



Section 2

Programs

Services

Alternate Courses of Study

2.1 Programs

2.1.1 Pre-Kindergarten Program

Second Steps Learning Experience

Jack Kemp Community School

Program Description

Purpose

- Healthy development of the whole child – social-emotional, physical, intellectual and spiritual through a holistic approach that incorporates family, school and community.

Goals

- Child-centered developmentally appropriate programming
- Development of whole child through an integrated balanced focus on social-emotional, physical, intellectual and spiritual development
- Active/experiential focus to learning that promotes play

Criteria (criteria will be used to prioritize entry but not exclusive)

- Single parent homes
- Families with low income
- Children who have suffered emotional trauma
- Mother has less than a high school education
- Child displays challenge/delay
- Alcohol/drug abuse in family
- Families who are socially, culturally isolated resulting in limited access to social support or English as a Second Language families
- Teen parents
- Children who have been placed in foster care

Note:

Students must:

- Be at least 3.0 years old by September 1 of the year of entry into the program
- Be toilet trained
- Plan to attend a Lloydminster Public School Division school

Program Delivery

- 1 Teacher/ 1 Teacher Assistant
- Max. 16 students
- 2.5 hours / day Monday through Thursday

Roles and Responsibilities

Principal/Program Coordinator

- Staffing and evaluation of staff
- Member of Admissions Committee
- Familiar with the following documents:
 - *Better Beginnings, Better Futures: Effective Practices Policy and Guidelines for Prekindergarten in Saskatchewan*, Saskatchewan Ministry of Education 2008
 - *Play and Exploration: Early Learning and Program Guide*, Saskatchewan Ministry of Education, April 2008
 - *Assessment and Evaluation of Prekindergarten: A Planning Guide for School Divisions and their Partners*. Saskatchewan Learning, November 2005
- All problem solving in relation to the Second Steps Program
- Coordinate yearly review and revision of the *Pre-Kindergarten Assessment and Evaluation Plan* and *Annual Pre-kindergarten Reports* in conjunction with the

- program teachers and Superintendent of Student Services
- Submit the *Pre-Kindergarten Assessment and Evaluation Plan* to the Superintendent of Student Services by the first week of June of each year
- Budget
- Contact for parents and bus driver when requested by program teacher
- Discipline of students when requested by program teacher
- Collect referrals and create list for Admissions Committee members
- Set Admissions Committee meeting dates and contact members
- E-mail list of selected candidates and wait list to all members following the intake meeting
- Provide the secretary of Jack Kemp Community School with a list of names and status for mail out of letters within one week of the Admissions Committee spring meeting

Program Teachers:

- Report directly to building Principal
- Member of Admissions Committee
- Develop class lists once selections are made and set up initial meeting/phone call with parents
- Do home visits prior to start up of program
- Develop program based on goals for 3 and 4 year old development
- Carry out planned strategies and actions as per the *Pre-Kindergarten Assessment and Evaluation Plan*
- Evaluate and report student progress
- Administer *School Readiness Testing* pre and post tests for Continuous Improvement Plan
- Complete *Annual Pre-Kindergarten Report* for Saskatchewan Learning
- Together with building Principal and Superintendent of Student Services develop the annual *Pre-Kindergarten Assessment and Evaluation Plan*
- Oversee duties of teacher assistant
- Maintain contact with bus driver and notify of absenteeism
- Maintain budget records
- Notify receiving schools about students entering kindergarten in the fall and attend meetings with receiving school if requested

Superintendent of Student Services:

- Member of Admissions Committee
- Central Office liaison for Principal regarding establishment and maintenance of goals and direction of the program
- In late spring, together with the building Principal and Program Teachers, review and revise the annual *Pre-Kindergarten Assessment and Evaluation Plan*
- Responsible for submission of *Prekindergarten Assessment and Evaluation Plan* and *Annual Prekindergarten Reports* to Saskatchewan Ministry of Education

Admission Committee Procedures

- Members: Administrator of Jack Kemp Community School, Second Steps Program Teachers, Superintendent of Student Services, Representative from Public Health
- Procedures:
 - Committee will meet the second week of June for initial student selection
 - Criteria for selection and conditions will be adhered to when admitting students
 - 4 spots will be left open for fall intake in order to accommodate new families or new referrals over the summer that are high priority
 - At the conclusion of the spring admissions committee meeting the Program Coordinator will develop a roster of successful, unsuccessful, and wait list applicants and email it to all committee members and secretary of Jack

- Kemp Community School by mid-June
- Letters to each family indicating acceptance, non-acceptance, or wait list will be prepared and mailed by the secretary of Jack Kemp Community School by the last working day in June.
- The Admissions Committee will meet during the first two working days in August to review new referrals and wait list and establish the final selections. New families selected will be contacted by the program teachers by phone with a follow up letter by mail.

