

The background is a solid red color with a pattern of faint, darker red leaves scattered across it. The leaves are of various shapes and sizes, some resembling maple leaves and others more like simple ovals.

WELCOME

Learning Support Teachers!

September 27, 2012

**WE ARE THRILLED YOU ARE
HERE!!**

OVERVIEW OF DAY

- Welcome/Introductions
- Overview
- Student Services – roles of team members
- Learning Support Teachers
 - Roles and Expectations
- Inclusive Education – Resource Allocation Action Plan
- Team Building
- REACH
- Wrap Up

Student Services Team Members

for
2012/2013



Lorrie Morris...
Admin Assistant



Donelda Wygiera... Division Psychologist



Melody Cowper-Smith...

Division Psychologist



Pam Dudar ... Early Learning Lead Teacher



Dawn Weststrate & Dawn Normoyle

Early Intervention Coordinator & Student Services Coordinator



Joanne Crook...
Family School Wellness
Supervisor



Dean Nielsen...

Student Services Coordinator



Mark Linski ... Behavior Consultant



INTRODUCTIONS:



1. Name & School
2. Subjects and/or grade levels
3. When you leave from our meeting today, what is one thing you hoped to have learned?



What am I supposed to do as
a LST member?

AISI + Special Ed Liaison = **Learning Support Team**

'The BIG PICTURE'



- Last spring members of the Learning Support Team and School Administration met to choose a focus in relation to the Quality Learning Environment
- Many schools determined that Literacy is an important school goal.
- Other schools chose Student Engagement, 21st Century Skills and Numeracy.

Learning Support Teams

Moving From	Moving To
Division Office - departments working as 'silos'	All 'departments' (Learning, Student, System, etc) are service orientated and work together as a team to support and enhance QLEs
Schools - AISI leaders and Special Education Liaisons working alone in isolation	LST-LS working on a team with LST-SS and School Admin to plan, support and enhance QLEs
Teachers – isolated practice in classrooms	Collaborative Practice - learning from and with other teachers to enhance practice

THOUGHTS ON COACHING...

“PEER COLLABORATIVE COACHING”

“Teachers continuously support and reflect upon their classroom practices through co-planning, co-teaching, modelling and data collecting to enhance the quality learning environments for all students.”

KEY MESSAGES ON COACHING...

- If you've already begun on this process – take care in terms of **skill level, trust, confidentiality**
- We'd like you to be **content experts** – targeted and /or specialized supports
- We'd like you to be **process experts** – able to ask good questions to guide thinking
- We'd like you to be able to **facilitate opportunities for peer coaching**
- We'd like you to be able to **determine when you will consult, mentor or coach**
- We'd like you to **start with yourself and your LST team...**

What am I supposed to do as an LST member?

- What is your confidence level?
- What supports would you need?
- What should we consider?



On your own

First Word, Last Word

- What scares you?
- What are you most comfortable with?
- What is missing?



timekeeper

INCLUSIVE EDUCATION- RESOURCE ALLOCATION ACTION PLAN (IE-RAAP)



Do we have a clear understanding about 'Inclusion' in CESD?

VISION: (Alberta Education)

“One inclusive education system where each student is successful”

VISION: (Chinooks Edge School Division)

“Chinook’s Edge School Division will be universally recognized as a collaborative learning community where learning is personalized for all students to achieve success as compassionate and innovative global citizens”

Key Messages

Provincial Context – re: Inclusion

Every student will be:

- included in the greater school community
- physically placed in the setting that is best for them at a particular time

Inclusion does not:

