L. SUPPORT SERVICES

School-based Support Personnel
Yukon Education provides both professional and paraprofessional support to schools to address the diverse learning of students.

Learning Assistance Program
The Learning Assistance Program supports inclusion and involves teachers in planning, implementing and monitoring programs available for students who may require additional supports. It provides a co-ordinated and integrated set of support services that include instruction, school-based consultation, collaborative planning and co-ordination with the School Based Team. It also includes Level B assessment and evaluation. In collaboration with the administrator, Learning Assistance Teachers help to organize, maintain, and integrate services in the school and, as part of a School Based Team, provide a major link with support services available at Yukon Education. The Learning Assistance Teacher provides case management service of students and facilitates School Based Team functions, including relevant documentation to allow the SBT to conduct meetings in an efficient manner. The Learning Assistance teacher provides direct service to students with special educational needs.
Learning Assistance Teacher

A teacher who is knowledgeable about curricular outcomes at all levels and assists teacher(s) with educational programming for students. He/she is an experienced teacher with additional specialist qualifications who provides a coordinated and integrated set of support services for teachers and their students with diverse learning needs.

Major Duties

Learning Assistance Teachers are involved in consulting, collaborative planning, assessing, evaluating and reporting progress, and delivering specialized instruction and support within the classroom and in other settings. They may also direct and provide training as necessary for Educational Assistants and Remedial Tutors, volunteers and peer tutors in intervention procedures to work effectively with the student. Learning Assistance Teachers facilitate smooth transitions between school levels.

The Learning Assistance Teacher’s role has four major categories:

1. **Collaborative Planning and Coordination:** The Learning Assistance Teacher plays an active role in the identification, assessment, planning, implementation, and reporting and evaluation process for students with diverse learning. The Learning Assistance Teacher facilitates collaborative consultation, assists with early and pre-referral interventions and works closely with parents, teachers and the School...
Based Team (SBT) to plan for, organize and access support services for students with special educational needs.

2. **Instruction:** The Learning Assistance Teacher will help identify and directly instruct students to develop learning strategies for use in the classroom setting or for independent learning.
   - Skill development or remediation; and
   - Assisting students to develop compensatory skills.

3. **Consultation services** include:
   - collaboration with classroom teachers to design or implement and/or adapt instructional content or materials;
   - advising teachers in adjustments to curriculum, instruction or environmental factors in the classroom;
   - consulting with parents and students regarding learning strategies and organizational skills;
   - consulting with Yukon Education and/or community resource personnel.

4. **Assessment**
   The purpose of assessment and evaluation is to plan and implement an educational program. The assessment support may include:
   - Criterion referenced or norm referenced assessment as appropriate to answer questions on how best to provide instruction or support.
Systematic observation and collection of behavioral data to establish baseline/progress data or describe functional behaviors.

Synthesis of information from parents, student records, other services providers, and health-related information.

In-depth interviews with students to determine their knowledge of the learning.

School Counselling Program
School counselling services are school-based and are designed to support students, their families and educators. This program facilitates the educational, personal, social, emotional and career development of students in schools and in the community.

School Counsellor
School counsellors are experienced teachers with additional specialist qualifications in counselling. They understand that many students may experience social-emotional difficulties requiring intervention. School counsellors consult and assist in planning goals and effective strategies for students. They promote the educational, social, emotional and career development of students. Consultation may focus on students' individual needs or on programs or services. School counsellors can be active participants in the planning process assisting with the development of Student Learning Plans, Behaviour Learning Plans and Individual Education Plans.
School counsellors provide a continuum of preventative, developmental, remedial and intervention services and programs. They facilitate referral to community resources as well as instruct students in areas such as peer helping, conflict resolution, social skills and life skills.

**Major duties**

- Work as a member of the School Based Team;
- Work with individuals, groups and classes to provide both an intervention and a prevention service;
- Promote personal and social development appropriate to the student’s developmental stages;
- Counsel students to foster growth in the students' self esteem, individual responsibility, and in skills such as decision-making and social skills;
- Enhance students’ educational achievement through goal setting, assisting with the development of programs and activities such as promotion of effective work and study habits;
- Provide appropriate interventions to assist students with school-related problems and issues;
- Facilitate the goals of career education by assisting students and their families to explore and clarify the student's career options through developmental activities that stress decision-making, personal planning and career awareness.
Learning Support Paraprofessionals

Paraprofessionals
Paraprofessionals such as Educational Assistants or Remedial Tutors work with classroom teachers, Learning Assistance Teachers (LATs), and Student Support Services staff in the implementation of programming. The assistance required will vary according to the individual needs of the student(s) and may include direct or indirect support.

Under the guidance of the classroom teacher and/or Learning Assistance Teacher, paraprofessional support may:

- provide specific educational, behavioural, social and life skills activities;
- provide personal assistance, specialized programming, assistance in using assistive technology, self and/or health care;
- assist students in working toward greater autonomy;
- work with individuals or groups in a practice or intervention activity;
- reinforce concepts presented by the teacher;
- monitor student responses or activities, collecting data and providing regular feedback to the teacher.
Student Support Services Personnel

Personnel in Student Support Services have dual responsibilities to Yukon Education and to the schools. Departmental responsibilities include:

- Assisting in evaluation of programs, services and resources within their specialized discipline;
- Advising on trends, resources and professional development needs within their specialized discipline that relate to the education of students with special educational needs;
- Maintaining data systems to plan and evaluate programs and services for students with special educational needs.

