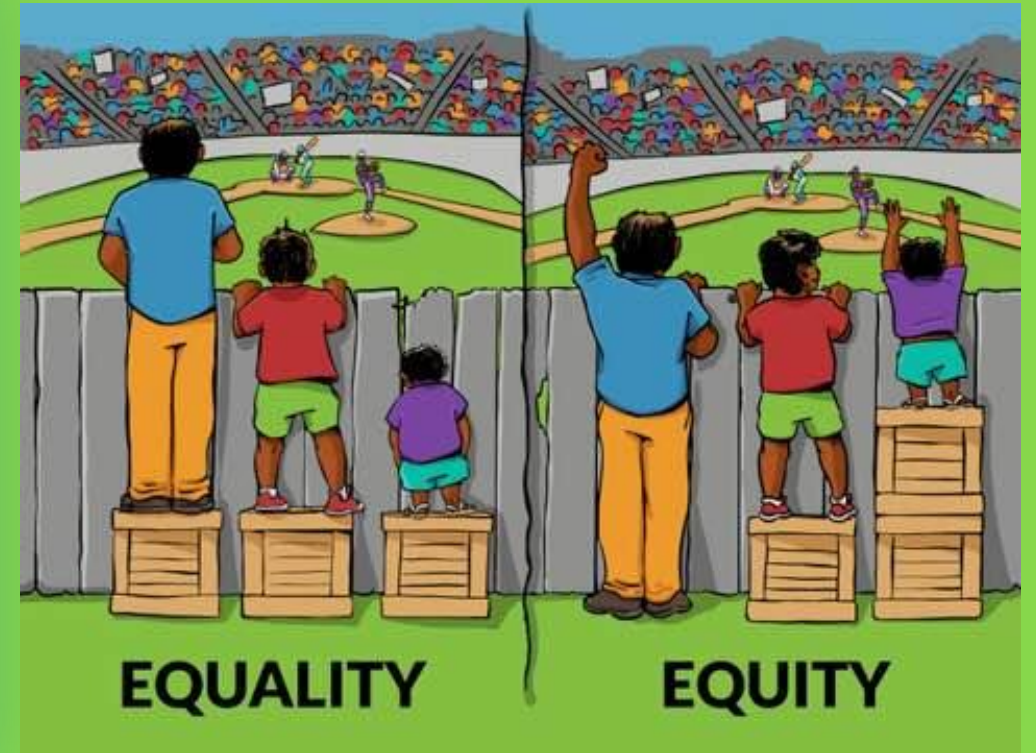# Presentation to the Board of Trustees

Inclusive Practices

October 18, 2016

Overview …………

- ❖ Some Background on what Inclusion is and is not….
- ❖ Video
- ❖ Accountability Pillar Data on an Inclusive Jurisdiction
- ❖ Where is LRSD in terms of supporting children & students

Inclusion: Valuing ALL Learners

October, 2016

Inclusion is …………

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Inclusion should not be a goal for a school….. it should be the **very fabric** of a school's existence.

Inclusion: Valuing ALL Learners

October, 2016

INCLUSION IS NOT … IS?

Inclusion is not just about learners with disabilities or exceptionalities…… It is an **attitude** and **approach** that **embraces diversity** and **learner differences**, and **promotes genuine equality** of opportunities **for all learners** in Alberta.

Guide to Education, 2016 (p. 32)

October, 2016

Alberta's Education system is based on a **value-based approach to accepting responsibility for all children and students**. Inclusion is a way of thinking and acting that demonstrates **universal acceptance** of and **belonging** for, all children and students.

For some learners, the most responsive and flexible learning environment may include:
- Instruction and support in a classroom with same-aged peers
- Individualized instruction in smaller group settings
- A specialized classroom or setting
- One-on-one instruction
- A combination of all the above

The bottom line is that we have to do what is best for the individual student. ……. The right **supports**, at the right **time**, in the right **place**.

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2016 Accountability Pillar Results: Inclusion Education Summary

Measure Description	Measure	Livingstone Range Sch Div 68			Alberta			Measure Evaluation
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Improvement
Each child and youth belongs, is supported and is successful in his/her learning. (Based on student, parent and teacher results)	Student Inclusion	82.8	81.7	81.5	86.4	86.0	85.9	Improved
Families are encouraged and supported in helping their children be successful in their learning.	Supported Families	78.9	78.1	78.6	84.4	84.3	84.1	Maintained
Supports and services that help children and youth in their learning are provided in coordinated and seamless manner.	Coordinated Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Student Inclusion History with Groups

Each child and youth belongs, is supported and is successful in his/her learning. (Based on student, parent and teacher results)

