

**Student Services Education
2016-2017**

**Medicine Hat School District No. 76
Student Services is part of the
Professional Learning Community
in
Medicine Hat School District No. 76**

District Vision

Medicine Hat School District No. 76:
Developing tomorrow's Citizens through improved learning, living and relationships.

Mission Statement

As a partner in the community, Medicine Hat School District No. 76 will create inclusive and innovative learning environments.

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Medicine Hat School District No. 76

Values and Beliefs

Our **values** represent the worth or importance that we attach to a specific concept, object, phenomenon, or behaviour. Some of our values are more important to us and thus are more openly displayed and defended. We use values to determine whether something is essentially good or bad and desirable or undesirable.

Our **beliefs** also affect our behaviour. Fundamental beliefs will consistently determine how we will behave in a variety of circumstances. Statements of belief are often expressed to inform others of how we can be expected to behave in future situations.

When shared system values and beliefs are used to guide and direct the actions or decisions of the partners, then fewer rules and regulations are necessary. Positive action is promoted when members of the system believe that their behaviours or decisions will be supported and affirmed.

SHARED VALUES AND BELIEFS

Excellence

We believe that excellence is:

- achieving greatest result of individual's potential
- attitude/appreciation to quality in things, performance, emotions
- superior expectations
- meeting needs of students
- happy and well rounded students achieving to their ability
- accepting students for who they are and appreciating and welcoming their differences and supporting
- their need to achieve to a high level
- high expectations; high supports; much celebration

Respect

We believe that respect is:

- mutual cooperation and acceptance of each individual
- living out the "service" model
- where kids are happy - would want to come back tomorrow
- listening with understanding
- self-motivated courtesy
- all diversities embraced
- ideas respected
- honoring of others' feelings as if feeling were directed to oneself
- high expectations; high supports; much celebration

Caring and Compassion

We believe that caring and compassion is:

- care for one another, helping
- elimination of all harassment in system
- individual sharing, mutual acceptance and understanding of others' situation
- extending benevolent, but genuine, emotions toward others
- concern for others
- atmosphere of understanding & building strong relationships
- atmosphere of kindness for no reason
- time for people

Learning

We believe that learning is:

- life-long process of individuals' obtaining information that will enhance their well-being within society
- using all available resources to foster one's growth
- life-long growth
- where listening occurs
- everyone in school excited about education
- engagement of students
- an atmosphere "prickling with excitement"
- engaged in activities with happy faces

Integrity

We believe that integrity is:

- the practice of the absolute enduring truth
- honesty
- truthfulness
- communicating beliefs and practices
- consistency in acting on beliefs and practices
- golden rule
- principled
- behaviour demonstrates acceptance

Innovation

We believe that innovation is:

- where kids are challenged
- enthusiasm for new ideas
- responsiveness and flexibility
- safe environment that fosters measured risk-taking
- creatively displayed by a group with a common goal
- new ideas/practices are encouraged and supported
- willingness to embrace/invent new ideas, processes, things
- excitement and passion

System Direction

2016-2018

It is important that continuity exist between the vision of the province, systems and the schools that serve our children and students. For this reason, the broad goals that are expressed herein can all be connected, in a real and meaningful way, to goals set out by Alberta Education.

Medicine Hat Public School Division is a jurisdiction with a strong history of powerful relationships. These relationships include, but are not limited to, those that exist between students and staff, schools and the communities they serve and staff and the Board and central office. These relationships form the strong foundation from which our system focus will emerge.

Through the course of the next two years we will embark on a journey designed to turn strong, congenial relationships into truly collaborative teams that are afforded the time and tools to focus directly on meeting the needs of individual students. Here are the critical questions and processes that will focus and support our work.

2016-2017: How do the tools fit?

Next year is a consolidation year; a year where we take the great work we have done building a large pedagogical “toolkit” and inclusive mindset and build a model that permits common vocabulary to emerge across the system. We will engage “thought leaders” (teachers from across the system) in the direct development of a model of an “Optimal Learning Environment” for all students. These teachers, together with school administrators, will facilitate discussions at each school so that all teachers have an opportunity to contribute to the model through what is called a “feed-back/feed-forward loop”.

Once the jurisdiction model is developed and vetted (March) all schools will be invited to engage with it; adding contextual elements and programs that they feel add meaning and value. Essentially, each school will be able to “contextualize” the model by defining the unique ways each element of the model is brought to life in their school. While no part of the system model may be removed or altered, clarity will be developed through building descriptors that fit unique cultures.

