

**Learning Support Plan**

Updated: January 2018

<b>Mission</b>	<b>Vision</b>
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

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**Executive Summary**

This Learning Support plan outlines a roadmap for the next two years. The priority for the Learning Support plan is to create an inclusive learning environment that equitably supports and appropriately challenges all students in the physical, social-emotional and academic learning community. The Learning Support team is committed to moving the Greater Victoria School District to a more inclusive education model where students with diverse abilities are welcomed into all aspects of schooling. Students are supported to maximize their learning, contributions, and participation in all aspects of school life. Supports for students with diverse needs, their peers, and teachers, are provided in an equitable manner.

## Learning Support Planning

Mission	Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

<b>Summary of Goals and Main Strategies</b>	
<b>Goal #1</b>	<p>Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>1.1 Refine our service delivery model to include district and school-based educators.</li> <li>1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways.</li> <li>1.3 Create spaces in every school that ensure the safety and dignity of all learners.</li> <li>1.4 Involve students and parents in planning meaningful learning opportunities.</li> </ul>
<b>Goal #2</b>	<p>Support the mental health needs and well-being of all students within an inclusive learning model.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>2.1 Provide equitable counseling supports in all schools.</li> <li>2.2 Provide social emotional learning opportunities for staff, students and parents.</li> <li>2.3 Establish SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.</li> <li>2.4 Continue to build relationships with our community partners such as at Child and Youth Mental Health, Ministry of Children &amp; Family Development, Surrounded by Cedar, and Island Health.</li> </ul>
<b>Goal #3</b>	<p>Continue to develop an understanding for diversity and a respect for learning differences.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>3.1 Create a definition of what inclusion is within the Greater Victoria School District.</li> <li>3.2 Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multidisciplinary teams.</li> <li>3.3 Provide support and educational opportunities to teachers and staff who work with vulnerable learners.</li> <li>3.4 Empower school staff through equitable access to teaching and learning opportunities.</li> </ul>

**Goal 1:** Provide meaningful and purposeful educational opportunities for vulnerable students with diverse learning needs while considering the physical, social-emotional and academic domains.

### Goal 1: Summary of Strategies and Associated Action Plan

#### **Strategies**

##### **1.1 Refine our service delivery model to include district and school-based educators.**

- Continue to work on a coordinated service delivery model.
- Refine our referral process for schools.
- Create a new referral form that encompasses all services provided at the school and district levels.

##### **1.2 Further develop and support teams of professionals so that they may co-plan and co-deliver instruction in inclusive ways.**

- Continue to provide professional learning opportunities for school teams to meet the diverse learning needs of all students.
- Continue to provide support to School Based Teams.
- Continue to provide teachers with support in classrooms utilizing district specialized staff.
- Share evidence based promising practices with all staff and provide support for the staff to implement.

##### **1.3 Create spaces in every school that ensure the safety and dignity of all learners.**

- Complete an *Inclusion for Learning Strategy*
- Specify the space requirements for flexible use rooms.
- Identify Itinerant Staff space needs including accessibility and function.
- Ensure that each flexible use space is age appropriately equipped.

##### **1.4 Involve students and parents in planning meaningful learning opportunities.**

- Provide time for students and parents to collaborate and share dreams, successes, and challenges.

## Learning Support Planning

### 1.1 Refine our service delivery model to include district and school-based educators.

- Continue to work on a coordinated service delivery model.
- Refine a school referral process for schools.
- Create a new district referral form that considers all services provided at the school and district levels.

Timeline (What amount of time is required for the strategy?)

July 2018

Resources: (What is required to fulfill the strategy?)

- Inclusive Learning Team
- School Based Teams

Reporting: (What information is collected and how will it be collected?)

Data Collected

- Number of referrals from E/M/S
- Types of referrals

How?

- All referrals are directed to identified district administrators for each level E/M/S

Evidence and Targets (What can be measured to validate success of the strategy?)

- School reactions to crisis are down as collaboration with district supports are coordinated
- Thematic analysis of data collected; student profile/designation

Outcomes (What outcomes can be expected as a result of the strategy?)

