

Standing Committee Meeting

JANUARY 12, 2021

Inclusive Education

DISTRICT PRINCIPAL MELANIE LEAROYD

Inclusive Education Update



What are some of the **current trends** in the field of Inclusive Education and how are these shaping supports and services at the school and district levels?

How are we ensuring that our vision and commitment to diversity is reflected through our **strategic planning and actions**?



District Priorities



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

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

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

Inclusive Ed Framework

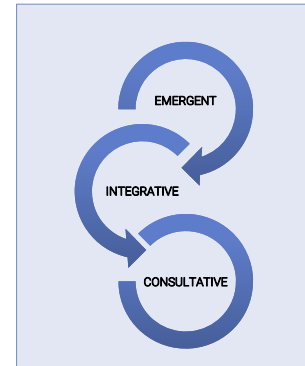
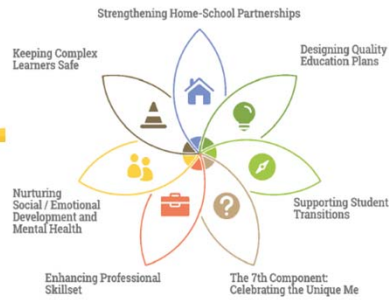


North Vancouver
School District
the natural place to learn

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Celebrating & Supporting Complex Learners

