



Exceptional News!

Student Support Services Division Department of Education and Early Childhood Development Newsletter

February 2016

Staffing Change

Anna Powell is taking a six month leave of absence from her position with Student Support Services, Department of Education and Early Childhood Learning. We wish her well as she explores the new opportunities this affords.

Assistive Technology



Assistive Technology

Assistive technology is available to students with an exceptionality who meet specified criteria. The technology required is determined by the student's program planning team. While teachers have traditionally offered accommodations such as reading of text aloud and scribing personally, student independence and self-esteem can be promoted through use of technology for such supports.

When students transition to post-secondary education or the workplace, they generally will not have a person beside them for these supports. The classrooms of our provincial post-secondary institutions expect the use of

technology for such accommodations. Providing students familiarity with tools to support their academic needs gives them an advantage. At a time when many students are away from home for the first time and face new demands and freedom, having prior experience with assistive technology could ease some of the stress of an already challenging transition.

See the AT Guidelines on the EECD website for details regarding devices, eligibility and application process.

www.gov.nl.ca/edu/k12/studentsupportservice/s/assistive_tech.html

Safe and Caring Schools



Graduating Student Awards

The Safe and Caring Schools *Graduating Student Awards* aim to promote student awareness of the *Safe and Caring Schools Policy* and acknowledge the contributions of

youth in establishing and maintaining safe and caring schools and communities.

Specifically, the goals are to:

- recognize the leadership of youth across the province in completing projects and activities aimed at enhancing the safety and well-being of others in their schools and communities
- help students recognize that they can make a difference in the lives of others
- encourage students to become involved in future initiatives

The Safe and Caring Schools Initiative has 14 awards of \$500 each for deserving graduates across the province.

Applications are available through your regional office as well as the Department of Education website

www.gov.nl.ca/edu/k12/safeandcaring/index.

Deadline for applications is April 8, 2016.



Special Project Awards

Congratulations to the successful applicants for the 2015-16 year. Thank you to all schools who participated, and for their efforts to further enhance safe, caring and inclusive learning environments.

Labrador

1. J.R. Smallwood Middle School – Positive Behaviour Supports Respect Check Reward System
2. Northern Lights Academy, Nipituak – Celebrate Who You Are
3. Menihek High School - GSA Standout 2

Western Region

1. Templeton Collegiate – Celebration Tradition
2. Stephenville High School Gender Sexuality Alliance – GSA Awareness Activities
3. Stephenville Primary School – PBS Mascots
4. Lourdes Elementary – Book Nook
5. Corner Brook Regional High School – Standout 2 Pride Alliance Youth Conference
6. LaGallais Memorial – Class Dojo Supporting PBS
7. Burgeo Academy – Action Auction/Shiny Times Token Store PBS
8. Belanger Memorial – Christmas Activity Break
9. Viking Trail Academy – PBS Implementation
10. St. James High/Grandy's River Collegiate – GSA Standout * This grant was divided between these two schools with \$250 each.

Central Region

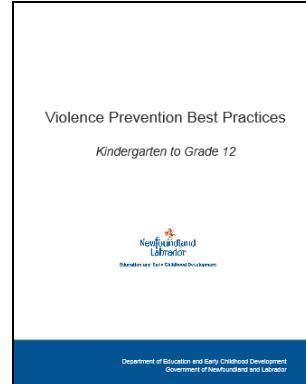
1. John Watkins Academy - After School Interest Groups
2. Hillview Academy - Holistic Wellness Day
3. Sprucewood Academy - Matrix
4. Pearson Academy - Pearson Alive
5. Memorial Academy - Bee Bucks Program
6. Leading Tickles Primary - PBIS Year End Celebration
7. Exploits Valley Intermediate - Students Teaching Students Using PBIS
8. Avoca Collegiate - Fantastic Four Mural Project
9. Dorset Collegiate - Dorset Collegiate Wellness Café
10. Indian River High - GSA Standout 2
11. Lewisporte Collegiate - GSA Standout 2

