

## The Process

- All learning staff were invited to participate in confidential interviews.
- 44 staff volunteered from 4 schools.
- Participants were asked to “Think ahead 3-5 years and if you were hovering over this school district looking down, what would you like to see?”
- Staff also responded to:
  - What is working for student learning? For staff?
  - What do you believe you need to grow your practice in meeting the diverse needs of learners?
  - What are some roadblocks and solutions you see moving forward?

## What do you want to see in 3-5 years?

- **Emerging Themes:**
  - ✓ Greater Collaboration
  - ✓ Enhanced Sense of Community
  - ✓ Communication
- **Additional Themes:**
  - ✓ **Class Reviews**
    - School-based process which focuses on strengths & needs of classroom and teacher(s)’ goals for the class.
  - ✓ **Collaboration**
    - Noted as a ‘strength of the district’.
    - Collaboration time in staffing made visible.
    - Goal of collaboration about student learning which jumps off of collaborating to plan activities.
    - Time to collaborate with EAs as well.
    - Build collaboration time into professional learning days.
  - ✓ **Inclusion**
    - Where are we now on a shared definition of inclusion?
    - Strong support for the philosophy of inclusion.
  - ✓ **In Class Support**
    - Role of EA and LRT.
  - ✓ **LRT Role**
    - Shift in role is positively perceived.
  - ✓ **Technology to Support Learning**
    - Use, training, and infrastructure

- Continue to grow the Integrating Technology Team.
- ✓ **IEPs**
  - Process is working well; suggestions for improving.

## Where are we now?

- Many Thanks to the District Focus Group:
  - Karen Marsden, Keith Greenhalf, Shane Douglas, Barb Mark, Jaime Sing, Joe Baron, Ric Bardati, Heather Dennill, Terry Taylor
- District Focus Group will continue to meet to continue the discussion on short and long term goals, actions, and recommendations.

## Goals and Actions: Class Reviews

- Recommend as a school and district process.
- **Short Term:**
  - Focused professional learning on class reviews.
  - Set goals for the class.
  - Review over the school year.
  - Use information to determine support allocations and services (LRT, EA, PVP, Counselling, SLP, OT, PT).
- Implement or build and strengthen Class Reviews in 2016-17.
- **Long Term:** Class reviews become a practice in SD 10. Once in the Fall, during transitions and as needed.
- Recommend as a school and district process.

## Goals and Actions: Collaboration

### School-Based Short-Term:

- LIF Guidelines clarified at first staff meeting - conversations with EAs at each school prior to implementation of LIF time.
- Flexibility around EA and LRT scheduling to accommodate needs as they arise.
- P& VPs to provide monthly agenda space for LRT, Ab Ed, Counselling to increase communication, knowledge, and awareness.
- LRTs to inform consultants of classroom teacher goals for the class.

## Goals and Actions: Communication

- LIF Guidelines clarified at first staff meeting - conversations
- Publicize Student Services: Setting Directions and Strategic Planning document.
- First Staff Meetings:
  - Define roles so all are on the same page, definition and goals of inclusion, safety/behavior plans, SBT, IEP accommodations, assessment, red binders, role of the EA (source: BCTF document)

## Goals and Actions: Inclusion

- **Short Term:** P & VP, LRT review with all staff at staff meetings the BC Ministry of Education definition of inclusion:

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.
- In determining what works best with individual students in the moment, look at ways the goals, environment, assistance, materials, presentation, and assessment can be adapted before considering removing the student. The other part of this balance is that some students need pauses and/or opportunities to practice, role-play, and rehearse in small groups.
- September Staff Meetings – Communicate about safety and/or behavior plans, inclusion, short-term assignments until class reviews.
- Staff Meeting Agenda Item Each Month: Classroom teachers and non-enrolling teachers, EAs can share the results of collaborative planning and teaching, share timely information about consultants service plans, IEPs, etc.

## Goals and Actions: Learning Resource Teacher & Education Assistant Support

- **Mission Statement:** People recognize and value colleagues' talents and strengths as an inclusive team.
- **Short-Term:**
  - Review LIF minute guidelines.
  - Desire to work more effectively with EAs which includes collaboration as a classroom and LRT Team, weekly EA meetings with LRT, School-Based Team,
  - Non-enrolling teaching roles (LRT, Ab Ed, Counsellor) defined at first staff meeting.

## Goals and Actions: Technology to Support Learning

- **Short-Term:** Explore collaboration around technology in classrooms e.g. GLOWS, Integrating Technology Team, coding projects, classroom projects.
- **Long-Term:** Continue to purchase laptops for classroom use.

## Goals and Actions: Assessment

- **Short-Term:** Early Literacy Screener is valued by primary teachers as one of the classroom assessments. Request for release time for this purpose will be reviewed at the District level. Other methods of providing time for this assessment are currently in place and will be considered going forward.
- Classroom assessment – The district will provide professional learning opportunities focused on formative assessment in alignment with the redesigned curriculum. Focus on: 'so I've done this, now what?'
- Create opportunities through collaboration, inquiry, and mentorship to focus on using district and classroom assessments to inform learning in the classroom, monitor progress, and identify next steps for learners and teachers.

## Goals and Actions: IEPs

- Short-Term Goals: Continue to support the processes that are working for IEP development

including involving intermediate and secondary students, classroom teachers, and education assistants.

- LRTs support teachers in creating and monitoring short-term measurable goals for units, classroom goals, etc.

## Goals and Actions: Roadblocks and Solutions

### Belief Systems and Culture:

- All educators take ownership for every learner in their school.
- The district strives to address the needs of all professional learners.
- Focused Learning Services staff meetings so that all critical information is shared in a timely way with opportunities and support for co-planning and problem-solving.

### Professional Learning:

- In collaboration with the Educational Transformational Committee, co-plan district professional learning days to support both presenters facilitating learning and time for collaboration and planning.
- EAs join teachers for collaborative, educational-focused learning days.

### Money/ Budget:

- P and VPs – Ensure transparency around school-based budgets.

## Student Services Review: Setting the Direction

- These goals came from the voices of the staff of School District No. 10 (Arrow Lakes).
- There is a need for stability and predictability for staff in implementing and continuing to address the needs of our diverse learners. These goals provide both and should serve as a compass for direction forward for the next 3-5 years.
- This could not have happened without the commitment and dedication of the SD No. 10 (Arrow Lakes) learning staff.
- Recommend that the focus group comes together in 2016-17 to see how we are doing.



**SDIO** SCHOOL DISTRICT 10  
ARROW LAKES  
World Class Learning in a Rural Environment

# Student Services Review

## Setting Directions

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