nvsd44complexlearners.ca



Inclusive Language



Shifting Vocabulary

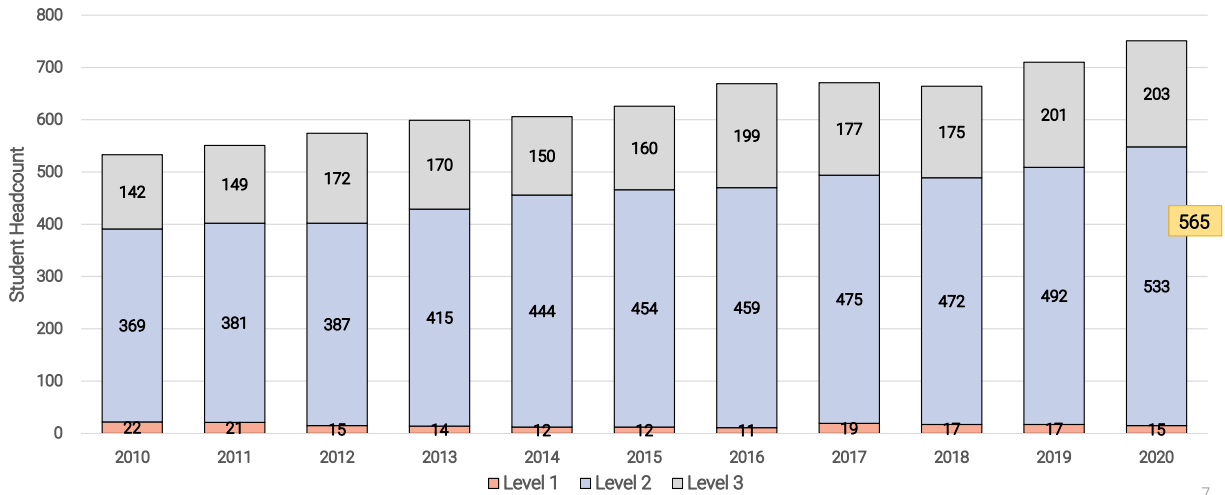
Complex
Learners

Vulnerable
Learners

Priority
Learners

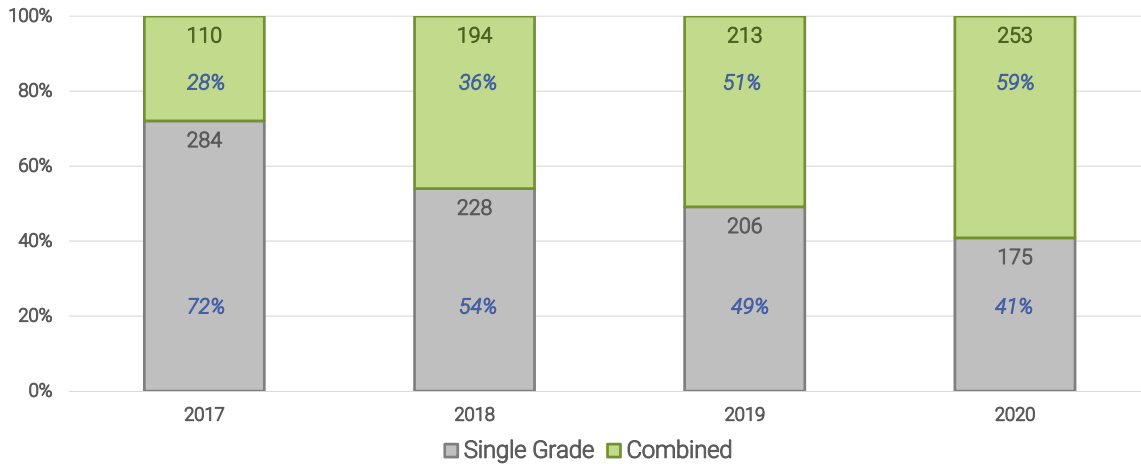
Students with
Disabilities and
Diverse Abilities

MOE Identified Students



7

Elementary Class Composition



8

LST Staffing - Secondary



FALL 2018



FALL 2020

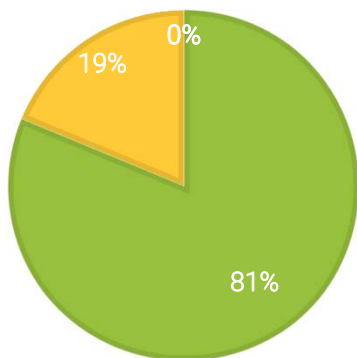


LST Staffing – Experience in Role



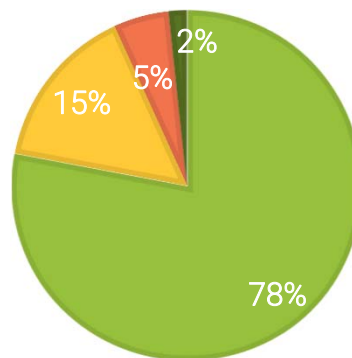
SECONDARY

0-5 years experience 6-10 years experience
11-15 years experience 15-20 years experience



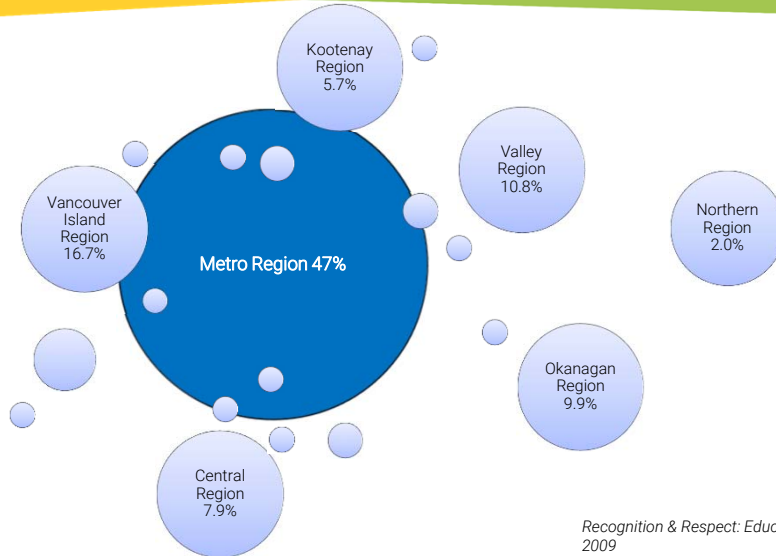
ELEMENTARY

0-5 years experience 6-10 years experience
11-15 years experience 15-20 years experience