- School Based Teams are aware of the supports within their school and the district supports available through the referral process
- Students identified as needing support through our referral process are seen and supported in a timely manner

## Learning Support Planning

### 1.2 Further develop and support teams of professionals so that they may co-plan and co-deliver instruction in inclusive ways.

- Continue to provide professional learning opportunities for school teams to meet the diverse learning needs of all students.
- Continue to provide support to School Based Teams.
- Continue to provide teachers with support in classrooms utilizing district specialized staff.
- Share evidence based promising practices with all staff and provide support for the staff to implement.

Timeline (What amount of time is required for the strategy?)

July 2019

Resources: (What is required to fulfill the strategy?)

- Learning Support Team
- Shared Planning Time
- Pro-D Funding
- Annual SBT/DBT meeting

Reporting: (What information is collected and how will it be collected?)

Data Collected

- DBT referral stats
- Collaborative Pro-D events are planned

How?

- Submitted forms are categorized and tracked
- Planning sessions for Pro-D events

Evidence and Targets (What can be measured to validate success of the strategy?)

- Increase in the number of teachers/SBT participating in Pro-D focused on Inclusive Learning
- Learning HUB repository is established on the Inclusive Learning Website

Outcomes (What outcomes can be expected as a result of the strategy?)

- Expanded capacity in schools requires fewer referrals to outside teams

## Learning Support Planning

### 1.3 Create spaces in every school that ensure the safety and dignity of all learners.

- Complete an *Inclusion for Learning Strategy*
- Specify the space requirements for flexible use rooms.
- Identify Professional Staff space needs including accessibility and function.
- Ensure that each flexible use space is age appropriately equipped.

Timeline

(What amount of time is required for the strategy?)

July 2019

Resources:

(What is required to fulfill the strategy?)

- School space inventories produced by Facilities
- Equipment/furniture Budget

Reporting:

(What information is collected and how will it be collected?)

Data Collected

- Space requirements for each school
- Itinerant requirements

How?

- Space inventories
- Itinerant collaboration

Evidence and Targets

(What can be measured to validate success of the strategy?)

- Professional space has been established and utilized in every school that meets the functionality of each discipline
- Increased accessibility for all students has increased

Outcomes

(What outcomes can be expected as a result of the strategy?)

- Inclusion for Learning Strategy is complete
- Itinerant staff have expressed satisfaction in their connectedness to their schools as they feel part of the school
- Professional spaces are confirmed
- At least two flexible spaces have been established in each school
- Spaces have been equitably resourced/equipped

## Learning Support Planning

### 1.4 Involve students and parents in planning meaningful learning opportunities.

- Provide time for students and parents to collaborate and share dreams, successes and challenges.

Timeline (What amount of time is required for the strategy?)

October 2018

Resources: (What is required to fulfill the strategy?)

- SBT
- Case Managers
- School Administrators
- DLST
- Admin Assistants/Calendar Organizer

Reporting: (What information is collected and how will it be collected?)

Data Collected

- Parent participation
- Student participation
- Student Connectedness

How?

- School based registrations for meetings
- IEP meeting schedules
- SBT meeting notes
- Parent Teacher Conferences
- MDI Data

Evidence and Targets (What can be measured to validate success of the strategy?)

- Student participation in IEP meetings
- Completion rates of courses
- Referrals to outside partners

Outcomes (What outcomes can be expected as a result of the strategy?)

- Students participate and /or facilitate their IEP meetings
- Completion rates of courses have increased
- Fewer behaviour referrals as students engage in their learning



**Goal 2: Support the mental health needs and well-being of all students within an inclusive learning model.**

Goal 2: Summary of Strategies and Associated Action Plan

**Strategies**

**2.1 Provide equitable counselling supports in all schools.**

- Review current support structure
- Examine Base + model for elementary schools

**2.2 Provide social emotional learning opportunities for staff, students and parents.**

- Establish Social Emotional Wellness Advocates in every school
- Review Counselling supports available for students
- Provide high quality professional learning opportunities in the social emotional domain including mindfulness courses
- Provide non-violent crisis intervention training for staff which focuses on common language in understanding challenging behavior
- Provide a collaborative and proactive support structure for staff working with students with challenging behavior.

