

Learning Services

Fall 2017

Newsletter

In this issue:

- RTI Tiers
- Meet the LS Team
- Tips for Your Toolbox
- Show and Tell: Snack & Chat

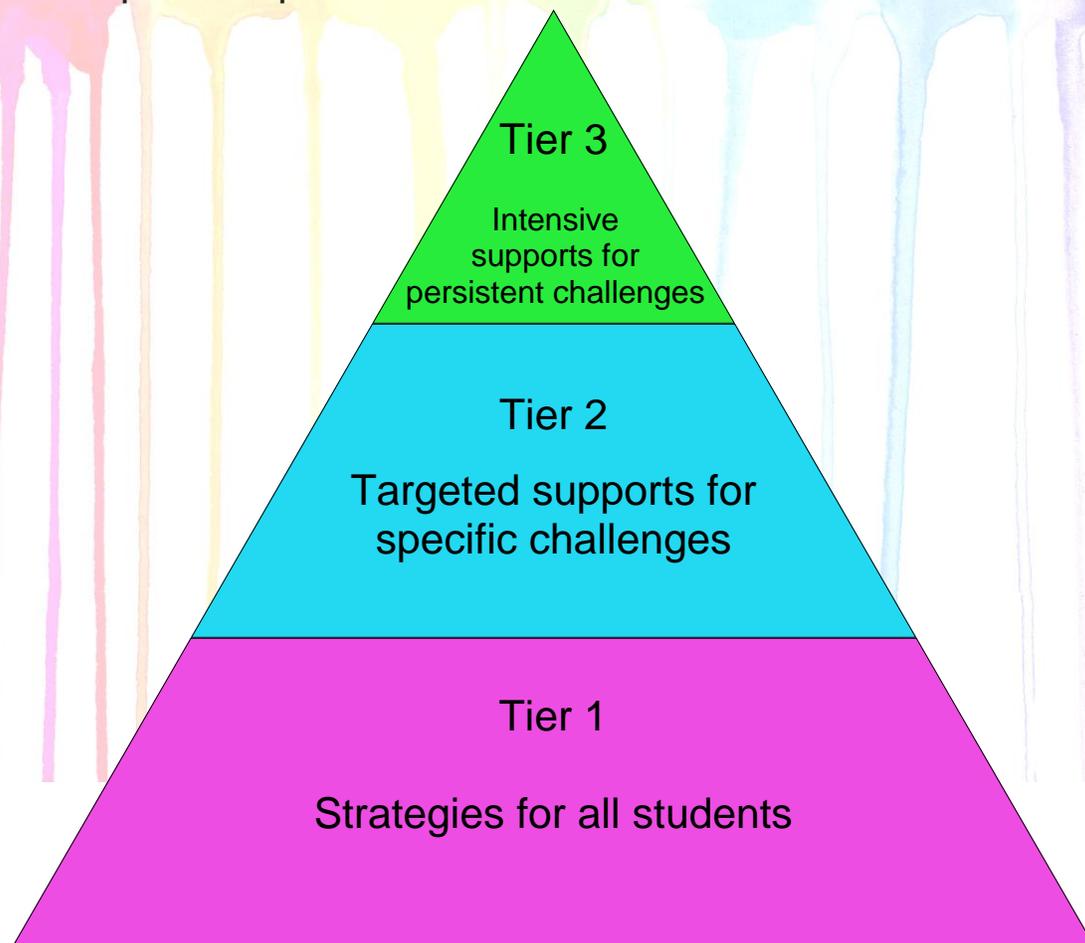
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DEPARTMENT PHILOSOPHY

The learning services that we provide to students in School District #52 are based on a belief that every student has the right to meaningful access to all opportunities to learn in an appropriate, individually responsive, public education system.