	Livingstone Range Sch Div 68												Alberta											
	2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	1,064	80.0	1,064	79.9	1,556	82.9	2,361	81.7	2,462	82.8	201,038	85.3	206,755	85.9	258,626	85.9	309,536	86.0	284,937	86.4
Parent	233	70.5	222	74.5	192	77.0	171	75.2	201	78.9	34,557	79.6	32,879	80.5	32,374	81.7	32,212	81.9	33,665	82.9
Student	689	77.3	717	73.1	1,219	76.1	2,044	74.9	2,055	75.4	139,292	81.1	146,120	81.8	198,973	80.5	248,447	80.4	220,825	80.6
Teacher	142	92.0	125	92.3	145	95.4	146	95.0	206	94.2	27,189	95.1	27,756	95.4	27,279	95.5	28,877	95.6	30,447	95.9

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2016 Student Inclusion Detail - Parents

		Parents (All)	Parents (Gr.4-6)	Parents (Gr. 7-9)	Parents (Gr. 10-12)
		(% SA or A)			
1	Students at your child's school help each other when they can.	79	87	78	62
2	Students at your child's school respect each other.	71	84	67	43
3	Students treat each other well at your child's school.	74	86	69	46
4	Teachers care about your child.	86	96	84	64
5	When your child needs it, teachers at your child's school are available to help him or her.	80	88	80	60
6	Your child can easily access programs and services at school to help with school work.	69	75	76	45
7	Your child can get help at school with problems that are not related to school work.	76	84	70	64
8	Your child is encouraged at school to try his or her best.	92	100	89	76
9	Your child is treated fairly by adults at school.	83	91	91	55

Livingstone Range
SCHOOL DIVISION No. 68

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2016 Student Inclusion Detail - Students

		Students (All)	Students (Gr.4-6)	Students (Gr. 7-9)	Students (Gr. 10-12)
			(% SA or A)		
1	Are you treated fairly by adults in your school?		83	89	81
2	At school, are you encouraged to try your best?		92	71	65
3	At school, do most students help each other?		80	62	53
4	At school, do most students respect each other?		70	81	71
5	Can you get help at your school with problems that are not about school work?		51	65	n/a
6	Do other students treat you well?		78	90	n/a
7	Do your teachers care about you?		87	77	69
8	Is it easy to get help with school work at your school if you need it?		80	74	75
9	When you need it, are teachers at your school available to help you?		93	82	n/a

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What can/must we do differently to promote further growth with regards to our students' sense of belonging **as well as** being successful in school?

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The **_Inclusive Education Policy Framework_**, in concert with the **_Inclusive Education Policy_** statement in the **_Guide to Education_**, will provide guidance and direction for school authorities and government to create a shared vision of an inclusive education system.

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Where's our thinking...taking us on Inclusion

Thoughts fuel our actions.

As we consider the challenges, are we thinking above or

below the line….

