

# SSAAM Responses to Guiding Questions

Wednesday Nov. 30

## 1. Thinking about a potential roadmap in your context:

### a. What **Readiness** activities are you currently engaged in? Which are important in your context?

#### i. Critical partners for collaboration and establishing priorities

- ✓ We have spoken to our admin team several times
- ✓ Divisional committee in place
- ✓ Critical Partners are identified and have different levels of involvement
- ✓ have twice gone to every school staff meeting and updated them on the current situation and the forthcoming change.
- ✓ We have answered preliminary questions, but we were waiting for information from the Provincial SSAAM conference to help guide our action plan moving forward.
- ✓ Walkthroughs of families of schools have taken place
- ✓ Creating teams to facilitate this transition and providing time for PD and meeting time will require \$\$\$. We have not budgeted for this

#### ii. Consultation with stakeholders

- ✓ sitting with the core group and identifying critical partners that we may have overlooked
- ✓ At least two consultation meetings are planned between Jan and March 2017
- ✓ World Café with stakeholders
- ✓ Has not occurred yet
- ✓ Conversation with school teams about needs and resources is necessary – not done yet
- ✓ Will be establishing advisory teams including all stakeholders
- ✓ Need to share rationale with all stakeholders (through school team meetings and parent meetings)

**b. What are the Priorities to establish or address in your district?**

- ✓ Identifying our teams, laying out our process
- ✓ Understanding schools' needs and resources
- ✓ Student / class / school profiles
- ✓ Identifying data sources
- ✓ Developing a data collection framework to equitably allocate resources based on needs of classrooms and schools

**c. What Actions will be necessary?**

- ✓ Formulate the core and extended team members
- ✓ Meet with primary stakeholders to build awareness, look at an implementation plan
- ✓ Develop a budget to cover capacity building training/ resource acquisition
- ✓ survey current staff to assess readiness and capacity for change
- ✓ identify data to be collected and monitoring/evaluation process
- ✓ Develop class profiles based in Strong Beginnings (Faye Brownlie)
- ✓ Develop data based resource allocation approach
- ✓ Assess school needs with school teams
- ✓ Track success and share learning
- ✓ Identify stakeholders
- ✓ Identify how school / classroom needs will be identified

**d. How will you track your success and share learning?**

- ✓ Central team members will collect data on google documents that will be shared as appropriate for various user groups.
- ✓ Benchmark with other divisions at SSAAM gatherings.

**2. What strengths are present in your system to support this change process?**

- ✓ RTI approach has created momentum
- ✓ Principals are ready
- ✓ We will use IEP's as data

**3. How is this initiative an opportunity to effect positive system change?**

- ✓ Focus on an intervention model as opposed to a deficit model
- ✓ Change language of L1, L2, L3
- ✓ Equitably divide resources. \$\$ can be used flexibly
- ✓ Data based decision making
- ✓ Discussing how an EA will meet the need vs just putting staffing in place
- ✓ Focus on what every student needs
- ✓ Could we revise how we share the report card so that every child is represented and does not need a separate document like an IEP?

### iii. Development of a framework for resource allocation

- ✓ Developing a framework for resource allocation,
- ✓ Plan is to modify the LRSD template to meet local needs
- ✓ We need to have the conversation about not reinventing the current funding model on a smaller scale locally.
- ✓ Need to build a student / class / school profile system
- ✓ Need a way to address an "emergency" funding capacity
- ✓ Must be a "needs" based approach
- ✓ Not done, would like to hear more about this topic
- ✓ This is Key to success – not done yet
- ✓ Student / class / school profiles – not done
- ✓ Identifying data sources – not done
- ✓ In yr 5 of using school profiles
- ✓ Class / school profiles might be better than individual student profiles
- ✓ Need to identify core principles of resource allocation (what data to use? Identifying effective interventions that address needs identified by class / school profiles) Nowhere near there yet.

### iv. Communication Strategies

- ✓ Central committee representation with diffusion to staff through them. Periodic updating at staff meetings.
- ✓ Articulate service delivery models using common language
- ✓ Identify / define roles of Student Services Staff – outline core competencies
- ✓ Could provide details of the history of inclusion in MB
- ✓ Under development
- ✓ Need to visit schools on a regular basis
- ✓ Online surveys

### v. Supporting School Implementation teams

- ✓ Initial survey to determine level of awareness and capacity to implement changes. Professional development allocations under special budget request to support training needs for staff. Suggestion of PLC formation to further study implementation issues.
- ✓ Student services staff supporting student learning will assist us in preparing for the eventual implementation of a new funding model
- ✓ Not yet