

SD61 School Psychologist Assignments: 2020-2021

Psychologist	Schools	Psychologist	Schools
Kim Hummel (.8 FTE) e-mail: khummel@sd61.bc.ca	Lake Hill Lansdowne Oaklands Quadra Rogers Flex	Lisa Scalapino (1.0 FTE) e-mail: lscalapino@sd61.bc.ca	Central George Jay James Bay SJ Douglas South Park Victoria High
Megan MacMaster (1.0 FTE) e-mail: mmacmaster@sd61.bc.ca	Craigflower McKenzie Spectrum Strawberry Vale Vic West	Acia Shultz (1.0 FTE) e-mail: ashultz@sd61.bc.ca	Campus View Margaret Jenkins Monterey Oak Bay Willows
Jamie Galloway (1.0 FTE) e-mail: jgalloway@sd61.bc.ca	Braefoot Cedar Hill Cloverdale Doncaster Reynolds	Carol Walton (1.0 FTE) e-mail: cwalton@sd61.bc.ca	Gordon Head Hillcrest Lambrick Park Torquay Flex
Christina Pelletier (.1 FTE) e-mail: cpelletier@sd61.bc.ca	Rockheights (Megan consult as needed until Christina's return)	Bailey Wheeler (1.0 FTE) e-mail: bwheeler@sd61.bc.ca	Frank Hobbs Shoreline View Royal Flex
Les Stagg (1.0 FTE) e-mail: lstagg@sd61.bc.ca	Eagle View Esquimalt Macaulay Marigold Tillicum Flex	Pete McKay (1.0 FTE) e-mail: pemckay@sd61.bc.ca	Arbutus Colquitz Glanford Mt. Doug Northridge SJ Burnside/LINK

Victor: Jamie (Carol, Lisa) – available for consult, liaise with admin to prioritize re-assessments

Flex = Supporting across department to create time for District priorities.

Flexibility will be achieved by psychs with **Flex** taking on priority assessments from others as needed.

School Psychology Services in the context of COVID-19

September 2020

Overview

As we continue to navigate the COVID-19 pandemic and its impact on schools and our communities, it is clear that everyone has become an innovator out of necessity. Our world is simply not the same as prior to the beginning of 2020. Physical distancing has had a profound impact on how we do our work and is requiring all of us to think creatively about what our work can look like going forward.

We see this in the way that schools and classrooms are developing flexible and innovative ways to provide curriculum, instruction and support to students and families in accordance with the Public Health Officer (PHO), while being responsive to our new circumstances, and this also applies to our District Team itinerant staff. The intent of this document is to provide clarity around the work of our School Psychologists in the context of COVID-19.

Psycho-Educational Assessments

The most recent direction from our professional association, BCASP (BC Association of School Psychologists), suggests that any in-person, one-on-one assessments should be based on a determination of “significant need”, which will be ascertained on a case-by-case basis taking into consideration direction from the PHO, the BCCDC, Worksafe BC, district guidelines, and our professional standards as School Psychologists.

Determination of significant need for the 2020-21 school year and the decision to move forward with a psycho-educational assessment would be based on a number of factors including:

- *Do parents understand the validity of the assessment may be impacted due to the Pandemic situation (e.g. social/emotional state of the student, prolonged interruption of in-class instruction and intervention)? Further, do parents understand that the use of PPE (masks, face shields, plexiglass barriers) during standardized administration of psycho-educational instruments has an effect on the validity of the results because it constitutes a departure from standardized administration?*
- *What are the risks of not completing this assessment at this time?*
- *Do the benefits of completing this assessment outweigh the risks?*

Moving through the 2020-21 school year, we will continue to review and re-evaluate our in-district process for prioritizing and completing psycho-educational assessments as the direction from the PHO, the BC CDC, and Worksafe BC evolves. Please connect with your School Psychologist to discuss current students, their specific situation and considerations, as well as to plan for students throughout the 2020-21 school year.

