

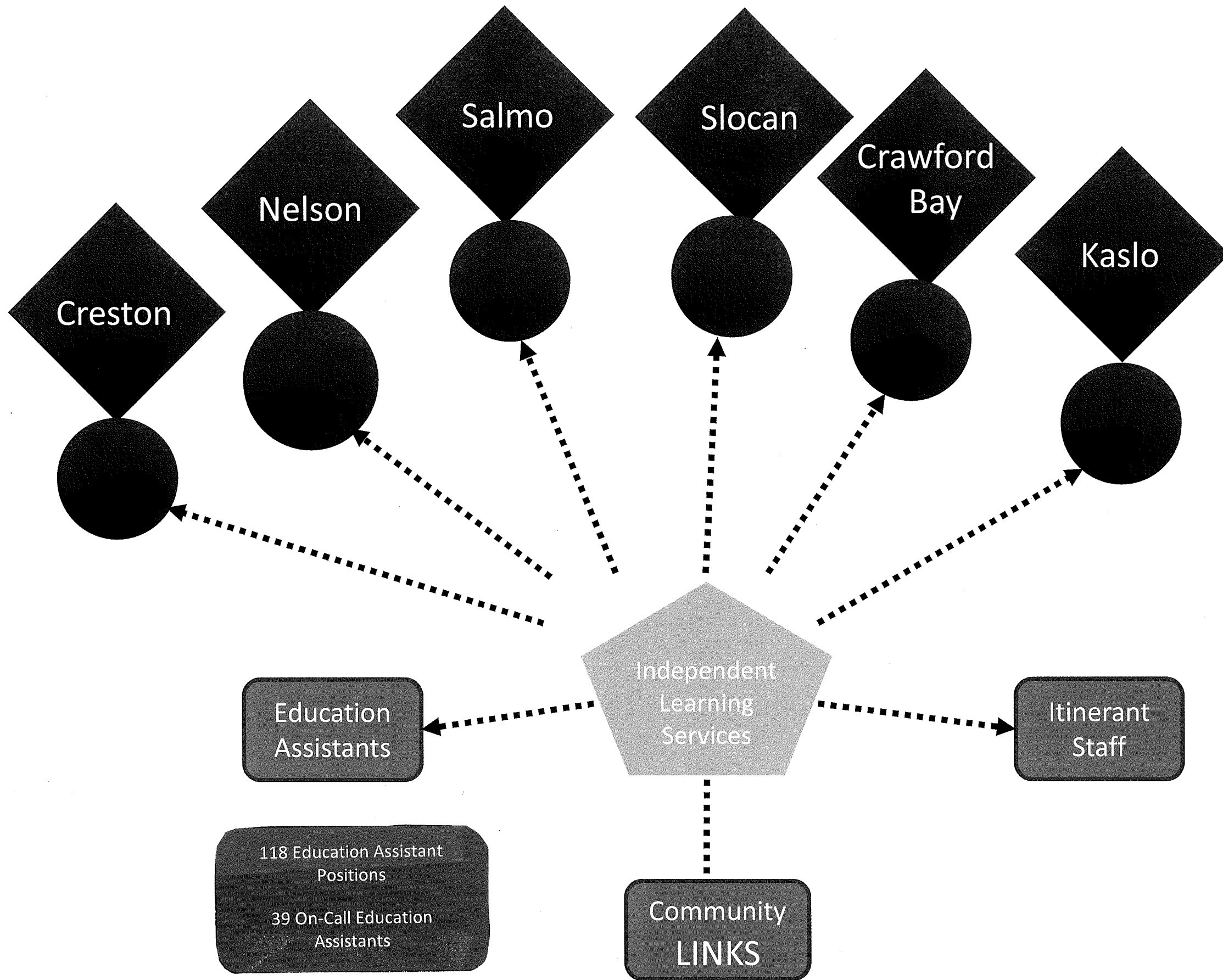
SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)

