

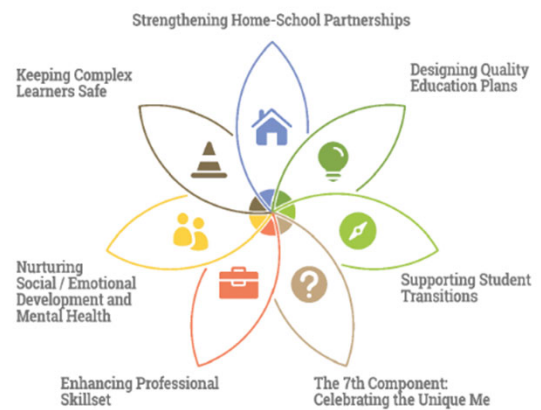
Inclusive Education

Presentation to the Board of Education September 20, 2022

Inclusive Education Targeted Actions



- Goal #1 - To improve **Equity** Outcomes for students
- Goal #2 - To improve students' sense of **belonging** and **well-being**
- Goal #3 - To extend student learning into the **community**



Welcoming & Inclusive Culture





We cannot tell someone who they are...

We can only create space for them to safely identify

Intersecting Oppressions





Welcoming & Inclusive Culture



NEURODIVERSITY
Is a recognition that not all brains think or feel in the same way, and that these differences are natural variations in the human genome. A group of people are neurodiverse, an individual is not.

NEURODIVERGENT
Refers to an individual who has a less typical cognitive variation such as Autism, ADHD, dyslexia, dyspraxia etc.

NEUROTYPICAL
Refers to individuals of typical development, and intellectual/cognitive functioning.

Universal - Building Understanding of Neurodifferences



This is Pat This is Pat's brain

These are Pat's friends. They all have brains too. No two brains are exactly alike. This is **Neurodiversity**.

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Welcoming & Inclusive Culture



What it's like to have autism By Kai, Grade 3 Student

To me, it's like having a different brain, and there are good things and bad things.

A good thing is that people with autism tend to think that it's better to look more than listen. So people with autism tend to notice the little differences in things that others wouldn't.

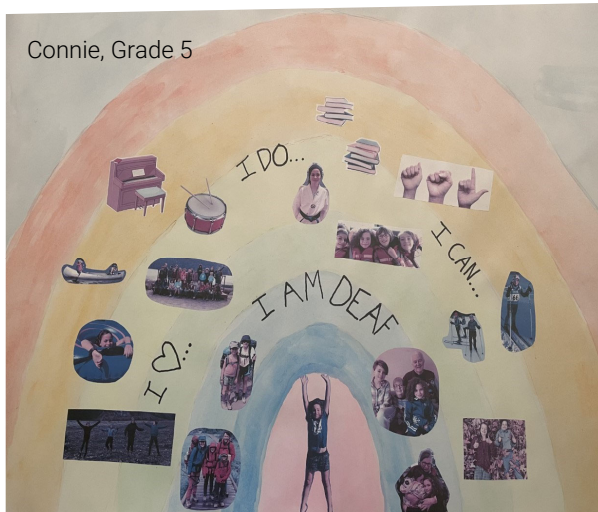
The bad thing is I get mad fast. It doesn't feel good when this happens. Sometimes I get really mad and I just burst into tears, but sometimes, I get mad, and I forget the reason I was mad. Then I just start laughing.

I have a lot of strengths. Having autism makes me more creative; I can come up with wonderful things. I make detailed art and detailed Lego sets too.....

Welcoming & Inclusive Culture



Connie, Grade 5



I am proud to be deaf and I tried to show this in my collage painting. I pictured myself holding up a rainbow. The rainbow shows my happiness.

The rainbow starts with my favourite colour blue, and it contains images of the things that are most important to me – my family!

The next layers of my rainbow show me with my friends. I go to my local school and I love to play with my class mates. I also like to spend time with friends I do sports with. There aren't many DHH students at my school but I have lots of DHH friends outside of school

Throughout the layers of my rainbow I also show things I like to do. I enjoy doing all sorts of activities with my family such as camping, going on trips, hiking and playing games at home. Some of my favourite sports are cross country skiing, taekwondo and swimming. I really enjoy my time doing music at school.

I am deaf and I can do all these things. I can do anything!

