

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

## STRATEGIC PLAN REPORT: INCLUSIVE EDUCATION

Submitted by Director of Instruction Christa Rive  
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*Goal 2. c. Our staff will apply a deep understanding of inclusive education practices.*

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### OVERVIEW:

Our District Inclusion Support Team (DIST) is currently in the second year of the three-year pilot. This has proven to be a sound and successful model of collaboration and inclusion for our district. The DIST is building capacity and understanding of inclusion throughout the district.

*Vision: That education will be an inclusive experience for all where everyone will have the opportunity to reach and celebrate their true potential.*



### SYNOPSIS OF THIS YEAR'S INITIATIVES:

#### **Data from June 2021 informed decision to increase staffing:**

- Addition of another DIST Teacher
- Creation of coordinator positions (formerly teacher positions): leadership roles
- Increase Educational Assistant (EA) hours
- Additional Family Navigator (FN) hours added

#### **Data from June 2021 also informed a solid start in September 2021**

- Year-end data guided the team to begin “out of the gate” September 2021
- Team members knew where to start and where to focus their time
- Examples: SHINE; supporting our new Inclusion Support Teachers (IST) and new EAs; students with diverse needs
- FN prioritized and continued with previous families

#### **New this 2021-2022 year:**

- DIST meets regularly and functions like a district wide school-based team meeting
- From systems to student support – FN role further defined

- Each DIST teacher is the point person for a group of schools
- Overview plan and timeline for every referring school
- Referrals through **Clevr**

#### DATA ANALYSIS AND REVIEW:

##### **2021-2022 Data:**

- There have been approximately 30 referrals to the team since September 2021
- Encompasses individual student, classroom, and Teacher/EA (educational staff) referrals.
- 15 of those referrals have come through the **Clevr** system, our new online comprehensive referral system
- The team is connected to each school through a point person who checks in each week with their school.

##### **Trends noted in referrals - students:**

- Kindergarten students or students with diverse needs who are new to the district or school
- Learners transitioning from programs, schools
- Supporting teams in strategies, safety plans, IEP goals to ensure every opportunity for inclusion within child's home school
- Complex behaviour referrals

##### **Trends noted in referrals – staff:**

- Capacity building in new ISTs
- Capacity building in new EAs to specialized programs
- Capacity building within SBTs
- Capacity building and resourcing for specific types of neuro-diverse learners: Autism, FASD

##### **Trends noted with Family Navigator position:**

- Conduit between home, school and community supports
- Important connection with Dr. Rosenhauer and between agencies
- Greater visibility – and they are full on – in full demand
- Greater clarity of roles with school teams, families, agencies
- Navigator's Nook article provided monthly
- Referrals through *Clevr*

#### RESOURCES/BUDGET:

##### **Budget includes coverage of:**

- 2 - 1.0 Teacher Coordinators
- 1 - 1.0 District Inclusion Support Teacher
- 2 - 30-hour EA2

1 – Family Navigator 27.5 hours

1 – Family Navigator 20 hours

\*\*2021-22 budget also included a Child Care Worker position that was not able to be filled

**EMERGING AREAS OF NEED:**

- Addition of family navigator time
- Addition of collaboration time at the school level
- The benefit to having a Child Care Worker on the team

**ADAPTATIONS/NEXT STEPS:**

- Ongoing response, collaboration and planning with school teams
- Mid-year increase in hours for EAs and Family Navigators
- Data collection and analysis of data mid and at year end
- Professional learning through compassionate systems lens
- School teams to plan for additional EA time upon referral to allow for further collaboration with DIST
- DIST professional learning based on what is presenting in the district. For example, FACETS training for the whole team in response to an increased referral trend for students with complex behavioural profiles, FASD