Pine Creek School Division Student Services
Inventory of Supports

Pine Creek School Division has a wide array of supports in place to support the needs of all learners. Decisions on allocation of supports are made collaboratively by school-based teams, based on identified needs of students.

PCSD PERSONNEL – PROFESSIONAL STAFF

The most fundamental form of support is learning experiences within the classroom, as planned by the **classroom teacher**. The provincial curriculum should be the starting point for educational programming.

The **principal** is responsible for ensuring that programming is in place that allows each student to feel accepted, valued, and safe. The principal is accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs.

The **resource teacher** works closely with each member of the school team to facilitate the implementation of appropriate educational programming.

The **speech language pathologist** provides services in the area of language and speech development, including specialized assessments, consultations, and supervision of speech language programming.

The **social work clinician** provides services in the area of social emotional development, to students and their families, as well as teachers.

Specialized cognitive assessments and programming recommendations are provided by the **school psychologist**.

Reading Recovery teachers provide direct one-on-one reading instruction to identified grade 1 students.

OTHER PROFESSIONAL STAFF

Services are provided on a part-time, contracted basis by an **occupational therapist** and a **physiotherapist. Consultation** services may also be provided by other agencies (ie, Manitoba Education, fee for service consultations, etc.)

PCSD SUPPORT STAFF

Educational assistants provide support to students in classrooms, as well as on a one-to-one or small-group basis, to facilitate inclusion and the development of skills to foster student independence.

The **personal skills coach** works directly with students to facilitate the development of social emotional skills.

Signing support workers provide sign language support to Deaf students.

PROFESSIONAL LEARNING

Professional learning takes place through a variety of ways. **Professional development** opportunities are planned within schools and within the school division. Staff may also access professional development outside of the school division.

PLANNING PROCESSES

Collaborative planning that involves members of the school team is an essential type of support. The school based team share responsibility in developing, monitoring, and reviewing Individual education plans (including adapted learning plans and behavior intervention plans), intervention strategies, and other supports.

Planning becomes very important at transition times, and thus, **transition planning processes** are in place to ensure a smooth transition from pre-school to school, elementary school to high school, and high school to adult services.

MATERIALS AND TECHNOLOGY

The availability and appropriate use of materials that support the students' learning goals within the classroom contribute to a student's success. Support materials may include **visual supports**, **materials to support sensory needs**, **specialized furniture**, **supplementary/additional books and resources** at the student's reading level, etc. Examples of specialized technology includes **software** (ie, text to speech), **iPads**, **hardware** (ie, specialized keyboards), **FM system**, etc.

The use of specialized materials and technology may support the student in the area of **communication**, **organization**, **behavior**, **written output**, **mobility**, etc.

PHYSICAL AND ENVIRONMENTAL CONSIDERATIONS

The physical space of the school building must be modified to meet the diverse needs of all students. Schools have installed **grooming rooms**, created **alternate work spaces** and **lifeskills areas,** and ensured that classrooms are accessible and inviting for all students.

When schools cannot meet the diverse needs of students, alternate locations for programming are accessed (ie, swimming, supervised work placements, etc.)