



INCLUSIVE LEARNING COMMUNITIES

We will develop system-wide understanding and capacity so that all our students are members of classrooms that are inclusive learning communities. We will be able to meet the needs of students in their classrooms with their peers. We will provide appropriate supports and interventions whether a student has a diagnosis connected to a special education category or not. We will create learning environments that enable students to develop a sense of belonging and ensure they see themselves in the curriculum. We know the improvements we make for vulnerable students or students with different interests and talents will benefit all students.

Some examples:

- Foster a growth mindset: all students can be successful
- Learning series: Inclusive Learning Communities
- Shift from pull-out to push-in supports so learning happens with peers in the context of the classroom learning
- Shift from pre-designed programs to universal design for effective instruction for all students
- Shift from finding the right place for students to creating classroom communities for all students
- Updated [policies](#) and [administrative procedures](#) to ensure accountability and transparency
- Indigenous Language and Culture visible in all schools and Board Office (see that focus area)
- Sexual Orientation and Gender Identity (SOGI) school lead team and district SOGI plan
- Implementation of [Ease Everyday Anxiety Strategies for Educators \(EASE\)](#) program K-12 for benefit of staff and students
- Community-wide protocols and partnerships for supporting students (Violence Threat Risk Assessment, Suicide Risk Assessment, Situation Table, Integrated Case Assessment Team, Suicide and Sudden Death Committee, Communities That Care)

Action or Initiative	Success Indicator	Target	Review date	Result	Outcome <i>[Met, Not Met or In Progress]</i>
Learning Series: Inclusive Focus	▪Year-long NID learning series designed with inclusive focus	▪See schedule of sessions arranged for year	Sep 2021	Y	Met
EASE Program	▪Implementation ▪Training provided	▪Implementation Plan developed for K-12 ▪Training provided for all who request ▪All schools have EASE program taught at all grade levels	Nov 2021	Y	Met
			Mar 2022	<i>[Y/N]</i>	----
			Jun 2022	<i>[X/22]</i>	----

SOGI Team	▪SOGI Lead Team implementation	▪22/22 Schools with SOGI Lead identified ▪Student reps on Team ▪District SOGI plan developed ▪3 seasonal team meetings held	Oct 2021	22/22	Met
			Oct 2021	Y	Met
			Feb 2022	[Y/N]	----
			Jun 2022	2/3	In progress
Student Learning Plans	▪Development of common form	▪Alternate program learning plans reviewed ▪Student Learning Plans for LEAs reviewed ▪Planning for District format for learning plans (i.e. for all students who need one)	Oct 2021	Y	Met
			May 2022	[Y/N]	----
			May 2022	[Y/N]	----
Special Education Designation Verification Process	▪Implementation of request for documentation review process	▪Special Education Designations reviewed and approved following process	Sep 2021	Y	Met
Transportation Plan for Students with Disabilities and Diverse Needs	▪Readjustment and Implementation	▪Bussing optimization phase 1 so students can attend full day of school ▪Bussing optimization phase 2	Sep 2021	Y	Met
			Jun 2022	[Y/N]	----
Celebrating Indigenous Cultural Learning	▪Indigenous cultural learning and events in schools prominently demonstrated in Board office and website	▪Digital display in Board office ▪All schools have examples on the District website	Sep 2022	Y	Met
			Feb 2022	[22/22]	----
			Jun 2022	[22/22]	----
Indigenous Language Welcome Signage	▪Welcome signage at each school with appropriate Indigenous language	▪Signs installed at all schools	June 2022	[22/22]	----