Services Available

Currently our School Psychologists work in a collaborative, multi-disciplinary manner while playing a critical role in supporting school teams as they enhance students' academic, adaptive, social-emotional and behavioral skills. School Psychologists play a supportive role in the identification, assessment, planning, implementation, reporting, and evaluation process. School Psychologists can offer a comprehensive range of services to School Based Teams in support of student learning and well-being. As a School Psychology Team, we continue to provide collaborative consultation regarding the nature of students' strengths and needs, emerging educational implications, and ways to enhance learning and interpersonal relations by performing the following:

- provide assistance with planning differentiated and universal instruction for students (make recommendations for instructional modifications to be used with individual students)
- provide ongoing consultation with SBT, Learning Support Teachers and classroom teachers about continuity of intervention for in-class and remote-learning students with diverse abilities and students who require additional supports (helping to determine the results of interventions over time; adjusting as needed)
- provide ongoing collaboration with school staff as they support families with “at-risk” and vulnerable students (plan communication with parents to ensure consistency and continuity)
- assist/consult with tiered support activities, assessments and interventions, including documenting previously attempted interventions and results, informal assessment (reading inventories; file reviews, etc.)
- help support effective partnerships between school and family such as:
 - assist families in navigating special education processes in collaboration with school teams (referrals, understanding assessment results, IEP development),
 - help connect families with community service providers when necessary; participate in transition meetings as appropriate (Child Development Centre, CLBC, school teams, moving to a new level of school, helping transition between diverse learning environments); and
 - work with school teams to enhance mutual understanding and responsiveness to diverse cultures/backgrounds/learning needs (immigrant families, Aboriginal students)
- provide psycho-educational assessments for students referred by the School-Based Team, based on determination of “significant need” during the COVID-19 situation, and beyond:
 - gather information about students who are of concern from a variety of sources (file reviews, gathering anecdotal information, teacher/parent surveys, and observations),
 - conduct district team file reviews from outside assessments (private assessments, out-of-district assessments),
 - contribute to the design and evaluation of the IEP, including recommendations as outlined in assessment reports
- provide in-service to Learning Support Teacher in the area of assessment and intervention
 - collaborate to develop resources such as relevant research literature
 - provide in-service training in the area of assessment (such as webinars, podcasts, workshops, and professional development opportunities)

Speech-Language Pathologists Assignments 2020–2021

Alexander, Jeanette (.9 FTE + .1 ASA) e-mail: jealexander@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Willows ➤ Quadra ➤ ASA
Bell, Helen (.4 FTE) Email : hbell@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Braefoot ➤ South Park
Blundon, Pat (.3 FTE) e-mail: pblundon@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Central ➤ Lansdowne ➤ Oak Bay
Bradbury, Charlene (.8 FTE) e-mail: cbradbury@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Camp View ➤ Marg Jenkins ➤ James Bay
Copp, Aubrey (1.0 FTE) e-mail: aucopp@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Eagle View ➤ Strawberry Vale ➤ Tillicum ➤ Flex support (Quadra)
Dorman, Courtney (1.0 FTE) e-mail: cdorman@sd61.bc.ca	<ul style="list-style-type: none"> ➤ George Jay ➤ SJD ➤ Vic High
Hayre, Rapinder (.8 temp) e-mail: rhayre@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Hillcrest ➤ Frank Hobbs ➤ Cedar Hill ➤ Reynolds ➤ Flex support (Willows)
Hatakeyama, Rieko (1.0 temp) e-mail: rhatakeyama@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Macaulay ➤ Rockheights ➤ Shoreline ➤ Victor/SJB ➤ Caseload Equity

Houston, Melanie (1.0 FTE) e-mail: mhouston@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Doncaster ➤ Lake Hill ➤ Arbutus ➤ Gordon Head ➤ Monterey ➤ Lambrick ➤ Mt. Doug
LeRoy, Clodagh (1.0 FTE) e-mail: cleroy@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Craigflower ➤ Oaklands ➤ View Royal ➤ Department Coordinator
Morton, Alyssa (1.0 FTE) e-mail: amorton@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Mackenzie ➤ Marigold ➤ Colquitz ➤ Glanford ➤ Flex support (George Jay, View Royal, TBD)
Murphy, Lisa (.5 temp) e-mail: lmurphy@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Cloverdale ➤ Torquay ➤ Esquimalt
Ripley, Jennifer (.5FTE + .5 LOA) e-mail: jripley@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Northridge ➤ Rogers ➤ Spectrum
Traverse, Camille (.3 FTE + .7 LOA) e-mail: ctraverse@sd61.bc.ca	<ul style="list-style-type: none"> ➤ Vic West
Watt, Zoe (.4 FTE) e-mail: zwatt@sd61.bc.ca	<ul style="list-style-type: none"> ➤ District Wraparound Supports
Flex support = SLP time to be assigned temporarily to a school as appropriate to respond to emerging need	
Inclusive Learning Administrative Assistant: Gavidia, Stephanie Phone: (250) 940-6275 Email: cgavidiaalas@sd61.bc.ca	

