

**School District 50 (Haida Gwaii)**  
**Student Services Year Overview**

| <b>District Level</b><br><b>(Student Services Coordinator/School Psychologist)</b>   | <b>School Level</b><br><b>(Learning Resource Teachers/School Based Teams)</b>  |
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| <b>On-Going Year Round</b> <ul style="list-style-type: none"> <li>• Review budgets if needed</li> <li>• Attend P/VP meetings &amp; present as necessary</li> <li>• Support schools to ensure ministry required documentation is in place</li> <li>• Provide professional development/in-service information to administrators, teachers, and support staff regarding student services topics</li> <li>• Work with community groups (eg. MCFD, IWS, HCFS, Northern Health, RCMP, CYMH, Skidegate Health, Old Masset Health) to identify students who may require interagency support (especially those students with behavioural issues) and relay school district procedures for interagency collaboration (Initial meeting in August and ongoing as needed)</li> <li>• Email/phone support for Learning Support Teachers, School Admin on special education students</li> <li>• Share information from Provincial Outreach Programs (POPARD, SetBC, POPFASD, etc.)</li> <li>• Inter-ministerial and outside agency protocols</li> <li>• Creation, storage, management and access of student records guidelines</li> <li>• Psycho educational assessment process</li> <li>• Transition processes at all levels</li> <li>• File organization information</li> </ul> | <b>On-Going Year Round</b> <ul style="list-style-type: none"> <li>• Support classrooms/intervention groups continues – monitoring progress – making adjustments as needed in tools, strategies, support staff</li> <li>• Meet with teachers to support adaptations and modifications as described in IEP (adjust as needed)</li> <li>• School based student services meeting with EAs, IRW, support teachers, school counselor once a month to check-in and address concerns as needed and possible.</li> <li>• On going communication with students, parents, administrators, classroom teachers, Education Assistants, Indigenous Resource Worker, counselors, specialists (eg. Occupational Therapist, Speech and Language Pathologist, School Psychologist, Education Assistants, pediatrician, child psychiatrist, Child and Youth Mental Health, Social Workers, etc) and Student Services Coordinator</li> <li>• Weekly Core SBT meetings and student-specific SBT meetings as needed</li> <li>• Order and maintain learning resources</li> <li>• File management (confidential files and copies of appropriate documents to general school files)</li> <li>• Conduct school-wide and specific student assessments as determined within each school (level A and B)</li> <li>• Complete IEP and Service Plan progress reports as per regular school reporting periods</li> <li>• Determine priorities for psycho-educational assessments through SBT</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Where appropriate, complete Level A and B assessments, referrals for psycho-educational assessments, and collected signed consent forms from parents/guardians</li> <li>• Note deadlines for service requests from provincial outreach program (POPARD, Set-BC, POPFASD, etc.)</li> <li>• Ensure students are included in appropriate categories as assessments and diagnoses occur throughout the school year. Hold IEP and Service Plan meetings as needed.</li> </ul> |
| <b>August</b>  |   |
| <ul style="list-style-type: none"> <li>• Attend the BC Council for Administrators of Special Education summer meeting, register and attend (late August) and report key information and Ministry of Education updates to schools in a timely manner</li> <li>• Confirm contracts with outside agencies with Secretary Treasurer/Superintendent (eg. Occupational and Physical Therapy; Speech and Language Pathology; Auditory Outreach)</li> <li>• Consult with Human Resources if there are any unfilled Students Services positions and the process to fill them (if needed)</li> <li>• Work with community groups (eg. MCFD, IWS, HCFS, Northern Health, RCMP, CYMH, Skidegate Health, Old Masset Health) to identify students who may require interagency support (especially those students with behavioural issues) and establish school district procedures for interagency collaboration</li> <li>• Send out data collection letter (ie. Category changes for 1701 list) to schools outlining procedures, new Ministry checklists, etc</li> </ul> |   |

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| <ul style="list-style-type: none"> <li>Initial meeting with Health, RCMP, CYMH, MCFD and community agencies to review collaborative planning, as needed.</li> <li>On going, year round responsibilities continued</li> </ul>   |  |
| <b>September</b> <ul style="list-style-type: none"> <li>Ensure schools know process and expectations for identification and Student Services files</li> <li>Review new MOE category designation requests or changes</li> <li>Respond to new requests for support because of new students</li> <li>Reminder to school based administrators regarding identification requirements</li> <li>Fall Student Services meeting – data collection, school reminder regarding process for identification, timelines, etc. with Learning Resource Teachers</li> <li>Review support staffing levels at schools and consult with Treasurer/Superintendent to adjust where appropriate</li> <li>Present Student Services component at orientation for new teachers and TTOCs to the district</li> <li>Orientation for new education assistants – might include topics such as roles, reporting abuse, philosophy (if needed)</li> <li>On-going, year round responsibilities continued</li> </ul> | <b>September</b> <ul style="list-style-type: none"> <li>Set up Student Support schedule (eg. Education Assistants) and adjust as needed throughout the year</li> <li>Review student files</li> <li>Provide relevant information to teachers and Education Assistants regarding student needs based on IEP reviews, file reviews, transition meetings and psycho-educational assessments. Also share Instructional Support Planning Tools for students in categories Q, D, G, R, and H (these support documentation for these categories and support IEP process).</li> <li>Review SBT process and responsibilities</li> <li>Establish SBT meeting times</li> <li>Review designated students to determine if they continue to meet the criteria (check category review forms from June if applicable)</li> <li>Ensure all students with assistive technology equipment have it and it is functioning properly</li> <li>Do class composition reviews</li> <li>Ensure appropriate training is provided to staff specific to student needs (eg. Health, safety, emergency, SLP, OT/PT plans or programs are in place)</li> <li>Mid-September 1701s – confirm student category for Ministry Funded students with school admin assistants</li> <li>ESD/ELL qualifying assessments and entry into 1701s</li> <li>New category requests or category change forms to SDO Student Services (att: Leighann Rodger) by September 23, or</li> </ul> |

