

Learning Support Department Overview

Chestermere High School

Who We Are

1. 2 -³/₄ teachers, 2- ¹/₂ time and 1- ¹/₄ time (ELL)
2. 9 EAs: 1 is an Licensed Practical Nurse and two are Special Needs Assistants; these assistants have been trained to support students with complex medical needs.
3. Our team of EAs work in classrooms with the highest number of student needs (generally dash 4, dash 3, and sometimes dash 2 classes).

What Rocky View Schools Outlines as Learning Support Services

Learning Supports Services

Coaching and Mentoring Teachers	Building Understanding of the Individual Learner
<ul style="list-style-type: none">■ Building flexible, adaptable learning spaces and experiences■ Implementing adaptive technologies■ Creating safe and caring learning environments■ Managing behavioural issues in positive ways■ Training for safe practice■ Creating Individual Program Plans (IPPs)	<ul style="list-style-type: none">■ Observing, testing and assessing■ Reviewing files and collaborating with school-based teams■ Providing resources for special learning needs
Directly Supporting Learners	Coordinating Wrap-Around Community Services.
<ul style="list-style-type: none">■ Psychological services■ Speech and Language Pathology■ Occupational Therapy■ Family School Liaison■ Positive Behaviour Strategists■ Learning Specialists (including First Nations, Metis and Inuit)	<ul style="list-style-type: none">■ Mental Health Consultants (AHS)■ Audiology (AHS)■ Specialist consultancy for students with complex learning needs (RCCA -Regional Collaborative Calgary and Area)

What Learning Support Teachers Actually Do at Chestermere High School

- We all teach! We teach English, Fashions, Life Skills and PE as well as Learning Support.
- We organize a variety of programs such as Mentorship, Culture Group, Boys and Girls Club groups.
- We collaborate with Wellness Centre staff to identify students from our case lists who require further supports in the areas of social/emotional and behavioural challenges (Anxiety, Test Strategies and Organizational Skills, Equine Learning and Healthy Relationships).
- We complete informal assessments using the Key Math and Qualitative Reading Inventory assessment tools.

What We Do continued...

- Attend bi-monthly Student Learning School Resource Group (SLSG) meetings with a school psychologist, Family School Liaison, Learning Specialist, Guidance counsellors and Admin to discuss at risk students and possible referrals for extra support, both within and outside of the district
- Attend weekly School Resource Group (SRG) meetings with our colleagues to discuss at risk students and develop action plan
- Organize and host a Spring Transition meeting with our feeder schools (April 2019)
- Organize and host a Transitional Vocational Fair (April 6th/19)
- Supervise students in the Complex Needs room during our lunch breaks

Learning Support Rooms

- The 2 main rooms are open 3 out of 4 blocks; the 4th block is only open for tests as an Educational Assistant supervises, reads or scribes for students.
- Usually all 4 blocks are open for students; however due to scheduling this year, we are only able to open LS rooms 3 out of 4 blocks this semester.
- LS rooms are safe and welcoming environments where coded students receive extra support with their course work. With our high numbers, we can't get to all of our coded students, so this way they can advocate to come to us.

Learning Support Rooms continued

- Some students are registered in our blocks for the term or semester; others drop in (after self advocating with their teachers); some are there to write tests (as an alternate space), others come in for the calming space when feeling angry, frustrated or experiencing high anxiety (a calming atmosphere is created through a variety of measures including offering tea, food, fish, lighting, and a variety of seating). We spend a lot of time building relationships.
- Some days this can look like us reinforcing the learning for 7 different curriculums in one block.
- Crossover with Wellness: students know we are another safe, alternate place when the Wellness Centre is closed or the counsellors are busy.