School-related responsibilities include:

- supporting schools at Tier 1 by offering generic programming/management suggestions that can be integrated into general classroom delivery that are of benefit to all students;
- supporting schools at Tier 2 by offering more specific interventions for groups of students, and;
- recommending programming specific to a student’s identified needs at Tier 3.

Typically, these responsibilities consist of:

- Consultation with the SBT, teachers and parents regarding student program development, intervention and evaluation;
• Participation on IEP teams for a small number of students with complex special educational needs;
• Assessment of individual students to assist educational programming and intervention. Staff provide oral feedback to the student, parents, teacher and SBT followed by a written report;
• Delivery of professional development for school staff, parents and/or community.

Consultants will confirm scheduled visits to assigned schools well in advance.

**Director of Student Support Services**

The Director of Student Support Services is responsible for the efficient and effective delivery of services promoting and actively encouraging student-centered, culture-based, inclusive education for all students, particularly for students with special educational needs in accordance with the *Yukon Education Act*. The Director provides leadership to professional and paraprofessional staff within Student Support Services. This includes a specific emphasis on the identification, implementation and development of programming for students with special educational or exceptional learning needs. The Director enables Student Support Services staff and teachers to deliver services to students to meet the goals of the Yukon Education within an inclusive educational framework.
**Educational Psychologist**

Educational Psychologists work with teachers, parents and students to:

- identify and address learning and behaviour difficulties that interfere with school success;
- provide recommendations and when possible, participate in individual student program planning meetings and reviews;
- conduct individual assessments such as classroom observation, file review, meeting with the classroom teacher and parents, and the administration of standardized tests;
- create positive classroom environments to increase achievement by assessing barriers to learning and helping plan the instructional strategies for improvement.

Educational Psychologists play an essential role in the assessment and identification of students with special educational needs and a supportive role in the planning and implementation of Individual Education Plans. Assessment data is used for planning, goal setting, and developing interventions and strategies.

**Speech and Language Consultants**

Speech and Language Consultants are Speech-Language Pathologists who work in schools across all grade levels to address the communication needs of students. They consult with school personnel and parents on the implications that speech, language, literacy and social communication
differences have on students’ educational success. They offer appropriate strategies, resources and adaptations for the unique communication needs of students.

**Communication Assistant**

Communication Assistants are paraprofessionals with post-secondary training as a therapy assistant and/or trained by Speech and Language Consultants. They support the implementation of intervention programs designed by the Speech Language Consultants to improve students’ speech, language and communication skills.

**Physiotherapist**

Physiotherapists consult with staff, students and families to encourage maximum motor development to facilitate learning and integration in the school environment. Physiotherapists provide services to encourage the development of age appropriate motor skills. These services may include assistance in positioning to promote optimal physical access, assistance in maximizing independence for students who have limited mobility, and prevention and/or alleviation of movement dysfunction.

**Occupational Therapist**

Occupational therapists consult with schools, teachers, and families to promote functional skills within the school environment. Occupational therapists assess the student, environment and task, and strategize to optimize the student’s function. The functional tasks of students include self-care, play and school productivity. An occupational
therapist can assess the specific areas of hand
development, visual-perception and sensory processing.

**Student Support Services Consultant**
The Student Support Services Consultant works
collaboratively with school-based teams to support the
development of academic and behaviour learning plans.
Student Support Services Consultants also work
collaboratively with other Student Support Services staff to
develop programming for students from recommendations
made in assessment reports.

**Teacher for the Deaf and Hard of Hearing**
Teacher for the Deaf and Hard of Hearing provides direct
service to students with a hearing loss and consultative
service to schools, teachers and parents.

The intensity of services provided to students is determined
by consultation with teachers, parents, and other
professionals to develop effective programming and
supports for the student. When there are specific concerns
about a student’s hearing ability, teachers and/or parents
may make a referral to the School Based Team or the
teacher may discuss concerns with the parent who may
contact Hearing Services, Health and Social Services, for a
complete hearing assessment.

The Teacher for the Deaf and Hard of Hearing, with parent
permission, may act as a liaison between the audiologist and
the schools. He/she will provide specific suggestions to fit
the needs of each student, and will meet with the School Based Team to discuss how best to support the student.

**Teacher of the Blind and Visually Impaired**

The Teacher of the Blind and Visually Impaired is a specialist teacher with training in the education of blind and visually impaired students. The Teacher of the Blind and Visually Impaired serves an itinerant role and may provide direct service to the student and provides consultative service to schools, teachers and parents. This teacher provides support to blind and low vision students and their teachers at all grade levels by assisting those students who are able to function in a regular classroom setting with appropriate aids and equipment, program modification and other services. With parents’ consent, the Teacher of the Blind and Visually Impaired may coordinate services with medical professionals.
Interagency Collaboration

Interagency collaboration refers to the process of working cooperatively with other agencies with a mandate or an interest in services for children with special educational needs. Approaches focus on policy development, program management and service delivery.

