

SSAAM Café Friday Morning Dec. 2

Today's Meet Comments:

How are you reporting on student-specific outcomes for students who have IEP's?

- -IEP development based on student profile/need
- Using clevr to produce IEP's
- -team-based decision
- -if a student is unable to meet curricular outcomes with adaptations
- There is a great deal of work to be done to agree on what "grade level" outcomes are in many areas.
- Check off IEP on report card when there are goals outside of curriculum
- Still use report card for all curriculum based reporting
- How do we clear confusion about IEP R
- -CLEVR use is being explored/applied
- Don't forget clinicians in training regarding IEPs
- How much/many adaptations are required to meet curricular outcomes or if the adaptations are great – an IEP is written
- When the learning you expect to happen is not happening after all supports are put in place
- -students with an "M" designation do not require an IEP-R for the cognitive/academic domain
- Provincial IEP report is completed for all students with funding
- Curriculum & Student Services need to co-present re: curriculum
- A well explained "1" on the report card is as good as a "3"
- -if a student is struggling to meet academic outcomes, a problem-solving process takes place to determine why and next steps.
- The comment about provincial IEP report is inaccurate...see next post
- Not all students who are funded received an IEP reporting form
- Presently, we do not have a "provincial" IEP reporting form
- There needs to be a way to indicate on the report card that students are not working at "grade level" outcomes
- New SSAAM resolution: revisit the Prov. Report card

- Students who have a learning disability and are not meeting curricular outcomes

What Have You Learned From Luann Purcell's Session That Will Help at the Divisional Level?

- Teacher capacity building empowering teachers to take collaborative ownership with resource and learning support teachers in programming
- Luanne Purcell – Will definitely use some of the planning tools.
- Luanne Purcell – Engaging the classroom teacher is critical
- Good process and product overview of Leading by Consensus. Very inclusive model
- Frameworks provided by Dr. Purcell are useful. Templates are flexible enough to apply to many situations with many iss
- Good use of graphic organizers to help structure leading by consensus
- Luanne Purcell – The use of infographic as communication tool.
- the template are useful and can be applied to many collaborative situations
- Use of the elevator speech to promote clarity and understanding.
- The infographic. A posture tool. Easy for all to u derstand
- L.P. – It was great to have some planning time to learn to use the tools with our own problem as the content
- The inportance of the elevator speech. A few key sentences
- We liked the infographic
- Luann's message about keeping things in perspective and recognizing the perspective of others is key.
- Creating a common understanding
- Infographic was a way to clearly illustrate the issue

Mental Health

- Mental Health...We have DBT and SOS going on in our high school.
- Pine Creek has a mental health wellness committee for MTS, CUPE and board. Looking to include high-school students soon
- Results of the TTFM survey help to drive mental health planning
- Evidence of progress of Mental Health are surveys, is making a difference?
- M.H. – Safe Talk delivered to all Gr. 11 students as part of the P.E. curriculum
- Project 11 running in some schools –mental health initiative and healthy school planner initiative in all Pine Creek schools
- M.H. – We have a divisional Well Being Committee that is helping schools deliver "good" positive MH strategies by developing a menu.
- M.H. – we have selected the categories of social skills, self-regulation, school wide beh, and suicide prevention strat as categoies
- Mental Health Promotion Initiatives partnership with WRHA.
- Several staff trained in mental health first aid. Social workers trained to teach safe talk
- Looking for tools to better assess progress of Mental Health Initiatives
- We have a mental health facilitator working to help teachers recognize the mental health lens when doing activities