**SSF Meeting Minutes February 26, 2016**

**Present:** Katherine Evans, Liane Huson, Geoff Barnes, Daniel Ceresa, Diane Sell, Bhavna Rao, Catherine Meehan, Rita Steele, Tammy Nicks, Alana Baxter, Julianna L’Henaff, Wendy Weis, Leah Odynski, Jennifer McClean, Kim Simo, Jannah Bertin, Kathy Murch

**Important Dates**

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| PAT Requests for Special Formats (Gr.6 & 9) - March 4th  Requests for Diploma Accommodations to Special Cases (April) - March 7th  Deadline for School-Authority approved special format material orders to be submitted to the Special Cases Team (April) - March 11th  Requests for Diploma Accommodations to Special Cases (June) - April 14th  Student Impact Profiles Due April 15th  School-Authority approved special format material orders to be submitted to the Special Cases Team (June) - April 22nd  SLA Requests to Kathy Murch - May 18th  Assistive Technology Devices will be due back to Division Office - June 10th  Year End SSF Meeting - June 10th |

**1. Success Stories**

* Enhancement Team - Wealth of knowledge & expertise & educational suggestions given to schools for complex students (specifically Nancy K)
* Clevr - staff continue to love the program and find it easy to use
* Teachers writing IPPs (some for the first time)
* Teams are very important in our division (RCSD, PPT, RTI)

**2. Monthly Summaries**

***Need Monthly Summaries***

-All students with severe codes require monthly summaries

-Any student on a totally modified math or language program. (Typically code 51 and the odd code 54 or uncoded student needing coding) will require monthly summaries.

***Do Not need Monthly Summaries***

-Students on accommodated IPP's that only have a reading goal, (up to grade 9) will not require a monthly summary

-Grade 10 to12 students on accommodated IPPs do not require reading goals or monthly summaries.

-Off site PUF students

**3. PAT /Diploma/SLAs**

<http://studentserviceswrsd.weebly.com/>

[PAT Alberta Education](https://goo.gl/2Qw2tO)

[Significant Dates for Diploma Exams](https://goo.gl/eDRG8C)

*Diploma accommodations*

* Kathy approves students with codes (ELL included)
* Non-coded students MUST be submitted to Ab. Learning Special Cases (check PASI for codes)
* **ELL students** can be provided the following accommodations:

1. Extra time
2. CD with the exception of: CDs for English Language Arts 30-1 part B, English Language Arts 30-2 part B, Français 30- 1 partie B
3. May use paper-format bilingual dictionaries (in all languages) when dictionaries are permitted for use by all students (see Security & Exam Rules section)

* To provide accommodations to ELL students, Evidence is required that shows the student has not yet achieved grade 12 language development (no single test is specifically required); the following may be used to meet criteria:

1. Alberta Education ESL Benchmarks/Les appuis pédagogiques pour la Francisation: Seuils repères pour la Francisation. Student has not yet achieved level 5 in reading and/or writing or has reached a long term (usually 18+ months at a constant benchmark) plateau of language development
2. Canadian Test of Basic Skills (CTBS)
3. Gates-MacGinitie Reading Tests
4. Canadian Woodcock-Munoz Language Survey Revised (WML-R) • Francisation is part of Francophone programming; it is not part of French Immersion programming. Students

* Eligible for Extra time and/or CD with the exception of: CDs for English Language Arts 30-1 part B, English Language Arts 30-2 part B, Français 30- 1 partie B • May use paper-format bilingual dictionaries (in all languages) when dictionaries are permitted for use by all students (see Security & Exam Rules section)
* The documentation to support ESL and Francisation requests must be accessible in the official student record
* For further information, please see the Guide to Education: ECS to Grade 12

*PAT accommodations*

* To secure accommodations, Level B Assessments are required and need to be no older that 18 months
* Level B Assessment (WJIII) subsection results need to be in IPP or the Level B Assessment report must be attached to the IPP
* Wild Rose School Division will code ELL students (301 or 302) as per the Alberta funding manual) when they arrive at the schools. These code are only valid for 5 years
* **English as a Second Language (ESL)** and Francisation students can be provided one of the following accommodations:

1. Extra Time (up to twice the allotted time); and/or
2. CD/MP3 accommodation, with the exception of English Language Arts part B, French Language Arts Partie B, and Français Partie B.