Yukon Education has signed protocol agreements with both government and non-government organizations. These agreements specify the nature of the collaboration, identify programs and services targeted for joint action, specify desirable outcomes or goals and provide a mechanism for evaluating the joint action.

Collaborative Ventures with Government Departments

Health and Social Services: Interdepartmental Collaboration on Children with Complex Needs Committee

Yukon Education and Health and Social Services have agreed to collaborate and coordinate processes for assessment, service planning and service delivery to children with complex needs who receive services from both departments. With Yukon Education, the guidelines apply to Public Schools Branch. With Health and Social Services, the guidelines apply to Mental Health Services (Community Health Services Branch), Regional Services Branch, Continuing Care Branch and Family and Children’s Services Branch. The agreement consists of guidelines, terms of
reference for the Complex Needs Committee and a set of procedures.

Definition of a Complex Need

Due to the nature of a child or youth’s needs, services are required from more than one department and often from many service providers. Complexity may be related to the nature of the child’s disability or to the environment and the need for supports from multiple service providers. The child’s or youth’s needs result in significant limitations and service needs in one or more of the following areas:

- Behaviour;
- Socio-emotional;
- Cognitive and learning abilities;
- Communication and socialization skills and emotional regulation;
- Physical and motor development;
- Self-help and adaptive functioning skills.

The school administrator must contact the Director of Student Support Services to discuss a referral to Complex Needs Committee.
Protocol Agreement Regarding Interdepartmental Information Exchange on Children and Their Families between Departments of Education and Health and Social Services (1993)

This protocol formalizes the exchange of information between the two departments for the purpose of educational programming and the safety and well-being of the student.

Yukon Education will provide information to the Director of Family and Children’s Services, or designate, as if they are the parent when a child comes into the care of the Director under the Children’s Act. This information will include involvement in the development of Individualized Education Plans, provision of report cards and other relevant information.

When scheduling case conferences for children, the Director of Family and Children’s Services Branch will seek to involve officials of the Departments (Director of Student Support Services and/or Individual Education Plan team case manager) who may be involved with the child and/or the child’s family.

When a child comes into the care of the Director (whether on agreement with the parents or temporary or permanent order of the court) the Director will notify the child’s school in writing of the child’s change in status. The Director will also notify the child's school when a child leaves the care of the Director.
In August and January of each year the Director will provide to Yukon Education, Student Support Services, the names of all the children in the Director’s care at that time and the name of a contact person within the Family and Children’s Services Branch for each child. This information will be forwarded to the applicable school.

Collaborative ventures with non-government organizations

Yukon Education recognizes the supportive role played by organizations and agencies concerned with the education of students with special educational needs. Cooperation with Non-Government Organizations (NGOs) includes the participation of advocates in Individual Education Plan and occasional funding agreements for particular ventures of common interest and participation on committees.

Child Development Centre

Services to 4 year olds in Kindergarten

Yukon Education and CDC have a protocol regarding the delivery of services to four year olds with special educational needs who are enrolled in Kindergarten. The Child Development Outreach team meets with the school administration wherever there is a K4 class. With parental consent, the CDC outreach team:

- Screens K4 children for general developmental milestones;
- Identifies children with special needs;
• Develops individual program plans and provides follow-up and treatment for children requiring additional supports;

• Hires the program assistant in consultation with the administrator;

• Informs parents of results of the screening and other follow-up progress of the child when available.
Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Teams

The Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Teams are a Yukon-based service for children from birth to 18 years of age. The teams consist of a Fetal Alcohol Spectrum Disorder diagnostic co-ordinator, doctor/pediatrician, and staff from the Child Development Centre and Student Support Services, Yukon Education. Staff from the Child Development Centre or Student Support Services include a speech language pathologist, educational psychologist, occupational therapist, and physiotherapist.

A referral for Fetal Alcohol Spectrum Disorder assessment is submitted on the designated form to the Coordinator of the Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Team. Prior to the referral being made, the referral must meet the assessment criteria. The referral will be accepted or declined based on the criteria for Fetal Alcohol Spectrum Disorder assessment outlined below.
Outside Agencies and Certified Professionals

Collaboration between professionals is in the best interest of the student and family. Input from other service providers can be valuable to a student’s school-based team. Written consent for the release of confidential information from the parent(s) must be provided to the student’s case manager before collaboration can occur.

Provision of Observation or Advice by Outside Certified Professionals

Where parents wish to have outside professionals, private consultants, or members of an outside agency influence school programs for a student, the following protocols apply:

• The professional should contact the Director, Student Support Services, who will facilitate a meeting with the school administrator, parent and the case manager.

• The initial meeting should discuss the information to be shared: how communication will be coordinated, various roles and responsibilities, and how decisions are made. The case manager will include the appropriate Student Support Services staff on the student’s team in the discussion.

• The outside professional should be made aware in advance that school-based and Student Support Services personnel are responsible for decisions on the instructional, curricular or behavioural strategies delivered to the student.