

**BITTERROOT VALLEY EDUCATION COOPERATIVE
MANAGEMENT BOARD**

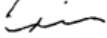
Tuesday, December 20, 2016
9:00 a.m. – Cooperative Office

AGENDA

- 1. Call to Order**
- 2. Introduce Staff Representative**
- 3. Consent Agenda**
 - A. Minutes
 - B. Warrants
 - C. Financial Report
 - D. Next Meeting – January 24 (4th Tues)
 - E. New Hire – Kayla Portlock, preschool paraeducator
 - F. Independent Contract – RoseMary Johnson, Speech Therapist
- 4. Public Comment**
- 5. Correspondence** - attached
 - A. Angela Pell, Stevensville CSCT Therapist
 - B. Kelsey Ewer, Stevensville CSCT BC
 - C. Alex Bronk, Darby CSCT BC
- 6. Board Action**
 - A. Policy Revision – 4.41 Internet Use and Safety – 2nd Reading** - see attached policy
(new): Any personally identifiable, confidential or protected health information that is exchanged electronically shall be properly protected to prevent accidental or unauthorized disclosure. Electronic documents shall be encrypted or password protected.
 - B. BVEC IT Administrator Access to District AIM**
 - C. Job Description – School Psychologist – Revised**
- 7. Information and Discussion**
 - A. Special Education Legislative Funding Bills** – talking points attached
 - B. Special Education Updates for Administrators** – flyer attached
 - C. Para educator Training – Pilot Project**
 - D. Q-Interactive App Based Assessments** – flyer attached
 - E. CSCT 90-day Financial Report**
- 8. Adjourn**

DATE: November 14, 2014

TO: Angela Pell, Stevensville CSCT Therapist
Kelsey Ewer, Stevensville CSCT Behavior Consultant

FROM: Tim Miller 

COPY: BVEC Board
Jessica Shourd, Stevensville Elementary School Principal

RE: Letter of Appreciation

This is to acknowledge and commend your outstanding effort and recognize the results of your work starting up our newest CSCT program in Stevensville.

Building a new CSCT program from scratch is difficult enough and yet you managed to work through the expected and unexpected challenges quite successfully.

You started the school year in not-quite-finished office space from a summer remodel project. Additionally, you had to juggle immediate personal leave needs and untimely technology breakdowns while learning the needs of the school, students and staff. Then there was the arduous task of building the caseload with evaluations, intakes, paperwork and billing documentation.

Building a full caseload within two months under such conditions is impressive. Equally remarkable is how you advocated for your needs and solved problems without single complaint! And feedback from school staff has been nothing but exemplary.

Your hard work set in motion a successful start and the elementary school staff greatly appreciates having you.

Thank you!

December 6, 2016

Alex Bronk

Re: Letter of Appreciation

Alex,

Thank you for your efforts to build and sustain an effective CSCT program at Darby Elementary School.

Feedback from supervisors and school staff indicate that you develop good Functional Behavior Assessments and Behavior Support Plans and implement the plans with fidelity. Furthermore, teachers report the plans are functional and realistic for them to support.

To ensure integration of Behavior Plan and Treatment Plan, you developed spreadsheet tools to monitor consistency. Additionally, you developed relationships that allow teacher buy-in to implement behavior strategies and data collection. When obstacles arise, you use a collaborative problem-solving model to develop plan revisions.

Underlying the specific performance indicators is your keen interest in listening, learning, improving. All essential characteristics to a growth mind set.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Miller', with a stylized flourish at the end.

Tim Miller

Copy: BVEC Management Board

Chris Toynbee

Chris Hughes

Steve Zieglowsky

4.41 Internet Use and Safety

All use of electronic networks shall be consistent with the Cooperative's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action. Any student who uses the Cooperative's network shall be under the direct supervision of a Cooperative staff member. Cooperative staff member shall ensure student under supervision abides by the provisions of this policy.

Acceptable Use – Access to the Cooperative's or member District's electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the Cooperative; or (b) for legitimate business use.