Independent Learning 2015 - 2016

<i>Staff</i>	<i>Position</i>	<i>2015-16</i>
Boscariol, Sandy	Nelson	1.00
Devji, Sofeya	V IMP Nelson	0.80
Gozna, Allison	SLP Nelson	0.40
Johnson, Lianne	SLP Nelson	0.80
Kearns, Amber	HI Nelson	1.00
Kettner, Todd	Psychologist - Nelson	1.00
Rumohr, Deanna	Psychologist - Creston	0.00
Tremblay, Lisa	SLP Nelson	0.80
Vogel, Rachelle	OT Nelson	0.80
Julien, Cari	OT Creston	0.80
Physio - Vacant	Physio Creston	0.40
Pierson, Steve	SLP Creston	1.00
Carter, Shannon	SLP Nelson	0.35
Lawrence, Ailis	Integration Support	0.60
Psychologist - Vacant	Creston - Contract	0.80
	TOTAL	10.6

District 08	03/04	04/05	05/06	06/07	07/08	08/09	09/10P	Chng	09/10P	Distr	Prov
Kootenay Lake									Distr	Inc	Inc
Phys Dep/Deafblind	12	6	6	4	4	5	5	0	5575	0.09%	0.12%
Mod-Prf Int Dis	22	26	21	20	18	19	15	-4	5575	0.27%	0.38%
Phys Dis/Chr Hlth	139	86	97	91	91	93	92	-1	5575	1.65%	1.18%
Vis Imp	4	6	9	8	7	6	6	0	5575	0.11%	0.06%
Deaf/HH	15	17	14	12	8	9	5	-4	5575	0.09%	0.20%
Autism	13	15	13	24	36	44	47	3	5575	0.84%	0.90%
IBI/SMI	84	108	139	125	112	113	103	-10	5575	1.85%	1.31%
Mild Int Dis	18	16	16	13	11	12	9	-3	5575	0.16%	0.41%
Gifted	60	55	31	20	15	15	10	-5	5575	0.18%	1.40%
LD	66	82	94	107	114	131	125	-6	5575	2.24%	3.14%
MBS/MI	69	72	77	77	91	53	45	-8	5575	0.81%	1.16%

District 08	08/09	09/10	10/11	11/12	12/13	13/14	Chng	13/14	Distr	Prov
Kootenay Lake								Distr	Inc	Inc
Phys Dep/Deafblind	5	5	4	3	3	2	-1	5059	0.04%	0.11
Mod-Prf Int Dis	19	15	15	13	16	20	4	5059	0.40%	0.33
Phys Dis/Chr Hlth	93	92	92	79	82	73	-9	5059	1.44%	1.37
Vis Imp	6	6	4	4	4	4	0	5059	0.08%	0.06
Deaf/HH	9	5	9	9	8	8	0	5059	0.16%	0.19
Autism	44	47	40	45	43	43	0	5059	0.85%	1.24
IBI/SMI	113	103	102	58	60	55	-5	5059	1.09%	1.3
Mild Int Dis	12	9	9	10	6	4	-2	5059	0.08%	0.39
Gifted	15	10	9	3	4	3	-1	5059	0.06%	1.1
LD	131	125	124	111	101	98	-3	5059	1.94%	3.38
MBS/MI	53	45	43	45	40	31	-9	5059	0.61%	1.01



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THE ZONES OF REGULATION

A workshop introducing teachers to a curriculum designed to foster self-regulation and emotional control. To successfully self-regulate, three critical neurological components need to be integrated: sensory processing, executive functioning and emotional regulation.

