

Shape of the Day

9:00

Welcome and Overview

Setting the Table for 2022-23

Shifting Perspectives & SBT Startup

Break

Shifting Perspectives & Focusing on Individual Students

Startup Info & District Updates

Closing and Wrap-Up

11:30

Lunch

12:30-2:30

New LST/Counselor Orientation (first 2 years, new to role)

WiFi Info = CFB Esquimalt - open network, no password

Territorial Acknowledgement

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.



Setting the Table in Our House





Which face did you see first?

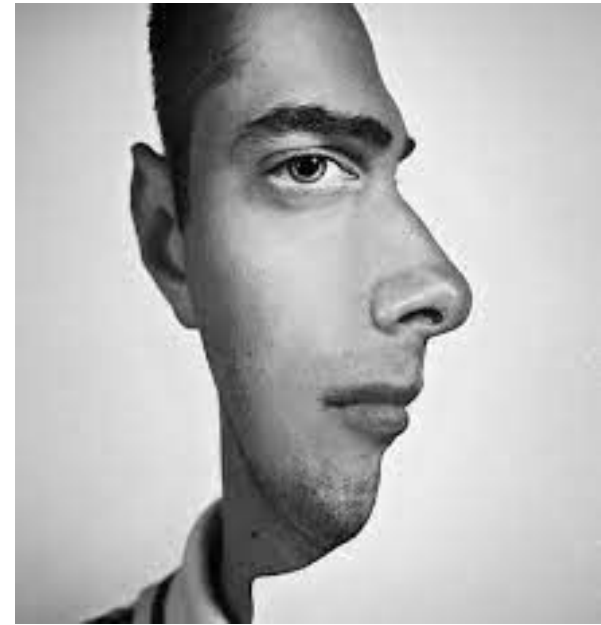
How many did you see?

Which one was the hardest/easiest to see?

What wonders/thoughts does this surface for you?

Think of a time where...

- *a shift in perspective might have enabled you to see an individual more wholly or differently.*
- *you felt you were being seen in a one dimensional way, limiting the view and value of you.*



How did this impact you or the other person? What was, or what might have been, overlooked?



One *Learning* Community



Shifting Perspective + SBT




GVSD - School Based Team Self-Evaluation Rubric

Name of Team Member(s) _____

Date: _____

School-based teams (SBT) change and evolve over time. Changes in student needs, new staff members, new SBT members, and structural or scheduling changes can all impact the role and impact of an SBT within the school community. As a result, scheduling time to review the processes and function of each SBT may help to maintain consistency and continuity of SBT work from year to year. By using this self-assessment rubric, areas of strength and areas for improvement can be easily identified within your SBT. This self-assessment process can play an important role in establishing goals to improve the SBT process and experience within your school community for years to come.

ROLE OF THE SBT WITHIN THE SCHOOL COMMUNITY			
			
Staff Understanding and Commitment <i>How well does our school staff understand the role and responsibilities of the SBT?</i>	Our school staff members have little knowledge of the function and purpose of the school-based team.	Our staff members have some knowledge of the function and purpose of the school-based team.	Our staff members understand the function and purpose of the school-based team.
SBT School Communication: <i>How does the SBT communicate with the rest of the school staff?</i>	Our SBT does not regularly share information with staff.	Our SBT shares necessary information with staff when requested.	Our SBT shares necessary information with the staff to provide appropriate support for students.
Roles and Responsibilities of the SBT: <i>How clear are the roles of the team both within the team and the school staff?</i>	Roles and responsibilities of the SBT members are unclear and unassigned.	Roles and responsibilities of the SBT members have been assigned but may be unclear to some.	Roles and responsibilities of the SBT members have been assigned and are clear to all.

As SBT, how do we work together to ...

- develop service delivery and schedules that are **agile** and **equitable**?
- be **curious** and **collaborative** problem-solvers?
- help others see the whole student, full of **strength** and **potential**?