**2.3 Establish SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.**

- Provide Ambit Gender Diversity Consulting to all schools for in-service and professional development opportunities
- Provide SOGI Lead training
- Provide information sessions to parents and community members on supports for transgender and gender non-conforming staff, students and families

**2.4 Continue to build relationships with our community partners such as at CYMH, MCFD, Surrounded by Cedar and Island Health**

- Coordinate district staff including Youth & Family Counsellor, District Counsellor, Speech and Language Pathologists, Occupational & Physical Therapists and School Psychologists in a multi-disciplinary approach to providing services.

**2.1 Provide equitable counseling supports in all schools.**

- Review current support structure
- Examine Base+ model for elementary schools

Timeline

(What amount of time is required for the strategy?)

## Learning Support Planning

July 2019

**Resources:** (What is required to fulfill the strategy?)

- Staffing - elementary counseling
- YFCs

**Reporting:** (What information is collected and how will it be collected?)

**Data Collected**

- Current FTE assigned to each elementary school

**How?**

- Reviewing staffing levels at each school

**Evidence and Targets** (What can be measured to validate success of the strategy?)

- Each elementary school has a minimum of .5 school based counseling
- Each elementary school has a minimum of .5 Youth & Family Counseling

**Outcomes** (What outcomes can be expected as a result of the strategy?)

- Each elementary school has equitable access to school based counseling resources
- Each elementary school has equitable access to community based resources utilizing Youth & Family Counselor services

### **2.2 Provide social emotional learning opportunities for staff, students and parents.**

- Establish Social Emotional Wellness Advocates in every school
- Review Counseling supports available for students
- Provide high quality professional learning opportunities in the social emotional domain including mindfulness courses.
- Provide non-violent crisis intervention training for staff which focuses on common language in understanding challenging behavior.
- Provide a collaborative and proactive support structure for staff working with students with challenging behavior.

**Timeline**

(What amount of time is required for the strategy?)

## Learning Support Planning

July 2018

**Resources:** (What is required to fulfill the strategy?)

- Social Emotional Wellness Advocates
- Mindfulness for Educators Course
- Mindfulness for Educators Refresher Course
- District Learning Support Team

**Reporting:** (What information is collected and how will it be collected?)

**Data Collected**

- Social Emotional Wellness Advocates are established
- Staff responses to Mindfulness course

**How?**

- Attendance at 4 SEWA sessions
- 3 Mindfulness sessions have occurred with another session planned for January 2018

**Evidence and Targets** (What can be measured to validate success of the strategy?)

- Every school has an advocate
- A 4<sup>th</sup> Mindfulness course has been requested
- A Mindfulness Refresher Course Offered

**Outcomes** (What outcomes can be expected as a result of the strategy?)

- Attendance has increased
- Academic achievement has increased
- 62 Advocates have been identified in 32 schools (December 2017)
- Approximately 80 staff have or will have completed the Mindfulness for Educators Course
  - A Mindfulness for Educators Refresher Course is currently being offered to approximately 60 staff

**2.3 Establish SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.**

- Provide Ambit Gender Diversity Consulting to all schools for in-service and professional development opportunities.
- Provide SOGI Lead Training

## Learning Support Planning

- Provide information sessions to parents and community members on supports for transgender and gender non-conforming staff, students and families

Timeline (What amount of time is required for the strategy?)

June 2018

Resources: (What is required to fulfill the strategy?)

- Red Cross Workshop – Healthy Relationships
- Ambit Gender Diversity Consulting
- District Gender Sexuality Alliance
- SOGI 123
- District SOGI Lead

Reporting: (What information is collected and how will it be collected?)

Data Collected

- School Leads have been established in all schools
- District SOGI Lead has been established
- Schools requesting SOGI training
- Parent and Community members receive information

How?

- Request for volunteers to all schools
- SOGI 123
- Ambit Gender Diversity Consulting
- Ambit Gender Diversity Consulting

Evidence and Targets (what can be measured to validate success of the strategy?)