Blue – low states of alertness: sad, tired, sick, bored

Green – regulated sense of alertness: calm, happy, focused, content

Yellow – heightened state of alertness: silliness, frustration, anxiety, excitement, stress, confusion

Red – extreme heightened state of alertness/intense feelings: terror, rage, panic, elation, explosive behaviour



With: Cari Julien or Rachelle Vogel & Sandy Boscarol
(Occupational Therapists) (Integration Support Teacher)

Open to: Classroom Teachers, Educational Assistants, Learning Support Teachers, Administrators, Support Staff



MANDT TRAINING

Reducing Workplace Violence through Positive Behaviour Supports

“The manner by which we treat people in our personal and occupational lives reflects or denies the truth of our commitment to human dignity and respect for individual worth.” *Roger MacNamara*

When people are having difficulty and need your services, it is easier for them to ask for and accept support when trust has been established. One of the continuing themes within Mandt training will be trust, how it is established, and how it is maintained. Mandt utilizes proactive, relational, and non-physical and physical approaches, guided by a graded and gradual hierarchy of interventions to support the students, staff and the safety of the work environment. Prohibited practices are clearly outlined to ensure that all staff feel comfortable offering non-physical and physical support in a safe and respectful manner.

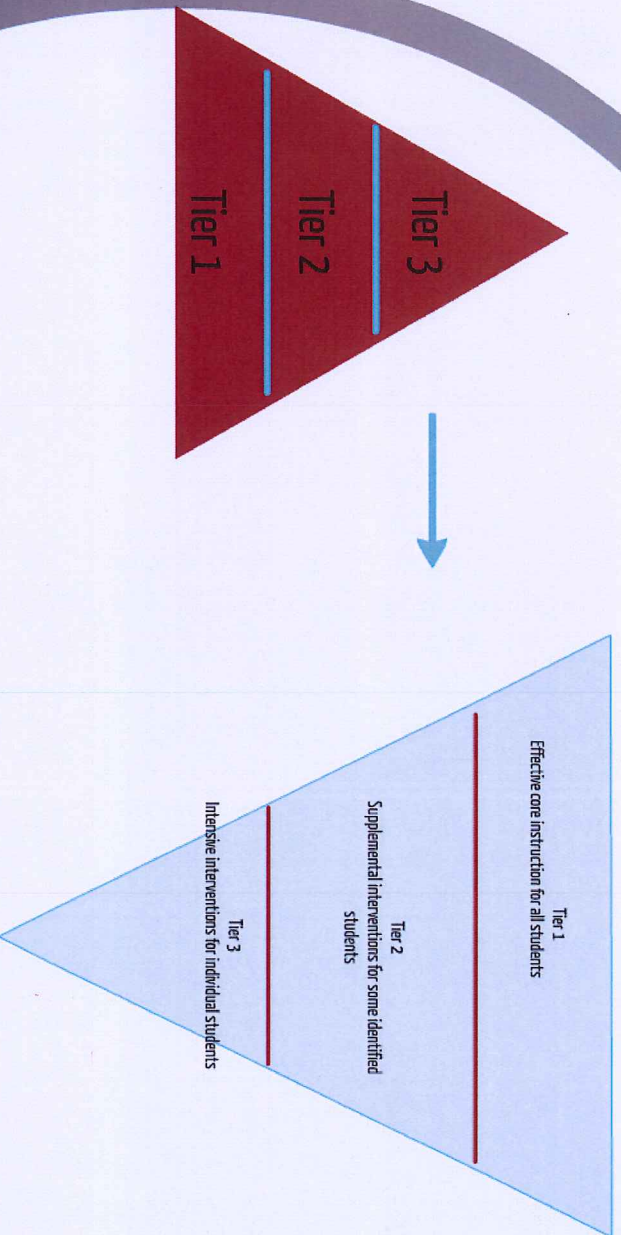
Day One (8:30-3:30 or for 2-2½ hours after school for three days) - these three relational chapters are the most important ones taught! They are required before taking any other chapters as they are the basis of the entire Mandt course.