Eastern Region

1. MacDonald Drive Junior High Drama Club - "The Boy With the Feather Boa"
2. Southwest Arm Academy – Mental Health Awareness Day
3. Sacred Heart Academy – Be Who You Are (Teaching Tolerance)
4. Donald C. Jamieson Academy – Roar-ee the Jaguar Teaches the 3Rs: Respect Self, Respect Others and Respect Learning Environment
5. Frank Roberts Junior High – Positive Stairway Messages
6. Larkall Academy – Let's Go Logo
7. Holy Family Elementary – Holy Family Spirit Group
8. Perlwin Elementary – Matrix Musings
9. Gonzaga High School – Teacher/Student Mental Health Coalition
10. Christ the King School – Promoting Positive Youth Choices
11. Waterford Valley High – GSA Standout 2
12. Carbonear Collegiate – GSA Standout 2

LGBTQ Training for NLESD

In November and December 2015, fifty professionals in the NLESD were trained by Egale Canada facilitators to prepare them to deliver LGBTQ awareness training to all educators across the province. The EECD will support the NLESD in developing a training plan utilizing these trainers. In conjunction with this training, the EECD is developing *Guidelines for Creating Supportive Learning Environments for Transgender and Gender Non-conforming Youth*, which will be released in the coming months. These guidelines support the continued implementation of the Safe and Caring Policy (2013).



Violence Prevention Best Practices: Kindergarten-12

The *Violence Prevention Best Practices* document has now been posted on the EECD website under Safe and Caring Schools.

www.gov.nl.ca/edu/k12/safeandcaring/pdf/Violence_Protection_Best_Practices.pdf

This document outlines Canadian, school-based best practices for violence prevention in kindergarten to grade 12. Some of these best practices have been identified by PREVNet and the Public Health Agency of Canada. All initiatives chosen by PREVNet and the Public Health Agency of Canada have been peer reviewed and are evidence based. Those included have been selected by the Department of Education and Early Childhood Development specifically for school implementation.

Violence Awareness Week

Violence Awareness Week in the Newfoundland and Labrador K-12 school system is February 22-29, 2016. During this week, schools across the province engage in a number of initiatives intended to reinforce the message that all forms of intimidation and violence are unacceptable. We encourage all schools to participate in "Pink Day", the international practice of wearing pink on Wednesday, February 24, in order to bring awareness to bullying, discrimination and homophobia. Activities which link curriculum to violence awareness are available online at: www.gov.nl.ca/edu/k12/bullying/index

Handbook for Parents of Children with Exceptionalities



The Handbook for Parents of Children with Exceptionalities

The Handbook for Parents of Children with Exceptionalities aims to support parents of students with exceptionalities to participate fully in the process of planning their child's educational program. Included in the handbook is information to help explain to parents and students the services available to meet these student's needs. This information will help prepare parents and students for meetings so that they can make informed decisions and successful transitions.



Relationships First: Restorative Justice in Education

Restorative Justice Professional Learning (PL)

Both EECD and NLES are partners in *Relationships First – Restorative Justice in Education Consortium-NL*, and were present for the group's launch in late November. *Relationships First* is a not-for-profit organization which recognizes the significance of authentic relationships in healthy development of youth in NL. Its aim is to

nurture and support educational organizations where children, youth, and adults alike thrive because their inherent worth, wellbeing, and interconnectedness is recognized and honoured.

The EECD Safe and Caring Policy encourages the use of restorative practices when problems occur. To increase understanding of the philosophy of restorative practices, all of the Safe and Caring and Inclusive Education itinerants will be participating in PL over the coming months. We look forward to this opportunity to learn more about how to promote positive relationships with and amongst students, when things go wrong how to make them right, and how to move forward with the creation of intentional, relational school cultures in all of our schools.



Restorative Justice Corner

What is Restorative Justice?

At its core, restorative justice *defines* justice as honouring the inherent worth of all human beings regardless of who they are or what they do. It accepts that people are relational beings whose well-being is nurtured or diminished through our interconnectedness (Pranis, 2007; Vaandering, 2011).

Community is a vital part of our individual lives. To that end, restorative justice serves to not only promote healing of harm or brokenness within relationships, but believes we need to work proactively in nurturing the inherent self-worth of the individual within that relational sphere – no one can be

authentically human while preventing others from being so (Friere, 2000). These are the seeds that we all need to grow in a healthy and balanced way within society, whether that be within families, communities, the justice system or the education system. This requires that we become aware of the lenses we wear as we live/look at life. We are encouraged to be individualistic, seeking what is best for us. Restorative justice asks that we wear lenses that see our worth and interconnectedness.