SLP Services during the COVID-19 Pandemic: A Guide for School-Based Teams

In Sept 2020 we aim to provide our services with the following revisions:

- With safety in mind, **meetings and consultation may be provided remotely**
- **Caseload capacity will be more limited**, as we will be restricted by factors such as space, scheduling, cleaning, and learning cohort considerations
- **Face to face services** will be prioritized. These services will be determined based on the following factors:
 - District, school and caseload priorities (students with complex needs, student and family vulnerability, identified by SBT, etc.)
 - Needs of the students
 - Availability of staff and/or family to support implementing recommendations in the classroom and at home
 - Availability of space and safety protocols (social distancing, PPE, etc.)
 - Note that we will be following the protocols for safety outlined in SD 61's COVID exposure document at all times
- **Homeschool and distributed learning students** will NOT receive SLP services. Their file will be placed on hold until they return to school.
- **Remote Services** may be offered to:
 - Immunocompromised/homebound students
 - Hybrid program students as appropriate
 - Students whose goals can be effectively targeted virtually
- Face to face **services may include**
 - Assessment
 - Therapy
 - Classroom based supports
 - Consultative services (i.e. with EA, LST, teacher, etc.)
- **Prioritizations may vary:**
 - Between students
 - Between schools
 - Based on outstanding needs from the 2019-2020 school year
- **School wide kindergarten screenings** will be postponed
 - Inform your SLP if a K student has had prior therapy, is entering school with a designation or you have significant concerns about communication

Ways to Support SLP services in your schools this year:

Please check with your SLP before making any new referrals

Meetings:

- Please invite SLP to your SBT meetings
- We appreciate invitations to staff meetings, etc. but are not always able to attend due to scheduling
- One way to help us access school information is to have minutes available for viewing at a later time (i.e. Google Docs, W drive, etc.)

Administrative:

- Please ensure your SLP is included on:
 - Staff email lists
 - Shared google drive access
 - School W drive access

Scheduling:

- SLPs service multiple schools so please remember that their schedules need to be flexible

Space:

- In order for us to provide service to your school, we require a safe space to work which has adequate ventilation, is not shared simultaneously with other staff or students, and allows for maintaining COVID safety protocols.

Under normal circumstances we:

- Visit schools on a regular schedule
- Offer a mix of direct therapy, assessment, consultation and classroom based work
- Participate in IEP and SBT meetings, conduct kindergarten screenings, and collaborate with school teams throughout the day

During full suspension of in-class instruction we:

- Attend meetings remotely including SBT, transition, and IEP meetings
- Provide online services for priority students for articulation, fluency, and language therapy in groups where possible.
- Complete initial, informal language assessment online
- Consult with parents and teachers remotely:
 - Provide materials for home practice
 - Support IEP planning and programming for at-home education (LSPs, etc.)
 - AAC use (coaching, programming, planning for use, goal setting for home use)
- Develop district resources to support home learning such as
 - Visual supports
 - Social stories

This document is intended to provide clarity around SLPs services at middle and high schools in the context of COVID-19.

Guidelines and Recommendations

1. Previously: SLPs are the gatekeepers of all SLP referrals. School-based teams must always have SLP review a request for referral and obtain SLP approval before sharing with families.

COVID UPDATE September 2020: Referrals should reflect district, school, and caseload priorities, i.e., vulnerable students with learning plan, complex needs, particularly those using AAC, and Indigenous as first priority. Services may vary between students, schools, and depend on student time spent in school, and outstanding needs from the 2019-2020 school year. Informal in-person meeting with a student may now be possible. When not possible, SLPs may use any of the following methods to consider referral and/or make recommendations: (a) view a video of the student b) meet over Zoom (once permissions are in place), (b) review electronic copies of previous SLP reports (c) call previous SLPs, and/or (d) in-person review of school records in a safe school location.