Entrance, Exit and Program Recommendation Procedures

- Students must be 3.0 years at the time of entrance into the program
- Students may only attend Second Steps for a maximum of 2 years
- Priority will be given to:
 - Children of present or former LEAP students
 - Siblings of present or former Second Steps students (if family still meets criteria for the program)
- When a student is eligible for kindergarten in the fall the program teacher may approach the parent regarding completing a second year in Second Steps if:
 - In the professional opinion of the program teacher it would be in the best interest of the child to remain in Second Steps for one more year
 - The child has a November or December birthday, and
 - The child has completed only one year of Second Steps programming.

Assessment/Reporting

- Assessment and reporting will be based on anecdotal records from the daily interactions of the students
- Teachers and parents will meet to discuss the assessment in November and March
- Teachers will provide the Assessment Document with their observations to parents during the conference
- Teachers will provide a final assessment in June

Referral Procedures:

Referrals are submitted by parents, Saskatchewan Public Health or LPSD school personnel to the Second Steps Admissions Committee c/o Jack Kemp Community School

Contact the Principal at Jack Kemp Community School or the Superintendent of Student Services at LPSD School Division Office.

2.1.2 Behaviour Programs

A. Early Skills Development Program

Program Description:

The *Early Skills Development Program* is a partnership with Prairie North Health Region. It is a program designed for Kindergarten children who have displayed physical and/or verbal aggressive behaviors that impair their social and academic success. The goal is to help develop positive, socially appropriate behaviors. Parent and school personnel must be willing to support all components of the program. The children are taught that they can change the way they act by using the skills of the program. Positive reinforcements are liberally used to help new behaviors develop. Programs are facilitated in neighbourhood schools.

Objectives:

- Increase positive behaviors

- Increase knowledge and expression of feelings
- Increase socially acceptable choices
- Help parents and teachers deal effectively with aggressive acts
- Reduce aggressive acts
- Reduce aggressive behaviors
- Build effective relationships among team members

The children receive:

- Individual time with the ESDP facilitator on a daily basis
- Small group work with an ESDP facilitator
- Skill review with classroom peers
- Support to generalize the skills in different situations

The parents receive:

- Weekly home visits
- Opportunity to take part in Parent Participation Group meetings

At the end of the five month program, ongoing follow-up is provided until the child becomes successful. Children are followed until they move into grade three.

Team Members and Roles:

- Child
- Parents
 - Must be willing to participate in all levels of the program. Home visits are essential to the success of the program.
- Teacher
 - Will use the skill and language of the program
 - Display skill posters in their classroom
 - Fill out “transfer sheets”
 - Provide positive verbal and social feedback
- The ESDP facilitator (employee of PNRH)
 - Acts as “peer coach” in the school setting
 - Is the liaison with parents, teachers, and school
 - Introduces the skills to the child
 - Helps the child generalize the program to different environments
 - Meets with the interagency team
 - Encourages parents to attend the Parent Participation Groups
 - Meets regularly with a PNRH Child and Youth professional
- Supervisor of Behavior Programs
 - Acts as liaison between LPSD and PNRH
 - Collects referrals from the schools and forwards to PNRH
 - Meets with the ESDP facilitators
 - Maintains contact with the schools being served by the program to ensure it is running smoothly and meeting the needs of the children and staff.

Referral Procedures:

- Children are identified by pre-school agencies/playschools or kindergarten classroom teachers as displaying verbally or physically aggressive behavior
- Person referring completes the *Early Skills Development Program Initial Planning Teacher Form* plus a BASC (behavior rating form available at the schools) and forwards to the Supervisor of Behavior Programs
- BASC is forwarded to PNRH for scoring
- Once referrals are complete the Supervisor of Behavior Programs, PNRH Child & Youth representative and ESDP facilitators meet to select students for the program
- Supervisor of Behavior Programs contacts the schools to inform them of selected students

- The school contacts the parents to inform them of the selection and facilitates a team meeting with school, parent and ESDP facilitator.

