

**BITTERROOT VALLEY EDUCATION COOPERATIVE
MANAGEMENT BOARD**

Tuesday, November 22, 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 – December 20 (move from 4th Tues to 3rd Tues)
- E. New Hires

4. Public Comment

5. Correspondence – letters of appreciation - attached

- A. Angela Pell, Stevensville CSCT Therapist
- B. Kelsey Ewer, Stevensville CSCT BC

6. Board Action

A. A. Policy Revision – 4.41 Internet Use and Safety – 2nd Reading - attached

(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. Job Description – School Psychologist – Revised – attached

- 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).
 - *(new:) 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.*

7. Information and Discussion


A. CSCT 90-day Financial Report

B. Q-Interactive App Based Assessments

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!

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.

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.



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