A practical way to examine if we are truly accepting and supportive of each other is to filter our actions through a set of 3 questions:

1. *Am I honouring?*
2. *Am I measuring?*
3. *What message am I sending?*

Further information and resources can be found on the consortium's web page rfrjnl@mun.ca.

Please look for the next Restorative Justice Corner in the next Student Support Services Newsletter.



Autism Spectrum Disorder (ASD) and Behavioural Interventions: An Introduction for School Personnel On-Line Training Program

This program, available in English and French, includes 40 hours of self-paced instruction with suggested benchmarks for completion of modules, and a quiz at the end of each module to ensure mastery of critical concepts. Participants who successfully complete all modules and quizzes receive a certificate.

This program was first offered in Spring 2015 and the second cohort clued up on January 29th, 2016. We are pleased to announce that over 400 educators and student assistants in Newfoundland and Labrador have completed this training to date. In addition, over 200 individuals are registered for the next program which began on February 8th. Participants are to be commended for their dedication to improving their knowledge and skill set as it pertains to educating students with ASD.

The Department of Education and Early Childhood Development (EECD) covers all costs related to registration, licenses, technical support and program facilitation. The selection of participants is the responsibility of the school districts. If you have additional questions about this program, please contact Paulette Jackman at paulettejackman@gov.nl.ca

Atlantic Partnership-Autism in Education

To learn more about Autism in Education (AIE), visit <http://aie.apsea.ca/> The latest AIE webinar entitled "I Hate Writing-The Nitty Gritty Writing Assessment" is now online and it's free.



Inclusive Education Initiative – Phase 8

The Newfoundland and Labrador English School District (NLES) has identified the schools which will participate in the eighth and final phase of the Inclusive Education Initiative. Training for the lead team from each school will begin in March with full school sessions planned for spring and fall 2016. The schools for Phase 8 include:

Central School Region:

School	Community
Botwood Collegiate	Botwood
Charlottetown Primary	Charlottetown
H.L. Strong Academy	Little Bay Islands
Leading Tickles Primary	Leading Tickles
Long Island Academy	Beaumont
MSB Regional Academy	Middle Arm
Phoenix Academy	Carmanville
Riverwood Academy	Wing's Point
Sandstone Elementary	Ladle Cove
Smallwood Academy	Gambo

Eastern School Region:

School	Community
Bishop Abraham Elementary	St. John's
District School	St. John's
Frank Roberts Junior High	Conception Bay South
Holy Heart of Mary High School	St. John's
Holy Spirit High School	Conception Bay South
Leary's Brook Junior High School	St. John's
Mobile Central High School	Mobile
Morris Academy	Mount Pearl
Octagon Pond School	Paradise
St. Anne's School	South East Bight
St. Edward's School	Kelligrews
St. Francis of Assisi School	Outer Cove
St. Mary's Elementary	St. John's
Stella Maris Academy	Trepassey
Swift Current Academy	Swift Current
Waterford Valley High School	St. John's
Whitbourne Elementary	Whitbourne

All schools in the Conseil Scolaire Francophone Provincial and the Labrador and Western regions of the NLES have completed their entry phase training.



Gifted Education: Suggested Websites

Teachers frequently ask about resources to extend the learning of students who are particularly able or those who have been identified as Gifted and Talented. It is important to realize that students who are gifted and talented have strengths and interests in many areas. What is a favourite for one might not be of interest to another. The following sites might be worth exploring:

Teaching Math with Modular Origami

This is a teacher blog that relates how to embed geometric learning into this art of paper folding.

www.scholastic.com/teachers/top-teaching/2016/01/teaching-math-modular-origami

Braingle

This site contains challenging puzzles. The *Brain Teasers: Codes and Ciphers* section presents a number of types of these. There are puzzles suitable for upper elementary and higher. Users may sign up for a free account but can also use resources without signing in.

www.braingle.com/brainteasers/codes/index.php

Another source of information about types of codes and ciphers is *The Secret Language* www.exploratorium.edu/ronh/secret/secret.html

Differentiation Instruction Strategy



Circle of Knowledge

Using this strategy, groups of students have the opportunity to generate multiple answers to open-ended questions in a structured brainstorming session. This is a good strategy to be used for review or reinforcement.