- Chapter one, entitled **Building Healthy Relationships** is the foundation of the entire program, and builds a strong foundation for the work being done in our schools. Building positive, healthy relationships in the workplace is the ultimate goal of the Mandt System. The focus is on three relational models:
 - The first is the model known as Maslow's Hierarchy of Needs. Unmet needs often cause people to use behavior to meet those needs, sometimes in ways that may cause harm to others.
 - The second model we term R.A.D.A.R., or Proactive Interaction. It defines ways to interact with people so interactions remain interactions and do not escalate into incidents.
 - The third model is the Crisis Cycle, which is a way of thinking about and describing interactions, incidents, and crises. These three models will be referenced often throughout the entire course.
- Chapter two, **Building Healthy Communication**, provides information on how communication takes place, and explores the different elements of communication. Communication is the key to resolving conflict and one of the keys to building healthy relationships.
- Chapter three is entitled **Building Healthy Conflict Resolution** and it introduces basic approaches to conflict resolution. This chapter provides a definition for conflict and an approach, which ties conflict resolution into relationship building. These are not seen as two separate activities, but rather conflict resolution and communication are two related tools to build healthy relationships.

Day Two - Can be personalized to a school staff's needs with any of the following chapters: **Trauma Informed Services, Positive Behaviour Supports, Medical Risk Factors, Assisting and Supporting, Separating, Restraining**. The only reason for restraint is if the child themselves, or others, are in physical danger due to the child's behaviour, non-physical methods of preventing injury have been tried and proven unsuccessful, and the risk of injury is immediate. Apply to the Director of Independent Learning if your team feels they need this chapter.

To Register: *Please note that preference is given to school teams. Once you have spoken with your team please contact Sandy Boscarior by email sboscarior@sd8.bc.ca with all your school participants' names, school district email, school, and position (eg: EA, teacher, bus driver, parent, principal).

Rethinking the Pyramid



An intervention system that is fluid, flexible and sensitive to the needs of each child



Prezi

Occupational Therapy

Classroom Movement Breaks
Classroom Organization/Set Up
Zones of Regulation/Alert Program
Vision and Learning Program

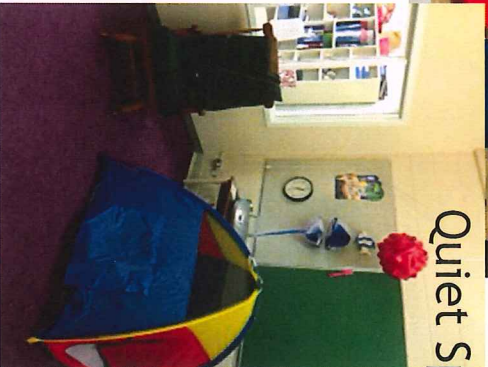
Tier 1

Sensory Rooms
Fine Motor Groups
Specialty Programs
Tools

Tier 2

OT assessment
1:1 program

Tier 3



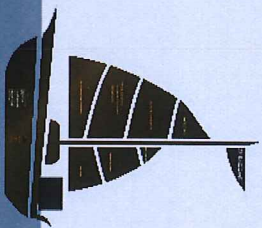
Quiet Space



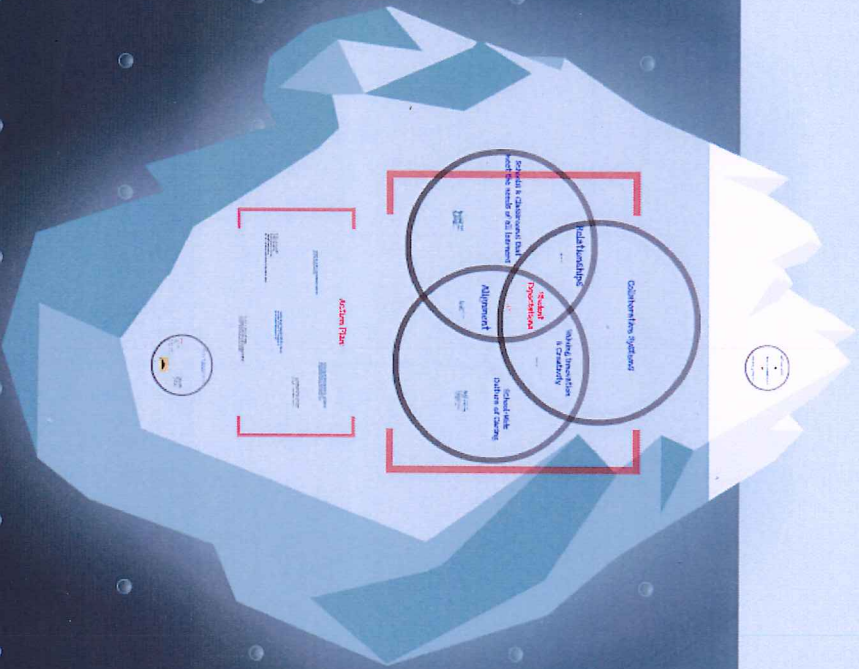
Power Up Space



Independent Learning Services



What is working in the classroom?