As the year progresses, we will discuss the jurisdiction’s Professional Learning Model to ensure it permits schools to address “gaps” identified through the above process. Additionally, we will begin work to ensure that the Optimal Learning Environment Model becomes the base of our Pyramid of Interventions. This will have an impact on how we distribute resources and empower schools to make unique and strategic decisions regarding how these resources will be deployed. It will also help us ensure that we complete the transition to understanding that Inclusive Education is about all learners in all environments. Finally, we will work together to determine how we might embed collaboration time throughout the system to help reduce the isolation teachers often feel when grappling with the challenges of their work.

2017-2018: How do we respond when our toolkit doesn't fit a student's needs?

Our PD plan will have been built on the basis of what professional staff tell us they need in order to support Optimal Learning Environments for all learners and how we might respond when it is not enough for a learner. Our District PD Council will have played a critical role in shaping the PD plan for the year.

This year, all schools will have built embedded collaboration time into their schedules. This time may differ in terms of configuration (who meets with whom) and frequency from site to site; honoring the differences that exist between schools of various grade configurations and sizes. Scheduled time **MUST** not require teachers to plan to be absent from a class. The time set aside for collaboration must fall under the assignment of a professional colleague.

This year will be spent learning how collaborative structures are to function, reexamining our Inclusive Education structures and building a culture of collaborative responses to individual student needs. RTI (response to intervention) strategies and structures will be a significant focus during this year.

It is expected that schools will build meaningful, teacher-identified professional learning into their embedded collaboration time. This is also the space where embedded Response to Intervention (RTI) processes will complement the CPC process.

Continued discussions regarding the distribution of resources, system supports and expanding teacher capacity will continue.

Jurisdiction Goals Outcomes and Performance Measures

Outcome 1: Alberta's students are successful.

- Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
- Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.
- High school completion rate of students within three years of entering Grade 10.
- Annual dropout rate of students aged 14 to 18.
- High school to post-secondary transition rate of students within six years of entering Grade 10.
- Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
- Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish

Outcome 2: The achievement gap between First Nations, Metis and Inuit students is eliminated.

- Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests.
- Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations.
- High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- Annual dropout rate of self-identified FNMI students aged 14 to 18.
- High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10

Outcome 3: Alberta's education system is inclusive.

- Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Outcome 4: Alberta has excellent teachers, school and school authority leaders.

- Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.

Outcome 5: The education system is well governed and managed.

- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- Overall teacher, parent and student satisfaction with the overall quality of basic education.

Student Services Strategies, Targets, Measures 2016-2017

District Goal 1: Improving Learning for All students through the development of greater capacity in assessment "for", "of" and "as" learning.
Objective 1: Support an action research model for the exploration of balanced, outcome based reporting and assessment throughout the system.

<i>Specific Outcomes</i>	<i>Strategies</i> (could be lead indicators)	<i>Timelines</i>	<i>Measures of Success</i> (could be lag indicators)	<i>Responsibility</i>
Staff will develop greater depth of understanding of, and commitment to, the application of, balanced assessment.	PLT's of 3 to 5 members participate in action research regarding an aspect of balanced assessment. Teachers will spend a significant part of site and district PD days engaged in assessment work. Staff will share learning in groupings of PLT's and published results.	All district and Site PL Days	Staff will report greater efficacy as a result of their collaborative work. Students will report assessments as being formative elements of their learning. Over time, improved performance of teacher developed and standardized measures will be noted.	All professional staff
By the end of the year, a system-wide reporting model will be in place for all divisions.	A system-wide committee will develop, and vet through PLT's, outcome based reporting models for all levels (ELP-12). Draft reporting models will be provided site admin for discussion with School Council and for sharing for feedback throughout the system.	Development: October to March Vetting: feedback and revision: May - June	Parents will indicate satisfaction with the potential for the quality of reporting and the transferability of information school to school. Teachers will report satisfaction with the reporting model as a reflection of excellent assessment practices and quality reporting.	