Unacceptable Use – Unauthorized downloading of software, regardless of whether it is copyrighted or devirused; downloading copyrighted material for other than personal use; using the network for private financial or commercial gain; hacking or gaining unauthorized access to files, resources, or entities; invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone; using another user's account or password; posting material authored or created by another, without his/her consent; posting anonymous messages; using the network for commercial or private advertising; accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; initiating or forwarding chain email messages; setting up or updating personal electronic social networking websites using the Cooperatives' or member districts' computers, network or equipment.

Employees who set up personal websites or webpages on personal time and on personal computers do so at their own risk and are strongly encouraged to keep their personal webpages private and to prevent students and the parents of students from accessing their personal webpages.

Copyright Web Publishing Rules – Copyright law and Cooperative policy prohibit the republishing of text or graphics found on the Web or file servers, without explicit written permission. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

Use of Electronic Mail – The Cooperative reserves the right to access and disclose the contents of any account on its system without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.

Electronic messages transmitted via the Cooperative's or member District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the Cooperative or member District. Great care should

be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this Cooperative. Any personally identifiable, confidential or protected health information that is exchanged electronically shall be properly protected to prevent accidental or unauthorized disclosure. Electronic documents shall be encrypted or password protected. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited, unless the user is certain of that message's authenticity and the nature of the file so transmitted.

Use of the Cooperative's/District's network and electronic mail system constitutes consent to abide by this policy.

Internet Safety – Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed herein, and will otherwise abide by this policy.

The Cooperative and member Districts have a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and determined by the Director or respective Superintendent.

TITLE: **SCHOOL PSYCHOLOGIST**

CLASSIFICATION: **LICENSED**

QUALIFICATIONS: Must possess a State of Montana Class VI Specialist Certificate.

REPORTS TO: The School Psychologist shall report to the Co-op Director.

FUNCTION: Provide assessment and evaluation for special education eligibility. Develop and implement direct interventions to students. Consult and collaborate with parents and school staff to facilitate provision of services to students including the following areas.

GENERAL DUTIES:

- Actively participates in staff meetings and offers constructive feedback and suggestions.
- Demonstrates ability to critically analyze job performance, respond to feedback and seek training and resources to improve service to students.
- Demonstrates high quality of work, including accuracy, neatness, thoroughness, punctuality, time management and technical expertise.
- Follows organizational master contract, policies, procedures, practices and professional ethics.
- Demonstrates adaptability to meet changing conditions and technology and positively respond to new opportunities, practices, and program improvement procedures.
- Understands and appropriately interprets the public law, rules, procedures, and best practices as they relate to students with disabilities.
- Demonstrates ability to consult with school personnel as needed and interacts in a positive manner with co-workers, school and community agency personnel.
- Exercises initiative and good judgment and demonstrates effective problem solving skills.
- Participates, as required, in school wide improvement plans.
- Treats all matters of students' disabilities and Co-op business in a confidential manner.
- Demonstrates ability to supervise and direct students as needed.

SPECIFIC DUTIES:

- Demonstrates strong knowledge of standardized, curriculum and functional based assessments and performs comprehensive student evaluation to efficiently and accurately assess skill deficits and strengths for RTI and Evaluation and IEP teams.
- Writes succinct comprehensive evaluation reports and concisely presents information in parent friendly terms.
- Collaborates with various education teams (e.g., IAT, RTI, IEP, 504) and helps identify, develop and implement researched based interventions directly related to assessments.
- Participates in Evaluation Team meetings by offering assistance and clarifications on eligibility, legal issues, supports and services.
- Regularly consult with school staff to facilitate implementation of intervention strategies, help develop data collection for progress monitoring and analyze data to determine students' progress on IEP goals.
- As member of the Evaluation Team collectively determine if a disability exists and what special education or related services are necessary to meet the child's educational needs.
- Assists in coordinating and/or conducting functional behavior assessments that are comprehensive and contain necessary elements to develop effective positive behavior intervention plans
- Works closely with parents, school and mental health staff to develop clearly written behavior intervention plans that address key elements of the assessment (setting events, antecedents, function, skill building).
 - Identifies cases and systematically coordinates behavior intervention plans between IEP and CSCT when students receive both services. Supports training and use of same plan formatting.
- Provide support and coaching for school teams implementing system-wide positive behavior supports.
- Participates on IEP teams and assists in developing behavior and learning interventions and goals.
- Provides support services to student(s), individually or in a group, through counseling and social skill training.
- Assists parents in understanding special education process and procedures and for parents new to special education, explains assessment results before CST meeting.
- Understands and assists IEP team in conducting Manifestation Determination.
- Assists schools with traumatic events by participating in crisis management planning and response.
- Completes other such duties as assigned by the Co-op Director or Assistant Director.