What's under the surface?



Prezi

District-Level Considerations

Leaves of absence

Returns from leaves

Resignations & Retirements

Transfers (right people in right place)

Budget....



Considerations

Enrollment

Learning needs in schools

Student Choice

Education Fund (EF) and Learning Improvement Fund (LIF) are not included in Operational Allocations

Small, rural schools – complexity of grades

Comparison of FTE year over year

Student transfer considerations



Considerations, cont.d

International students – how to include?

Admin time – how much?

How to address needs of students with special needs?

Blended Learning opportunities?

How to address transformative needs?

How to attend to new curriculum needs?



Considerations, cont.d

Out of District enrolments

What to do with late applicants and staffing needs

Class pressures not anticipated in spring - how to plan for that? Contingency? Space left in each school? What space?

School purchases

Alignment of staff to attend to learning



From BASE to Additions for Learning...

What is the starting point?

What else is added & why?

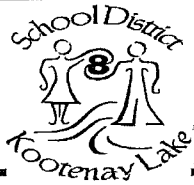
Consider:

- Learning needs
- Student choice
- EF needs
- Transformation
- Alignment etc etc etc

From BASE to Additions for Learning cont'd

What # of teachers are required to create learning environments that meet the needs of students in transformative ways?

What transformational ideas could be piloted and how do we staff for these ideas in schools and in families of schools?



Individual Needs Assessment for Designated Student 2015 - 2016 INADS

Independence is a fundamental goal of successful inclusion and is necessary for successful transition into the community for adult life.

When an adult provides physical support to a student in a classroom, a great deal of caution must be exercised to prevent conveying the message that if the student needs help, the support person always will provide assistance. This can prevent interaction with (others), build dependence and prevent skill acquisition by classmates and teachers. The support person should be viewed as an adaptation to the environment and, like all adaptations, should be faded if and when it is appropriate.

(Support Networks for Inclusive Schooling, Vandercook & York, p.112)

Support will be provided using the following principles:

- √ Requests should reflect an expectation that wherever possible, students benefit from shared support (i.e. 2 students in one classroom with one education assistant). This reflects funding realities and is consistent with effective practice. Classroom organization should support this principle, and plan for shared support whenever possible
- √ Students should be demonstrating a gradual increase in independence and, therefore, a gradual decrease in time required.
- √ In all but a few very exceptional circumstances, students benefit from some independent strategies (time on the computer, activities on tape, participating in silent reading or drawing, etc.), it is beneficial for the student with special needs and reduces the difficulties around scheduling breaks.
- √ Education Assistant time should support goals in an IEP which has been reviewed within the last calendar year.
- √ A final funding allocation will be based on the information provided from INADS, consultation with school and district staff and a review of the student's red binder documentation. In addition, individual student needs are taken into consideration.

Note: Complete for each student coded A-H currently in grades K-11 and for incoming pre-schoolers who are coded A-H.

