

**BITTERROOT VALLEY EDUCATION COOPERATIVE
MANAGEMENT BOARD**

Tuesday, March 28, 2017
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. Resignations
 1. Laura Gardner, CSCT Behavior Consultant, Florence (end of contract year)
 - D. Next Meeting – April 25
- 4. Public Comment**
- 5. Correspondence - attached**
 - A. Steve Zieglowsky – CSCT Clinical Supervisor
 - B. Karen Gideon – Speech Therapist, Stevensville, Lone Rock
- 6. Board Action**
 - A. **2017-18 Proposed BVEC Calendar - attached**

Recommendation: Approve calendar
- 7. Information and Discussion**
 - A. **Special Education Records – Annual Notice of Destruction – attached**

Notice and letter attached. Separate copies emailed.
 - B. **Suicide Prevention**

Steve will update on progress and how to evaluate how your district is doing.
 - C. **Update on on Para Professional training**

Discuss survey needs assessment and training options for next year. Working with Region V CSPD to bring in a trainer of trainer model for districts to have their own para trainers (teacher/para team).

D. Region V CSPD Summer Institute – separate flyer

8. Adjourn

From: LAURA GARDNER [mailto:gardnerl@florence.k12.mt.us]

Sent: Monday, March 20, 2017 1:12 PM

To: Tim Miller <millert@bvec-mt.org>; Chris Hughes <hughesc@bvec-mt.org>

Subject: Next year

I am writing this email to let you know that I plan on moving to Minnesota this summer, and therefore will not be returning to Florence-Carlton for another school year. I will continue to fulfill my role as BC through the end of this school year, June 9, 2017. I will be available to work summer program hours in June if needed.

Thank you for the opportunity to work for BVEC. I have enjoyed my time at Florence.

Laura

March 10, 2017

Steve Zieglowksy
216 Marcus Street
Hamilton, MT 59840

Dear Steve,

Congratulations, I was delighted to see that you were the recipient of the 2017 *Research Award* presented by the Montana Council for Exceptional Children.

The award recognizes professionals in the field that have made significant contributions to the education of children and youth with exceptionalities. Your work in developing suicide prevention and crisis response protocols required extensive research on existing studies and best practices.

Additionally, you conducted multiple training sessions for state policy personnel and school districts inside and outside our cooperative. Outcomes included: risk assessment interview protocols, use of technology to improve crisis response, training and resources for school health education teachers, and recorded and posted webinars including the OPI teacher learning hub.

As our CSCT Clinical Supervisor you have juggled a demanding schedule while working on these protocols and procedures that have benefitted our member school districts and districts across the state.

Thank you for your dedication to your work and to the students, families and schools you serve.

Sincerely,



Tim

Copy: BVEC Board
Personnel file

March 7, 2017

Karen Gideon
709 S. Third Street
Hamilton, MT 59840

Dear Karen,

This is to express my great appreciation for facilitating the acquisition of the Tobii Dynavox augmentative communication device for the Stevensville preschool child.

You, and the other Speech Language Therapists, do an amazing job enabling communication for students with tablets and related communication apps for our students. This communication device required additional research, trying out equipment and writing a successful proposal for funding, Then more study, programming and training. I can imagine many of these hours were outside the typical workday.

The preschool student has begun to utilize the communication device with eye gaze technology and is it opening a new world of communication for her. Acquiring and integrating the Dynavox device really went above and beyond. Thank you.

Sincerely,

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

Tim Miller

Copy: BVEC Board
Personnel file

2017-2018 DRAFT BVEC Calendar

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Contract Days: 3
Total Days: 3

Contract Days: 19
Total Days: 22

Contract Days: 22
Total Days: 44

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Contract Days: 19
Total Days: 63

Contract Days: 16
Total Days: 79

Contract Days: 21
Total Days: 100

Contract Days: 19
Total Days: 119

March						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Contract Days: 22
Total Days: 141

Contract Days: 19
Total Days: 160

Contract Days: 22
Total Days: 182

Contract Days: 5
Total Days: 187 **

****Full Time staff may propose an individual work calendar for PT Conferences to fulfill one or more contract work days**

Important Work Dates:

