



# Exceptional News!

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

October 2015

### SSS Staffing Update



As we say goodbye to Darlene Fewer-Jackson and Michael Walsh upon their return to the NLES, we are excited to welcome Rhonda McKinnon who joins us as a Program Development Specialist responsible for Safe and Caring Schools. Rhonda comes to us from her role as assistant principal at MacDonald Drive Elementary School in St. John's.

### Safe and Caring Schools Special Project Awards

The Department of Education and Early Childhood Development will provide Safe and Caring Schools Special Project Awards to schools across the province. This special project fund aims to promote awareness of the Safe and Caring Schools Policy and to support districts and schools with its implementation. Specifically, the goals are to:

- increase awareness of, and support for, effective approaches to establishing and maintaining safe and caring learning environments

- strengthen partnerships and promote effective actions to create positive school climates
- support and help sustain safe, caring and inclusive school communities

Districts or individual schools may apply. Applications within each district or region will be reviewed by the Safe and Caring Schools Itinerant working in your area. Applications will then be forwarded to the Department of Education and Early Childhood Development for final approval.

Projects could include a wide range of activities such as drama, musical or multi-media productions, visual art projects or other formats. Strong consideration will be given to innovative ideas. Award winners will receive \$500 to support their Safe and Caring Schools initiatives.

The deadline for applications is **November 27, 2015**.



## Anaphylaxis

Anaphylaxis Canada recently announced that they are changing their name to Food Allergy Canada and introducing a new website – [www.foodallergycanada.ca](http://www.foodallergycanada.ca)

A new mobile-friendly version of the online course “Anaphylaxis in Schools: What Educators Need to Know” is now available at [www.allergyaware.ca](http://www.allergyaware.ca). Developed by Food Allergy Canada and Leap Learning Technologies in collaboration with the Canadian Society of Allergy and Clinical Immunology, this course is now compatible with mobile devices and can be viewed on a desktop or laptop computer, an iPad, or other mobile device (e.g., tablets, smartphones).

The EECD Guidelines for Anaphylaxis Management in Schools can be found at: [www.gov.nl.ca/edu/k12/studentsupportservice/s/anaphylaxis.pdf](http://www.gov.nl.ca/edu/k12/studentsupportservice/s/anaphylaxis.pdf).

In addition, schools were recently sent a hard copy of this document.

## Referral Tracking System

### Team Assessments

The Referral Tracking System (RTS) has been upgraded so that it is consistent with the Department of Education and Early Childhood Development’s Guidelines for Comprehensive Assessment

([www.gov.nl.ca/edu/k12/studentsupportservices/Guidelines\\_for\\_Comprehensive\\_Assessment.pdf](http://www.gov.nl.ca/edu/k12/studentsupportservices/Guidelines_for_Comprehensive_Assessment.pdf))

f). Specifically, RTS will now accept comprehensive assessments that do not use formal testing tools.

A page entitled “Background Information” now appears in RTS. The page is a required field, meaning that one member of the assessment team must enter the information requested in

order for a referral to be identified as “complete”. The “Background Information” section indicates that a review of records, interviews, and observations did occur.

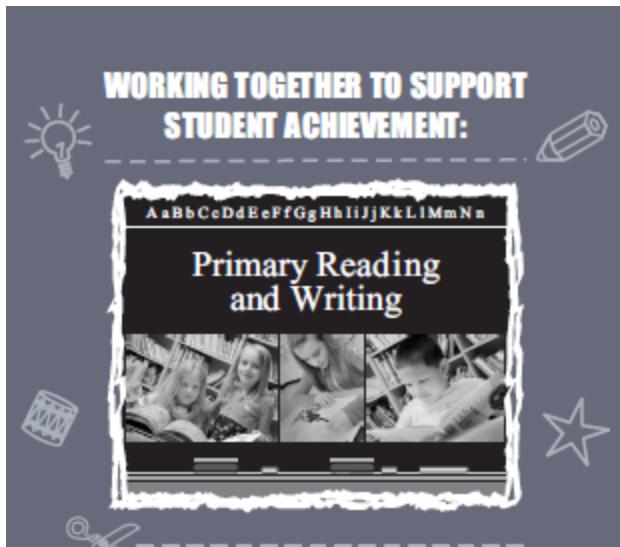
The former “Assessment Details” page is now renamed “Testing Instruments”. This page identifies the assessment tools used during an assessment. As per the Guidelines for Comprehensive Assessment, it is an optional section.