Complex Needs Room

- 2 - ½ time teachers
- The teachers oversee 8 complex needs students
- There are 3 students whose programming focuses on life skills, personal care/medical needs and relationships (i.e. personal hygiene, cooking)
- 4 others are in regular classes doing parallel programming (these students are registered in appropriate courses where they are working towards achieving their IPP goals rather than earning credits).
- 2 others are in regular courses earning credits; due to the complexity of their social/emotional, behavioural and/or medical challenges they need more support than they can get in regular classes

Complex Needs Room continued

- Sometimes other LS students work in this room as an alternate space or to access the Sensory Room to decompress.
- Teachers meet with Multidisciplinary Support Team Members and Alberta Health Service specialists (i.e. Occupational Therapists, Physical Therapists, Speech and Language Therapists and Behavioural Specialists). We manage the meeting times, the observations and are involved with any training that is required.
- Community Culture is built by celebrating birthdays, eating together and planning special parties for events such as grad. Students participate in the recycling program to earn money for these cultural events.
- This classroom also always has tea, coffee and food for a variety of students

IPPs : Individual Program Plan Process

1. We complete a Cumulative File review so that we are aware of pertinent assessments, report card results, Provincial Achievement Test results, etc.
 2. We then follow the divisional process, through the Electronic Learning Support Team Request System (elstr), to ensure that the school psychologist has the information she needs to determine appropriate coding and supports.
 3. Once a code has been assigned, we inform teachers of the student's diagnosis and provide recommended accommodations to support their individual needs.
- ❖ Presently we have 203 identified students with academic, medical, social/emotional and/or behavioural needs
 - ❖ We have another 185 students identified as English as a Second Language

IPPs continued

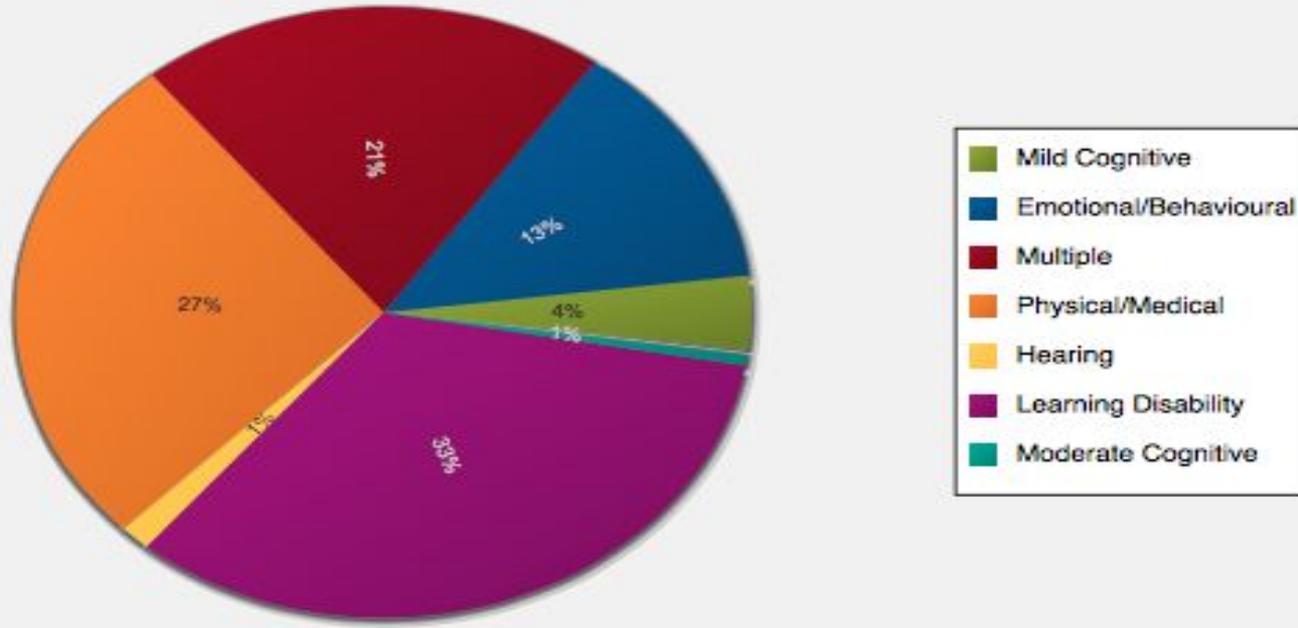
4. The student and their school team develop the IPP document through the divisional system, Dossier (part of Powerschool).
 5. Typically we continue with our case list of students for all 3 of their high school years.
 6. 2 of our teachers are responsible for over 60 coded students as well as additional non-coded students requiring support; our 2 half-time teachers have over 30 students.
- ❖ The number of coded students in our building has been steadily increasing over the past 4 years.

