

GUILDFORD LEARNING CENTRE PROGRAM SERVICES/SUPPORT

1. Inner City Secondary School Workers: 48 hours/week

- Academic support (in consultation with teachers); one-on-one and small group
- Assist with the development of IEP's and SSP's
- Assist with daily goal setting ("Check and Connect")
- Works collaboratively with the counsellors and Youth Care worker to provide social emotional support
- Attendance – "Check and Connect"; Friday school
- Participates in weekly and monthly meetings (SBC, SBT, Student Review)

2. Youth Care Worker: 32.5 hours/week

- Assist students with the development of social emotional skills/strategies
- Assist students with the development of strategies for constructive/positive life skills (money management, diet, hygiene, medical) and problem-solving skills (encouraging development independence)
- Assist with the development and implementation of IEP's and SSP's
- Organize field trips and guest speakers
- Home visits
- Transporting and connecting students to community agencies (MCFD, CYMH, Youth Hub, Quest)
- Participates in weekly and monthly meetings (SBC, SBT, Student Review)

Aboriginal Youth Care Worker:

1 day/week

- Assist with planning and monitoring individual behaviour plans and community/care support plans for students experiencing challenges to pro-social living and decision making
- Assess the appropriateness of referrals for a wide range of educational and community supports
- Liaise with the other statutory and non-statutory agencies to create partnerships and supports for Aboriginal youth
- Liaise with appropriate Surrey School District staff to facilitate required assessment and screening for students with the appropriate district resources and staff
- Provide consultation to school personnel in developing effective interventions for students with high risk and behavioural needs
- Advocate for community support service where appropriate and available
- Address issues of family functioning and work to reduce and remove barriers and dysfunction while mediating between systems (i.e. family, school and community)
- Facilitate the transition of students exiting programs and/or work with the appropriate district staff to develop effective transitional plans
- Work with youths, families, and the school district staff as appropriate to assist students to meet their graduation requirements
- Provide support in specific areas related to Aboriginal student success such as assisting in the development of exit strategies for students, the development and review of individual/care plans or support and consultation with members of the Aboriginal Department Staff and other Education Services staff
- Assist Education Services and Aboriginal Department personnel with the appropriate school placements for the students that may potentially shift school cultures upon enrollment

Indigenous Graduation Advocate:

0.125

- Increase the six-year Dogwood completion
- Increase learners' perception of positive identity
- Increase learners' perception of sense of belonging
- Increase the integration of Indigenous content across all curricular areas
- Case coordinate for all Indigenous students
- Effectively communicate with staff and support staff on a regular basis
- Collaboratively work with the Counselling department to build student schedules according to their strengths and weaknesses
- Advocate on behalf of the student, ensuring appropriate course placement and support and, in particular, preventing remedial placement when necessary
- Assist colleagues in the academic and social/emotional support of Indigenous students
- Liaise and participate in staff meetings, and with the Indigenous community and parents when required
- Review students' academic progress with classroom teachers and suggest modifications where necessary
- Provide academic guidance/support
- Assist students in building relationships with their classroom teachers/counsellors
- Motivate and challenge students with varying abilities and interests
- Provide resource support to colleagues

School Counsellor:

1.0 – Full Time

- Provide personal/social counselling to students
- Provide direct service to students' families
- Act as advocate on behalf of students and their families
- Provide educational counselling
- Provide career/vocational counselling
- Participate as a member of the school-based team and/or learner support team
- Facilitate instruction to students in peer helping, conflict resolution, leadership, social skills and life skills
- Provide support to other educators teaching Career and Personal Planning and in promoting healthy school environments
- Act as liaison with community agencies
- Knowledgeable about reporting procedures for Child Abuse and Drug Abuse
- Knowledgeable about reporting issues related to suicidal ideation
- Knowledgeable of future changes in graduation requirements to facilitate appropriate decision making for students in course and program selection

Career Facilitator:

1.0 – Full Time

- Provide career information to staff, students, parents and community members
- Liaise with other departments regarding career development programs and initiatives
- Provide information on current Labour Market Trends
- Develop and implement an educational plan
- Identify and order materials and equipment for career resources
- Liaise with the community to provide access for students and staff in support of career development initiatives/programs
- Assist students through individual guidance and group instruction in career development initiatives and Career Programs
- Assist students in obtaining information regarding transitions to the workforce or post-secondary institutes
- Attend department meetings and District Career Education Department meetings to remain current on Ministry and District directives and initiatives