B. Structured Success Program

Primary Program: Jack Kemp Community School Grades 2-4

Junior Program: Winston Churchill School Grades 2-4

Intermediate Program: Jack Kemp Community School: Grades 5-6

Senior Program: Bishop Lloyd Middle School Grades 7-9

The Structured Success Program (S2P) was designed to meet the needs of students with social, emotional, and behavioural disorders. The students involved are those who are unable to cope with regular classroom situations. The S2P is an individualized, highly structured program, created to help children learn appropriate behaviours within a safe environment and then to provide them the opportunity to learn and practise those behaviours within an integrated setting.

Goals

1. Develop appropriate student-like behaviours
2. Learn and use appropriate social skills
3. Work on academic skills
4. Learn and practise self-control
5. Re-integrate student into a regular classroom setting

Referral Procedure

1. Students may be referred by their homeroom teacher, Behaviour Designate teacher and/or administrator.
2. Contact will be made with the home prior to the referral.
3. The Admissions Committee will review the students referred to the program, and if the student meets the criteria for the program and space is available within the classroom, the student will begin admissions procedures.
4. The student, parents or guardians will be invited to visit the program. This component is necessary as parental support is imperative.
5. After the visitation, the parents make the decision as to whether they are prepared to accept the placement. Once the student is placed in S2P, he/she will remain within the program until he/she have earned their way back to the regular school setting.

Program

1. **Contract** - Once the student has been placed in the program, the teacher, teacher assistant, principal, parent(s) and student will meet to sign the contract. Students and parents identify behaviours that the student would like to work on with support of home and school. These are recorded on a contract and are monitored to see how the student is progressing.
2. **Send Home Policy** - Parents must agree to the "send home" policy and provide the program with alternates in case they are unable to pick up their child. The "Send-Home Policy" occurs when a child cannot maintain control. He/She will return the following morning to begin a new day. Parents are asked to support the Send-Home Policy in this way:
 - Cooperating with the teachers in this decision
 - Coming to the school to accompany child home or arranging alternate transportation
 - Restricting the child's activities at home until 2:30 (or until the time the S2P school day would end)

3. **School Day** - The child's school day starts as soon as they get on the bus. Some method of monitoring the bus behaviour is established and will be outlined by the classroom teacher. Expectations and consequences for bus behaviour are important for the safety of all of those on the bus. Students arrive at school at 9:00 (earlier for the Senior Program students) and their day in class begins.

- a) Timetable
- 20-30 minute time blocks – allows students to work successfully before becoming too tired or restless
 - Structured individualized programs - instruction generally takes place on an one-to-one basis or in small groups while the teacher assistant supervises the other students
 - Center time for students who are able to remain on task during work blocks
 - Snack break – tends to renew energy and effective for those who don't eat breakfast (optional part of the program in some buildings)
 - Morning recess – break with other students in the school
 - Noon break – one half hour (STUDENTS MUST STAY AT SCHOOL FOR LUNCH. STUDENTS MUST BRING THEIR OWN LUNCH.)
 - Reward – on work record card at end of each work block
 - Afternoon periods – often structured somewhat longer – this lends itself to group activity work and allows students to practice remaining at task for a slightly longer time
 - Structured timetable
 - Students' day is from 9:00 am to 2:30 pm (Senior Program 8:25 am to 2:00 pm)

1.1 Rationale – *The Structured Success classrooms run on this schedule because studies have shown children are more productive in the morning---this allows for a longer morning work period. Arrival and departure times allow these students to come into the building at times when other traffic movement is at a minimum. There would be much less congestion.*