CSCT PIR Days 8/17 & 8/18
All Staff Meeting 8/30
October PIR 10/19-10/20
All Staff Meeting 5/23

Holidays

Labor Day- 9/4
Thanksgiving-11/22-11/26
Winter Break-12/23-1/1
MLK Day - 1/15
President's Day-2/19
Spring Break-4/20-4/23
Memorial Day-5/28

TO: Superintendents



FROM: Tim Miller

COPY: Speech-Language Pathologists, Special Education Case Managers, Special Education Secretaries

RE: Annual Destruction of Old Special Education Records – Please forward to individuals in your district who are responsible for destruction of special education records

DATE: March 28, 2017

When a student graduates or is exited from special education, the special education records are no longer needed and must be destroyed at the request of either the former student at the age of majority (18 years) or parents whenever they retain legal custody of student.

If the student or parents do not request that special education records be destroyed, the district must retain the records for a minimum of seven years. After seven years, the district must make reasonable effort or good faith effort to provide former students and parents with sixty-day notification before the destruction occurs.

Following is a news release that will be published in the Stevensville Star on **March 29**. This will qualify for the records destruction notice requirement. **After sixty days, (May 29), your district may destroy records for students that have graduated after seven years.** Speech Therapists may destroy stand-alone speech therapy records after seven years since last date of service. After seven years includes the **2010-11 school-year** and earlier.

Additionally, there must be a good faith attempt to contact the prior student. A documented phone call or letter to last known phone number or address, in addition to the public notice, will meet the requirements of good faith effort. See attached sample letter for prior student.

**NOTICE
DESTRUCTION OF
SPECIAL EDUCATION RECORDS**

Bitterroot Valley Education Cooperative member school districts; Darby, Florence-Carlton, Lone Rock, Stevensville, and Victor will soon destroy confidential special education records of former students who graduated over seven years ago. Speech-Language Therapists will destroy Speech and Language records of students who were discharged from services over seven years ago. Parents or former students at least 18 years of age may contact the appropriate school district central office within sixty days of this notice if they wish to review the files or obtain copies. Persons having questions about this process or their rights under this section may contact the Bitterroot Valley Education Cooperative at 777-2494 ext. 112 for assistance.

(Sample letter to last known address: put on District letterhead)

Date

Student's last known address

RE: Destruction of old special education records

Dear _____;

I'm writing this letter to inform you that the _____ School District has special education records pertaining to you and intends to destroy these records if we do not hear from you within 60 calendar days. Under the Family Educational Rights and Privacy Act (FERPA), school districts can initiate procedures to destroy special education records in their possession five years after termination of all special education services or after the student has completed his entire education program. The school district is required to notify parents or the student (if the student is 18 or older) 60 days in advance of the destruction of these records. You have the right to request these records if you so choose.

If you would like these records, please contact me by (count off 60 days from the date you mail the letter – registered receipt).

For your information, the _____ School District will maintain in perpetuity an enrollment card, which may contain:

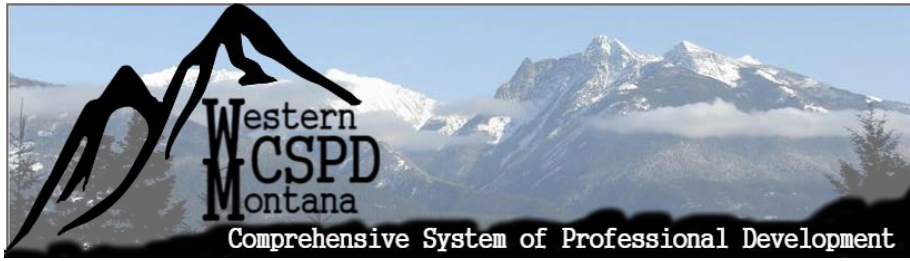
1. the dates in which you were enrolled and withdrew
2. the type of special education services you were provided
3. the disability category under which you were provided these services
4. the date in which the records were destroyed or released to you

I would be happy to meet or talk with you if you have any questions.