Response to Intervention (RTI) is a multi-tier approach to offering support to students with learning needs. It is often visualized as a pyramid composed of three tiers. Although each member of the Learning Services team may use a slightly different RTI model, all of our models have one thing in common: Each progressive tier represents an increasing intensity of service. While we strive to offer all students on our caseloads the best possible service, we need to prioritize the needs of students to ensure that services are equitably distributed. We make these determinations based on student needs and the realities of our caseloads. Not all students can receive, or even need, Tier 2 or Tier 3 services, but with open communication and positive collaborations with the student's school-based team, we can promote positive outcomes for all our students!



Meet the Learning Services Team



Christine Franes, District Principal – Learning Services

I have a wonderful staff and we all work to improve outcomes for students in School District #52, especially students with exceptionalities. We support and promote inclusion through the use of Universal Design for Learning so that all students are planned for and experience success, and we rely on the Response to Instruction and Interventions pyramid to help provide the appropriate support. We believe that collaborating with educators has a significant impact on all learners, and we welcome the opportunity to design and learn along with our colleagues!

My contact information is:

christine.franes@sd52.bc.ca

Phone contact: 250-624-0929



Paramjit Khaira, Vice Principal – Conrad Elementary

and Hearing Resource Program – TDHH

I provide direct and/or consultative services for students who are deaf or hard of hearing on a district based itinerant basis. The goal of the program is to foster successful academic progress and social integration of the supported student. I can be reached at

paramjit.khaira@sd52.bc.ca.



Roanna McLeod, Amplification Assistant

I work within the Hearing Resource Program as an Amplification Assistant. I work with students on the hearing caseload. I check that equipment is operational and provide support in the classroom. The schools I currently work at are: Conrad, Lax Kxeen, Pineridge, Roosevelt and PRMS. Contact me at

roanna.collette@sd52.bc.ca.



Stephanie Hill, District Behaviour Interventionist

As School District 52's DBI, I primarily connect with students who display the most complex and significant behaviour characteristics (i.e. hitting, kicking, escaping), and I coach/model appropriate school behaviours as alternatives. I work with the SBT in the development and implementation of co-designed plans for successful student learning. Contact me at stephanie.hill@sd52.bc.ca.



Christine Danroth, Helping Teacher

As a Learning Services Helping Teacher, my role is to help with inclusive curriculum planning and development. I work with the SBT and advocate for inclusion, student goals and family goals. I am very passionate about LGBT2Q+ issues and planning for ALL students. I am the District Partner for POPEI, POPARD, POPFASD and I am a teacher sponsor for the GLOW club at CHSS. Contact me at cdanroth@sd52.bc.ca.



Morgan Sundin, Elementary Counsellor
Shylo Gerritsen, Elementary Counsellor
Tracey Minette, Elementary Counsellor

As elementary school counsellors, we work in both intervention and prevention to support the social and emotional well-being of our students. Our focus is on creating and facilitating strong, positive relationships through one-on-one work, small groups and classroom programs. We also collaborate with parents, caregivers, teachers, school teams and outside agencies to provide additional support.

Morgan: I work out of Conrad and Lax Kxeen elementary schools. Contact me at morgan.sundin@sd52.bc.ca.

Shylo: I work at both Roosevelt and Lax Kxeen schools. Contact me at shylo.gerritsen@sd52.bc.ca.

Tracey: I work out of Pineridge and Port Ed elementary. Contact me at tracey.minette@sd52.bc.ca.



James Wintle, Occupational Therapist

As the District OT, I serve all the schools in SD52. I primarily collaborate with teachers on issues of fine motor, gross motor, sensory, or self-regulation challenges. I also run the swim program and the sensory room. Contact me at james.wintle@sd52.bc.ca.



Salomon Garcia, Youth Worker

I serve the needs of high-risk youth at PCS/PRMS by offering them social and emotional support. I figure out and support the students to overcome barriers so they can be successful again. Much of my work consists of creating meaningful connections with students so that when they are ready to reach out, I am in the best position to help. My day varies from driving students to medical appointments, helping them with resumes, listening to the student's stories, helping with school work, speaking with parents, doing home visits, laughing and sharing meals with students, and especially offering encouragement and celebrating their achievements. Referrals are done through the LSTs in the middle school and are automatic during enrollment in PCS.