- b) Centers can include academic and non-academic tasks. Centers are intended at immediate rewards for students who have successfully completed on task behaviour and assignments. They are intended to motivate students. The six types of centers include a creative play center, communications center, art and exploratory center, reading center, listening center and an order center.
- c) Work record card – A reward system is set up for students to purchase rewards. Some examples of rewards are: lunch out, toys, trinkets, food, free computer time, etc.
- d) Personal Possessions - Students are asked not to bring things from home. Consequence: they will be kept by the teacher until the next parent meeting.
- e) Time Out - Inappropriate behaviours are redirected. Should various interventions not work, the student may be escorted to "time out" to reflect on his/her actions in order to regain control.
- f) In-class and in-school suspensions may also be used as interventions prior to having to use a "send home".
Interventions prior to send home might be:
- Assignment changed or shortened
 - Use of study carrel
 - Time-out of classroom setting
 - In-school suspension
 - Time-out room/gain control

4. **Academic Programs** – children are kept on regular classroom programs as much as possible as it makes integration easier. Many students benefit from curricular adjustments so that learning material is meaningful and is within their range of success. Adaptations are made when necessary.

5. **Discipline** – each classroom has a copy of the Discipline Plan displayed. The expectations and consequences are meaningful and clearly defined. All parents are given a copy of the Discipline Plan at the contract signing.
6. **Integration** – when a student is meeting expectations in the S2 class, it is time to begin integration. Integration begins one class at a time with a teacher assistant for support for the first few classes.
7. **Social Skills/Anger Management Program** – is taught in these programs.
8. **Communication** – constant communication with parents is important. Children see home and school as working together. (i.e. teas, luncheons, daily reports, phone calls, report cards, parent workshop set up, etc.). The teacher prepares a daily report that outlines the progress of the child. Parents are expected to read and sign the daily report and to make comments about any significant details from their point of view.

Roles and Responsibilities – Working Together for Success

1. Students
 - to work toward meeting the behaviour contract
 - work to gain integration into a regular classroom setting
2. Parent
 - support the child in his efforts to regain control of behaviour
 - support structured success philosophy, teachers and principals
 - communicate with school community agencies where appropriate
 - attend school functions
 - supply alternate contact person if parent is unavailable
 - pay school student fees
 - supply any medication necessary with appropriate release forms
 - read and sign each daily report
 - communicate with teacher via phone or daily report
 - on a daily basis, ensure that the child is prepared for school by:
 - providing a healthy breakfast and snack
 - having the child ready for the bus
 - supplying clean clothes for the child
 - making sure that the child is dressed suitably for the weather
 - ensuring that the child has an appropriate bedtime
 - helping the child with morning routines such as getting up on time and with healthy hygiene practices (eg. Bathing regularly, brushing teeth, washing hands and face)
3. Teacher
 - Instructional Programming
 - classroom management and discipline; send homes and suspensions (in class, in-school, out-of-school)
 - record keeping
 - integration (arrange and monitor); on-going communication with Integration Teacher
 - consultation and collaboration
 - interview/reporting
 - parental contact
 - contract arrangements
 - arrange tasks for aide(s)

- arrange special events (i.e. luncheons, teas, etc.)
 - sensitive to: alcoholism, abuse, drugs, neglect, personal hygiene, life skills, medication, street proofing
 - assessment
 - interaction with agencies working with students
 - classroom supervision at recess for students who have not earned their privileges
 - communication with bus drivers
 - management of classroom budget and school fee budget
 - provide support to parents who may it
4. Educational Assistant
- under direction of teacher
 - parental contact
 - individual student assistance
 - classroom supervision and discipline
 - duplicating
 - bulletin boards
 - shopping for extrinsic rewards
 - assists students in integrated settings when necessary
 - provide assistance to teachers who provide the prep time
5. Principal
- Attend all Admissions Committee meetings
 - Provide AC with information about S2 students
 - Regular contact with S2 students and staff to build rapport
 - Contact with parents for send homes
 - Use of the S2 Discipline Plan as guide for minor and major offences
 - Suspension and expulsion letters as necessary
 - Communication with the supervisor in the event of a suspension
 - Invitation to supervisor to meetings with parents and school personnel
 - Supervise staff
 - Attend meeting between teacher, teacher assistant and program supervisor to discuss program recommendations after program observations
6. Supervisor of Behaviour Programs
- Organize and schedule all Admissions Committee meetings for placement of S2 students
 - Consult with S2 teachers and admin about specific S2 student concerns
 - Supervise program: ensure that programs goals are met and that program expectations are followed
 - Participate in meetings with parents and school personnel
 - Work with teacher and admin to access community agencies and resources for S2 students
 - Work with S2 staff to develop professional development opportunities as necessary to enhance the growth of the S2 program
 - Facilitate monthly meetings for S2 staff to work collaboratively on further development of components of Structured Success
7. Counselor
- regular contact with students
 - some home contact
 - communication and support with S2P teacher
8. Bus Driver
- supports program