Entry to the “Summary of Time Requirements/Final Report Details” page remains at the bottom of the “Testing Instruments” page. This is a required section. Assessors will notice that once the “Background Information” page is complete, it will automatically populate the “Background Information Complete” indicator on the “Summary of Time Requirements/Final Report Details” page.



### Individual Assessments by Speech Language Pathologists

Individual Assessments whereby the Speech Language Pathologist (SLP) is the only assessor involved, will not require completion of the “Background Information” page.



## The “Working Together to Support Student Achievement” Pilot in the Central Region

This is the second of four installments on the “Working Together to Support Student Achievement” pilot.

The Working Together to Support Student Achievement Pilot is a prevention-focused approach that supports student learning in the area of reading and writing. There are four schools participating in the pilot in the Central region.

- Memorial Academy in Botwood
- Lewisporte Academy
- Centreville Academy
- Hillside Elementary in La Scie

Teachers in this region have reported:

- decreased behavioural issues
- improved self-esteem
- improved student motivation
- improved student achievement K through 3
- reduced referrals to the Service Delivery Team

This data is a testament to the teachers’ experience and dedication, and the work of the administrators and district officials that support them. The department celebrates the amazing educators in our province and their contribution to teaching and learning.



Central's Regional Implementation Team: Nicole Kelly and Denise Penny (back row); Patti Winsor, Bronson Collins, and Dennis Barrow (front row)

## 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 have strengths and interests in many areas and what is a favourite for one might not be of interest to another. However, some sites which might be of interest to students with a particular bent include:

Free Rice

[www.freerice.com](http://www.freerice.com)

Students can play in a variety of categories including vocabulary, languages, math and other skills. The revenue from ads on this site are donated to the World Food Program. The game adjusts the difficulty to the player’s responses. You can play it on a drop-in basis or you can set up a free account and log in so that your progress is tracked.

## Mensa Games

[www.us.mensa.org/play/](http://www.us.mensa.org/play/)

This site has a selection of games including *Mensa for Kids* aimed at 6 to 10 year olds, and a *Games Room* with links to games for older students and adults. There is also an opportunity to sign up for daily email of a "Culture Quest"-ion of the day.



## Alternate Format Materials

Students now have online access to several English and Science Intermediate and High School student textbooks. This includes access to a full pdf version of the student textbook which can be used with text to voice software. It may also include:

- audio files of either entire student textbook or most sections of textbook
- the ability to enlarge and manipulate the text
- many other interactive features

The English resources require a code for access. All principals have been provided these codes. If your students have not received online access codes, please contact your principal or Department Head. Questions about your school's allocation of codes should be directed by your school administrator to [lrdc@gov.nl.ca](mailto:lrdc@gov.nl.ca).

Online resources available to all students include:

## English Language Arts:

- Nelson Literacy and Home Grown Newfoundland and Labrador 7, 8 & 9 – Grades 7- 9
- Nelson English 10 - English 1201
- Nelson Literacy 10: Home Grown Newfoundland and Labrador – English 1201 & 1202
- English Connect - English 1202
- Views and Viewpoints (McGraw-Hill Ryerson 2014) – English 2201
- Beyond the Page (McGraw-Hill Ryerson) – English 2202
- Quest (McGraw-Hill Ryerson 2015) – English 3201
- Vistas (McGraw-Hill Ryerson 2015) – English 3202
- Beyond Five Paragraphs: Advanced Essay Writing Skills - English 3201

Information about accessing online resources from Nelson and/or McGraw-Hill Ryerson is provided on the Department's professional learning website under English Language Arts: [www.k12pl.nl.ca/curr.html](http://www.k12pl.nl.ca/curr.html).

To login, students simply enter login codes at:

- <https://www.mynelson.com/mynelson/webapp/staticcontent/html/PublicLogin.html> (Grade 7-9 resources)

or

- <http://nlilit.ca/> (High School resources)

## Science Resources :

- Discovering Science - Science 7, 8 & 9
- Sciences Terre Neuve et Labrador – Sciences 7, 8 & 9

The procedure for student access to these Science texts is as follows:

- Teachers go to [www.mytextbook.ca](http://www.mytextbook.ca)
- One teacher from the school will register for the amount of textbooks the

school has purchased and they will receive an email with a passcode that the teachers can give to all their students.