- Necessarily mean that every student will be placed in a regular classroom

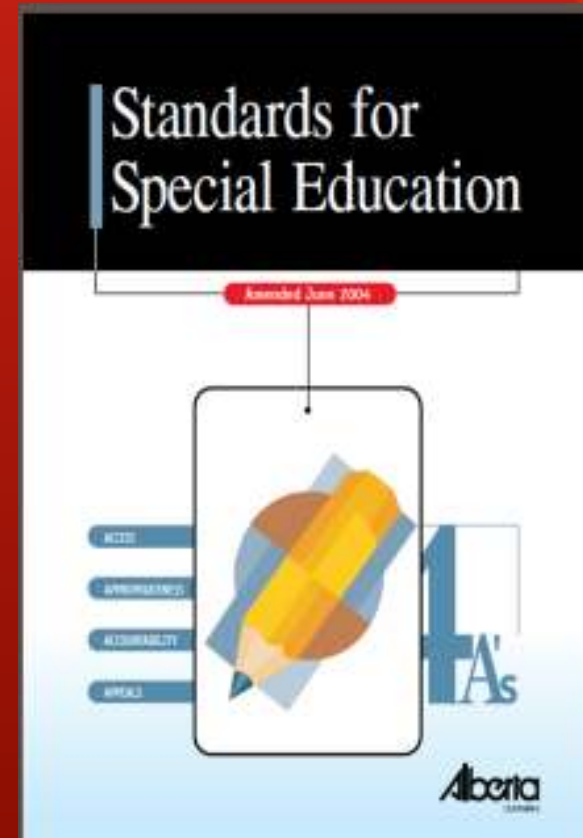
Physical placement will be:

- Flexible and changeable
- Decided with the student's success in mind

Do we need to think differently?

● Yes...

- we need to think beyond students currently identified with special education needs...



Diversity could also mean...



My English is not good



I can't afford it



I'm bored



I'd rather work



I'm pregnant



I don't fit in



I move a lot



I'm going to a new school



I use drugs/alcohol



I can't handle it



It's too hard



I'm bullied.

Let's explore how we achieve this goal in CESD...

- Informing this work:

- Mission / Vision of CESD

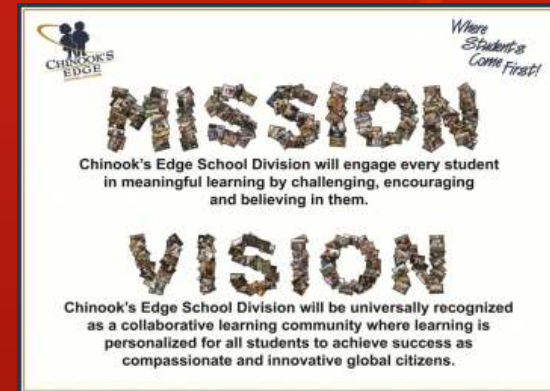
- Quality Learning Environment

- Action on Inclusion

- AISI

- Research

- No 'Surprise Bags'



Continuum of Supports

You will have seen this concept of a 'pyramid of supports' before:

- Response to Intervention
- Effective Behavior Supports
- Inclusive Education Planning Tool

Continuum of Supports for Every Learner

Specialized Supports - Tier III

Intensive, Individual Interventions (1%-5%)
Individual students, Assessment-based, High Intensity, Specialized Services, Wrap Around Services, Persistent Difficulties

Target Supports - Tier II

Targeted Group Interventions (5%-10%)
Some students (at-risk), High Efficiency, Rapid response, Targeted, School Based Team Processes, Learning Assistance, Functional Behaviour Assessments, Social Skills Instruction

Universal Supports - Tier I

School wide Interventions (80%-90%)
Core instruction, All Students, All Settings, Preventative, Proactive, Universal Design for Learning, Differentiated Instruction, Effective Behaviour Support School Wide System, Classroom Management