- relay to teacher how students managed morning and evening ride
 - attends special events
9. Regular Classroom Teachers
- support S2P
 - discipline students when necessary
 - accepted integrated students
 - request help with programming if needed
 - monitor student for success
10. Sending School Teacher and Administration
- support S2 staff and program
 - complete necessary information forms and return to S2 staff
 - forward cumulative files and other pertinent info to the S2 school
 - visit the S2 classroom periodically to observe student
 - observe student in S2 school prior to return to home school
 - once re-integration is complete and student is attending home school full-time, contact S2 teacher and/or Supervisor of Behaviour Programs if there is a concern about the student

2.1.3 Middle Years Student Support Programs

A. Middle Years Alternative Program

Avery School

Description:

MYAP is designed to assist at-risk students between the ages of 13-15 years academically, behaviorally, emotionally, and socially.

Goals:

The students will:

- develop life skills in the areas of math, language arts, personal and social development, and technological literacy;
- learn and use appropriate social skills;
- develop pre-employment skills through a work experience placement; and
- prepare for transition to high school programming.

Program Goals:

1. To design an individualized plan for life skill instruction in the areas of math, English Language Arts, personal and social development, pre-employment skills, work experience placement, technological literacy, general life skills, and physical education and wellness.
2. To provide a transition between middle school and high school programming
3. To provide pre-employment skills to the work force

This program serves:

1. Students who have had difficulty meeting academic and behavioural expectations in a regular middle years program
2. Students who are age appropriate grades 7 – 9
3. Students who may be experiencing social, emotional, and/or legal issues

Contract Signing:

1. Student and their parent/guardian will participate in the contract signing.
2. Each contract is based on the individual student with attention to
 - Goals for re-entry into regular program
 - Attendance
 - Work habits
 - Social issues
 - Possible referral to outside agencies i.e. Thorpe Recovery Centre

Referral Procedures

Students may be referred to the Principal of Avery School by a school, outside agency, parent or through the Structured Success Admissions Committee.

Contact the principal of Avery School

B. Middle Years Student Services/Transition Programs

E.S. Laird Middle School
Bishop Lloyd Middle School

Description:

These programs provide a supervised environment to support students with the entry or re-entry process required due to relocation to Lloydminster, extended absences, including out-of-school suspensions, illness, and holidays. Students serving in-school suspensions may be supervised and supported in this setting.

Goals:

The students will:

- integrate into the mainstream school following a period of time of orientation and academic skill development.

Referral Procedure:

Contact the school administration or counsellor.

2.1.4 High School Special Programs

A. High School Transitions Program

Lloydminster Comprehensive High School

Description:

This program is designed to assist at-risk students ages 15 to 17 academically, behaviourally, emotionally and socially. The course of study is based on modified programming.

Goals:

The students will develop:

- academic and life skills in a supported environment;
- positive relationships and attitudes; and
- skills for responsible decision making.

Referral Procedures:

The school-based team, including the parent(s)/guardians, classroom teacher, EST, counselor, behaviour designates and principal, submit referrals to LCHS Student Services.

B. High School Alternative Program

Lloydminster Comprehensive High School

Description:

This program combines classroom and work experience and is designed to support students with learning challenges who require a life skills program. The Alternative Education Program follows the Saskatchewan Alternative Education Curriculum of study. The courses are referred to as 18, 28, and 38.

Goals:

The students will develop:

- academic and life skills in a supported environment;
- positive relationships and attitudes;
- skills for responsible decision making; and
- pre-employment skills through work experience placements

Referral Procedures:

School-based team, including classroom teacher, EST, counselor and principal, submit referrals to LCHS Student Services. Parents are contacted and written permission is obtained prior to entry into the Alternative Program.

C. High School Functionally Integrated Program

Lloydminster Comprehensive High School

Description:

This program incorporates classroom and community experiences and is designed to facilitate transition to a supported environment upon completion of high school.