- One teacher will need to register each September to receive new passcodes for the students.
- To access these Science resources, students simply go to [www.discoveringscience.ca](http://www.discoveringscience.ca) and click on the required resource.

Given that these online resources are available to all students, requests to AFMNL for these resources should only be necessary if the student requires the resource in a different format than that available online, for example, Kurzweil format, or if there is some issue with the student accessing the online resource, such as Internet connectivity issues.



### **New/Revised Documents Available Online**

The following documents are now available at [www.gov.nl.ca/edu/k12/studentsupportservices/index.html](http://www.gov.nl.ca/edu/k12/studentsupportservices/index.html)

- **Transition Process for Students with Exceptionalities**

- Transition Guidelines
- Transition Plan
- Transition Guidelines: Explanatory Information

- Additional Resources to Support the Transition Process
- Post-Secondary Documentation Requirements for Accommodations, Individualized Programming and/or Funding

- **Standards of Practice**

- The Standards of Practice for Instructional Resource Teachers
- The Standards of Practice for Teachers of the Deaf and/or Hard of Hearing

- **Home Teaching Services**

Home Teaching Services are designed to assist students in the K-12 public school system who are absent from school on a short-term basis due to a documented medical illness.

- Guidelines for Home Teaching Services
- Application for Home Teaching Services
- Home Teaching Services Time Claim Form
- Application for Extension of Home Teaching Services

- **High School Bursaries**

Bursaries are provided to high school students who cannot attend school in their home communities because the school does not offer the credits needed to meet minimum graduation requirements. The purpose of the bursaries is to subsidize

students' room and board while they attend high school in neighboring communities. Qualifying students receive a monthly payment.

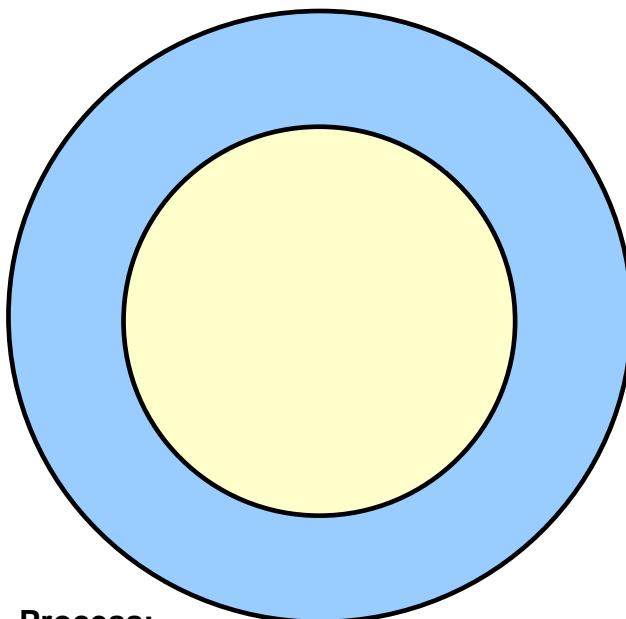
The two Student Bursary Application Forms and the Bursary Monthly Report Form used with the High School Bursary program have been updated to reflect current district structure. Regulations pertaining to the forms have also been developed.

The revised forms and regulations are posted on-line at [www.gov.nl.ca/edu/forms/studentsupport/applications.html](http://www.gov.nl.ca/edu/forms/studentsupport/applications.html).

## **Differentiation Instruction Strategy**

### **Inside-Outside Circle**

This strategy encourages community building among students while incorporating movement and interaction.



#### **Process:**

- In this activity, students are divided into two groups. One group (min. 3 students) forms an inside circle and the second group forms a circle around them (the

outside circle). The students in the outer circle and the students in the inner circle face each other. The strategy is used to encourage discussion.

- The teacher poses a question or suggests a topic, which the students are to discuss, brainstorm about, etc.
- Students think about how they will respond to the question or topic. The person on the inside of the circle tells the person on the outside of the circle their response. Once they finish sharing they say "Pass". Then the person on the outside shares their ideas, or extends the inside person's comments.
- Then (at the teacher's direction) the outside circle rotates one position to the left or right. In this way the students will have a new person with whom to discuss the same (or a different) question.

### **Feedback**



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

Contact us at:

**Anna Powell**

[annapowell@gov.nl.ca](mailto:annapowell@gov.nl.ca)

**Sharon Whalen**

[sewhalen@gov.nl.ca](mailto:sewhalen@gov.nl.ca)