Process:

- form small groups of 3 to 6 members
- pose one open-ended question to the whole group (there should be enough possible answers for each group member to answer once or twice)
- specify a short time limit (1-3 minutes)
- designate one team member as a recorder, who will both record and contribute answers
- start the process
- group members take turns contributing one answer, turns move clockwise – (students may not pass but if a member is stumped, the other group members may provide hints)
- at the end of the time period, groups take turns reporting one answer at a time to the whole group
- answers are recorded on the board for review
- the teacher then asks another question and the process continues

Professional Learning for Teachers of the Deaf or Hard of Hearing

The Department of Education and Early Childhood Development recently hosted professional learning (PL) for itinerant teachers who work with students who are Deaf or Hard of Hearing. This PL occurred on November 18th and 19th and was the last of six scheduled sessions. The PL focused on listening and spoken language skills, also known as Auditory Verbal Therapy training, and was provided by Anita Bernstein and Elizabeth Fitzpatrick who are respective experts in this field.



Professional Learning Resources Online

The EECD Professional Learning site (www.k12pl.nl.ca) now has a section entitled Student Support Services. We are building the resources available here. Currently it contains materials related to *Working Together to Support Student Achievement* and from the Spring 2015 professional learning on *Teaching Students Who are Gifted and Talented*. A CDLI username and password is required for full utilization of the materials on this site, however, this can be easily obtained when you first visit the webpage. Coming soon is professional learning materials associated with the *Service Delivery Model for Students with Exceptionalities*.

Guidelines for Service Delivery: K-3 Reading and Writing NLES and CSFP Leadership Meetings

For the past 6 years, the Department of Education and Early Childhood Development (EECD) has been consulting with educators to determine what direction was needed to support the implementation of the “Guidelines for Service Delivery: K-3 Reading and Writing”. Through this process, the EECD has been successful in:

- linking the guidelines to current and historic practice, ensuring that the concepts promoted in the guidelines are not new to educators
- using a common and inclusive language pertinent to all educational disciplines
- involving a variety of educational disciplines in reading and writing education
- developing a professional learning website

The guidelines and professional learning material are currently in use in 13 NLES pilot schools and will be in use this September in 5 CSFP schools. District personnel and school administrators from the Newfoundland and Labrador English School District (NLES) and Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) met this fall and winter to:

- hear feedback from teacher, principal, and district focus groups and surveys
- share experiences regarding the “Guidelines for Service Delivery: K-3 Reading and Writing” and the associated “Working Together to Support Student Achievement” professional learning material
- discuss next steps

The conversations heard and the advice received during this ongoing consultation

process is invaluable in determining how the guidelines will be presented to the K-3 education system. Consultations with the 13 pilot schools will be cluing up this spring.



Leadership Meeting, Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, November 12, 2015

Back Row: Marie-Josée Murray, Jean-Pierre Arbour, Patrick Bourdeau
Front Row: Candace Cornect, Marcella Cormier, Dominique Martin, Jordan Brown



Alternate Format Materials(AFM)



Teacher Access to AFM-NL

Schools requesting student access to AFMNL are asked to appoint a contact teacher who will receive the student resources and login information and work with AFM-NL to resolve

issues with student access to AFM resources. Contact teachers can now apply to AFM-NL for AFM Advisor Access.

AFM Advisors:

- have access to a list of all students in their school currently approved for AFM-NL
- can reset student passwords
- can add AFM resources to a student's content package.

To become an AFM Advisor and have access to the features listed above:

- complete the AFM Advisor online professional learning component, which can be found on the Learning Centre. www.gov.nl.ca/edu/k12/studentsupport/services/resource_center/index.html
- submit AFM Advisor Application to AFM-NL



Online Resources Available to Teachers and Students

In our last newsletter we highlighted Intermediate and High School student resources for English and Science which were available online for all students to access. In this newsletter, we will highlight teacher and student resources in English Language Arts, Grades 1-3 which are available online.

Resources for Teachers

Online resources for teachers to support English Language Arts, Grades 1, 2, & 3 can be accessed at

www.scholastic.ca/education/lpeynl.