Pause



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Shifting Perspective + Focusing on Individual Students



Shifting Perspective - Words Matter

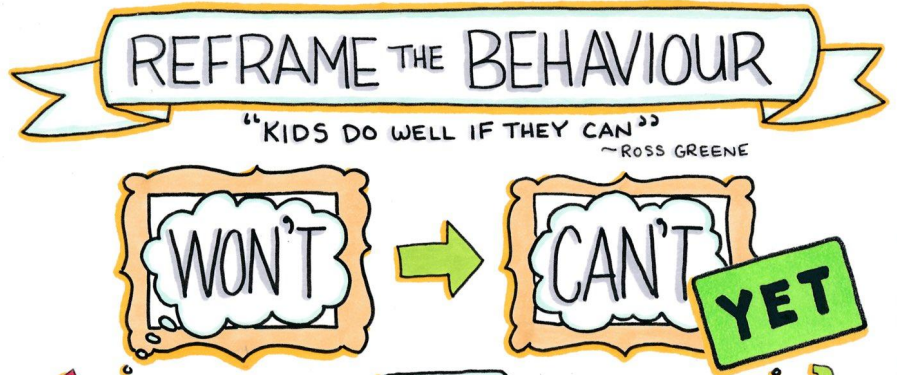
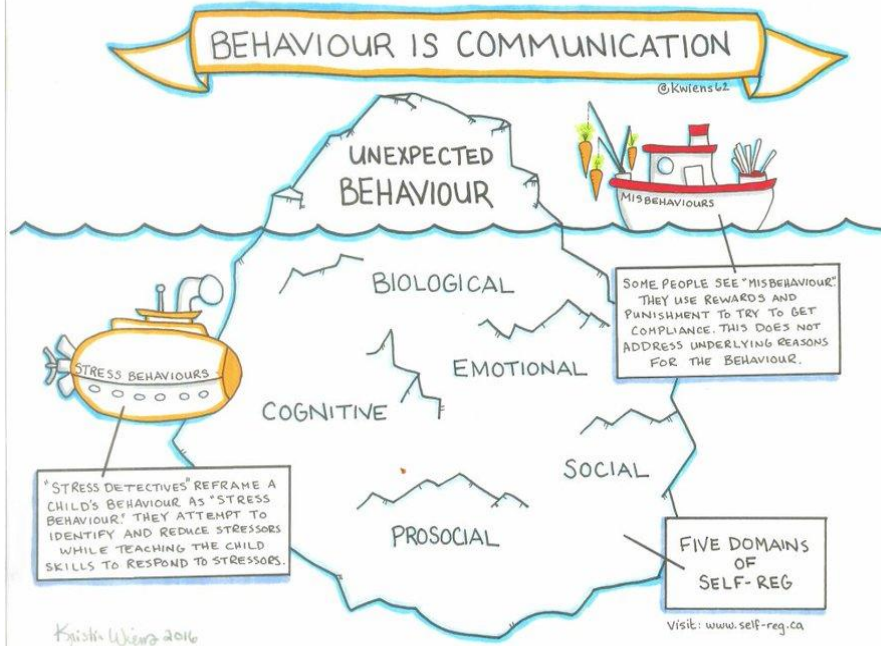
A student who could be considered...

Could also be considered...

Hyper	An active learner
Lazy	Relaxed
Unfocused	Creative
Demanding	Assertive
Immature	Developing
Emotional	Sensitive
Scattered	A divergent thinker
Anxious	Cautious

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Shifting Perspective - Behaviour as Communication

