Collaboration within a Student Support Services Network

Jill Annable, Assistant Superintendent of Catholic Schools
Missy Meighan, St. Thomas the Apostle School
Emily Hoffman, West Catholic High School

2017 Mustard Seed Project
What is your role within Catholic schools?
Do you have someone specifically designated for resource services in your building?
Does someone in your building have a special education degree or background?
How could you gain from networking systematically throughout your diocese?
Figure A: Integrated Support System for Student with Disabilities in Catholic Schools (Boyle, 2016)
Diocesan Level: Supports and Services

“Without a sense of explicit organization, there is a risk of creating a series of school-based programs that are operating in silos. In order to avoid creating “pockets of innovations” where some schools are developing programs and others are struggling to create programs, there needs to be a way to identify and share approaches to instructional supports for students with disabilities (i.e. resources, special education consultants, network types of systems to work among the Catholic schools in a diocese)...”

-- NCEA Exceptional Learners White Paper: One Spirit, One Body
“Diocesan offices of Catholic education can be in an important position of facilitating new kinds of collaboration among schools.”

-- NCEA Exceptional Learners White Paper: One Spirit, One Body
In an ideal world...
What does this look like?
Jill Annable, Assistant Superintendent of Catholic Schools

- Attended schools in the Diocese of Grand Rapids
- Teaching experiences in public and Catholic schools
- Spent the first two months in this role visiting each school and asking many questions
- **What I noticed:** We have come a long way in the last fifteen years, but we have so much further to go.

* Aha!

*Put everyone in the same room!*
Missy Meighan, Director of Educational Support Services

- PK-8 school with an enrollment of 350
- 2 full time teachers plus 60 hours/week parapros
- Caseload of 27 plus early intervention
- 4 students currently with alternative curriculum
- Fully inclusive - everyone welcome
- Been working toward this goal for 10 years
- Direct student support(50%) administrative(50%)
Emily Hoffman, **Director of Academic Support**

- Both administrative role and classroom teacher (ASC)
- Direct student contact providing interventions, strategy support, accommodations, etc.
- Currently service 42 students. 2012 we serviced 26.
- Have a team including a shared time special ed. certified teacher and two part-time teaching cert. Aids
- Collaborate with the Director of Student Services at Catholic Central.
- In the preliminary stages of offering alternative routes to a diploma for students requiring more extensive curriculum/class modifications.
Diocesan Student Support Services Network

- **Who:** Representatives from each school
- **When and where:**
  - Monthly in-person meetings
  - Email Google group
  - Meeting notes/agendas in shared Google doc
  - Google Classroom for shared resources and communication
- **Goal:** Share best practices & agree on some common structures and procedures
PreK-12 System to Track Personalized Learning Plan (PLPs)

- Students are flagged in Infinite Campus (Student Information System) when they have a PLP
- All the students’ current teachers and administrators can see the PLP
- Teachers track modifications of coursework by adding comments to assignments in IC
- Records moves with student from K-8 to 9-12
Google Classroom

Members of the Student Support Services Network collaborate within Google Classroom as members of a “class” set up by the “teacher” Jill Annable

- Discussions
- Pose Questions
- Share Resources
- Calendar
- Meeting Notes
- Diocesan Documents
How might your schools break away from individual silos to form a network of student support services?