

## Celebrating & Supporting Diverse Learners: Inclusive Education Highlights 2016/2017

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### Inclusive Education: 2016/2017 Highlights



#### Three Compelling Questions:

Are we meaningfully moving **beyond the conventional mindset** of *“special education”* to fully support and celebrate diversity in its broadest definition?

How can an organizational restructuring toward the **Family of Schools** model help support this objective?

How we can ensure that this paradigm shift does not diminish our efforts to support our **most vulnerable students** who have complex needs?

# Inclusive Education: 2016/2017 Highlights



## Celebrating and Supporting Diversity beyond the conventional notion of "Special Education"

A revised policy to support **Sexual Orientation and Gender Identity**



NVSD one of nine districts to serve as a pilot for the **SOGI initiative**

# Inclusive Education: 2016/2017 Highlights



## Teaching To Diversity

**adaptations to curriculum & instruction**

- Outline specific learning target for each lesson
- Provide a structured overview before the lesson
- Provide advance graphic organizers to assist with following classroom presentations
- Pre-teach key vocabulary concepts
- Focus instruction on "big ideas"/reduce the number of concepts taught
- Use visual aids, demonstrations, simulations and manipulatives to promote understanding
- Use simple concise directions and provide them both verbally and visually
- Highlight key points, key ideas, key words
- Chunk content into manageable amounts and simulations
- Establish routines that enable student to check understanding with peer and/or teacher
- Provide a model or sample of completed work or project
- Increase the level of support/assistance (peer buddies, educational assistants)
- Ensure material is engaging and meaningful

**adaptations to assessment**

- Allow access to a computer for written assignments (word prediction, spell-checker)
- Allow alternatives to written assignments to demonstrate knowledge and understanding
- Extend time to complete assignments, tests
- Provide alternate setting for quizzes and tests
- Allow for student choice and alternate format to demonstrate understanding
- Allow for student to use study sheets / have book open during quizzes and tests
- Allow for one-on-one, small group or videotaped oral presentations
- Use of calculator and/or number lines
- Provide an example question/answer on tests and quizzes

**Social - Emotional adaptations**

- Schedule teacher and instructor or other times to meaningfully connect with student
- Seat student in location that will support learning - provide peer support
- Cue student for attention
- Allow for movement breaks
- Organize working partners considering student's social-emotional needs
- Reduce environmental distractions
- Encourage student advocacy through dialogue and choice
- Prepare student for situations that create anxiety
- Allow student to video/audiotape presentations to class
- Teach de-escalation and self-regulation

Celebrating and Supporting Diversity beyond the conventional notion of "Special Education"

Making explicit that adaptations to **curriculum, instruction and assessment** are available to **ALL LEARNERS**



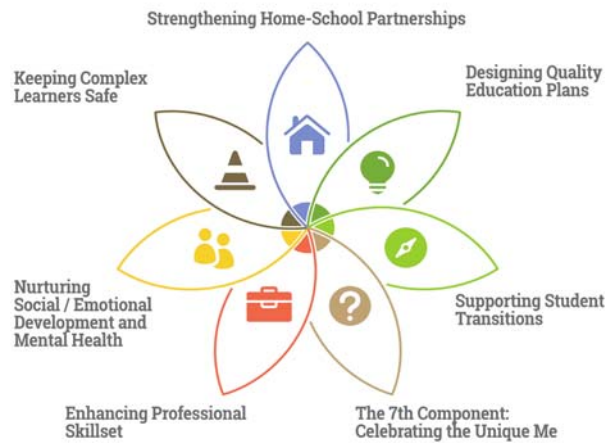
The FOS Model Organizationally Structured to Celebrate & Support Diversity

- Multi-tiered systems of support in schools for **ALL LEARNERS** the ultimate responsibility of the FOS Director
- Resource allocation including oversight of staffing in all specialty areas fully embedded within the FOS model
- Director involvement and support at the school level related to complex, diversity-related issues and in response to concerns\*



How we can ensure that this paradigm shift does not diminish our efforts to support our **most vulnerable** students who have complex needs?

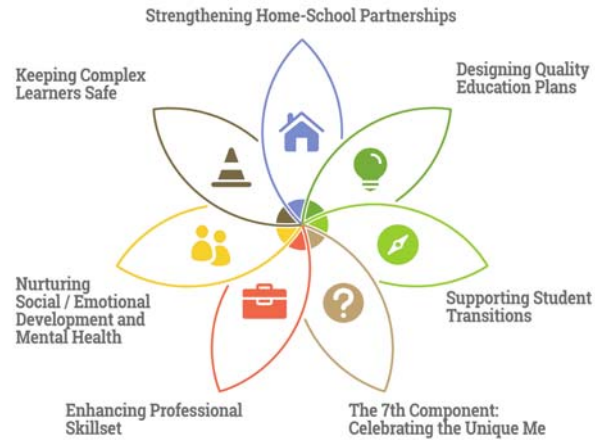
**Celebrating and Supporting Students**  
**Who Are Complex Learners: 7 Core Components**



Seven Core Components for  
& Supporting Complex Learners

- **New initiative** first introduced in fall of 2016
- **Collaborative, integrative and emergent** space focused on seven core foundational areas for celebrating and supporting complex learners.
- **Overarching framework** purposefully constructed with an emphasis on strengthening **home-school partnerships** and celebrating and supporting **what is unique** about every complex learner
- Initial year committed to engaging multiple stakeholders to invite **feedback / elicit** input.

