

# 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.

### Overview:

This is the third year of the District Inclusion Support Team (DIST) pilot. The DIST is comprised of a very skilled team of Inclusion Support Teacher Coordinators, Family Navigators and Educational Assistants, and has proven to be a highly successful structure that supports the Strategic Plan goal. The model holds students at the centre while building capacity in teachers and school staff and supports the research that the biggest impact on student wellbeing and success is the classroom teacher.

In the third year, the DIST has been able to hone in on working with school teams on emerging complex behavioural referrals along with building capacity in our Inclusion Support Teachers, classroom teachers and educational assistants. Family Support Navigators continue to bridge home, school and outside agencies. Inclusion Support Coordinators and EAs have built strong connections and there is no question this has served students.

In many ways, the DIST serves in a similar way as a “school-based team” for the entire district. Through this lens, the team continues to provide support, resources, and to build capacity for emergent referrals along with ensuring a strong foundation of universal and integrated supports.

### Synopsis of this Year’s Initiatives:



**Data Analysis and Review:**

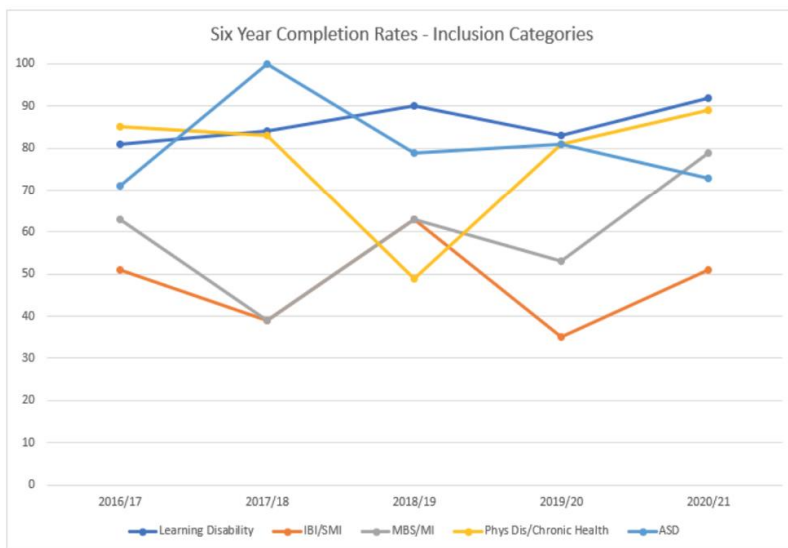
The data below indicates all of the ways SD46 staff access the DIST.



The data below highlights trends in Inclusive Education categories and six-year school completion rates. The Intensive Behaviour Intervention category (orange) shows the “why”, the importance of understanding what behaviour is communicating so we can best help students to flourish. This is deeply embedded in the values and vision of the DIST and in the strategic plan itself.



