

Learning Support Teacher Timeline

General and Routine Considerations by Month

Features:

<u>Sept</u>

- Start up activities
- Town Hall
- Review classes built in June
- Ministry Reporting 1701
- · Documents for newly identified students
- Student Review/Grade Meetings
- Class Screening
- Classroom observations
- Program Planning
- Support knowledge/skill building of EAs
- Plan for tier 1, 2 and 3 supports in collaboration with classroom teachers and SBT
- Start working with core caseload
- Open house activities/meet parents

Features:

<u>Oct</u>

- Start collaborative planning for IEPs
- Schedule IEP meetings

Nov

- IEP Collaborative Meetings
- Assessment for reporting
- Send IEP home and/or conference with parents
- Report writing
- IEP meetings completed by 1st reporting period, initial copy in Blue folder

Nov/Dec

- Report cards home
- Parent /teacher

Features:

<u>Jan</u>

- Semester 1 ends
- Reporting Period for semestered schools
- Planning, assessment for transition(s)

Feb

- Transition planning begins (K-middle-high)
- Course selection
- Report Card assessment
- Parent/teacher interviews
- Intake/Transition Assessment
- February 1701

<u>Mar</u>

- Report card #2 home
- Parent/teacher conferences

Features:

<u>April</u>

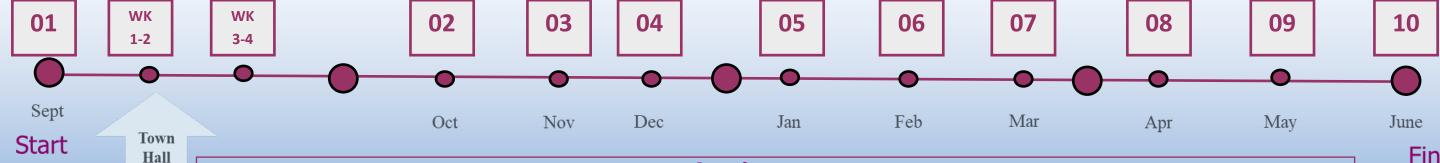
Continue transition planning

May

- Year-end assessment
- Review lists of identified students with additional support needs
- IEP reviews
- Continue transition planning (Elementary level
 visits to preschool /daycares for Ks with support needs)

<u>June</u>

- Report card writing
- · File final IEP in blue folder
- Formalized assessment results noted in student file
- Preliminary class building for September



Ongoing

- Assessment of students
- Program planning and review
- •Re-prioritizing caseload and/or reschedule
- •Consultation with teachers re: student progress in class

- •SBT meetings
- Assessment for transition
- •IEP development and Student Support Team communication/consultation
 - •Identification of students with additional support needs