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|  | <p>the Friday before if on a weekend.</p> <ul style="list-style-type: none"> <li>• Year-round responsibilities and tasks</li> <li>• Organize and run class reviews to determine supports needed</li> <li>• Support in-class assessments</li> </ul>  |
| <b>October</b>   |   |
| <ul style="list-style-type: none"> <li>• Review and follow up on 1701 data for September 29 deadline– Submit to the Ministry</li> <li>• Training updates re: threat assessments, critical response, etc</li> <li>• Reminders to school based administrators regarding processes such as threat assessments, critical response, safety plans</li> <li>• Prepare information for informal Ministry check after 1701 data is received. Prepare information to explain the changes in the numbers in different categories.</li> <li>• Confirm designated students with schools and information for audit files is in place</li> <li>• Expect IEP meetings to be completed at schools and consult where needed, when possible</li> <li>• On-going, year round responsibilities continued</li> </ul> | <ul style="list-style-type: none"> <li>• Schedule IEP and Service Plan meetings in timely manner with appropriate notice for all participants</li> <li>• Complete all IEP and Service Plan meetings during the month</li> <li>• Provide access to copies of IEPs to teachers and EAs where appropriate</li> <li>• Assign case managers where appropriate</li> <li>• Determine who qualifies for school based exams or test accommodations and verify students requiring accommodations for provincial exams</li> <li>• Develop Learning Resource Teacher schedule with time for file management, SBT, parent calls, assessments etc.</li> <li>• Start providing support services to students</li> </ul> |
| <b>November</b>  |   |
| <ul style="list-style-type: none"> <li>• On-going, year round responsibilities continued</li> </ul>  | <ul style="list-style-type: none"> <li>• Year-round responsibilities and tasks</li> </ul>   |
| <b>December</b>  |   |
| <ul style="list-style-type: none"> <li>• Start budget reviews for upcoming budget discussion</li> <li>• Meet with Health, MCFD, CYMH, RCMP and community agencies to review collaborative planning as needed and possible</li> <li>• On-going, year round responsibilities continued</li> </ul>  | <ul style="list-style-type: none"> <li>• Year-round responsibilities and tasks</li> </ul>   |
| <b>January</b>   |   |
| <ul style="list-style-type: none"> <li>• Reminders to schools regarding the process for February data collection (recount)</li> </ul>  | <ul style="list-style-type: none"> <li>• Review designated students to ensure they still meet the criteria</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Review category change requests/documentation for February 1701 reporting</li> <li>• On-going, year round responsibilities continued</li> </ul>   | <ul style="list-style-type: none"> <li>• Complete category change requests/documentation for February 1701 reporting and submit to Student Services Coordinator by end of January</li> <li>• Organize 2<sup>nd</sup> class review meetings, if needed</li> <li>• Year-round responsibilities and tasks</li> </ul> |
| <b>February</b> <ul style="list-style-type: none"> <li>• Collect information on student transitions that will may have facilities impacts – work with facilities personnel</li> <li>• Start considering transitions to middle or secondary schools that may require extra support</li> <li>• Work with Early Learning Coordinator to identify and start the transition process for students entering kindergarten in fall</li> <li>• Participate in budget discussions</li> <li>• On-going, year round responsibilities continued</li> </ul> | <ul style="list-style-type: none"> <li>• February 1701s - confirm student category for Ministry Funded students with school admin assistants</li> <li>• Year-round responsibilities and tasks</li> </ul>  |
| <b>March</b> <ul style="list-style-type: none"> <li>• Gather information regarding school needs for staffing discussions</li> <li>• Review transition process for elementary to secondary students with school based administration and Student Support Services</li> <li>• On-going, year round responsibilities continued</li> </ul>   | <ul style="list-style-type: none"> <li>• Consider students for Set BC Cycle Three if applicable</li> <li>• Year-round responsibilities and tasks</li> </ul>   |
| <b>April</b> <ul style="list-style-type: none"> <li>• Staffing discussions (be familiar with posting and filling language for teachers and support staff)</li> <li>• Meet with Health, MCFD, CYMB, RCMP and community agencies to review collaborative planning as needed and possible</li> <li>• On-going, year round responsibilities continued</li> </ul>   | <ul style="list-style-type: none"> <li>• Year-round responsibilities and tasks</li> </ul>   |

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| <b>May</b>   | <ul style="list-style-type: none"> <li>• Lay offs occur, if any</li> <li>• Participate in recall process as appropriate</li> <li>• On-going, year round responsibilities continued</li> </ul> <ul style="list-style-type: none"> <li>• Begin transition meetings for students entering K, Grade 8 or graduating</li> <li>• Year-round responsibilities and tasks</li> </ul>   |
| <b>June</b>  | <ul style="list-style-type: none"> <li>• Planning with Student Support team for the upcoming year</li> <li>• Respond to staffing requests</li> <li>• Identification and placement of new students</li> <li>• On-going, year round responsibilities continued</li> </ul> <ul style="list-style-type: none"> <li>• Final reports for IEP students and Service Plan students</li> <li>• Complete IEP and Service Plan reviews</li> <li>• Complete Category Renewal forms</li> <li>• Ensure transition occurs with the next year's teacher</li> <li>• Complete transition meetings for students entering K, grade 8 or graduating</li> <li>• Year-round responsibilities and tasks</li> </ul> |
| <b>July</b>  | <ul style="list-style-type: none"> <li>• Catch-up time</li> <li>• Review policies and procedures</li> </ul>   |

## Notes and Updates