1. Student Name:	_____	Total Funding This Year:	_____
2. Current School Name:	_____	Ministry Code:	_____
3. Transitioning to new school? Yes:	<input type="checkbox"/>	No:	<input type="checkbox"/>
4. Upcoming Grade:	_____	Receiving School:	_____
5. Extended Day:	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	School Hours (# per day): _____
6. Student Rides bus:	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	2014 - 2015 INADs score: _____ <small>(if applicable)</small>
Attends School:	Full Time: <input type="checkbox"/>	Part Time: <input type="checkbox"/>	
If part time, indicate how many hours & why:	_____		Weekly hours of attendance: _____
Reason:	_____		

7. Date of last IEP meeting/review which included/consulted directly with parents: _____

8. Names of other students in school/grade who could possibly share support:

_____	going into grade _____	Ministry Designation _____
_____	going into grade _____	Ministry Designation _____
_____	going into grade _____	Ministry Designation _____

9. Describe what you are doing to promote the student's increased level of independence/ functioning: *refer to specific IEP goals if necessary

SSS documentation (office use only)	Total number on supports intensity scale: _____
--	---

Supports Intensity Scale

5 - 10	11 - 20	21 - 30	31 - 40	41 - 50
Very low intensity and/or frequency	Low intensity and/or frequency	Moderate intensity and/or frequency	High intensity and/or frequency	Very high intensity and/or frequency

Signature of person completing form: _____ Date: _____

Principal's signature and verification of a current IEP in place: _____

Complete one form for students coded A-H

NEEDS INTENSITY RATING SCALE

♦ Indicates the amount of daily time and/or the intensity of supports needed in a particular domain.

- 1. Very low intensity and/or frequency 0 - 20%
- 2. Low intensity and/or frequency 20 - 40%
- 3. Moderate intensity and/or frequency 40 - 60%
- 4. High intensity and/or frequency 60 - 80%
- 5. Very high intensity and/or frequency 80 - 100%

Indicate level of intensity or '0' if n/a.

Note: Numbers do not equate to EA hours, but indicate the intensity of support, which is used for the equitable distribution of supports

Toileting/Personal Hygiene: Use 0 if not applicable

1	2	3	4	5
Needs reminders/supervision	Routine Trained	Learning Routine	Diapers	Catheter/Colostomy

Physical Transfers: Use 0 if not applicable

1	2	3	4	5
Requires supervision	Prompted and assisted	1 person lift	2 person lift 1X per day	2 person lift 2X or more per day

Feeding: Use 0 if not applicable

1	2	3	4	5
Requires supervision for safety	Physically learning to feed self	Fed	Difficult feed	Tube fed

Mobility/Vision/Hearing: Use 0 if not applicable

1	2	3	4	5
Some balance issues - may participate in adapted P.E. and/or sound field system, requires hearing aide	Mobile with supervision: - walks - wheelchair - walker - may require assistive technology (i.e. CCTV)	May fall if not supported and/or needs canes or walking supports	Uses wheelchair/walker/cane with assistance	Non-mobile and needing physio exercises and/or positioning

Other Considerations on above needs:

Teacher consult with applicable itinerant staff Yes No
 (e.g. PT/OT/SLP/Vision/Hearing/Integration Support Teacher/Psych) - ****please circle**

IEP goals reflect INADS score Yes No

Medical Needs/Medication, Sensory Intervention: Use 0 if not applicable

1	2	3	4	5
Monitor student on medication - no intervention	Provide a daily prescribed medication and/or in class sensory strategies	Monitor insulin levels and/or allergies, for example, and/or able to request an out of class body break	Daily medical procedure, and/or daily body break out of class	Seizure Plan/Care Plan in place - daily monitoring and/or intervention and/or daily body breaks out of class more than 1x per day

Safety/Behaviour: Use 0 if not applicable

1	2	3	4	5
Will "shut down" and/or needs reminders	May disrupt the learning environment at times	Disrupts the learning environment on a daily basis	Leaves assigned areas and/or runs away and/or destroys property *4 or more considerations below must be in place	Injures self or others - may need two people to intervene *all considerations below must be in place

Other Considerations on above needs:

Safety Plan in place:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Positive Behaviour Support Plan in place:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Current & past documented evidence of extreme behaviors	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Extreme difficulty transitioning from class to class?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Evidence of current outside agency involvement	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teacher consult with applicable itinerant staff	Yes <input type="checkbox"/>	No <input type="checkbox"/>

(e.g. Integration Support Teacher/Psych/PT/OT/SLP/Vision/Hearing) - ****please circle**