NVSD Data as of January 2021

Credentialed EA Staff in BC



Recognition & Respect: Educational Assistants in BC (CUPE) 2009

Vision: Universal Design for Learning



WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



TEACHING TO DIVERSITY

ADAPTATIONS TO CURRICULUM & INSTRUCTION

- Outline specific learning target for each lesson
- Provide a detailed overview before the lesson
- Provide advance graphic organizers to assist with following classroom presentations
- Pre-teach key vocabulary concepts
- Break information on "big ideas" into the number of concepts to get it
- Use analogies, diagrams, illustrations and metaphors to promote understanding
- Use analogies, diagrams and provide from both verbally and visually
- Highlight key points, key ideas, key words
- Chunk content into manageable amounts and small units
- Establish routines that enable students to check understanding with one another
- Provide a model or sample of completed work or project
- Assess the level of support/assistance given (teacher, peers, additional students)
- Grow material to establish and maintain
- Use adapted units to make information accessible
- Use alternate examples (format, audio, video, graphic, models, etc.)
- Provide audio resources, text, or a peer helper to assist with assigned readings
- Allow use of computer software that provides text-to-speech/speech-to-text capabilities
- Make use of titles, concepts and complete comprehension at a lower grade level
- Reduce or eliminate homework
- Provide students with course notes/reduce or eliminate copying demands
- Schedule supports to develop and practice study skills during presentation
- Teach organizational skills
- Track time management provide timelines
- Allow for additional time to process information or complete required tasks
- Practice completion being emphasized - focus on ideas rather than spelling or grammar

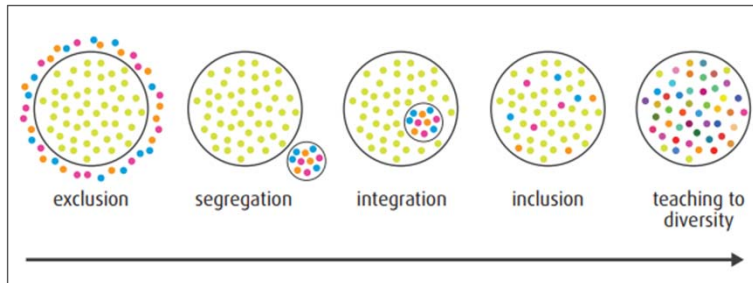
ADAPTATIONS TO ASSESSMENT

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

SOCIAL-EMOTIONAL ADAPTATIONS

- Schedule breaks and check-in at other times to meaningfully connect with student
- Lead student in buddy that will support learning
- Peer support for attention
- Allow for movement breaks
- Organize seating partners according to student's social/emotional needs
- Reduce environmental constraints
- Encourage student advocacy through dialogue and choice
- Provide a student for situations that cause anxiety
- Allow student to visit/hallway presentation to class
- Track observations and self-reflections

Vision: Presumed Competency



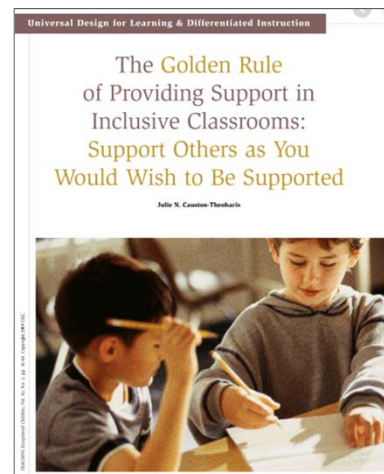
The severity of one's disability does not determine their level of potential. The greatest barriers that persons with disabilities have to overcome are not steps or curbs, it's expectations.

~ Karen Clay

Vision: Inclusive Supports



- Goal of developing increased independence
- Fading of supports
- Minimizing learned helplessness
- Quality educational planning is foundational
- Primacy and capacity building of the classroom environment



Vision: Redefining the Role



The Role of a Learning Services Teacher

Learning Services Teachers promote academic and social inclusion by providing direct and indirect support to students with diverse needs.

Learning Services Teachers work alongside multi-disciplinary teams and classroom teachers to differentiate curriculum, instruction and assessment and to help ensure growth and achievement of all learners.

