



# Exceptional News!

**Student Support Services Division  
Department of Education**

**Newsletter**

**May 2011**

## **Inclusive Education**

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Thirty more schools have been selected to begin the inclusive education initiative. These schools will receive introductory training during May, 2011 and prepare to enter phase 3 of the initiative in September, 2011. The phase three schools by district are:

### **Labrador:**

Lake Melville School, North West River  
Jens Haven Memorial School, Nain

### **Western:**

Cloud River Academy, Roddickton  
H.G. Fillier Academy, Englee  
Sacred Heart All Grade, Conche  
Mary Simms All Grade, Main Brook  
St. Anthony Elementary, St. Anthony  
Bayview Regional Collegiate, St. Lunaire  
Truman Edison Memorial, Griquet  
James Cook Memorial, Cook's Harbour  
Harriott Curtis Collegiate, St. Anthony  
Holy Cross All Grade, Daniel's Harbour  
French Shore Academy, Port Saunders  
St. Gerard's, Corner Brook



### **Nova Central:**

Exploits Valley Intermediate, Grand Falls-  
Windsor  
King Academy, Harbour Breton  
Lumsden Academy, Lumsden  
New World Island Academy, Summerford  
Valmont Academy, King's Point



### **Eastern:**

Holy Family Elementary, Paradise  
Hazelwood Elementary, St. John's  
Holy Cross, Holyrood  
St. Andrew's Elementary, St. John's  
Queen Elizabeth High School, Foxtrap  
Heritage Collegiate, Lethbridge  
Donald C. Jamieson Academy, Burin Bay Arm  
St. Lawrence Academy, St. Lawrence  
Laval High School, Placentia  
St. Kevin's High School, Goulds

### **Council Scolaire Francophone:**

École Notre-Dame-du-Cap Cap Saint Georges

This brings the number of schools in the initiative to 95.

## Differentiated Instruction Strategies

Schools strive to create a positive and inclusive learning environment where all students can thrive and achieve. Differentiation strategies provide the nuts and bolts to build this. Here are two assessment strategies to add to your toolkit.

### Alphabet Teamwork

Within small groups, have the students write the alphabet down the left side of a piece of paper. One team member is the recorder. When told to start, the team will list a concept, idea, or thought learned from that day's lesson or from the unit so that each letter of the alphabet is used in a significant way. Have the students highlight in colour the word in the alphabet line that is the important one for that line.

Example:

- A — **Atoms** are made of neutrons, electrons and protons.
- B — Electrons can **behave** as waves.
- C — There are over one hundred elements in the periodic table.  
(Roman numeral C=100)
- D — An atom has a **dense** central nucleus



### Give Me 10 Questions for this Answer

Give students a word related to the content being studied and tell them that the word is the answer. They need to come up with 10 questions that have that answer. You can easily increase or decrease the complexity of this quick assessment based on the content you are addressing.

Example:

- Write 10 words that start with "R."
- Come up with 10 questions to which the answer is the word "abolitionist."
- Give 10 different equations, using exponents and their base numbers only, that equal 24

*From literature distributed by Staff Development for Educators*



## Safe & Caring Schools Graduating Student Awards

The graduating student awards aim to promote student awareness of the Safe & 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 and mobilize students to become involved in future initiatives.

Each year graduating students apply indicating their leadership in projects or activities aimed at improving the safety and well-being of their schools and/or communities. These projects

may have occurred at any time during their high school careers.

The successful applicants receive a \$500 tuition voucher. This year's winners are:

Kelsey Jeanette Louise Bishop  
Ascension Collegiate

Jessica G. M. Dawe  
Ascension Collegiate

Luke Welsh  
Ascension Collegiate

Kelsey Noseworthy  
Queen Elizabeth Regional High School

Tyler Linehan  
Fatima Academy

Samantha Duff  
Holy Spirit High School

Nathan Fowler  
Cloud River Academy

Bianca Gould  
Canon Richards Memorial Academy

Jonathan Ford  
St. James Regional High School

Jenelle Tremblett  
Exploits Valley High School

Alex Winsor  
Glovertown Academy

Victoria Woolridge  
Botwood Collegiate

Louise Lykke Pederson  
École Ste. Anne

Lorraine Matthews  
Mealy Mountain Collegiate

## Alternate Format Materials (AFM)

The deadline for 2011-2012 applications for alternate format materials was May 15<sup>th</sup>, 2011. All applications received by this date will be processed and ready for school opening. All other applications will be filled in the order in which they are received.

The revised 2011 application as well as updated order forms for the available alternate format materials for each grade level can be found at: [www.gov.nl.ca/edu/forms/studentsupport/applications.html](http://www.gov.nl.ca/edu/forms/studentsupport/applications.html). Order forms should be stapled to the back of each application.

Please note that only those resources that a student has a physical copy of and will use during the school year can be supplied in alternate format. Feeder schools are encouraged to contact receiving schools to inquire which novels or textbooks the student will be using in the upcoming school year. If you are still unsure, note that on the application and have the receiving school send an email to [AlternateMaterials@gov.nl.ca](mailto:AlternateMaterials@gov.nl.ca) in September to request to have additional resources added to the student's list. Please do not automatically order everything available for the grade.