Goals:

The students will:

- engage in classroom and community experiences;
- foster life skills through a non-credit, individualized program; and
- transition into a supportive living environment upon completion of high school.

Referral Procedures:

School-based team, including classroom teacher, Education Support Teacher, counselor, and principal, submit referrals to LCHS Student Services. Parents are contacted and written permission is obtained prior to entry into the Functionally Integrated Program.

2.1.5 Lloydminster Education Advancement Program (LEAP)

Lloydminster Education Advancement Program (LEAP)

Avery School

LEAP offers a highly structured program designed to allow students to work independently in a non-traditional school setting. The program of studies is regular or modified high school courses delivered through correspondence study with staff facilitation to support the studies.

LEAP Beliefs:

- Every student is able to achieve a level of academic success.
- Every student has self-worth.
- Every student is capable of being a successful person.
- All students deserve an opportunity to meet their full potential as students and as people.

LEAP Goals allow:

- Students to develop academic skills.
- Young people an opportunity to build success for re-integration into traditional school programs.
- Students the opportunity to complete their education in a small school, alternative setting.
- Participants to develop or explore the necessary social supports to support students in achieving academic and social success.

Re-Integration

- It is a goal of LEAP, when appropriate, for students who wish to re-establish themselves in traditional schools to do so. Re-integration is possible for students wishing to continue their education in another setting other than LEAP. A transfer to other schools within the community will be allowed at a time that is appropriate to the timing of the school year.

Program Expectations:

Students choosing LEAP are willing to:

- Attend regularly.
- Work to complete targeted goals and weekly goals.
- Demonstrate appropriate behaviors at all times and to respect all other students, staff and the facility.
- Put for their best effort towards being a successful person, both socially and academically.
- Abstain from being under the influence of alcohol/drugs while in school.

Referral Procedure:

Contact the principal of Avery School.

2.2 Services

2.2.1 Counselling

A. Elementary – K to Grade 6

Description

LPSD employs 2.5 counsellors assigned to the elementary schools. They provide consultation to teachers and direct counselling services for students with social, emotional, or behavioural concerns, as well as acting as liaison with outside agencies.

Referral Process

A referral is made to the counsellor assigned to the child's school by completing a written referral form available at the school and obtaining written permission from the parents or guardians.

B. Middle Years – Grades 7 to 9

Bishop Lloyd Middle School
E. S. Laird Middle School

Description

School counsellors are available at both Middle Years schools. They provide counselling for individuals and groups in the areas of attendance, behavior, academics, as well as social and emotional needs.

Referral Process

Contact the school and ask for the counselling department.

C. High School – Grades 10 -12

Description

Lloydminster Comprehensive High School Student Services targets the areas of academic, guidance, education, career and life planning, as well as personal and social development.

Referral Process

Contact LCHS Student Services

D. Attendance Counselling

Description

The role of the Attendance Counsellor is to support the school in determining the cause of irregular attendance. After a referral is made the Attendance Counsellor will meet with the family to determine the underlying causes of the irregular attendance and provide counselling for the family, as well as acting as liaison with the school around the area of attendance.

Referral Process

Referrals are made by the school directly to the Attendance Counsellor at LPSD School Division Office

E. Student Health Initiative Program (SHIP)

Operated by Catholic Social Services, funding for this program is provided through a partnership arrangement among: Prairie North Regional Health District, Prairie North Health Region – Community Counselling, Lloydminster Catholic School Division, Lloydminster Public School Division, and East Central Alberta Child and Family Services Authority. Providing support to children and their parents, SHIP offers Counselling Services, Education, and Parent Resource Services.

The Program:

- Helps families whose children or youth are experiencing social, emotional, or behavioral issues, which impede their academic progress. These issues are present in their school and home/community environment
- Ensures that individuals and families seeking assistance are involved in the decisions that affect their lives
- Provides counselling to parents and children to help them positively manage challenging issues and events
- Focuses on the family, both parents and child are involved in counselling sessions, is community-based and available to families with school aged children

Counselling Service

Counselling services are provided to families with school aged children. Solution focused interventions are used. The program targets a maximum of 15 sessions per family.