Vision + Action



COMMUNICATION

CLARITY

CONSISTENCY

Vision without action is merely a dream. Action without vision just passes time. Vision with action can change the world.

— Joel Barker

Communication



Home Educational Planning Service Delivery Complex Needs Transitions More

Celebrating and Supporting Diverse and Complex Learners

Inclusive Education

Inclusive Education in School District #44 is a celebration of the many ways in which diversity is expressed in our classrooms and throughout our school communities.



Inclusive Education 44 Learning Services Handbook

North Vancouver School District
The smart place to learn!

June 2020

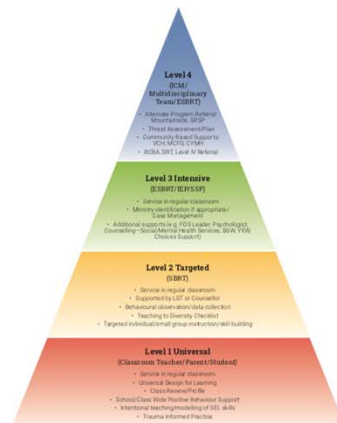
Clarity



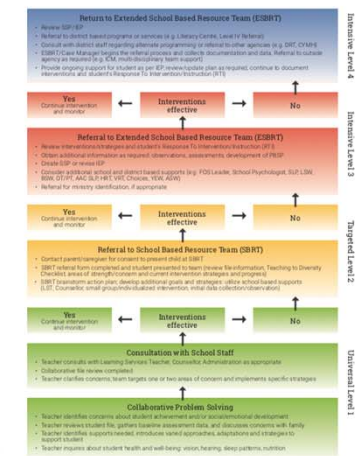
Learning Support Supporting Students with Diverse Learning Needs



Social Emotional Support Supporting Students with Behaviour/Mental Health Needs



School Based Resource Team Collaborative Support Model



Consistency



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

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

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

Inclusive Ed Networks of Practice

Carson FOS

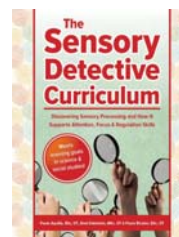
Across All FOS

District FOS Alignment

Professional Skillsets



- POPARD Functional Skills
- Sensory Detectives Series
- UKERU
- Fine Motor Development
- POPARD Behavioural Data Collection
- AAC Custom Books
- Tech Tools to Support Executive Functioning
- Universal Design for Learning
- Secondary Programs / Transition Planning
- Planning for ALL – Shelley Moore



