9P 2G5", the phone number "Phone: 250-248-4241", and a "Contact Us" button with a search icon. A navigation menu below the header includes links for "Home", "About", "Board of Education", "Schools", "Programs & Services", "Parents", and "Employment". The main content area features a "Kindergarten Registration Still Open!" announcement with a "Read more" button and a carousel of images. The first image in the carousel shows three children playing and the text "Play, Learn and Grow... Together!". Below the carousel are four large, colored buttons: "Staff" (blue), "Community" (orange), "Parents & Students" (red), and "District Planning & Directions" (green).

School District No. 69 Quilicum
Preparing today's learners for tomorrow's world
Instruisons nos jeunes pour le monde demain

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Kindergarten Registration Still Open!

If you haven't done so already, parents are encouraged to register their school-aged child(ren) for [Kindergarten](#). The application period for our [Primary Learning Community Program](#) has also been extended as there is still space available. Click on the links or below for details.

[Read more](#)

Play, Learn and Grow... Together!

Staff Community Parents & Students District Planning & Directions

Supervision



Support Plans

- Available for all students who require careful planning/supports
- Created collaboratively with families and school teams
- Goal is always to increase independence over time
- Goals should be specific and at least partially achievable within the school year they are set



Student Support Plans

Ministry Designations

Funding for support services is sent as part of a large grant in a lump sum.

This funding covers all aspects of support services, including support teachers, educational assistants, learning resources, equipment, etc.

Designations do not lead to a specific entitlement to a certain type or amount of service. SD69 uses a holistic model, based on student need, regardless of designation.

Types of Designations:

Physically Dependent
Deaf/Blind

Moderate to Profound Intellectual Disabilities
Chronic Health Impairment
Visual Impairment
Deaf or Hard of Hearing
Autism Spectrum Disorder

Intensive Behaviour Interventions/Serious
Mental Illness

Mild Intellectual Disability
Gifted
Learning Disability
Moderate Behaviour Support/Mental Illness

Referral Process

Concern expressed about student's academic progress or emotional health.

Classroom teacher refers student to School-Based Team.

School-Based Team holds a problem-solving meeting to brainstorm options for support.

Team implements suggestions and monitors student.

Additional support provided in classroom

Remedial support is initiated.

Parents contacted to explore medical/other assessments.

Additional school-based or district assessments are recommended.





One size doesn't fit all!!