*The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) both allow for reasonable workplace accommodations for qualified employees in need of such accommodations. While some duties may be modified for a qualified employee upon written request and agreement, all duties described in this job description are considered essential.



MCASE Advocacy Talking Points

2017 Legislative Session



Montana Constitution, Article X, Section 1: Equality of educational opportunity is guaranteed for each individual.

20-9-309 MCA: The legislature shall consider the needs of isolated schools, the needs of students with a disability, the ability of school districts to attract and retain qualified educators and other personnel, and reflects the costs associated with providing for that system including self-executing mechanism for inflationary adjustments.

K-12 Vision Group Statement: Ensuring success in recruiting and retaining quality teachers and administrators, and mechanisms to guarantee the state's share of special education is annually adjusted for inflation.

Talking points for Special Education Funding Proposals – Special Education Inflationary Funding and Special Education Cooperative Funding – Bill Drafts:

[HB 32](#) (Both Inflation and Coop Funding 2019 Biennium), [HB 31](#) (Inflation 2019 Biennium), [HB 33](#) (Coop Funding 2019 Biennium), [LC0166](#) (Inflation in Formula) and [LC0165](#) (Coop Funding 2019 Biennium)

- Funding has not met the needs for mandated services (Adequacy Issue).
 - There are growing numbers of students with significant needs including mental health, medical, and autism.
- Students with disabilities must be provided equitable access to services (Equity Issue).
- Schools need the ability to attract qualified personnel.
- Special Education funding has unanimous support of all SAM affiliates through the SAM Delegate Assembly Process– MCASE, MASS, MASSP, MAEMSP, MACSS, META.

Talking Points for Special Education Inflationary Funding ([HB 32](#), [HB 31](#), [LC0166](#))

- Increases to Special Education Funding have been inconsistent and not proportionate to the increased need for services.
- Funding has not met the needs for mandated services (Adequacy Issue).
- The lack of consistency of adequate special education funding has created a growing discrepancy between special education funding and general education funding. This discrepancy causes reductions to general fund programming in order to meet mandated special education services, thus impacting all students (Equity Issue).

Talking Points for Special Education Coop Funding ([HB 32](#), [HB 33](#), [LC0165](#))

- Need for adjusting the Special Education Cooperative funding distribution – this formula hasn't been updated since 1992 and ongoing costs have increased significantly through that time. (Adequacy Issue)
- Equitable treatment of rural districts who received special education services for students through Montana's special education coops (Equity Issue).
(MCA 20-9-309 requires meeting the needs of isolated schools and students with disabilities)

Special Education Updates for Principals

Sponsored By

BVEC

With Guest Presenters

Megan Morris of Kaleva Law Office and Linda Maass of MAEC

When: Friday, January 13, 2016, 9:00 am - noon

Where: BVEC Office

Interactive Discussion of Topics:

CSCT

Paraeducator Training

Nursing Services

10 day Disenrollment Rule

Significant Needs Students

Parent Attorneys at IEP Meetings

Evaluations

IEP Issues

Prior Written Notice

In school vs. Out of School Suspensions

Q&A



PARAPROFESSIONAL TRAINING

Funded by WM CSPD

Concerned about paraprofessionals understanding confidentiality? Tired of listening to General Education teachers complain about the role of paraprofessionals in their classrooms?