Alberta Education: Student Learning Codes

41	Severe Cognitive Disability
42	Severe Emotional/Behavioural Disability
43	Severe Multiple Disability
44	Severe Physical or Medical Disability
45	Deafness
46	Blindness
51	Mild Cognitive Disability
52	Moderate Cognitive Disability
53	Emotional/Behavioural Disability
54	Learning Disability
55	Hearing Disability
56	Visual Disability
57	Communication Disability
58	Physical/Medical Disability
59	Multiple Disability
80	Gifted and Talented

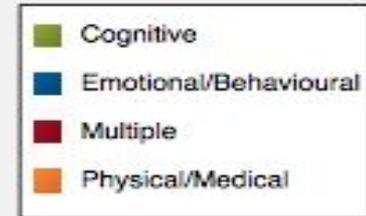
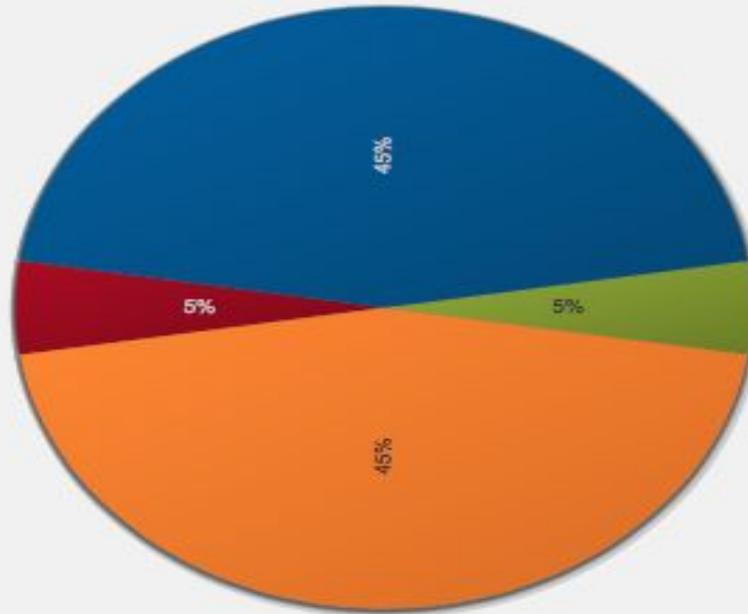
Code Breakdown- Mild/Moderate (150 students)

Code Breakdown - Mild/Moderate
Total Coded Students: 150



Code Breakdown- Severe (20 students)

Code Breakdown - Severe
Total Coded Students: 20



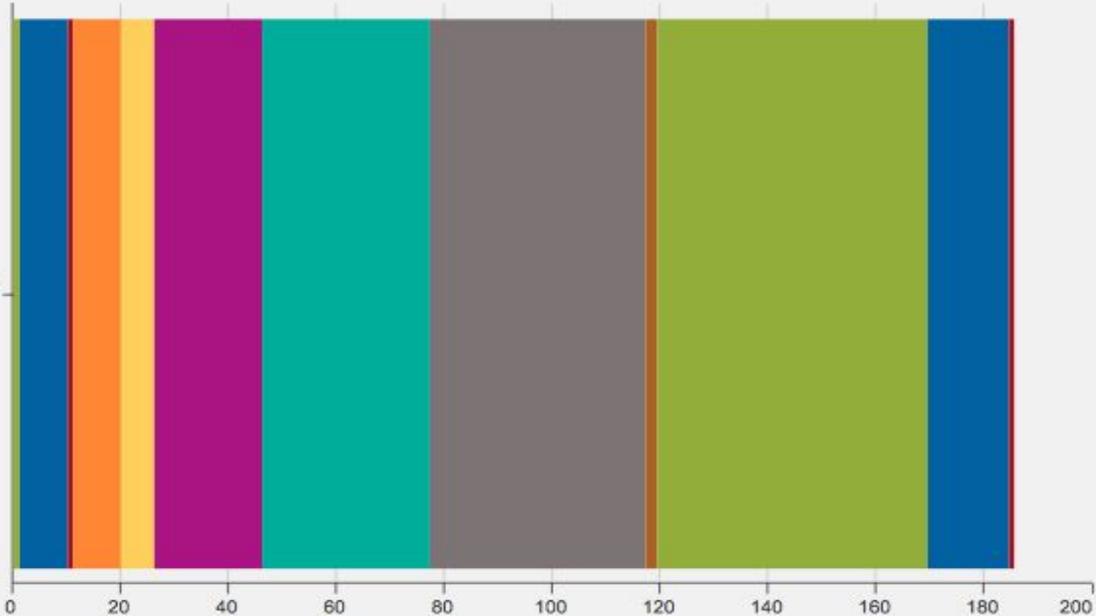
Coded Students Breakdown (185 students)

