

“Kid Talk” Sessions (submitted by Silvana Melatti – Student Success Teacher/School Lead)

-teachers, Math facilitator and administrator involved with the project participated in “Kid Talk”

- Student Success teacher facilitated

-these act as on-going monitoring of current student achievement (academic, socially and emotionally) and engagement

-teachers, math facilitator, Principal and Student Success teacher engaged in conversation about each learner involved in the project

-student success teacher acted as liaison between administration, teachers and school’s student support staff

-if student achievement improved, understanding how it improved and how instructional practices and/or strategies had been adjusted to meet the needs of these students were identified/determined through this open discussion

-these sessions allowed the team to support in an ongoing manner, student’s social-emotional needs and attendance support strategies

-initial sessions allowed working with the team in getting to know each learner (i.e. strengths & needs, social-emotional background, learning style, identifying and/or planning instructional strategies for their success), these profiles were altered on an ongoing and as needed basis

Barton's Learning Profile (Sample)

	PROFILE			INTERESTS			READINE SS		
Name	Special Education Identification	First Language/ Stage of Language Acquisition	Social-emotional, cultural, Information	Learning Style/ Intelligence	Interests	Strengths/area requiring support	Accommodations	Assistive Technology	Misc Academic data (OSSLT, EQAO, etc.)
John Doe Age=16 T.C.=5.5	IEP Identified as CL-Ex	English	Mother has sole custody -see Jane Doe for further details	<u>MI</u> Musical=5 Body=4 Intra=3.86 Spatial=3.57 Inter=2.14 Linguistic=1.71 Logic=1.57 Nature=1.29	Enjoys playing soccer and football. Taught himself how to play guitar. Enjoys playing video games.	Strengths: -visual-motor integration -creativity -oral language -divergent thinker -recall sequenced main ideas heard Areas of need: -auditory memory -visual memory -reading comprehension -math -spatial analysis -directionality -attention and focus -organization -self-management	-concrete materials -short explicit instructions, reword, repeat and drill often -provide copy of lesson notes in high content subjects -use of colour, highlighter -focus on meaningful and relevant information -use of graphic organizers -encourage computer word processor with spell check -calculator, number fact sheets, data sheets -alternate work area -proximity to teacher -reduce distractions and sensory overloads -allow alternatives for written tests -provide recognition vs. recall format -chunk assignments	-has own laptop	-5 credits earned as of Dec 09 -significant attendance issues -French exempt -Barton is second school -midterm marks only one a pass

Grade 10 In-Risk List (Sample)

Last Name	First Name	Community Involvement	Total Credits	Individualized Timetable	Strength & Needs-based profile	Education/Career Pathway planning Supports	Caring Adult	IEP	ELL	OSSLT	At-risk profile <i>*IEP – Individual Education</i> <i>*NE – Non-Exceptional</i> <i>CAP – Central Auditory Processing</i> <i>*LD – Learning Disability</i> <i>*MID – Mild Intellectual Disability</i> <i>Crestwood – System Alt-Ed program</i>
1. Doe	John	Y	13	√	√	√	Teacher A	Y			*LD-Communication-Refer to IEP -attendance concerns, responds positively to one-on-one suppcc specialized timetabling, prefers to sit at front of classroom
2. Student	A		11.5	√	√	√	Teacher B	Y	Y		*LD- Intellectual-Mild Intellectual Disability-Refer to IEP-Meets with Mentoring EA -Essent Level programming, high interest in music, attendance issues, encourage access to resource support
3. Student	B		13	√	√	√	Teacher C			Y	Attendance concerns. Attempting to change attendance patterns this semester. Taking an ILC course to make up for lost credits.