Communication: Use 0 if not applicable

1	2	3	4	5
Needs reminders to use language appropriately and to check for understanding	Difficulty using social language; may need social stories and scripts	Some difficulty expressing needs and wants; some difficulty understanding instructions	Very difficult to understand; poor receptive language; difficulty processing all language	Needs an augmentative communication system (non-verbal)

Academic Support Use 0 if not applicable

1	2	3	4	5
Needs assistance to participate	Needs assistance to organize materials	Needs some adaptations to learning materials	Needs more intensive adaptations and/or modifications - including technology	Needs intensive one-on-one support for any learning activity (even with adaptations or modifications)

Social Skills Use 0 if not applicable

1	2	3	4	5
Needs some monitoring and coaching	Needs assistance and prompting	Needs monitoring and social skill instruction	Needs more intensive, formalized social skill instructions on a weekly or bi-weekly basis	Needs intensive one-on-one support for social activity (may injure peers or have severe problems with others)

Community and/or Life Skills Training Use 0 if not applicable

1	2	3	4	5
Needs monitoring in class and/or community activities or occasional life skills activities	Needs support and monitoring to access life skills or community IEP goals	Participates in an adapted program for group life skills and community programs	Participates in a modified program for group life skills and community programs with support	Participation in community and life skills training and requires intensive one-on-one support (as part of IEP goal)

(Total by adding boxes above)

0

Comments:

Please discuss any extra considerations (i.e. hearing aids), what kind of support you think this student will need to meet their IEP goals and how supports will be organized in the school to allow shared support when possible:

Work Experience:

Is the student completing a work experience placement?

Yes:

No:

Please provide details of work experience plans:

Transition:

Please provide details of transition plans identifying how support would be used:

***We would like to acknowledge School district No. 42 for their valuable contribution to this student needs assessment*

POSSIBLE PRO-D Workshops

1. AUTISM: 2.5 hour workshop with Ailis Lawrence & Sandy Boscariol

What is autism:

- Known causes of autism – debunking common myths
- Increased rates of autism – possible explanations
- Key traits of autism

Developing strategies:

- Improving social and communication skills
- Creating easier, smoother transitions
- Adapting environment, lesson presentation or method of evaluation to account for possible sensory/learning/emotional needs

2. FASD (Fetal Alcohol Spectrum Disorder): 2.5 hour workshop with Sandy Boscariol & Grete Steen-Henrikson (FASD keyworker) see attached handout for more information on FASD Essential Questions:

- What are the effects of FASD?
- Why is it called an *invisible disability*?
- How do we accommodate for primary and secondary disabilities?
- What tools, resources and further training are available?
- Can we shift from a “they won’t” to a “they can’t” mind set due to the brain-based disability of FASD? How does video of local Nelson student with FASD help guide this mind shift?

3. Learning Differently: 1.5 hour workshop with Sandy Boscariol

- Identifies how we all learn differently, have our own strengths and weaknesses
- Activities designed to enable participants to experience some challenges experienced by individuals with learning disabilities, ADHD, autism
- Goal is to build understanding/empathy for individual learning differences

4. PBIS – schoolwide with Ailis Lawrence & another

- Preference for school team to participate in Positive Behaviour Intervention and Supports
- Please speak with Ailis Lawrence for more information

5. Zones of Regulation 2.5 hour workshop with Sandy Boscariol and OT (Either Rachelle or Cari)

- A workshop introducing educators to a curriculum designed to foster self-regulation and emotional awareness. To successfully self-regulate, three critical neurological components need to be integrated: sensory processing, executive functioning and emotional regulation. Lessons are reviewed and practical strategies presented.

6. Make and Take Day with Sandy Boscariol

- Create visual schedules, first/then cards with visual PICS, bin tasks of modified activities, Zones of Regulation posters and materials, Superflex cards, or sensory materials.
- Use colour copier, laminator, and materials at the board office.
- Explore the resource room at the board office for books, programs, DVDs and other resources that can be borrowed for working with your students.

NEW