- Staff, students and families have identified the SOGI lead in their school
- Every school has identified at least one SOGI lead

Outcomes (What outcomes can be expected as a result of the strategy?)

- Every transgender or gender non-conforming student experiences a safe learning environment

## Learning Support Planning

### 2.4 Continue to build relationships with our community partners such as at CYMH, MCFD, Surrounded by Cedar and Island Health

- Coordinate and align our district staff including Youth & Family Counsellor, District Counsellor, Speech and language Pathologists, Occupational & Physical Therapists and School Psychologists in a multi-disciplinary approach to provide equitable services.

Timeline (What amount of time is required for the strategy?)

June 2018

Resources: (What is required to fulfill the strategy?)

- Central Meeting Space
- District Administrator assigned to coordinate

Reporting: (What information is collected and how will it be collected?)

Data Collected

- Community partners and district team meetings are occurring
- Community supports are being provided

How?

- Calendars have been aligned and monthly meeting schedule has been established
- Key contacts for community partners have been identified

Evidence and Targets (What can be measured to validate success of the strategy?)

- Equitable access to community services is consistently considered by all disciplines to further support students in our district

Outcomes (What outcomes can be expected as a result of the strategy?)

- Complete supports for students and families are provided by the school district and community partners for all schools within the district

**Goal 3: Continue to develop an understanding for diversity and a respect for learning differences.**

Goal 3: Summary of Strategies and Associated Action Plan

**Strategies**

**3.1 Create a definition of what inclusion is within the Greater Victoria School District.**

- Collaborate with our educational community to determine the best definition of inclusion for our district based on our work to support all learners in the social-emotional, physical and academic domains

**3.2 Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multi-disciplinary teams.**

- Provide ongoing professional learning opportunities to staff
- Ensure every school building is accessible
- Continue collaboration with school based teams and multi-disciplinary teams

**3.3 Provide support and educational opportunities to teachers and staff who work with vulnerable learners.**

- Establish criteria for identifying vulnerable learners
- Engage community supports for vulnerable learners and their families as needed
- Provide in-service for staff that outlines referral processes, access to resources and key contacts for vulnerable students in their classrooms

**3.4 Empower school staff through equitable access to teaching and learning opportunities.**

- Supporting UDL/RTI, Level A/B Assessment toolkits, intervention planning and other research based experiences.
- Provide equitable access to technology that is thoughtfully aligned with the specific needs of the student and the new BC curriculum

**3.1 Create a definition of what inclusion is within the Greater Victoria School District.**

- Collaborate with our educational community to determine the best definition of inclusion for our district based on our work to support all learners in the social-emotional, physical and academic domains.

Timeline

(What amount of time is required for the strategy?)

2017- 2018

Resources:

(What is required to fulfill the strategy?)

## Learning Support Planning

<input type="checkbox"/> Collaboration time
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Reporting:	(What information is collected and how will it be collected?)
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Data Collected <input type="checkbox"/> Staff input	How? <input type="checkbox"/> Inquiry based meetings focused on inclusion
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Evidence and Targets	(What can be measured to validate success of the strategy?)
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<input type="checkbox"/> Definition has been created <input type="checkbox"/> Definition has been shared and posted on school and district websites
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Outcomes	(What outcomes can be expected as a result of the strategy?)
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<input type="checkbox"/> All students have opportunities to experience inclusion with their peers in all classrooms in the Greater Victoria School District <input type="checkbox"/> Inclusion is recognized by definition by staff, students, families and community members in the Greater Victoria School District
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### 3.2 Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multidisciplinary teams.