How can we better align values with practice in our efforts to be truly inclusive?
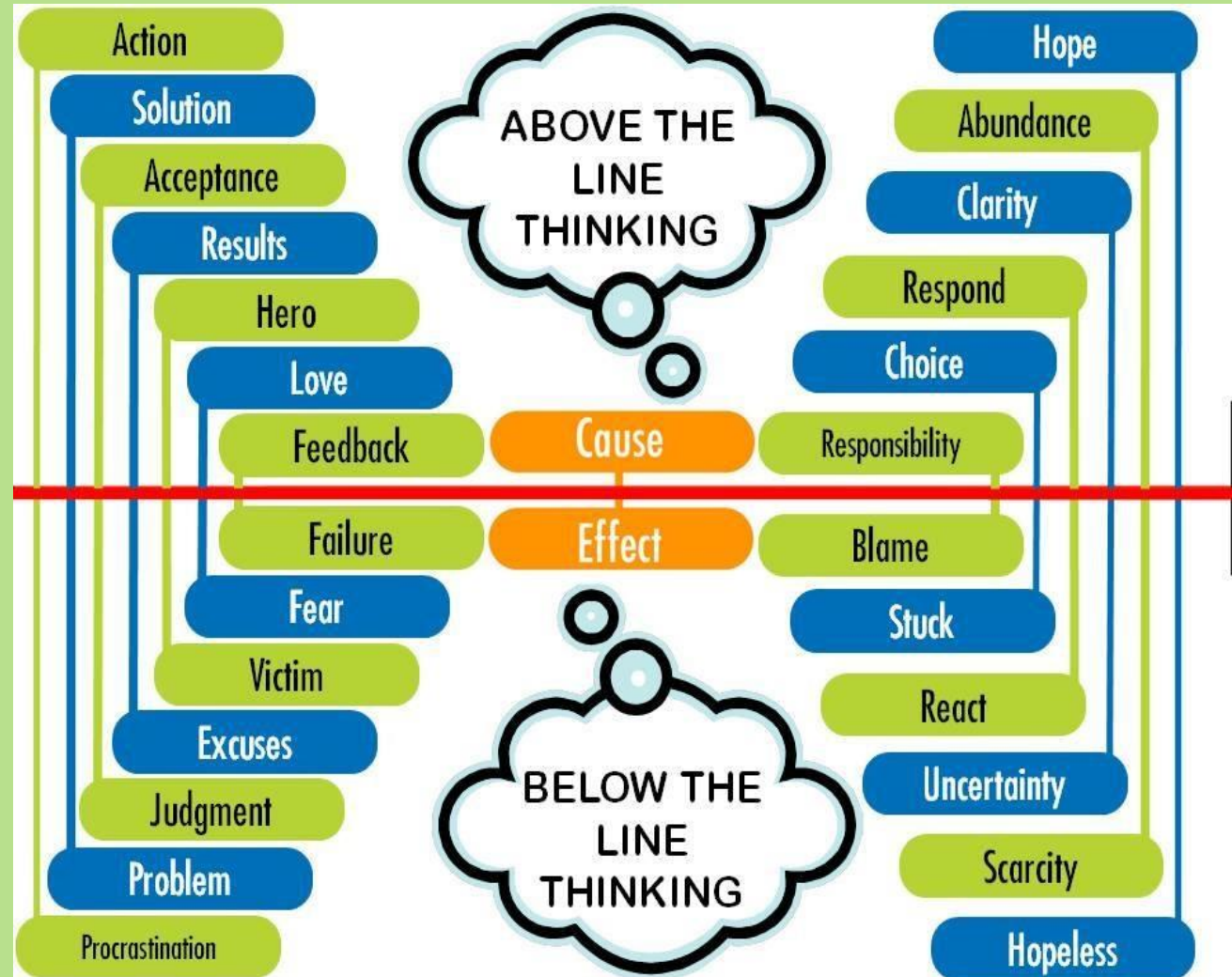
LRSD's Supports for Inclusive Learning

Learning Support / school-based teams meet to review all students in general:
  i.   Teams consist of Principal / AP / LST / FSLC (varies by site)
  ii. Focus is both on student strength and area(s) of focus
  iii. Weekly / bi-weekly / monthly, depending on the school context

Supporting Positive Behaviours – LSTs working closely with teachers / staff
FSLC staff – Self-Regulation strategies to support students at all levels

https://www.youtube.com/watch?v=H3kPvTtU1bg – Including Samuel (4:36)

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Support Strategies that help students feel like they belong:

- Sensory Room – available to anyone who wants to use them
- Calming Spaces / Quiet Corners
- Exercise Bikes / Weight Room
- Yoga Instruction
- Outside "Chill Walks"
- Body Socks
- Mind-Up Curriculum
- Fidget Tools – elastic bands, stress balls, bungees, thera-putty
- Stand up Desks / Walking Strips in class
- Noise-reducing head phones / Listen to Music

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Support Strategies that help students feel like they belong (cont'd):

- Hokki Stools / Rocking Chairs / Wiggle Chairs / Therapy Ball Chairs / Specialized Tomato Seats
- Mindfulness strategies
- Up-Regulation & Down-Regulation Stations
- Out-of-Class Passes – "I Need to Burn"
- Movements for transitions from one activity to another
- Deep Breathing Exercises
- Colouring / Doodling
- Student Choices

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Support Strategies that help students feel like they belong (cont'd):

- Children's Allied Health – SLP / OT / PT
- Complex Cases Support –
    I.   Internal
    II.   Regional (RCSD)
- Educational Assistant Support, as needed, in Literacy/Numeracy
- Differentiated Instruction – personalizing the learning
- Universal and Targeted Accommodations
    I.   Extra Time, Reader, Scribe, Isolation, Headsets, etc
- Intervention Blocks
- Self-Directed Learning / Flex Blocks
- Mental Health Literacy / Kids in the Know

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Students who are included in schools and classes with typically developing peers have:

a. Better communication skills
b. Higher academic achievement
c. Wider social networks
d. Fewer behaviour problems
e. An authentic sense of belonging

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Inclusion is not a program, a policy, a place or something you do; it is a philosophical **attitude** that promotes an authentic sense of **belonging**.

Learning Knows No Bounds

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Together We Learn Better: Inclusive Schools Benefit All Children

- *Differentiated Instruction* increases student engagement

- *Academic Supports* help each student access the full curriculum

- *Behaviour Supports* help maintain a positive learning environment for everyone

- *Respect for Diversity* creates a welcoming environment for all

- *Inclusive Practices* make effective use of a school's resources

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Sharing

- ✓ How are schools supporting ALL learners in their community?

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Questions & Answers

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