With Consent

Family Counsellors will work with the families who agree to counselling with parents, child, and as a family. In order for a family to receive counselling services, BOTH parents or guardians must provide written authorization.

In Confidence

All information provided during counselling sessions is treated as confidential. Specific information will only be provided to persons outside of the family when written authorization has been provided by a parent or guardian, except in circumstances where the counsellor is legally required to report information.

At your convenience

Counselling sessions will be held at the Catholic Social Services office, community school and/or in your home.

Evening sessions are available.

Parent Resources

Working with parents and/or guardians, we help families explore their options including additional resources and new ideas.

Referral Process

School staff, community agencies, families or individuals may refer by completing a referral form and submitting it to the Supervisor of Behavior Programs at Lloydminster Public School Division. Parents or guardians must provide written authorized consent.

2.2.2 Educational Support Program K-12

Education Support Teacher (EST)

Description

The Education Support Teachers in each school will consult and collaborate with classroom teachers regarding the provision of direct or indirect instructional support for students with exceptional learning needs. They also administer academic achievement tests to provide information for programming, coordinate the development of individual program plans, and coordinate referrals to division personnel or outside agencies.

Referral Process

Referrals are made by the classroom teacher or school administration. Parents who have concerns regarding the progress of their son/daughter may access involvement of the EST through the classroom teacher.

Educational Assistants

Description

Lloydminster Public School Division employs educational assistants to work under the direction of classroom teachers to assist students with personal care, academic, and behavioural needs.

2.2.3 Educational Psychology Services

Description

Educational Psychologist services are contracted for the purpose of assessing the learning needs of a student and providing programming support and recommendations for the school-based team and family.

Referral Process

Students are referred by school personnel or parents to the Superintendent of Student Services. The school completes a referral form and parents complete permission forms and Parent/Guardian General Information and History forms.

Edmonton Regional Educational Consulting Services (ERECS)

ERECS provides trans-disciplinary (Occupational Therapy, Physical Therapy, Visual Impairment, Deaf/Hard of Hearing, Speech Language Pathology, Behavior, Audiology, Psychology etc) assessment, consultation and inservices to address the needs of children with disabilities.
<http://consultingservices.epsb.net/>

Referral Process

Students are referred by the school to the Superintendent of Student Services. Parents complete permission forms.

2.2.4 Pre-Kindergarten Services

Intensive Supports – (Pre-K) – Saskatchewan

Description

Funding is provided by Saskatchewan Ministry of Education to provide appropriate programs for preschool children with designated disabilities who are residents of Saskatchewan and at least 3.0 years of age. The funding provides services such as paraprofessional support, assistive devices or technology, and special education consultation. It does not cover speech therapy or occupational therapy.

LPSD coordinates the funding and placement of the child in a local playschool or preschool. A special education teacher will work with the playschool staff to program for the child's needs.

Referral Process

Contact the Superintendent of Student Services at the Lloydminster Public School Division office.

Program Unit Funding - Alberta

Description

Funding is provided by Alberta Education to provide appropriate programs for children with a severe disability between the ages of 2 years 6 months and less than 6 years of age on September 1 and who are residents of the Province of Alberta. The funding is designed to provide services required such as paraprofessional support, speech therapy, occupational therapy, transportation, materials, and in-service for parents and staff.

LPSD coordinates the funding and placement of the child in a local playschool or preschool. A special education teacher will work with the staff to program for the child's needs.

Referral Process

Contact the Superintendent of Student Services at the Lloydminster Public School Division office.

Second Steps Learning Experience (Pre-Kindergarten Program)

Description

Second Steps is housed at Jack Kemp School and is an early intervention program for 3 and 4 year old children who are living in vulnerable circumstances. The goals of the program focus on social and emotional development, personal independence, cognitive development, speech and language conversational skills, and fine motor development.

Referral Process

Complete a registration form available at LPSD schools
Return the form to any LPSD school or forward to:
Second Steps Admissions Committee
Jack Kemp Community School
3701-47 Avenue
Lloydminster, SK. S9V 1K9

2.2.5 Speech and Language

Assessment and Services

Description

Speech-language pathology services are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. The speech-language pathology services include a full range of services encompassing prevention, identification and assessment, direct instruction for students (individually, in classroom settings, or in small groups as appropriate), consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, in-service training, and information sharing with families and other service providers.

