

REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

STRATEGIC PLAN REPORT: INCLUSIVE EDUCATION

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February 10th, 2021

2c Our staff will apply a deep understanding of **inclusive education** practices.

Inclusion

We strive to be a diverse and dynamic community through welcoming and inclusive practices.

Background:

A year ago, the board approved a District Inclusion Team for a 3-year pilot which would support inclusive practices across the district in our K-12 classrooms. This team consists of 2 Inclusion Support Teachers (IST), 2 Inclusion Support Educational Assistants and 37 hours for the position of Family Support Navigator. Having two Inclusion Teachers allows for a breadth of expertise and experience to support multiple dimensions in classroom. The Family Support Navigators has also provided such a rich dimension to the team building a bridge from family to school. Their social work background and understanding of the community and the school system supports families and creates an opportunity for a wrap-around approach. We also recognized that building this team we needed to include Educational Assistants. Having Educational Assistants on the team has deepened our understanding of that role, widened our vision and provided important mentorship in supporting such an integral position working with our most complex students.

We can offer many professional development opportunities, which as you know are plentiful, but we also know that learning is over time and it helps to have context and support as we grow. Bringing our team or members of the team into the school setting to collaborate, co-plan, problem solve and learn together provides both learning in context and the learning over time – the diversity in the team allows for multiple access points for staff. Our hope is that we will continue to build the capacity for inclusion within all of our classrooms

Discussion:

The District Inclusion Team came to present to the Education Committee to share their experiences so far. The collective vision is that education will be an inclusive experience for all, where everyone has the opportunity to reach and celebrate their true potential.

Purpose

To help clarify the concept of Inclusive Education as a paradigm shift and to help make the “how” of Teaching to Diversity easier and accessible to all.

The diagram shows five stages of social organization: 1. **exclusion**: A circle with a green border and green dots inside. 2. **segregation**: A circle with a green border and green dots inside, and a separate circle with red dots. 3. **integration**: A circle with a green border and a mix of green and red dots. 4. **inclusion**: A circle with a green border and a mix of green and red dots, with a red dot outside. 5. **teaching to diversity**: A circle with a green border and a mix of green and red dots, with a red dot outside. An arrow points from left to right across the stages.

To allow multiple access points the team has provided a menu of supports so that staff has an opportunity to decide how they want to collaborate with the team.

- Lesson Planning/Unit Planning
- Essential Supports/Universal Supports
- Core Competency Goals/Curricular Content Goals
- Universal Designs for Learning
- School Based Team Meetings
- Competency Based IEP's
- Assessment: Support, Debriefing and Program Planning (Informal & Standardized)
- Positive Behaviour Support
- Trauma Sensitive Practice
- Self-Regulated Classroom Design
- Executive Functioning Strategies and Supports
- Neurodiversity/Neuroplasticity
- Bridging between home and school
- Transition Planning (Secondary & Post-Secondary)

The team shared multiple stories from different schools, agencies and parents as a description of their work so far.

Next Steps:

- Continue to provide a variety of access points for staff to learn and work together
- Use data to inform and support next steps with respect to inclusion (qualitative/quantitative)
- Recognize that this takes time and resources
- Continue to ensure a variety of professional learning opportunities to support inclusive classrooms and innovative teaching practices