<input type="checkbox"/> Provide ongoing professional learning opportunities <input type="checkbox"/> Facilitate collaboration between School Based and Multi-disciplinary Teams
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Timeline	(What amount of time is required for the strategy?)
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2017- 2019
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Resources:	(What is required to fulfill the strategy?)
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<input type="checkbox"/> District Administrators assigned to each level <input type="checkbox"/> Multi-Disciplinary Teams Developed <input type="checkbox"/> Clear Referral Process Established
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Reporting:	(What information is collected and how will it be collected?)
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Data Collected	How?
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## Learning Support Planning

<ul style="list-style-type: none"> <li><input type="checkbox"/> District Administrators assigned</li> <li><input type="checkbox"/> Multi-Disciplinary Teams formed</li> <li><input type="checkbox"/> School Based Teams are consulting with the Multi-Disciplinary Teams</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District Base Administration</li> <li><input type="checkbox"/> In collaboration with District Based Staff and Itinerants</li> <li><input type="checkbox"/> District Teams have visited all school based teams</li> </ul>
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Evidence and Targets	(What can be measured to validate success of the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Response to classroom crisis as a result of diverse learner needs are down</li> <li><input type="checkbox"/> Work of the Multi-Disciplinary Team with School Based Teams shows less reliance on pull-out model and more inclusion is occurring</li> </ul>	

Outcomes	(What outcomes can be expected as a result of the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Diverse learners are experiencing success within their peer group classrooms</li> <li><input type="checkbox"/> Families are accommodated in their catchment school with the supports in place for their children</li> </ul>	

### 3.3 Provide support and educational opportunities to teachers and staff who work with vulnerable learners.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish criteria for identifying vulnerable learners</li> <li><input type="checkbox"/> Engage community supports for vulnerable learners and their families as needed</li> <li><input type="checkbox"/> Provide in-service for all staff that outlines referral processes, access to resources and key contacts for vulnerable students in their classrooms</li> </ul>	
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Timeline	(What amount of time is required for the strategy?)
2017- 2018	

Resources:	(What is required to fulfill the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> District Based Team</li> <li><input type="checkbox"/> Youth &amp; Family Counselors</li> <li><input type="checkbox"/> School Based Teams</li> </ul>	

Reporting:	(What information is collected and how will it be collected?)
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## Learning Support Planning

<p>Data Collected</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community Referrals</li> <li><input type="checkbox"/> In-service offered at each school</li> </ul>	<p>How?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Youth &amp; Family Counsellors</li> <li><input type="checkbox"/> School Based Administrators working with District Based Teams</li> </ul>
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Evidence and Targets	(What can be measured to validate success of the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance has increased for our identified vulnerable learners</li> <li><input type="checkbox"/> Academic achievement has increased for our identified vulnerable learners</li> </ul>	

Outcomes	(What outcomes can be expected as a result of the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Vulnerable learners are connected and engaged at their schools</li> <li><input type="checkbox"/> Course completion rates have improved at secondary levels</li> <li><input type="checkbox"/> Graduation rates have improved at secondary levels</li> </ul>	

### 3.4 Empower school staff through equitable access to teaching and learning opportunities.

- Supporting UDL/RTI, Level A/B Assessment toolkits, intervention planning and other research based experiences.
- Provide equitable access to technology that is thoughtfully aligned with the specific needs of the student and the new BC curriculum

Timeline	(What amount of time is required for the strategy?)
2017- 2018	

Resources:	(What is required to fulfill the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Multi-Disciplinary Teams</li> <li><input type="checkbox"/> School Based Teams</li> <li><input type="checkbox"/> Technology Resources</li> </ul>	

Reporting:		(What information is collected and how will it be collected?)
<p>Data Collected</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning opportunities are established</li> </ul>	<p>How?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> District calendar of planned events for all areas are established and shared with schools</li> </ul>	

## Learning Support Planning

<input type="checkbox"/> Technology needs are determined and distributed	<input type="checkbox"/> District Learning Support Teachers and Multi-Disciplinary Teams
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Evidence and Targets	(What can be measured to validate success of the strategy?)
<input type="checkbox"/> All schools will have a core team trained in non-violent crisis intervention <input type="checkbox"/> School Based Teams align technology needs for students and classroom support through consultation and collaboration with Multi-Disciplinary Teams	

Outcomes	(What outcomes can be expected as a result of the strategy?)
<input type="checkbox"/> School staff are able to welcome all learners to the classroom as opposed to sending students out for support <input type="checkbox"/> Students are using technology as needed to support their learning	