If you're unsure which format will suit the student's needs, please read through the article *Choosing the Best Format for Your Student*. This can be found on the URL listed above.



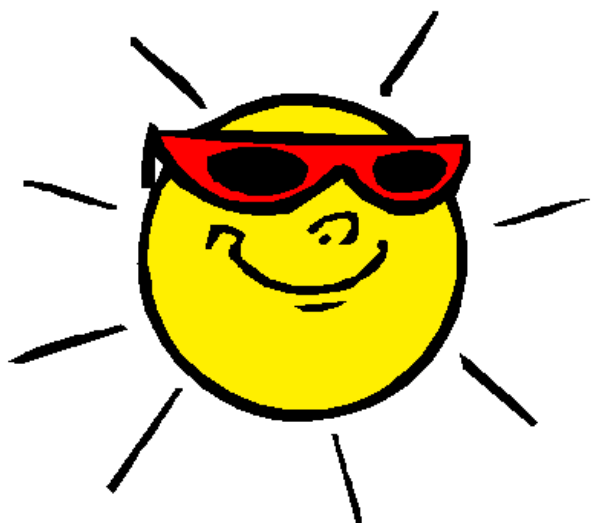
## Return of Alternate Format Materials

If students in your school received alternate format materials on CDs throughout this current school year, these materials must be returned to the alternate format materials library before the end of June 2011. Please return all CDs to:

Alternate Format Materials Library, Dept of Education, P.O. Box 8700, St. John's, NL A1B 4J6.

## Government Programs and Services Resource Booklet

As part of the Poverty Reduction Strategy, the Government of Newfoundland and Labrador has compiled *Programs and Services for Individuals and Families*. This booklet aims to increase awareness of existing programs and services for persons and families with low incomes. It describes the services available and provides contact information for each. This guide is available online at [www.gov.nl.ca](http://www.gov.nl.ca) from the link *Poverty Reduction Strategy*.



## Autism Summer Institute 2011

The Department of Education will sponsor a two day summer institute on August 1<sup>st</sup> and 2<sup>nd</sup> for 200 educators from around the province.

Training sessions will be presented by the Geneva Centre for Autism, an international leader in the development and delivery of clinical intervention services and training. The sessions will focus on positive behaviour supports and ABA techniques in the classroom. Additional details are available through your principal and school district.

## Referral Tracking System (RTS)

A new upgrade to RTS was released March 30<sup>th</sup>, 2011. Some of the highlights were:

- Assigning assessors on the referral form
- New search capability by assessor first and/or last name
- Giving transfer rights to vice principals and guidance counsellors
- Adding RTS number and school name to automated transfer emails
- New detailed report – Referrals per Individual Assessor provides detailed status information on all RTS numbers assigned to a user
- Hearing and vision screen data was moved to referral page with three different status allowed:
  - Pending – student waiting for screening (default value)
  - Refer – student needs to be referred to a doctor or specialist (do not assess until clearance given by doctor – results will be invalidated)
  - Assess – OK to proceed with assessmentUsers enter the date the screening was completed and check the appropriate box
- Numerous bug fixes and report issues were completed
- A new district administrator side to RTS was created for districts to manage RTS exclusively – issues and concerns will go directly to these people starting September, 2011. Districts will be

assigning this role in the coming months.

**Note #1:** Referral status will automatically update to **COMPLETE** when the following conditions are met:

- Each checked position on the referral page has a corresponding Summary of Time Requirements / Final Reports Section. All assessors **MUST** enter a Summary of Time in the assessment details section. **IRTs** do not write final reports, ***but must*** enter hours of involvement for each RTS number as well.
- An assessor name **MUST** be selected for each position checked. More than one assessor can conduct assessments per position, but only one name needs to appear on the referral page.
- Assessment Outcome (A) **MUST** be entered after the team identifies the student's exceptionality. (*This is a team decision, not an individual assessor decision.*)

Guidance counsellors and IRTs can still view all RTS numbers in a school by changing the default position on the main search screen to -ALL-. This will display a list of all 'In Progress' RTS numbers for the entire school and not just those referred to their position.

**Note #2:** Assessments are considered as *Complete for an Assessor* when he/she enters the Summary of Hours/Final Report and will be reflected in all reports where assessor names appear. The **referral status is only** considered complete after all assessors have entered final reports and the Assessment Outcome (A) has been entered. The referral status is reflected only in district and school reports. The referral status 'In Progress' is disregarded in all reports where assessors have entered a summary of

hours or final report. For assessors who have not yet entered this information, the referral will be considered either "Not Started" or "Assessment Begun" depending on whether at least one assessment tool has been entered in the assessment detail section.



### **Feedback**

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

Contact us at:

**Darlene Fewer Jackson**

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

**Anna Powell**

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

**Sharon Whalen**

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