

Student Services at Harmony Heights help provide student-centered learning environments that meet the needs of all learners.



Specific arrangements are made in advance for each child who receives support. Reasons for support are as varied and individual as the students we serve.

Children participate in a variety of activities chosen to develop understanding and build skills in:

- reading
- writing
- mathematics
- language concepts
- expressive and receptive language
- following directions
- fine and gross motor skills
- social skills
- life skills



Staff:

Lisa Gordon
Julie Locke
Aimee McCarron
Kristi O'Brien
Heather Teal

Learning Support Teachers

Kim Cavanaugh
Anne-Margaret Dodge
Shelley Dryden
Tammy Hiscock
Tammy Hovey
Jackie Lacey
Averil Leedham
Alicia Murphy
Kimberley Neary
Angela O'Connell

Educational Assistants

Kevin Jones
Psychologist

Sarah Fanning
Speech-Language Pathologist

Angela McDowell
VP & School Counsellor

Twyla Dean
Child and Youth Care Practitioner

Dylan Hoartie
African Nova Scotian Support Worker

Communication Plan



Harmony Heights
Elementary

Student Services

2020 – 2021

LEARNING SUPPORT TEACHERS

Learning Support Teachers support classroom teachers with the planning, implementation and delivery of programs and support services for students with identified learning needs. This is accomplished through direct and indirect service such as:

Direct Service

- In-class support
- Support in the Learning Centre
- Assessment

Indirect Service

- Help to identify students with special needs through consultation with teachers, observation of students and/or assessment.
- Support classroom teachers in:
 - *selecting appropriate Adaptations.
 - *selecting instructional strategies.
 - *preparing behaviour modification programs.
 - *selecting materials to meet the needs of individual students.
 - *preparing Individualized Program Plans
- Coordinate services with outside agencies, such as the District Health Authority.



REFERRAL FOR SUPPORT

Your child can be referred for a discussion at a Teacher Support Team meeting from several sources:

- classroom teacher (with parental knowledge)
- parents (after discussion with classroom teacher)
- principal or vice principal (with parental knowledge)
- school psychologist (with parental permission)
- family doctor/pediatrician (with parental permission)

Once a referral has been received, discussion will be held at a meeting of the school's Teaching Support Team. The next step(s) could include:

- classroom observation of the student by a member of our Student Services staff.
- indirect or direct support to help meet the student's needs.
- referral to Speech/Language Pathologist, School Counsellor, and/or Behaviour Specialist.
- a Student Planning Team meeting with the child's parents to discuss the child's strengths/challenges, and next steps. This year, these meetings will be held virtually whenever possible.

At the Student Planning Team meeting, each participant will have an opportunity to suggest ways to support the child. Common outcomes of these meetings include:

- suggestions for intervention.
- behaviour support and/or plans
- referral to the School Counsellor.
- referral to family doctor/pediatrician.
- referral for psycho-educational assessment.
- arrangement of a date and time for a follow-up meeting.

COMMUNICATION

Communication between you and the school is vital to your child's learning. Support Staff is in regular contact with classroom teachers. Student learning and skill development will be reflected in progress reports from the classroom teacher.

Formal Communication

- Parent Orientation (Phone calls this year)
- Scheduled Parent-Teacher Meetings
- Requested Parent-Teacher Meetings
- Student Planning Team Meetings
- Letters
- Permission Forms

Informal Communication

- Phone calls
- Notes
- E-mails



To contact us:

- Send a note with your child.
- Telephone 896-5798
- Email:

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