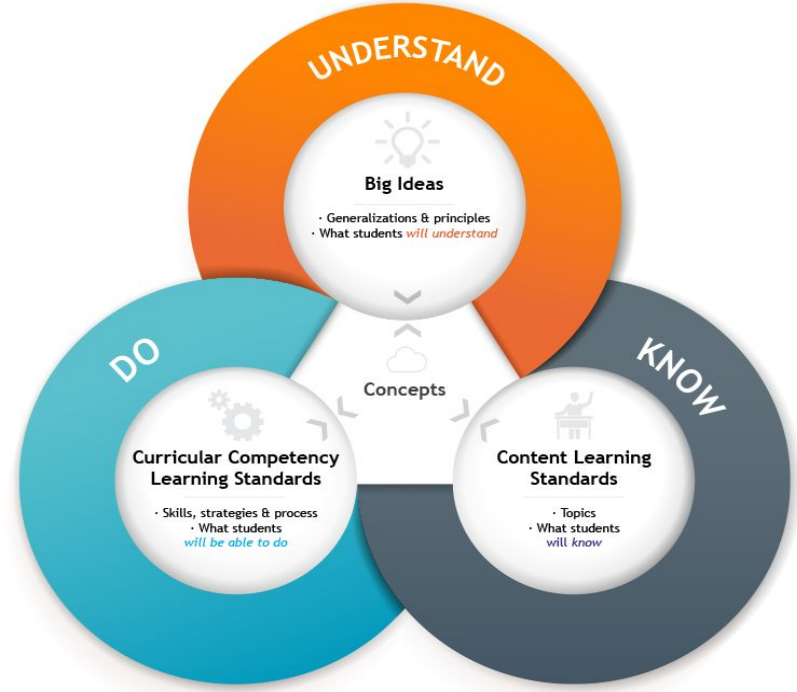


When planning for individual students, how will your SBT...

- target the **teaching of skills** needing development?
- promote a **trauma-sensitive** and **strength-based** approach?
- increase **independence**?
- foster opportunities for **meaningful peer relationships**?



Shifting to the Competency-Based IEP



Help us get to know _____!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____	Who is _____?	What is _____ interested in?	What is _____ good at?	What is hard for _____ but they can still do?	What does _____ need a lot of support wit?
How do you know _____?	What words would you use to describe _____?	What does _____ like to do on their own, with their family and friends?	What could _____ teach others?	What do you think is something _____ wants to get better at?	What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 2: _____					

Who am I? Profile

Who am I? Profile

Words that describe me:

My favourite books/stories:

Things I like to do when I'm alone:

THIS IS ME!

Things I'm very good at or interested in:

Things I like to do with my family:

Things I like to do with my friends:

Class Review for: _____
Teacher(s): _____

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Inclusive Education: it's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths

Classroom Stretches

Class Wide Structures

Class Wide Goals/ Competencies



How will you & the SBT use these documents to...

- incorporate **student** and family **voice** in IEPs and support plans?
- **prioritize** service delivery based on student and class needs?
- **plan** programming and supports?
- **monitor and review** shifting student and class needs as the year progresses?

A hand is shown writing the text "WHAT IS YOUR PRIORITY" in black marker on a white surface. The text is underlined with a single horizontal stroke.

Startup Info & District Updates



Greater Victoria
LEARNING SUPPORT

CONTACT | TRANSLATE

SEARCH

GREATER VICTORIA SCHOOL DISTRICT #61
VICTORIA, BC, CANADA

District
Learning Support Team

School
Based Supports

Provincial
Programs

Staff
Resources

Calendar

District Teams

The Learning Team

Learning Support

Indigenous Education

Healthy & Caring Schools

Tech for Learning

Pathways and Partnerships



One *Learning* Community



GVTA LST LSA

Great opportunity to network and collaborate!

Please reach out to Ilda Turcotte (GVTA President) to learn more or to join.



CPI: Non-Violent Crisis Intervention

- SD 61 staff only
- Training in Verbal Interventions only
- Enhanced Safety Interventions referral through District Collaborative Support app
- Register for training on [website](#)



Itinerant Updates

Speech-Language Pathologists (SLPs)

School Psychologists

Vision Teachers and Deaf/Hard of Hearing Teachers

Occupational Therapists and Physiotherapists (VIHA)

Designations and 1701

- Deadline to submit designation requests = September 23

Referral App

What's new?

- Designation Requests: LD, MID, MPID workflow added to upload signed Designation Request (after file review or psych ed)
- District Collaborative Support Request:
 - Select type of request when uploading documents
 - Student Planning Tool and Collaborative Checklist (in folders)

District Update:
Special Education Provincial Matters Grievance
Settlement Agreement

~

AD File Reviews

Timeline for file review

All files for students with the designation of G must be dropped off at the Learning Support Office (back of the annex) at Tolmie alphabetized in boxes and include a master list.

Secondary = **September 12th** (thanks for already dropping them off!)

Middle = **September 23rd**

Elementary = **October 7th**

Completed file review, including data entry and feedback to schools by **October 31, 2022**

Sometimes you need to
look at things from a
different perspective.