District Goal 2: Improving Learning for ALL students through enhanced instruction and collaboration. Objective 1: Provide framework of, and structural supports for, Inclusive Learning environments for ALL learners.				
<i>Specific Outcomes</i>	<i>Strategies</i> (could be lead indicators)	<i>Timelines</i>	<i>Measures of Success</i> (could be lag indicators)	<i>Responsibility</i>
"Teachers Leaders" will lead the collaborative development of a system instructional model - Optimal Learning Environment. School administration will work with staff to add contextually meaningful descriptors to the model. The OLE Model will become the base of the system pyramid of interventions.	Teachers and administrators will work together to facilitate the development of a system instructional model using a feedback/feed forward loop.	October to March	Teachers will develop an aspirational model that is researched informed and relevant in any context.	Teacher Leaders Administration Superintendent
	Staff will examine current practices to identify shared and individual strategies that are supportive the various elements of the model.	March to June	Staff will indicate that the model and descriptors reflect best practices identified in research as well as the unique nature of their school.	Administration Professional Staff
	Staff will see the OLE as the set of elements of practice that all aspire to have present in their learning environment.	Ongoing	Students will achieve greater success with timelier, classroom teacher and "in-school" collaborative supports.	All professional staff
	Staff will examine the CPC process with a focus on exploring a broader range of, and more timely, supports for learners at the base of the model.		Fewer students will experience disruptions to their learning due to unaddressed academic and/or social-emotional needs of self or others. Inclusive Learning Coaches, Directors and other professional staff will report a greater proportion of their work having become proactive, classroom embedded support.	All professional staff
Team Goal 1: Support Schools in the understanding of Universal Approaches to Teaching & Learning				
Student Services will create opportunities for schools to gain a deeper understanding of the physical classroom environment.	a. Classroom Makeovers - Grades 1-4, Grades 5-8, Grades 9-12	Sept. 2016 - June 2017	3 Completed & Documented Makeovers	
	b. Provide resources for Learning Coaches to share with staff regarding environment as a third teacher.	Sept. 2016 - June 2017	Completed presentation for LC to share.	

	c. Sensory Spaces - check in and visit the spaces in your schools - determine who needs Sensory Spaces and who needs retraining - standardize equipment and training.	Sept. 2016 - June 2017	Inventory Checklist for Sensory Spaces completed.	
Building an understanding of self-regulation.	a. Behaviour Interventionists create a community of practice that includes capacity building emotional and behavioural regulation.	Sept. 2016 - June 2017	Monthly meetings. Behaviour Interventionist will report to Student Services team regarding professional growth and development of Capacity Building.	
	b. Jody Carrington: PD - Develop sense of belonging and advocacy for all learners, building relationships to optimize learning.	Sept. 2016 - June 2017	Participation of Community Stake Holders. Number of participants at Parent Evening.	
Develop an understanding of the Literacy Continuum in the Early Years.	Matt Glover: PD - Reading & Writing	April 26/17	Evaluation Results.	
Redesign of EA Capacity Building.	Educational Assistants will participate in a one day conference with a Key Note Speaker and two breakout sessions.	Nov. 18, 2016	Evaluation Results.	
Continue to support the commitment to Policy "Safe & Caring Schools"	Awareness of LGBTQ, Bullying Prevention & Healthy Interactions.	Sept. 2016 - June 2017	Updated Bullying Prevention Handbook. Evaluation Results.	
<u>Team Goal 2: Support Schools in understanding of targeted & specialized interventions.</u>				
To gain an understanding of Complex Communication needs.	Continue the work on CCN, Teacher Capacity Building, Kathy Howery Parent Night.	Sept. 2016 - June 2017	Evaluation Results. CCN Teacher verbal feedback.	
Develop Capacity and proficiency w/in the Dossier System to meet the needs of all learners.	Dossier Training Workshops, Customization of ISP template with Inclusive Profile. Targeted support for teachers as needed.	Sept. 2016 - June 2017	A decrease in troubleshooting over the year.	

Continue to support the commitment to Policy "Safe & Caring Schools"	a. SIVA - providing opportunities for initial training and retraining to support positive behaviour.	Sept. 2016 - June 2017	Number of people certified and recertified.	
	b. VTRA Training to support students and teams with at-risk behaviours and providing risk reducing interventions.	Sept. 2016 - June 2017	Number of people certified at Level 1 training session.	
	c. Mental Health Therapy	Sept. 2016 - June 2017	Caseload Summary.	
	d. Sheldon Kennedy Advocacy	Sept. 2016 - June 2017	Established Partnership.	
Professional development activities to further understand intervention strategies related to the Pyramid of Intervention.	a. Attend PD b. Collaborative Response Model - Book Study c. Celebrating the Challenges	Sept. 2016 - June 2017	Summary of PD attended. Evaluation Results.	
<u>Team Goal 3:</u> Model and incorporate self-care strategies to promote a psychologically healthy workplace.				
The Student Services team commits to incorporating team and individual wellness to encourage healthy work/life balance.	a. Daily midday break to nourish mind and body.	Sept. 2016 - June 2017	Reflective Conversation.	
	b. Team Meetings - Check in - wellness check.	Sept. 2016 - June 2017	Reflective Conversation.	
	c. Establish meeting agreements.	Sept. 2016 - June 2017	Identified meeting agreements.	
	d. Arrange for 2 Wellness Sessions during the year.	Sept. 2016 - June 2017	Reflective Conversation.	