Universal



Targeted



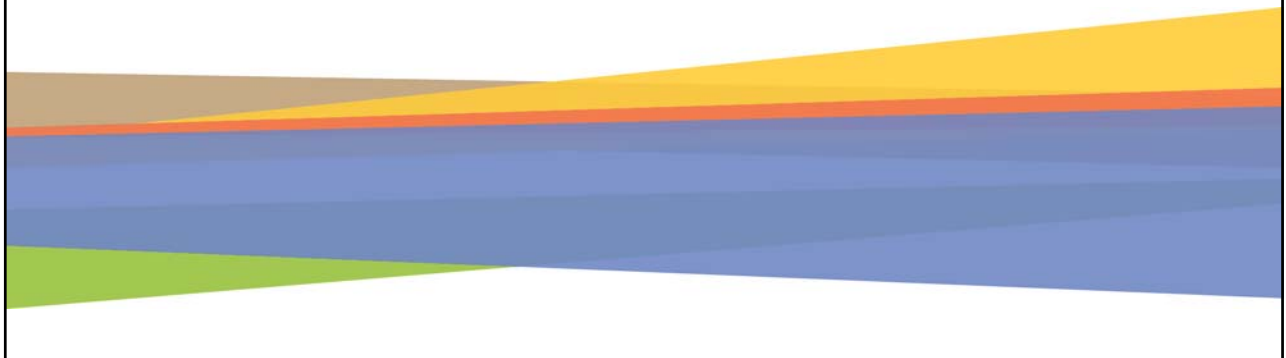
Intensive



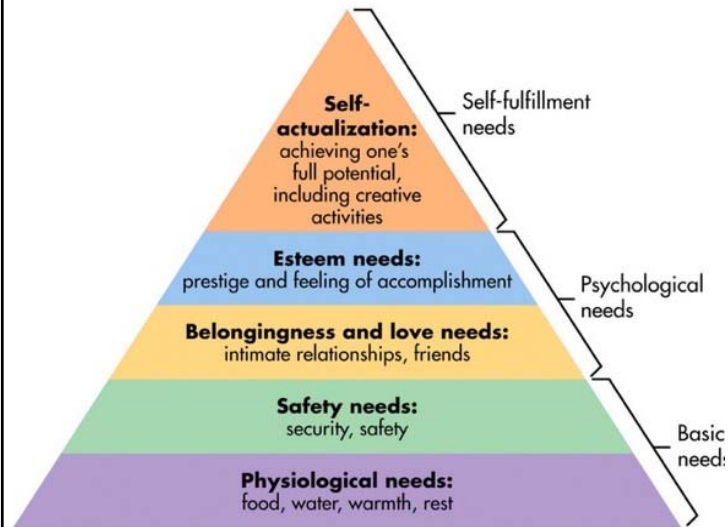


Indigenous Education

DISTRICT PRINCIPAL BRAD BAKER



FOCUS ON SUPPORTS



COVID-19 caused a shift in service and supports for Indigenous children and youth.

Focus of Indigenous Education team was on seasonal needs.

SPRING SEASON (April to June 2020)



Supports offered to Indigenous learners:

- online support sessions
- computer hardware
- one to one learning opportunities

Minimal engagement by students from K to 10

Students in Grade 11 and 12 were engaged 65% or more

SUMMER SEASON (July to September)



Sense of belonging / needs assessment

- Summer learning: EsIha7an Learning Centre
- Outreach program: outdoor learning
- Parent / Guardian connection
- Knowledge acquisition - safety

SUMMER SEASON (July to September)



In-class instruction:

- K to 7: **93%** of Indigenous students returned
- Grade 8 to 12: **90%** of Indigenous students returned

Indigenous Education team provided classroom space at the Education Hub (on reserve) and online learning.

FALL SEASON (October to December)



Re-evaluated systems / structure at end of Quarter / Term:

Elementary

Encourage students to re-engage with home school.

Option to engage at Education Hub and / or online still available.

Less than 5% of Indigenous students did not return to in-class instruction.

Secondary

Encourage students to re-engage with home school.

Online learning through NVOL School.

Less than 5% of Indigenous students did not return to in-class instruction.

FALL SEASON (October to December)



Indigenous Education team supports

1. Universal: continue to support all learners and educators on the teachings of Indigenous knowledge.
 - 5 Online Professional Development sessions
 - 2 Book clubs (There There and Decolonizing Education)
 - Request for knowledge keepers to support school initiatives

FALL SEASON (October to December)



Indigenous Education team supports

2. Targeted: continue to support all learners and educators on the teachings of Indigenous knowledge.
 - Friday Morning Weaving sessions – classroom based
 - Infusion of new online Indigenous resources for use in classrooms
 - Cultural teachings for students – class time, afterschool and online

FALL SEASON (October to December)



Indigenous Education team supports

3. Intensive: support Indigenous learners
 - Small group instruction / regular check in
 - Literacy interventions
 - Cultural support / space

WINTER SEASON (January)



Re-evaluating support systems due to the following:

1. COVID-19 cases at schools and in the community
2. Engagement levels at home school and online
3. Student voice
4. Community voice
5. Cultural needs – students and staff

Data Information



Data that will be used to determine next steps – targeted and intensive:

- 6 year grad rate (2014 cohort): 87%
- Transition rates: 95% of students grade to grade
- Grade 4 literacy: 38% of students not yet meeting
- Grade 4 numeracy: 60% of students not yet meeting

Readiness to be successful

*GO FORWARD
WITH COURAGE*