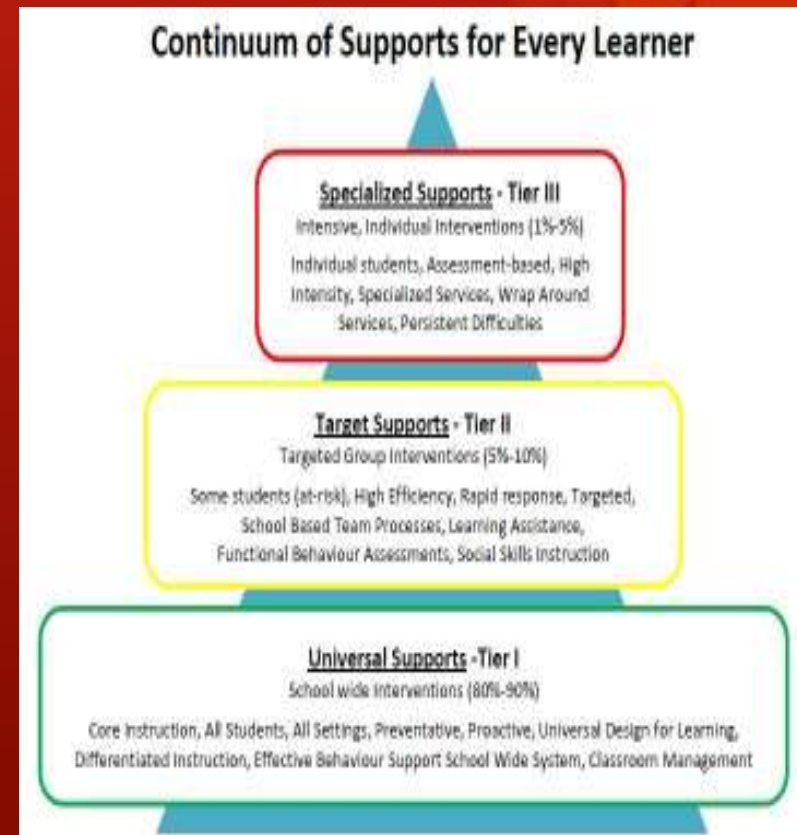
“Continuum of Supports” for Every Learner

- In response to our context both in **Alberta and CESD**
- It is timely to discuss a **‘framework’ or ‘common language’**
- Student Services team began developing a **‘Continuum of Supports for Every Learner’** framework last year
- Inform **professional development**
- Assist with the **‘Coordination and Provision of Services** with External Consultants’
- Utilize as a **tool/strategy** to assist with **‘resource allocations’** for inclusive education funding



How does the 'Continuum of Supports' align with the Quality Learning Environment?

The QLE involves ALL classroom environments



CONTINUUM OF SUPPORTS FOR EVERY LEARNER

- We have developed 'five' Continuum of Support frameworks
- 1. Social Participation
- 2. Physical / Medical
- 3. Intellectual/Academic
(Creative/Engagement/Personalization)
- 4. Deaf and Hard of Hearing
- 5. Visual Impairment
- [Continuum of support June 2012 Final.docx](#)

Inclusive Education – Resource Allocation Action Plan’ (IE-RAAP)

- Use the ‘**Continuum of Supports**’ framework to gather current data about student needs and overall programming needs in each school
- This information guides and informs decisions made about ‘**Inclusive Education - Resource Allocations**’ for each school

'Inclusive Education – Resource Allocation Action Plan' (IE-RAAP)

Five Guiding Principles:

1. Utilize the **most current data** available from schools.
2. Focus on students who **require additional supports/resources** to achieve their learning goals.
3. **Transparency, clarity and equity** across the division is CRITICAL
4. Resource Allocations need to be **responsive and allocated in a timely** manner.
5. Resource allocations need to be based on **differentiated school needs** taking into consideration factors such as **school demographics, student needs, school culture and historical data.**

'Inclusive Education – Resource Allocation Action Plan' (IE-RAAP)

○ Work Plan to Consider:

○ Student Services:

- Develop Continuum of Supports (COS) Templates to assist with data collection:
 - [COS Program Data Collection Template.docx](#)
 - [COS Student Data Collection Template.docx](#)
- Work with Learning Support Teachers and Admin to **identify students who need additional strategies/resources and additional program supports** that may need to be considered
- Meet with each school team (LST and Admin) in the fall of 2012 to **engage in deep conversations** about student supports and resources required to meet student needs

`Inclusive Education – Resource Allocation Action Plan' (IE-RAAP)

○ Work Plan to Consider (cont'd):

○ Schools:

- Complete Continuum of Supports (COS) Templates** for the students and programs in their school
- Seek assistance** from SS team members if needed
- Meet with Wanda and members of Student Services in the fall of 2012** to engage in deep conversations about the COS Framework for their school (dates/times will be sent out tomorrow)

`Inclusive Education – Resource Allocation Action Plan' (IE-RAAP)

○ TIMELINE TO CONSIDER:

- IE-RAAP discussed at SAT (Sept 10), ADCOS (Sept 19) and SS-LST (Sept 27)
- Schools complete COS Templates (with help from SS as needed)
- Meetings between Wanda, SS team and School Learning Teams (LST and Admin) completed by December 21, 2012
- Draft 'Resource Allocation' plan for each school completed by January 14, 2013
- Telephone conference calls with schools completed in Feb, 2013 (opportunity for adjustments to be made as draft 'Resource Allocation' plan is finalized for 2013/2014 budget)

What do you think?

Time to discuss and provide feedback

○TASK:

1. Discuss what you heard – “Inclusive Education – Resource Allocation Action Plan” – What issues or challenges still exist for you?
2. Provide suggestions or solutions you want to be considered when Planning and Budgeting for 2013/2014.
3. What else needs to be considered?

TEAM BUILDING

○ WELCOME ...

LISSA AND JERRY

7 Qualities of a High Performing Team - Laura Lipton



- Maintain a clear focus
- Embrace a spirit of inquiry
- Put data at the center
- Honor commitments
- Cultivate relational trust
- Seek equity
- Assume collective responsibility

Article Collaborative Reflective Process

- Step 1: Individually read the first paragraph
- Step 2: *As a table group:*
 - Together read through first article section: "Discussion & Reflection #1: Maintain a Clear Focus- page 2-3"
 - On your own: Reflect upon the questions provided on your placemat
 - Table group debrief around Section 1



Second Topics

- Honor commitments
- Cultivate relational trust



Third Topics

- Seek Equity
- Assume Collective Responsibility



Next Steps...



- Table group debrief:
 - As a **table group discuss the next action steps that you want to take from the information you have gleaned from this article.**
 - **Individually fill in the center box** with next step action items that would like to discuss and take back to your own school LST

REACH

○ WELCOME ...

DAWN NORMOYLE,

DEB DAVISON-MORGAN

& HER REACH TEAM

Collaborative Partnerships in our Schools

REACH and CESD



Student Learning Teams

What are they?

“A learning team is a team that consults and shares information relevant to the individual student’s education and plans special education programming and services as required. The team may consist of the classroom teacher, parents, students, other school and jurisdiction staff as well as other professionals aware of the student’s needs”

● Standards for Special Education 2004, page 4

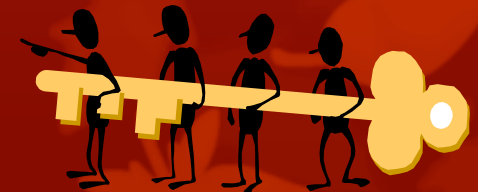
“The **purpose** of the student support team is to **problem-solve** and **brainstorm** ideas that will be helpful for an individual student’s education.

The team is called upon in situations where the classroom teacher has *accumulated information, tried and monitored* intervention strategies but *continues to be concerned* about a student’s learning or behaviour.”

- Teaching Students with Learning Disabilities, Alberta Education , 2004

Behaviours that Build Trust and Team

- Committing to working together to create rich programming
- Willingness to share professionals' expertise, experience, skills, knowledge and different perspectives
- Supporting each other by changing language from "you" to "we"
- Listening actively, intently and reflectively Acknowledge the validity of others' feelings, opinions and positions
- Staying strength based, solution focused
- Developing manageable "in-house" solutions
- Sharing accountability and responsibility.