2. Previously: A consultative model of support is the reality with a 0.1 FTE/week of allocated SLP time. Even students receiving 'direct therapy' (i.e., 1:1 pull out) are still only being consultatively supported due to reduced frequency of therapy.

COVID UPDATE September 2020: SLP services may be delivered in a blended way, with a mix of in-person supports and online and could shift to being remote as needed. Due to limited allocated SLP time in middle and high schools, SLPs will need to be efficient in planning travel to schools.

3. Previously: Co-teaching, collaboration within the classroom setting, programming AAC within a classroom context, and working with EAs and classroom teachers are all effective ways of delivering service.

COVID UPDATE September 2020: As per BC Ministry of Education guidelines, SLPs must

- practice physical distancing from students and other staff as much as possible
- when physical distancing is not possible, explore other measures (e.g., reconfiguring rooms, securing another space to allow for physical distancing, installing a transparent physical barrier, or providing virtual service).

- If none of the above is possible consistently, then non-medical mask and face shield are required.

Regarding virtual intervention, video conferencing through Zoom may be appropriate. For students who use AAC, iPad screens can be shared on Zoom to enable modeling and use of AAC in real time. SLPs could attend class Zoom sessions to support student inclusion. SLPs could review uploaded videos, or use video for modeling and/ or coaching. Phone calls and emails can also be used to connect and share resources.

4. Previously: In some circumstances 1:1 pull out therapy may be appropriate (i.e. fluency, occasional articulation supports, voice). This is left to the discretion of the SLP and should not be the expectation for services

COVID UPDATE September 2020: Please see update under point #3.

5. Previously: SLPs must retain access to a private, confidential space within the school to allow respect, privacy and dignity to those students requiring individual or small group support. Space remains a significant concern at this point.

COVID UPDATE September 2020: In-person, 1:1 therapy requires the SLP to have access to a safe, private space in which physical distancing guidelines and/or the use of appropriate personal protective equipment (PPE) can be upheld (Please see #3 above). The need for a non-shared well-ventilated space that allows for social distancing remains a priority, and an absence of this remains a significant concern. Another option, in addition to intervention delivered online, may include direct therapy conducted outside when possible. Online sessions may be offered while the student is at school or when they are at home, depending on scheduling needs. **There must be another adult present during the online session**.

6. Previously: A **maximum** of 10-12 students may be carried at any one time on the SLP caseload.

COVID UPDATE September 2020: An SLP can now see about 5-6 students at any one time.

7. Previously: New staff may benefit from a presentation by SLP re: services provided (voice, social communication, fluency, articulation, expressive & receptive language, phonology, AAC) and the service delivery model.

COVID UPDATE September 2020: Professional development opportunities will be reduced, particularly in-person opportunities. Possible educational opportunities include: (a) Recorded, online presentations with a focus on interventions in a COVID reality; (b) recorded, online presentation series on a variety of topics based on school needs/interest (e.g., supporting articulation intervention, AAC, promoting fluency, preparing for job interviews, etc.); and (c) small in-person group workshops at 'the Hub' on Quadra Street.

8. As in elementary schools, it is recommended that school staff who have concerns about a student FIRST communicate with parents to indicate their desire to consult with SLP. Once that step is complete, SLP may offer general recommendations and/or suggest appropriateness of a referral.
9. Student motivation and buy-in is paramount to therapeutic success: it is recommended that the student provide consent/assent to participation in therapy before services begin.

10. Previously: SLPs must have the ability to be fluid/flexible with services depending on needs within an individual school and their overall caseload. SLPs may need to change frequency or intensity of time in a given school based on overall needs. The SLP will ensure that the office staff are aware of their presence or absence from a school, and strive for equity of services. SLPs value their role within the school community and will endeavor to provide a regularly scheduled time at each of their schools.

COVID UPDATE September 2020: It is more important than ever that SLPs have the ability to be fluid and flexible, given the learning cohort and hybrid model and the need to follow COVID guidelines.

11. Previously: The SLP will determine if a student requires the presence of an EA or parent for therapy in order to ensure that frequent and intensive carryover can occur. SLP will work with the SBT and administration to ensure that such supports are available when needed (i.e., EA time).

COVID UPDATE September 2020: As mentioned briefly above, when a student is participating in online therapy, an adult (e.g., parent, EA, teacher) needs to be in the room with the student for the duration of the session.