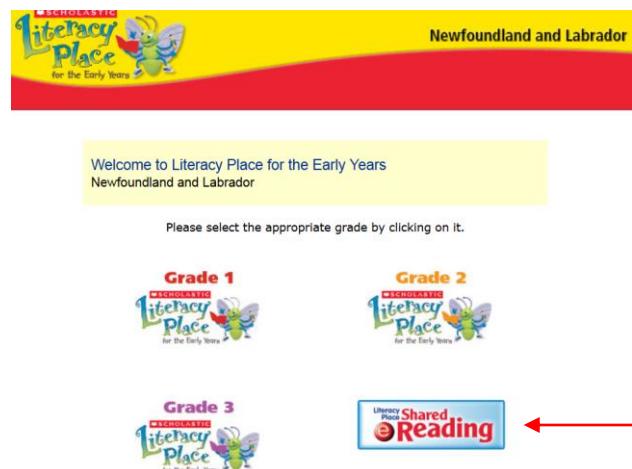
The password is Lpey1nL2.

There are a variety of teacher resources available here, such as checklists,

assessment scales, guided reading charts and logs, high frequency word lists, and more.

Resources for Primary Students

All primary ELA students now have online access to the shared e-reading titles for Grades 1, 2, & 3. In order to access these titles, students go to www.scholastic.ca/education/lpeynl, enter the password Lpey1nL2 and then click on the shared e-reading icon.



There are separate usernames and passwords for the shared e-reading titles at each grade level.

- Grade 3:
Username: LPEYGR3
Password: eshared3
- Grade 2
Username: LPEYGR2
Password: eshared2
- Grade 1
Username: LPEYGR1
Password: eshared1

These resources can also benefit teachers. There is a clip on the K-12 Professional Learning Site Newfoundland and Labrador (www.k12pl.nl.ca/) for ELA Grade 3 describing how to access and use the shared e-reading site. It can be found under the resources tab. Please note that a CDLI account is required to access this PL site.

AFM-NL Applications

AFM-NL Applications (for students and AFM Advisors) are due May 15th to ensure processing for September. There will be no changes to the student application forms for the upcoming school year, although Grade Level Order Forms are updated regularly. Please ensure you are using the most recent Grade Level Order Form when completing your applications.

While AFM Advisors must reapply for access each year, the AFM Advisor PL must only be completed once. There has been a slight change to the AFM Advisor application to reflect this.

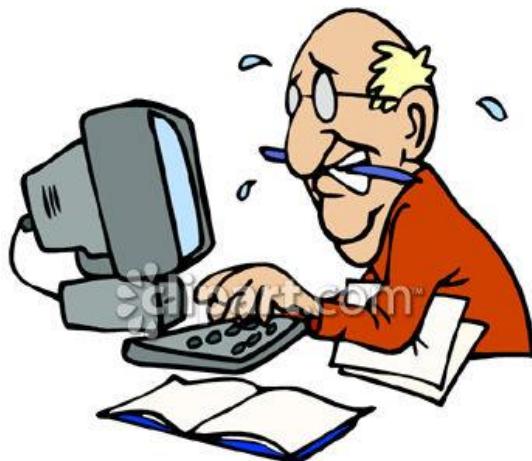


Although schools that have AFM Advisors can opt not to include Grade Level Order Forms with their applications, and instead add student resources themselves in September, we recommend that you do complete and include them. Why not let us add what we can to the students' profiles over the summer (while you are on holidays)? You need only indicate the resources that you know the student will require as of the date of submission of the application. By doing this, you decrease the workload required of you in September. Additional novels or textbooks can then be added to the student's profile, by the AFM Advisor, anytime an additional resource is required by the student.

Requests for Resources Not Currently in AFM-NL Holdings

We are working hard to improve the provision of resources not currently in our holdings, but required in alternate format by students.

However, we can't provide them if you don't request them! Please complete Section D: Additional Resources Required by Student, to request these resources. The more notice we have, the better chance we will be able to provide them in a timely manner. Please feel free to email us at any time to get an update on the status of these resources.



Feedback

Please share your thoughts regarding this newsletter including any suggestions for future articles. Our hope is to facilitate better communication with all teachers throughout the province.

Contact us at:

Sharon Whalen

sewhalen@gov.nl.ca