Student-Centred Education, Mental Health and Well Being



Intellectual Disabilities and Autism Advisory Sub-Committee – Key Takeaways

- 7/8 Transition
- One-pager for teachers – who am I and what do I need to be successful
- Building community – clubs and activities, where can all students find a place to belong?
- Course for all teachers – understanding neurodiversity
- IEP process and communication
- Options and choice that acknowledges neurodiversity – presentations, group work, expectations, break out spaces



Student-Centred Education

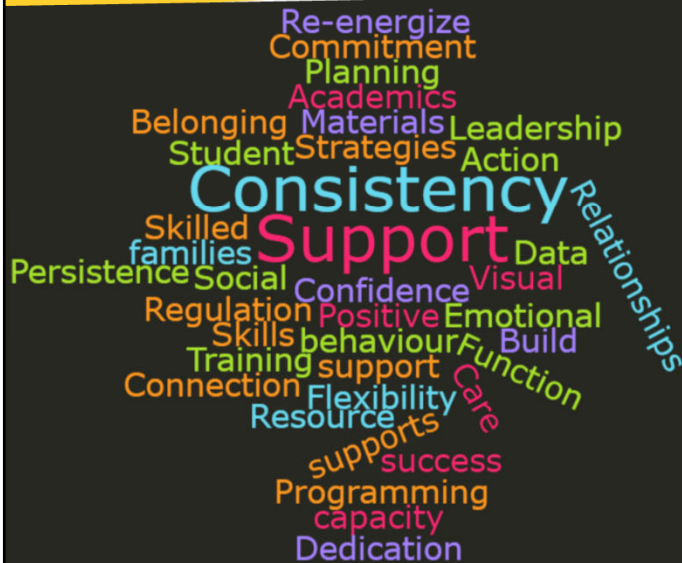


CLASS Team – Complex Learners and Autism Support Services Team

Level IV intervention

- 4 BCBA's – Leads – conduct/update Functional Behaviour Assessment and update Positive Behaviour support plan, team training, professional development
- 4 Specialist support Workers – data collection, modelling, implementation of plans
- 0.2 FTE CLASS Teacher – School Team support

Mental Health and Well Being



Feedback from families
and school teams

Student-Centred Education



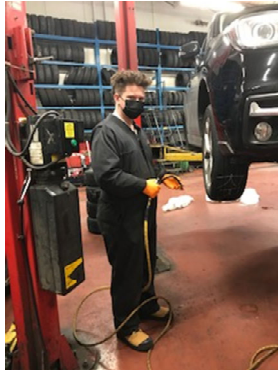
Inclusive Education WEX Facilitator – target students in Grades 11 and 12+ who benefit from additional planning, job coaching and support to be successful in job placements based on areas of interest

- 19 North Shore employers supporting Inclusive Work Experience Placements
- 27 Grade 11/12 Students in Inclusive Work Experience Placements



Student-Centred Education

Work Experience



I was excited to start the WEX. My duties are to shadow/assisted a mechanic at Canadian Tire and help him on any jobs he gets. The people there are amazing. I am growing and gaining experience in car mechanics. I hope I can continue working with them after high school ends.

Grady, Grade 11



I am at Loblaw's and work in the back in the warehouse cutting veggies and making veggie trays. I cut the veggies and put them into trays. I also have done stir fry, fruit and guacamole. I feel like my cutting skills are improving. I feel confident in following instructions and would like to work there in the summer.

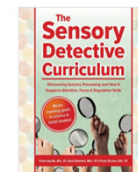
TJ, Grade 12

Innovative Instruction 2021/2022



Differentiation of curriculum, instruction and assessment

- Competency Based IEP's – current and moving forward
- Class Profiles
- Communicator Partner Training – 3 Part Series
- Core Adolescent Literacy Training
- Shelley Moore Design Series
- POPARD Courses Summer 2022 – Introduction to Autism and Introduction to Applied Behaviour Analysis
- On-going Professional Development – ex. Sarah Ward, SET-BC, Sensory Detectives and Fine Motor Support



Innovative Instruction 2022/2023 Actions



- Competency Based IEP's – current and moving forward
- Inclusion Outreach Courses
- Continuation of Communicator Partner Training
- Shelley Moore – continuing Design Series
- Michelle Garcia Winner – Social Thinking - Autism Community Training
- AAC Workshops

{inclusion outreach}