Ways to Support SLP Services in your Schools Moving Forward:

Please invite SLP to your SBT, IEP, and transition meetings. We appreciate invitations to these meetings, but are not always able to attend due to scheduling. One way to help us access school information is to have minutes available for viewing at a later time (i.e. Google Docs, W drive, etc.)

Please ensure your SLP is included on: Staff email lists, shared google drive access, and school W drive access

SLPs service multiple schools so please remember that their schedules need to be flexible.

For SLP priority students (vulnerable students with learning plan, those with complex needs, particularly those using AAC, and Indigenous students) we will need to consider:

- cohort placement
- availability of appropriate space
- student attendance

in order to determine what the most effective mode of intervention is for that student

QUEEN ALEXANDRA CENTRE FOR CHILDREN'S HEALTH (QACCH)
SCHOOL DISTRICT #61 - GREATER VICTORIA
2020 – 2021 SCHOOL YEAR

SCHOOL	OT	PT
Arbutus Middle	Danean Herdman (Ext 36693)	Emma Taylor
Braefoot	Tara Naylor (Ext 36693)	Drea Prizeman (Ext 36384)
Campus View	Lana Archer (Ext 36331)	Emma Taylor
Cedar Hill Middle	Jan Wardill (Ext 36328)	Drea Prizeman
Central Middle	Sarah MacKenzie (Ext 36273)	Mikayla Rathbone (Ext 36338)
Cloverdale	Jan Wardill	Drea Prizeman
Colquitz Middle	Sara Taylor (Ext 36336)	Sharon Stangeland (Ext 36695)
Craigflower	Brooken Sayers (Ext 36696)	Sharon Stangeland
Doncaster	Jan Wardill	Drea Prizeman
Eagleview	Tara Naylor	Sharon Stangeland
Esquimalt High	Lee Dellabough (Ext 36697)	Sharon Stangeland
Frank Hobbs	Sara Taylor	Victoria MacAulay (Ext: 36222)
George Jay	Sarah MacKenzie	Mikayla Rathbone
Glanford	Adelle Rama (Ext 36564)	Victoria MacAulay
Gordon Head	Teresa Winberg Phillips	Victoria MacAulay
Hillcrest	Danean Herdman	Emma Taylor
Home Learners Link	Assigned if needed	Assigned if needed
- Must be approved by co-ordinator	Assigned if needed	Assigned if needed
James Bay	Lana Archer	Mikayla Rathbone
Lake Hill	Brooken Sayers	Drea Prizeman
Lambrick Park	Lee Dellabough	Victoria MacAulay
Lansdowne Middle	Sarah MacKenzie	Mikayla Rathbone
Macaulay	Danean Herdman	Sharon Stangeland
Margaret Jenkins	Lana Archer	Mikayla Rathbone
Marigold	Alison Gage	Sharon Stangeland
McKenzie	Adelle Rama	Victoria MacAulay
Monterey	Lee Dellabough	Emma Taylor
Mount Doug Secondary	Lee Dellabough	Victoria MacAulay
Northridge	Sara Taylor	Victoria MacAulay
Oak Bay High	Lee Dellabough	Robyn Misovic (Ext 36202)
Oaklands	Sarah MacKenzie	Mikayla Rathbone
Quadra	Jan Wardill	Drea Prizeman
Reynolds	Lee Dellabough	Drea Prizeman
Rockheights Middle	Lee Dellabough	Sharon Stangeland
Rogers	Danean Herdman	Victoria MacAulay
Shoreline	Tara Naylor	Sharon Stangeland
Sir James Douglas	Lana Archer	Mikayla Rathbone
South Park	Ginny Kenyon	Mikayla Rathbone
Spectrum	Ginny Kenyon	Victoria MacAulay
Strawberry Vale	Alison Gage	Victoria MacAulay
Tillicum	Alison Gage	Victoria MacAulay
Torquay	Teresa Winberg Phillips	Victoria MacAulay
Vic High	Ginny Kenyon/Sarah M (2 students)	Mikayla Rathbone
Vic West	Stephanie Edwards	Sharon Stangeland
Victor	Julie Southward (Ext 36562)	Robyn Misovic
View Royal	Adelle Rama	Sharon Stangeland
Willows	Lana Archer	Robyn Misovic