Code Breakdown: 185

By Codes Assigned

By Categories

Chestermere High School



- Cognitive
- Emotional/Behavioural
- Multiple
- Physical/Medical
- Mild Cognitive
- Emotional/Behavioural
- Multiple
- Physical/Medical
- Hearing
- Learning Disability
- Gifted and Talented
- Moderate Cognitive

Accommodations for Tests, Exams and Diplomas

1. We have a comprehensive discussion with students regarding accommodations, what they may have used in the past, what works/doesn't work and how to access these in high school
2. Many psychologist assessments provide very comprehensive lists of accommodations, not all of which are relevant at the high school level.
3. Many of these accommodations are also differentiated instructional strategies that are common place in all of our classrooms.
4. Therefore, at the high school level, we align the student accommodations with diploma accommodations.

Accommodations continued

1. Audio for Visually Impaired Students
2. Audio
3. Extra Time
4. Frequent Breaks
5. Scribe
6. Large Print
7. Braille
8. Talker (Student speaks out loud while writing)
9. Sign Language Interpreter
10. Recorded Response
11. Franklin Language Master
12. Colored Paper
13. Text-to-speech software
14. Speech-to-text software
15. Ambient Noise
16. Alternate Space

Application for Accommodations for Students with Special Exam Writing Needs 2018/2019



Surname: _____

First: _____

1. Exam administration session for which this request applies:
 - o January, 2019 Diploma Exams; deadline for application to Alberta Ed: November 1, 2018
Therefore, any student wanting accommodations for January exams, must have this signed form back by October 26th, 2018. Students with more than one exam, may have more than one of these forms as they will need to request accommodations for EACH exam.
 - o June, 2019 Diploma Exams; deadline for application to Alberta Ed: April 12, 2019
2. Requested accommodation(s) by exam (or exam part): For each exam or exam part to be written, identify the specific accommodation(s) being requested, by number, as indicated in the list and example below. If requesting different accommodations for the part^(e) B sections of a Language Arts or Social Studies examination, specify the accommodations for each part in a separate column e.g. Social 30-1 Part A; Social 30-1 Part B.

- | | |
|--|---|
| No. 1 Audio for Visually Impaired Students | No. 9 Sign Language Interpreter |
| No. 2 Audio | No. 10 Recorded Response |
| No. 3 Extra Time | No.11 Franklin Language Master |
| No. 4 Frequent Breaks | No. 12 Colored Paper |
| No. 5 Scribe | No. 13 Text-to-speech software |
| No. 6 Large Print | No. 14 Speech-to-text software |
| No. 7 Braille | No. 15 Ambient Noise |
| No. 8 Talker (Student speaks out loud while writing) | No. 16 Alternate Space (in school-under 20 students in room) |

Exam: ELA 30-2	Exam:	Exam:
Accommodations Requested:	Accommodations Requested:	Accommodations Requested:
16: Alternate Space		
3: Extra Time		

3. Student and parent/guardian declaration
 - I was permitted and regularly used the requested accommodation(s) when writing exams for the course(s) for which the accommodation(s) is/are being requested.
 - The information provided on this application form is true, accurate, and complete.

_____ Student Signature	_____ Date	_____ E-mail
_____ Parent Signature	_____ Date	_____ E-mail

Accommodations continued

- Learning Support offers support to a variety of students who need an alternate space when writing assessments
- We ensure students have the audio version and paper copies of their test or when applicable, a digital copy; ambient noise, fidget items and tea are available for students with test anxiety; we schedule a reader for students who are moving towards independent use of audio. By the time students write diploma exams the goal is to have them using audio so that they are prepared to access postsecondary accommodations.