**Celebrating and Supporting Students**  
**Who Are Complex Learners: 7 Core Components**



*Consultation in 2016/2017*

- **Board of Education** (October 11, 2016)
- **Inclusion Committee** (October 14, 2016 +)
- **CI Day** (November 14, 2016)
- **Principals' Meeting** (November 17, 2016)
- **BC CASE** (April 21, 2017)
- **Seclusion & Restraint Policy** (May 2, 2017)

## The Next Step...



### The North Vancouver School District priority areas are:



## Seven Core Components for Celebrating & Supporting Complex Learners



Priority One Priority Two Priority Three

### Priority One: Establish consistency of practice across each of our schools

This priority has an educator focus and orientation that includes developing the understanding and skill enhancement of practitioners in relation to the seven core components for celebrating and supporting complex learners. We want the core components to be embedded into the practice of each school community.

**Goal:** Develop the awareness and the skill sets of professionals and para-professionals in the Core Components within all schools and invite their feedback to inform further development of the framework.

#### Measure of Success/Indicator of Progress:

- Each complex learner is experiencing academic success and a sense of belonging that is supported by the Core Components
- Case managers of complex learners will receive an annual questionnaire that requests their feedback, and gauges their

understanding and satisfaction across the core components

- Para-professionals will provide feedback to their understanding of the Core Components and this will be reviewed by the school administrator

#### Key actions:

- Development of the online web based repository that will be used as a fundamental building block for capacity building
- EA Training and Mentorship
- On-going field participation in the development of the components
- The Core Components are embedded in the practice of the Directors of Learning Services in their management of educational issues
- Focused professional development for EAs, and educators
- FOS Leaders will use the Core Components in their work with Families and Schools

# Seven Core Components for Celebrating & Supporting Complex Learners



Priority One   Priority Two   Priority Three

## Priority Two: Strengthening home and school partnerships through the Core Components

This priority has a parent focus and orientation that includes building awareness, promoting understanding and inviting feedback from our parent community in support of their children. The ultimate objective is to have the core components to form the foundation of our relationships with parents.

among parents and advocates for students with complex needs to develop their understanding and invite their feedback to inform further development of the framework.

**Goal:** Extend awareness of the Core Components

**Measure of Success/Indicator of Progress:**

- The seven core components serve as a framework to assist parents, case managers, and classroom teachers in their support of complex learners
- Parents of complex learners will receive an annual questionnaire that measures the implementation and usefulness of the seven core components and invites their feedback to inform further development of the framework
- Greater understanding and satisfaction of parents with regards to their child's educational plan and reporting of progress

**Key actions:**

- Development of the online web based repository that will be used as a fundamental building block for capacity building
- Providing workshops to parents to further develop their understanding of the core components
- Eliciting on-going parent feedback to inform further the development of the core components

# Seven Core Components for Celebrating & Supporting Complex Learners



Priority One   Priority Two   Priority Three

## Priority Three: Modernising curriculum, instruction and assessment for all learners

This priority has a classroom teacher focus and orientation that concentrates attention on BC's new curriculum with a purposeful emphasis placed on the meaningful inclusion of all learners. The modernising of the curriculum is foundationally situated on the premise of a student-centred focus, supported through teaching to diversity in a manner that shapes curriculum, instruction and assessment to ensure the success for all learners, including those with complex needs.

**Goal:** Implementation of BC's new curriculum and competency-based IEPs in a manner that supports classroom teachers in their efforts to ensure the success of all learners.

**Measure of Success/Indicator of Progress:**

- Classroom teachers have a greater understanding and skill in using the new curriculum and competency-based IEPs to adapt curriculum, instruction and assessment to ensure the success of all students
- Data to be collected from elementary and secondary classroom

teachers to determine if the new curriculum is impacting their practice in a manner that better serves the needs of diverse and complex learners

- A sampling of report cards to be reviewed with respect to the outcomes for complex learners and the new curriculum
- Increased implementation of a competency-based IEP

**Key actions:**

- Director-led focus on implementing BC's new curriculum in a manner that is genuinely inclusive of complex learners
- Alignment of services provided by Directors, District Principals, FOS leaders, Teacher Leaders to support classroom teachers in their efforts to include complex learners in the new curriculum
- Recruitment of Shelley Moore to provide district-wide in-service on classroom-based adaptations to curriculum, instruction and assessment to support complex learners
- The direct in-service and development of classroom teachers in modern pedagogy that enables implementation of the new curriculum for all learners
- Classroom teacher participation in designing curriculum implementation and instructional practices for diversity