**Chris Lightfoot, Speech–Language
Pathologist**

**Siobhan Zelwietro, Speech–Language
Pathologist**

As S–LPs, we provide information about individual students' relative speech–language strengths and challenges using standardized assessments, classroom observations and consultations with family and school staff in order to remove barriers to learning and to optimize students' intellectual, personal and social development. Service delivery can range from co-teaching lessons to 1:1 therapy sessions.

Chris: I work at Conrad Elementary, Port Ed Elementary, PRMS, CHSS, and PCS. I can be reached at

chris.lightfoot@sd52.bc.ca.

Siobhan: I work at Lax Kxeen, Pineridge and Ecole Roosevelt. I can be reached at

siobhan.zelwietro@sd52.bc.ca.



Angelica Jessor, Speech–Language Pathology Assistant

As an SLPA I work with students in a group or 1:1 basis, carrying out speech and/or language therapy programs designed by the two district S–LPs. I work at Conrad, Lax Kxeen, Pineridge, and Ecole Roosevelt elementary schools. I can be reached at angelica.jessor@sd52.bc.ca.



Tips for Your Toolbox

We hope that you're reminded of the wonderful ways you are already supporting students and gain a new idea or two!

- *Start each day with a check-in.* Make personal connection a goal every day; it could be as simple as giving a warm greeting to each person.
- *Hold class meetings.* Celebrate what is working and address things that need tweaking within your classroom community.
- *Promote the use of a safe calm-down place.* Teach to recognize when she/he needs to go there, not for punishment
- *Use visuals in the classroom.* Post visual schedules, routines, rules, etc. alongside print versions and refer to them often.
- *Break your pencils in half.* Shorter pencils help promote more mature writing grasps.
- *Make eye contact when speaking with students.* Speaking where students can see you allows students to read your body language.
- *Keep a list of new vocabulary words posted in the classroom and use them often.* The more exposure students have to new words, the faster they will learn them.

Show and Tell: Highlighting Tips in Action



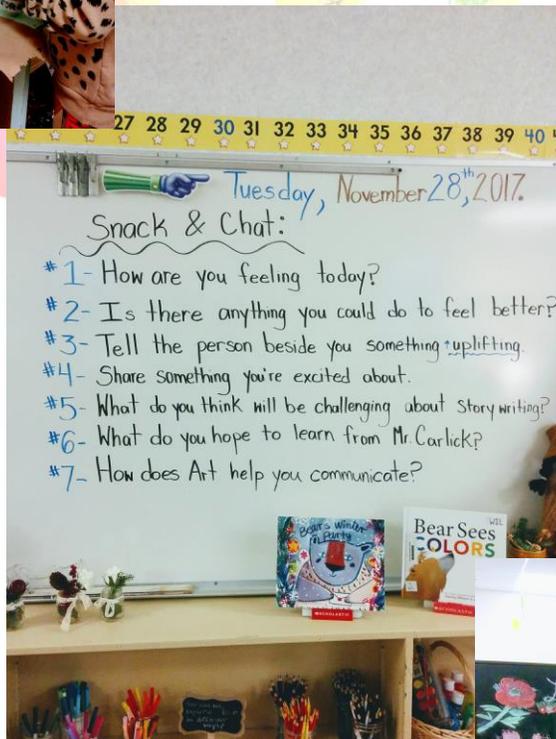
Who: Mrs. Palozzi's Gr. 4/5 class

What: Snack & Chat

Where: Conrad Elementary

Why: To create a sense of community through sharing ideas and experiences

When: Once a week



During Snack & Chat, students enjoy warm tea with cookies and healthy fruit. Mrs. Palozzi provides prompts for discussions based on current classroom events. She circulates the room, briefly joining groups to observe and model communication skills (turn taking, eye contact, relevant questions, etc).

Snack & Chat is a great example of starting the day with a check-in! Warm tea can help regulate students (and teachers), and guided questions help students improve conversation skills.