Sincerely,

(District Representative)
(contact information)

copy: File



PARAPROFESSIONAL TRAINING

Pilot Project

Funded by WM CSPD

Project:

Between January and April 2017, the Bitterroot Valley Education Cooperative will coordinate Para-Professional training in four BVEC member school districts (Darby, Stevensville, Lone Rock and Florence).

Topics and Curriculum:

The topics will include; 1) Instructional Teamwork and 2) Behavior Management. Content will utilize the CSPD Paraprofessional Academy curriculum and will be consolidated to fit within the release time allowed in the calendar.

Presenters and Evaluation:

Ruth Blacketer, retired special educator, will be the primary presenter with support from Tim Miller, BVEC Director, as needed. Participants will complete the standard CSPD evaluation survey to assess effect of training and assist in planning future trainings. Blacketer and Miller will summarize their observations and recommendations for WM CSPD Executive Council.

Locations and Times:

Participating Districts	Training Location	Times	Dates	Hours
Stevi	Stevensville	2:45-3:45	1-25, 2-22, 3-29, 4-26	4
Darby	Darby	2:00-4:00	3-1, 3-8	4
Florence	Florence	12:30-3:30	1-20	3

One-day to two-day August PIR training dates and additional early-out trainings will be investigated for 2017-18.

1. Florence - January 20th -
10 paras & 3 sp ed teachers k-12

2. Stevensville, January 25th
13 paras

3. Stevensville, February 22
12 Paras - 5 teachers - 1 ?

4. Darby, March 1
11 Paras

5. March 8 - Darby 2:00- 4:00
10 Paras - 2 teachers

Content	4 Strongly Agree	3	2	1 Strongly Disagree
1-overall	11 8 10 8 6	2 5 8 3 6		
2-content & needs	9 3 4 5 6	4 7 7 5 3	3 6 1 2	1 1
3 apply learning	10 5 3 6 6	3 7 8 4 5	1 7	1 N/A 1
4 activities discussion useful	11 5 4 7 4	2 8 9 2 6	5 2 2	
Process	4	3	2	1
1 trainer & interaction	10 7 6 7 10	3 6 9 2 2	3 1	1 N/A 1
2 materials & learning	6 4 7 5 3	7 8 3 5 6	1 8 1 3	
3 time appropriate	10 7 4 6 5	3 6 5 5 6	7 1	2
4 recommend to a colleague	YES 13 12 12 8 8	NO 1 3 2 3	no answer 3 2	Maybe 1
Knowledge	4	3	2	1
1. enhanced understand of topic	7 4 4 3 2	6 8 8 7 8	1 5 1 2	1 1
2. learned new skills to apply	6 4 2 5 3	4 8 6 4 6	3 1 7 2 3	1 1 N/A 2

Ways you can use this information:

- Improve communication w/ teachers & others,
- Make the time to collaborate, understand your role,
- Know what confidentiality is,
- Define expectations (understand IEP goals), be more positive.

OTHER COMMENTS

1. Great, Thanks ..helpful future programs: behavior , gen ed expectations communication, common definition of roles, gen ed teachers at the table, more time.
2. Consortium info terrific, Communication with others (para /teachers), behavior management, video/discussion would be helpful, more video-book resources.

3. Have all paras present, meetings should be with teachers, *tools for paras to communicate*, take data & behavior help.

If paras are to provide Direct Instruction- then teach them to do it.

If they are to modify assignments - then make sure they know what is in the IEP and teach them what is important.

4 Opportunity for advancement, need a living wage, content for new paras, day for paras to vent and complain, didn't learn anything, on line training, more training on mental health, have admin present, behavior strategies & behavior management, more time for preparation.

5. Thank you more clear today & better ppt. More time on behavioral issues, incentives for paras, add colors, sound, clips, time, MANDT for our school, time to communicate with teachers, situational conflict resolution, training in specific disabilities.

Tim's notes in discussion in Darby:

The common theme is nuts and bolts strategies that they can leave with immediately use with specific student conditions and attributes:

1. Direct instruction and strategies for students with LD, ADD and Autism;
2. Engaging withdrawn and passive students;
- 3 Behavior support including de-escalation techniques;
4. Understanding how to work with students who have mental illness/emotional conditions including underlying trauma (high ACES scores) so as to avoid triggers.