

## September

### Start-up Activities

- Participate in class review/in-take meetings
- Assess new students
- Establish meeting dates for school based and extended resource teams and inform participants
- Prioritize students to receive service in collaboration with classroom teacher and/or SBT
- Plan programs and interventions for all students
- Prepare LST schedule
- Review Ministry paperwork - 1701 (Sept. 30th deadline)
- Review all Category D and H students files walk through the Ministry Checklists
- Start working with core caseload
- Administer any assessments
- Connect with SLP, Counsellors RE: students on caseload
- Connect with bus drivers about students who may need support riding the bus.
- Develop schedule with SBT for Co-Planning, Co-teaching and Co-assessing
- Develop, modify or remove medical, safety, behavior and emergency plans
- Re-assess needs based EA schedule
- Implement the Pathways to SBT document and review process with new staff
- Start to update or create Community Care Plans

## October

- Start collaborative planning for IEPs
- Schedule IEP meetings
- Develop schedule with SBT for Co-Planning, Co-teaching and Co-assessing
- All LST push in interventions and instruction underway
- Implement student specific intervention programs
- Develop, modify or remove medical, safety, behavior and emergency plans
- Review exam adjudication requirements (grades 10 & 12)
- Secondary - begins transition planning process to include work experience and MCF/CLBC colleagues as appropriate
- Plan transition to graduation
- Continue to update or create Community Care Plans
- Re-assess needs based EA schedule
- Plan for administration of 1<sup>st</sup> SWW

## November

- Chair IEP collaboration meetings
- Send IEPs home and/or conference with parents file in the student file
- Complete IEPs by first reporting period
- Monitor/access student response to intervention and make necessary adjustments
- Administration of ELP begins: support administration and track scores
- Connect with bus drivers about students who may need support riding the bus.

## December

- Provide progress reports in collaboration with teachers
- Support with parent/teacher conferences
- Obtain parent signatures on unsigned IEPs, if possible
- Monitor/access student response to intervention and make necessary adjustments
- Complete ELP and monitor/access student response to intervention and make necessary adjustments

## January

- Monitor/access student response to intervention and make necessary adjustments
- Secondary LSTs work with Counsellors to make applications for post-secondary programs and work experience
- Re-work schedule to build in Kindergarten intervention
- Connect with bus drivers about students who may need support riding the bus.
- Review Ministry paperwork - 1701 (February deadline)
- Review all Category D and H students
- Complete Mapping and Review Process for allocation of resources and staff (Elementary)

## February

- Prepare for second reporting term/begin assessments
- Re-work schedule to build in Kindergarten intervention
- Review Ministry Identified students for second 1701
- Monitor/access student response to intervention and make necessary adjustments
- Reassess needs based EA schedule
- Follow up with bus drivers
- Complete Mapping and Review Process for allocation of resources and staff ( 2<sup>nd</sup> semester)

## March

- Send progress report home with report card
- Support parent/teacher conferences
- Prepare for Grade 6/7, 7/8 transition planning/assessment
- Monitor/access student response to intervention and make necessary adjustments
- Organize High School and Middle School tour dates
- ELP: Support administration and interventions

## April

- Continue transition planning
- Re-visit IEP goals, strategies, etc. on IEP
- Connect with SLP, Counsellor re: LST students on their caseloads
- Secondary - organize schedule of exam supports
- Monitor/access student response to intervention and make necessary adjustments

## May

- High School and middle school tours and transition meeting
- Begin year-end assessment
- Update IEPs as needed
- Continue transition planning
- Collect names for Literacy Centre from Grade 2 teachers for following year
- ELP: reassess kindergarten students who have been receiving intervention submit scores to SBO
  - Monitor/access student response to intervention and make necessary adjustments
  - Kindergarten transition meetings begin
  - Begin scheduling IEP review meetings
  - Administer SWW and submit scores

## June

- Prepare final progress report
- Complete assessments
- Ensure all ELP, DIBELS, other assessment information is entered into MyEd BC and/or documented on the student file
- Assist in organizing students into classes for September
- Participate in class review/ in-take meetings (optional)
- Review Grade 6/7, 7/8 articulation notes to plan LST groups
  - Review files
  - Complete IEP review meetings, place in student file and send home'
  - Participate in class mapping and school review process for the following school year

## Ongoing

- Assessment of students
- Consultation with teachers
- Re-prioritize caseload and/or student progress in class re-visit schedule
- SBT meetings - agendas, maintain minutes, follow-up
- Assessment for transition
- IEP development and review
- Submission of Ministry paperwork for designated students
- Update/re-prioritize psycho-educational list/Speech and Language referrals
- Attend LST meetings
- Connect with SLP, Counsellor re LST students on their caseloads
- Monitor student response to intervention and adjust
- Track Interventions through the Pathways to School Based Team