All students entering kindergarten are screened by the Speech Language Pathologists for possible service.

Referral Process

Referrals are made to the Speech Language Pathologist through completion and submission of a *Teacher's Referral to SLP* form and Parent Permission form.

2.3 Alternate Courses of Study

2.3.1 Advanced Math Program (AMP)

Grades 4-8

The Program

General Description

The Advanced Math Program (AMP) is a program for students in Grades 4 to 9 for students who are highly capable in math. These students receive instruction from a teacher with background and knowledge in math and gifted education.

Students are taught by itinerant Advanced Math (AM) teachers in small groups that meet separately from the regular math class. The program is significantly different than the regular program in many respects:

- *the rate at which mathematical concepts are presented is considerably faster;*
- *horizontal curriculum extension is an integral component;*
- *the level of higher order thinking skills and meta-cognition is significantly different; and*
- *instruction is delivered in a spiral approach rather than a sequential or linear manner.*

All mathematical concepts are presented with the curriculum as the basis or reference point from which all activities are generated or extended to meet the learning needs of students.

Identification of students for the program takes place each spring for the following fall using standardized test results and other information collected from teachers and principals as part of a nomination process. The goals of the Advanced Math Program are to facilitate educational opportunities to meet the learning needs of students so they will have experiences in the area of Math that will help them:

- *reach their learning potential through their pursuit of academic challenge and excellence;*
- *develop a strong work ethic characterized by an attitude of perseverance and demonstrated in the production of work that is extensive and broad-ranging;*
- *develop and apply complex thinking skills;*
- *develop awareness of the learning process generally, as well as their own abilities and learning styles;*
- *recognize, accept and channel the intensity and sensitivity associated with the AMP in a productive manner;*
- *become creative risk-takers cognitively, socially, and emotionally;*
- *develop strong positive interpersonal skills and take personal responsibility for their learning; and*
- *have the opportunity to learn with like-minded students.*

The goals of the AMP also include building the capacity of educators by:

- *increasing their awareness and understanding of the nature of the AMP and the special needs of participating students;*
- *providing time for itinerant teachers of the AMP to consult with classroom teachers regarding program planning and to model effective instructional strategies within the classroom for students who are highly capable in math who do not choose to participate in the AMP; and*
- *modeling effective instructional strategies within the classroom for high ability students who do not choose to participate in the AMP.*

Individual Education Plans (IEPs)

Advanced Math teachers are responsible for the creation and maintenance of an Individual Education Plan (IEP) for each student in the program. These are shared with students and parents. Goals and objectives for the students' programs will be written as SMART Goals.

The IEP has the following uses:

- A. It will reflect the students' mastery of grade level curriculum as well as performance on vertical and horizontal extensions provided by the Advanced Math teachers.
- B. Advanced Math teachers will use the IEP to report to students and parents on the students' progress in the program.

The Admissions Committee

The Admissions Committee consists of at least one of each of the following:

- the Superintendent of Student Services and/or Assistant Director;
- an elementary principal and/or vice-principal;
- a middle-years principal and/or vice-principal

The Advanced Math facilitator is an *ex-officio* member of the Admissions Committee and provides advice concerning aspects of the program that may or may not be suitable for individual students.

Referral Process

School based team, including parent, classroom teacher, EST, and principal, submit referrals to the Advanced Math Program Admissions Committee.

Contact your school principal or the Superintendent of Student Services at LPSD School Division Office.

2.3.2 Modified Courses

Lloydminster Comprehensive High School

Description:

Modified courses are offered in the areas of mathematics, English, science and social and follow the Saskatchewan curriculum of study. The courses are referred to as 11, 21, and 31. Please refer to http://lchs.lpsd.ca/course_descriptions for more information

Referral Process

Contact LCHS Student Services.

2.3.3 Advanced Placement

English and Math

Lloydminster Comprehensive High School

Description:

Advanced Placement English and Math courses differ from the regular courses in instruction and rigour. Students may enter Pre-AP in Grade 10 or 11. Students completing the AP strand will write an AP exam in the spring of Grade 12. Please refer to http://lchs.lpsd.ca/course_descriptions for more information

Referral Process:

Students are referred by their current teachers based on academic performance.
Contact LCHS administration or Student Services