*Grade 3 SLA*

* Requests will be due on May 18th
* Only students with exception code will be considered (Complex needs)
* SLA already provides accommodations (completely online, reader provided, etc.) therefore fewer students will need to be accommodations

**4. Clevr IPP Feedback**

1. Using the Communication Tab will be required for the 2016/2017 school year
2. Using the Parental Input Tab will be required for the 2016/2017 school year
3. Signed Signature page and final updated IPP needs to be stored in students’ CUM file (don’t forget)

*Discussion*

-Thanks for all your feedback, slowly the necessary changes are being made by clevr

-Leah will send out a Google Doc Form to ask for feedback about possible changes in clevr

-We need to be assist our teachers in developing SMART goals when writing & updating appropriately on IPPs

-Language in IPP shouldn’t be above a grade 6

-Students Services Department (Kathy & Leah) will develop an IPP SMART goals presentation for the SSFs to share with their staff in August 2016

-We would like to have something (colour, icon, etc.) show in Powerschool so that teachers are aware that students have IPPs, Behaviour Plans, ELL

**5. Sub Days Covered by Student Services**

1. *Student Services will continue to provide subs for developing IPPs*

-Elementary 2 days (1 sub)

-Junior High 3 days (2 subs)

-High School 4 days (2 sub) Semester 1 & Semester 2

*B) Student Services will continue to provide subs so school teams can collaborate with RCSD*

-providing ½ days per month for learning teams to collaborate with RCSD therapists (OT, SLP) was also used in several schools

**6. IPP and Power School Report cards:** *What are schools doing for students with IPP’s?*

-Kim Simo (Caroline) is doing a standardized report card for students who are on modified programs

-Julianna L’Henaff (DCS) is printing the goal page for parents to review during PTIs

-Katherine Evans (ERE) have developed forms for their report cards

-A Committee has been formed to look at reports cards & SPED. The following SSFs have volunteered to be on the committee ( Julianna L’Henaff, Jen McClean, Wendy Weis, Kim Simo, Geoff Barnes, Bhavna Rao)

**7. Level B Assessments (Purchasing Options)**

* Students Services will be looking into purchasing a new Level B Assessment for the school division as the WJIII is getting quite old and outdated. (WIAT,Wechsler? WJB: Form A & B)

**8. School Visits**

* Kathy would like to visit schools so she will send out a doodle to schedule times with each school

**9. Student Support Facilitator PD Plans: Next Steps**

* RTI/CRM - Where are you in the process? (Rubric)

-Kathy will look into providing Kurtis Hewison or the Solution Tree guys to provide some support to the division & individual schools about the RTI process

* Autism Training

-Kathy will look at local options

* Literacy & Numeracy for Complex needs students

-Based on Karen Erickson Literacy Approached to Complex Needs Students

* Community of Practice 2016 or 2016-2017

-Elementary: Katherine, Liane, Daniel

-Middle School: Tammy, Kim, Jen, Catherine

-Senior High: Diane H, Diane S, Geoff, Bhavna, Jannah

* SSF Meetings (District /Cohorts)

-4 SSF Meetings a year (but 90 minutes would be devoted to division cohort meeting in the middle of the day)

-Keep 4 SSF Meeting & 5 - 1 hour meetings in our area (North & South)

-Leah will send out a Google form to get feedback

**10. EA PD Referral Process**

* + EA Request for PD form - signed
  + Expense claim with receipt
  + Maximum of $200 per EA
  + EAs should not be communicating directly with Kathy but contacting SSF or School Administration

*Discussion*

-EAs are continuing to contact Kathy directly, please please go through the procedure to access EA PD with your staff (perhaps send an email)

-Lots of interest for EAs to access Google Bootcamp (currently being provided to professional staff

-EAs are able to access the Google Course that is being offered by Flex Learning

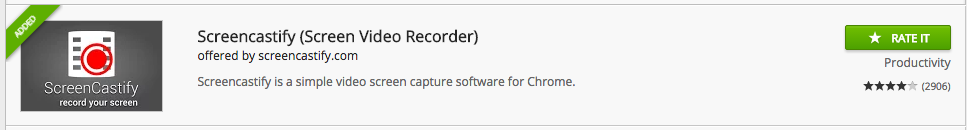
-Kathy will look into providing Medication Administration Course for EAs next year