WMCSPD is offering customized paraprofessional training to meet the specific needs of your school and staff. Training is based on the *Paraprofessional Academies*. Each curriculum topic can take from 6 to 15 hours to complete. * Customized training must include at least Instructional Teamwork and Behavior Management modules.

CSPD Paraprofessional Academy

Curriculum Topics

1. Instructional Teamwork*	12. Significant Health Support Needs
2. Orientation to Special Education	13. Autism Spectrum Disorders Academy
3. Interpersonal Skills	14. Assisting with Phonics & Phonemic Awareness in the classroom
4. Personal Growth and Development	15. Assisting with Reading Fluency in the Classroom
5. Student Supervision	16. Assisting Vocabulary & Comprehension in the Classroom
6. Instructional Strategies	17. Assisting with K-4 Math in the Classroom
7. Behavior Management*	18. Number Theory & Rational Numbers
8. Instructional Technology	19. Algebraic Concepts & Spatial Relationships
9. Life Skills	20. Orientation to Bilingual Education
10. Significant Communication Support Needs	21. Language Development and Acquisition
11. Significant Supports for Challenging Behavior	22. Instructional Methods for Second Language Learners

Funding is limited. If your school needs training for paraeducators, contact:

Cass Rocco
 WMCSPD
 Program Coordinator
programcoordinator@wmcspd.org

I. INSTRUCTIONAL TEAMWORK ACADEMY (15 hours)

Module A. Building the Team Relationship (3 hours)

- 1) Recognize effective and disruptive characteristics of team communication.
- 2) Know the characteristics of effective team functioning.
- 3) Identify levels of decision making in teams, schools, and districts.
- 4) Recognize own strengths and weaknesses as a team member.

Module B. Roles and Responsibilities of Paraeducators and Other Team Members (4 hours)

- 1) Differentiate between paraeducators' and professionals' roles and responsibilities.
- 2) Recognize the ethical and legal responsibilities of paraeducators (e.g. maintaining confidentiality, reporting child abuse).
- 3) Know the role of paraeducator to lead students toward increasingly independent behaviors.

Module C. A Team Approach to Classroom Instruction (4 hours)

- 1) Identify the components of an effective direct instruction lesson.
- 2) Recognize the characteristics of an effective cooperative learning lesson.
- 3) Know the value of peer-teaching.
- 4) Know how to follow a written lesson plan.
- 5) Know the rationale of cognitive modeling and coaching.

Module D. A Team Approach to Behavior Management (4 hours)

- 1) Know basic principles of behavior modification.
- 2) Recognize the need for functional assessment of behavior.
- 3) Know how to establish basic rules, procedures, and routines with students.
- 4) Know basic principles of communication with students.
- 5) Know basic management strategies for minor behavior problems.

VII. BEHAVIOR MANAGEMENT ACADEMY (15 hours)

Module A. Teaching Rules and Expectations (6 hours)


- 1) Explain how to establish rules, routines, and procedures for students.
- 2) Demonstrate how to teach rules, routines, and procedures for students.

Module B. Understanding Behavior (3 hours)

- 1) Define behavior.
- 2) Identify the motivations behind behavior.
- 3) Demonstrate how to teach and reinforce desired behavior.

Module C. Behavior Management Strategies (6 hours)

- 1) Explain how to manage your own behavior.
- 2) Demonstrate how to use a variety of management techniques.
- 3) Explain how to establish positive and proactive behavior supports.
- 4) Explain how and when to use natural and logical consequences.
- 5) Explain how and when to use reinforcements and motivational strategies.
- 6) Identify the role of the paraeducator in behavior support.



Pearson Q-Interactive

Webinar

For School Psychologists and Special Education Case Managers

When: November 30, 2016, 8:30 am - 12 noon

Where: BVEC Conference Room

* www.qiactive.com

Q-Interactive is a web-based testing application that allows School Psychologists and Special Education Case Managers to quickly and efficiently administer academic tests to students in school. Staff will learn:

- Logging on to the site
- Creating Assessment Sessions
- Walking through subtests
- Administering academic and psychological tests