PT Schools by Staff

Drea Prizeman	Braefoot Doncaster Lake Hill Quadra Reynolds Cedar Hill Middle Cloverdale Traditional School
Emma Taylor	Arbutus Middle Campus View Hillcrest Monterey
Mikayla Rathbone	George Jay Home Learners Link James Bay Lansdowne Middle Margaret Jenkins Oaklands South Park Vic High Sir James Douglas Central Middle
Robyn Misovic	Willows Victor Oak Bay High
Sharon Stangeland	Eagleview Esquimalt High Macaulay Rockheights Middle Shoreline View Royal Vic West Craigflower Colquitz Marigold
Victoria MacAulay	Glanford Gordon Head Lambrick Park McKenzie Mount Doug Northridge Spectrum Strawberry Vale Tillicum Torquay Frank Hobbs Rogers

OT Schools by Staff

Adelle Rama	McKenzie Glanford View Royal
Alison Gage	Tillicum Marigold Strawberry Vale
Brooken Sayers	Craigflower Lake Hill
Danean Herdman	Arbutus Middle School Hillcrest Rogers
Jan Wardill	Doncaster Quadra Cedar Hill Middle Cloverdale
Julie Southward	Victor
Lee Dellabough	Rockheights Mount Doug Secondary Reynolds Secondary Esquimalt High Lambrick Park Oak Bay High
Lana Archer	Campus View James Bay Margaret Jenkins Sir James Douglas Willows
Sara Taylor	Colquitz Middle Frank Hobbs Northridge
Sarah MacKenzie	George Jay Central Middle Lansdowne Middle Oaklands
Tara Naylor	Braefoot Eagleview Shoreline
Stephanie Edwards	Vic West
Teresa Winberg Phillips	Gordon Head Torquay
Ginny Kenyon	Southpark Spectrum Vic High

Pre COVID-19 – under usual circumstances:

Therapists provide a consultative service for students with functional and participation challenges primarily related to physical needs.

Families are partners in care and service is provided with their consent and involvement.

Priority is acute and urgent safety concerns.

School visits are planned and based on student needs.

Therapists participate in Individual Education Plan (IEP), School Based Team (SBT) and transition meetings, consultation regarding classroom/school wide strategies and collaboration with school teams throughout the day.

With COVID-19 Return to In Class Instruction:

Referral process continues via consult with therapists. Therapists work with the SBT to plan services for the students. Services are available to all students registered in the school district. Therapists ensure all students remain connected with the district.

Therapists attend schools where clinically appropriate based on scheduled appointments with school contacts.

Student consults, SBT and IEP meetings occur via telephone and virtual platforms where possible. Face to face services are considered if virtual care is not appropriate. Our ability to provide in person visits will fluctuate based on current direction from public health officials.

Reasons for face to face services may include:

- Assessments/ direct observation & consultation needed to support school participation, programming or care.
- Training in lifts and transfers related to school function.
- Equipment or splinting adaptations.

Prioritization of care may vary due to:

- Urgency of needs for individual students and schools.
- School staff training needs.

Virtual Care service includes:

- Scheduled appointments to address specific motor, functional or physical/technological access goals.
- Completion of functional assessment.
- Consult with parents and teachers including:
 - Provide activities and materials for home practice.
 - IEP Planning and programming for home based learning.
 - Coaching on therapeutic equipment use in the home environment.

During suspension of in-class instruction:

- Therapists provide virtual care to students and schools and remain available for ongoing consultation and support. Some medical needs may require ongoing in person visits on a limited basis where virtual care is not sufficient to address urgent and time sensitive conditions.
- Therapists may develop school- or district-wide resources to support home learning such as:
 - Exercise programs
 - Skill based programs
 - Self regulation strategies e.g. body breaks.

Ways to support OT/PT services in your schools moving forward:

- Invite your OT and PT to SBT, IEP and transition meetings. These meetings are important points of contact and collaboration with school teams and families.
- Ensure your OT/PT are included on staff email lists and district documents to support planning.
- Consider having a space available at the school for a student or staff member to participate in a virtual consultation with their OT or PT.
- Given that OT's and PT's are assigned to multiple schools and/or districts, we would appreciate if you could consider:
 - Availability of appropriate spaces for in-person or virtual therapy visits.
 - Student cohort and attendance for scheduling.
- Contact your therapist by telephone at any time to discuss planning and recommendations.