**11. Assistive Technology Update**

* Boardmaker Online Training on March 7th at Division Office 12:30 - 2:30
* Last day for devices (June 10th)

**12. Jen Deyenberg - Director of Instruction**

* [Flex Learning at WRSD](http://wrsd.ca/programs/flex)
* <https://www.youtube.com/watch?v=3GpWh9P7lt0>

[Screencasify](https://goo.gl/su66JK)

Video Tutorial <https://goo.gl/0zGKoA>

Video Tutorial <https://goo.gl/oKH5h3>

Step by Step Guide <https://goo.gl/ge2gIs>

-Jen has held several positions throughout her career from ECS to High school

-Jen teachers .4 FTE in the Flex Program

-She is also responsible Provincial Exams (SLA, PAT, Diploma) Administration

-Literacy Portfolio

-Provides Instructional Technology coaching to staff

-Flex Learning Course offerings for High School (Grades 10 to 12) but looking to extend to the junior high

-Courses can be presented on line and also in paper form (course specific)

-Jen went through the course offerings for Flex Learning

**13. Students with Complex Needs and Exam Week**

-It is the expectation that Complex needs students will continue to receive programming at school during exam weeks

-Students will no longer be kept at home during Exam weeks (January or June) unless the parent agrees

**14. Privacy Impact Protocol** <https://goo.gl/MH0gfL>

-From this day forward, we will follow this protocol

-Kathy will get clarification regarding whether we need to go back to “old documents” to adhere to this new protocol

-Leah will send out a Google Form so that SSFs will agree to follow this format

**15. EA Certification please clarify with your staff**

* 5 days will provide one credit toward the course
* 4 course are actually 4 full year courses
* 10 courses are actually 5 full year courses
* Type of Delivery refers to how they wish to access the courses.

-Kathy will check-in whether the WildRose lifelong tuition assistance program will apply to EAs

**16. RCSD**

* It is very important that the functional or social impact of the student’s condition, disability or struggle needs to be addressed when making the referral
* ERECS/ILS AHS Reports: Don’t discard them
* Share the Low Incidence Protocol (See Attachments)
* Include Targeted Support Letter in CUM file to ensure solid communication (attach to report card). Indicate attendance...Include a refusal of service
* Review the website, know the website, love the website as it is updated/ongoing <http://carcsd.ca/>
* Individual Partnerships - SLPs will communicate with teachers regarding the Home Program and how learning teams can support speech and language goals in their classroom
* **Provincial Service Provider Survey:** Kim Simo, Liane Huson, Katherine Evans, Rita Steele have all volunteered to be on the committee to complete this survey with Kathy
* Consent letter template bank for targeted & universal programs on the RCSD website needs to be more robust so that the SSFs can use the template. Kathy will make this request to the RCSD Leadership
* March 1st - John Clarke Collaboration PD Session in Red Deer

1. Sub Costs for Diane .5 FTE, Tammy 1.0 FTE, Wendy Weis .5 FTE, Jannah .5 FT
2. Travel expenses (rooms & mileage covered if carpool) to Red Deer on March 1

* Reports in Student CUM Files

-Individual Partnerships students notes should be included in the CUME file

-Letter from Intake Coordinator should be placed in the student’s file to indicate treatment

-SSFs should ask for the case notes (photocopy the original) to place in the students’ CUME or Red Binder

*Discussion*

-Kathy is going to look at adding to our Core OT time

-An issue with Core team was discussed as many of the core therapists are not coming out to the schools on the same day which makes collaboration ( and efficient use of sub time) impossible.

-This issue will be brought up with RCSD Leadership

**17. Any other Business AOB**

* *Medical Plans (K. Evans)*

-Continue to current procedure of trying to get Medical Plans signed by Family Doctor after school staff has developed the plan (based on old templates provided by Sharon Weins)

-Do the best you can but if you run into trouble, please let Kathy know so that she can assist

* Protocol for requesting Psychoeducational Assessments (K. Evans)

-Based on student needs & programming NOT for coding purposes

-Please call Kathy Murch before completing the paperwork to guarantee that she will approve the request

- Continue to complete Level B Assessment prior to psych. ed requests

* Funding Profile Criteria and Due Dates for 2016-17 - any changes? (K. Evans)

Impact Profiles for EA support are due on April 15th to Kathy Murch