**SIX-YEAR COMPLETION RATES – INCLUSION CATEGORIES**

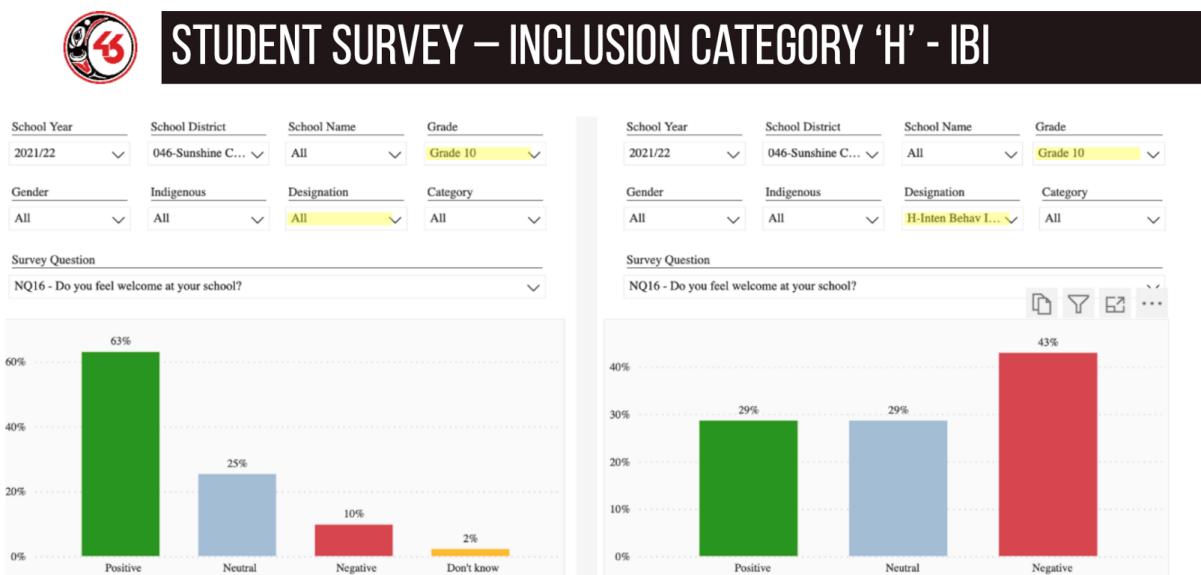
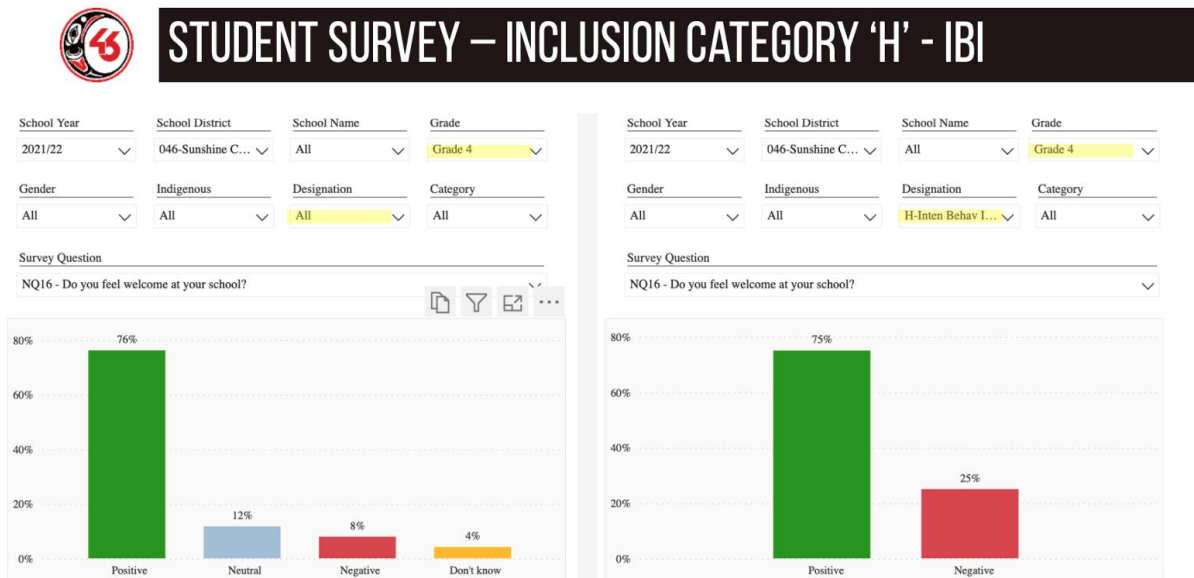


**Resources/Budget:**

- Current staffing:
  - 1 District Inclusion Support Coordinator
  - 1 District Inclusion Support Coordinator: Autism
  - 1 District Inclusion support Teacher
  - 3 Family support Navigator – total 50 hours
  - 2 Educational Assistants 35 hours

**Emerging Areas of Need:**

The data below shows emerging areas of need for students in category H Intensive Behavior in the area of “feeling welcome” at school.



**Adaptations/Next Steps:**

- **Capacity building:**
  - Capacity building in new/existing ISTS
  - Capacity building in EAs
  - Capacity building within SBTs
  - Capacity building and resourcing for specific types of neuro-diverse learners: Autism, FASD
  - Capacity building – universal classroom strategies
  - Professional learning for all staff
- **General ongoing trends:**
  - 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
  - Emergent situations
- **Family Support Navigator:**
  - Conduit between home, school and community supports
  - Referrals coming in before crisis
  - Increased requests for capacity building: i.e. play groups
  - Resource sharing/building – parent sessions; school sessions; Positive Discipline