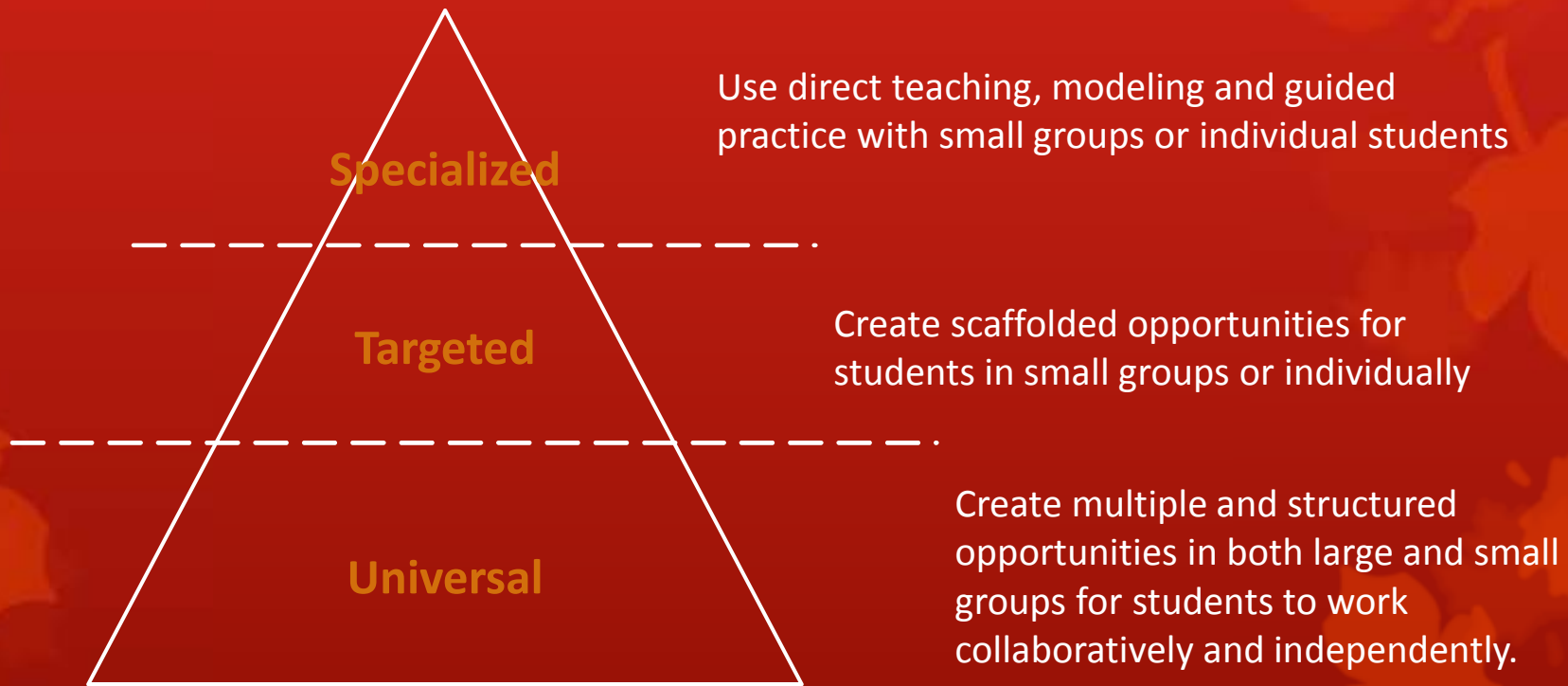


REACH Process and Paperwork

- REACH process sheet
- Consent/ referral forms
- Initial Planning Meeting Checklist
- Student Program Planning and Conversation sheet



Choosing Levels of Supports



Individual students will require different levels of support at different times, in different contexts and for different activities.

Activity



Your Group's Task:

As a group, use the continuum of supports and the student information to discuss and brainstorm and many supports and strategies for that particular student.

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Team Reflection



- Discuss the reflection questions with your group
- Share one key idea with the large group

Referral Forms and Input Forms

● WELCOME MELODY!

Question/Answer

- Do you have a question?
- A comment?
- Please write it down on the sheet of paper and hand it to Wanda or SS team member



WRAP UP

- THANK YOU FOR A WONDERFUL DAY OF REFLECTION, DISCUSSION AND LEARNING...
- PLEASE FILL OUT THE 'EXIT SHEET' before you leave...
- SAFE TRAVELS!