

AGM 2017 PD

Group Work Responses

1. How will resources and supports be allocated in your school division?

a. What factors will determine the receipt of resources and supports?

- Student needs based on data
- Building staff capacity
- Student/class/school/division “profile”
 - Clinician involvement
 - Community involvement
 - Enrollment
 - Children in care
 - Diagnosis
 - Strengths and stretches
- Continue to find what is working
- Data – sources such as TTFM
- Schedule limitations
- Size matters – geographical location
- School culture and past practices
- Demographic: students in care, poverty, aboriginal data
- Leadership
- Programs to be implemented
- Common beliefs and understandings
- Not those who whine or complain the most
- Personnel/caseloads/IEP’s/coaches
- Newcomers/new students
- Language of delivery
- Distances
- Strategies

b. What are the decision making processes that will be used in allocation of support?

- Progress monitoring – evidence
- Data analysis – informed decision making – balance between data and discussion – have baseline contingency
- Division based teams
- Collaboration – from internal and external groups
- Building a culture of trust
- *Dance-off* 😊
- Intensity of learning needs
- School profiles – determine resource/counsellor/speciality staff resources
- Budget dollars
- Equity not equality

2. What are the standard practices and processes that can be agreed upon across school divisions?

- Supporting students that “require” support at different “levels” (RTI) – how do we respond when students are not learning
- School profiles/class profiles
- UDL, Co-Teaching, PATH, Wrap-Around, co-planning
- AEP, IEP, BIP development
- Strength based perspective/language etc
- Appropriate goals/meaningful
- PLC’s
- Data collection – evidence based, department data, provincial data
 - Use same/similar data/tools eg: observation survey, strong beginning assessments
- Communication
- Opportunities for capacity building
- Student support services
- Consistent understanding of who needs an IEP
- Consistent use of IEP-R
- Shared language /consistent language

a) How will we ensure that, when student’s transition within the province, there is some continuity in the receipt of service?

- Communication - Need to talk to and trust each other – intake meeting and prompt sharing of pupil file
- Collaboration – team based
- Metro SSAAM is developing guidelines on sharing info in a standard format
- IEP
- Universal electronic data base - Data that flows from the school to the agency and school to school
- Remember sometimes there are no services where they go or where they come from
- Provincial IEP template
- Documentation – record keeping
- Student profile
- Curricular driven
- It has to be in the cumulative file and resource files for sharing
- Intake/pre-registration process
- Developing a common check list of service for the province

3. What are the non-negotiables related to inclusion when making decisions regarding resources and programming?

- Catchment area schools
- Classroom based
- No segregated programming – no grouping for the sake of \$ efficiency
- Heterogeneous groupings – protect human rights
- Thoughtful rationale with student needs as the focus and not dollars as the focus
- Students with complex needs, health/safety
- Appropriate programming for all
- All teachers are involved
- Intentional planning to meet student needs
- Inclusive programming with individual needs met
- Needs based planning
- All kids are our kids
- Engagement – academic/social/emotional – engagement that is meaningful and purposeful
- Appropriate access to “education” (for credit, not for credit, in and out of class)
- Use curriculum as much as possible
- Parental/guardian actively involved - Parental voice to shape programming
- Accurate reporting of progress
- Measureable growth for student
- Specific reports (medical)
- Equity
- Opportunities to be included (intentionally) for every child and situation
- The needs that exist in schools will remain- we may address the needs differently with a focus on the student
- Transparency
- Student profiles
- Class profiles
- “Real” data that captures needs of all (literacy, numeracy, STEM, attendance)
- Common understanding in all schools in division
- Clear definition/understanding of definition of inclusion
- Accessibility
- Protocols have to be followed (agency collaboration)
- Accepting kids in schools of choice

4. How will services be delivered in your school division?

- a. What model of service delivery will you use to support strength-based inclusive practices?
- Continuum of supports and services and framework for service delivery
 - UDL, Co-Teaching, RTI, Collaborative model, coaching, modelling

- Common belief and value statement around inclusive practices
 - Menu of opportunities
 - Data based (data is only part of the picture)
 - RTI approach – nested
 - DI
 - Capacity building
 - Core team of parents, teacher & student with additional supports as needed
 - Circle of Support/Care, student centered
 - In-class coaching vs pull out
 - Faye Brownlie
 - PCL, Co-Planning/teaching
 - Collaborative/consultative model
 - Blended model
- b) How will you monitor the needs of students to ensure that their needs are being met?
- Report Cards
 - IEPs & BIPs
 - On-going conversations
 - Consults
 - PLCs
 - IEP-R
 - Classroom team meetings
 - Class review- profile cycle
 - Behaviour data
 - Measurable outcomes
 - Student in-put
 - Specific target of goal – goals that are purposeful and needs driven
 - Collect evidence (profiles, data)
 - Team time
 - Initial assessments
 - Class management
 - Set times to check goals and progress
 - Student specific planning