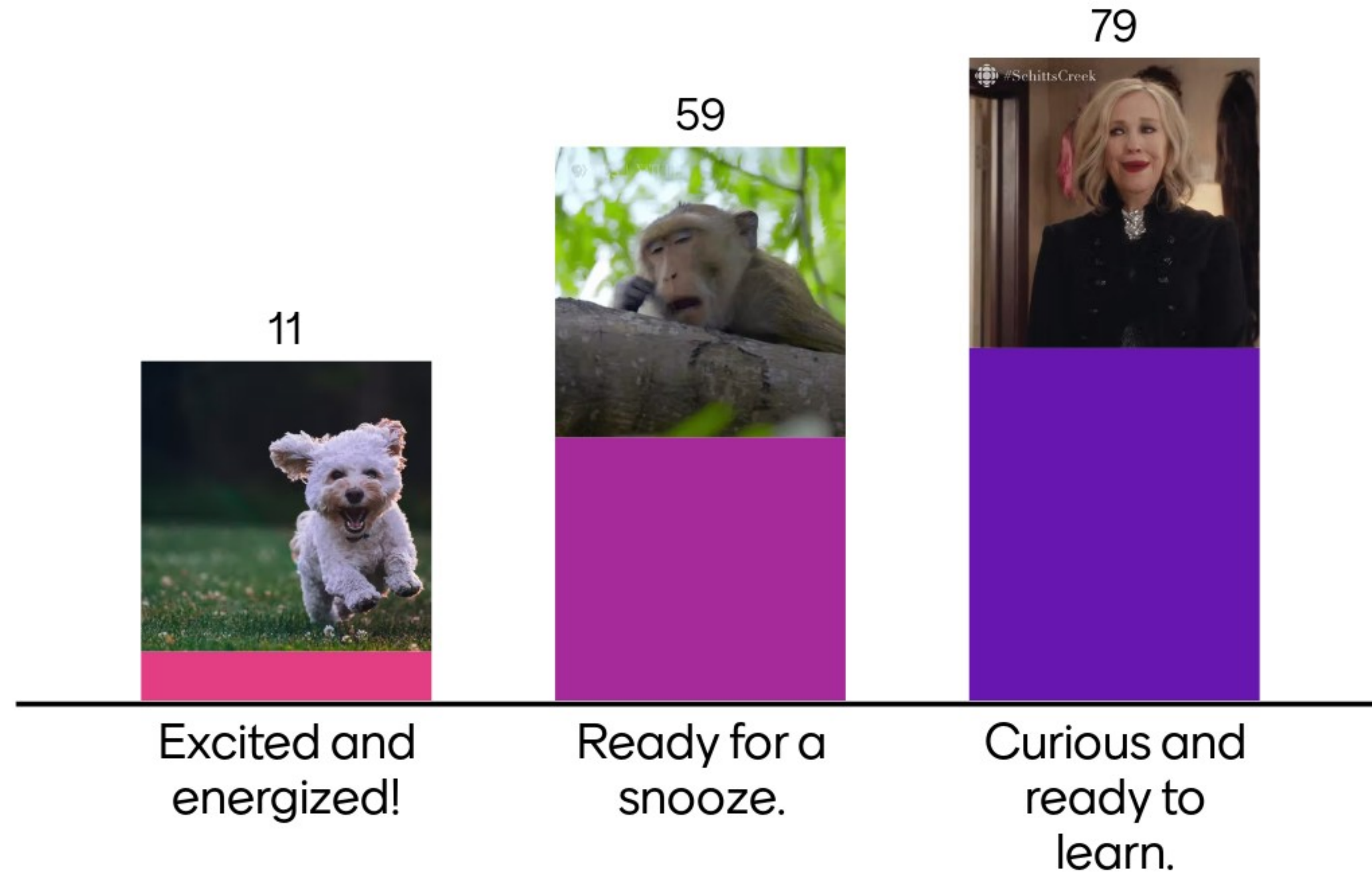


Which image best matches your energy level in this moment?



What would you like to leave this session with today?

35 questions
234 upvotes



Reflecting over the last 2 years, share 1-3 words that describe your experience supporting students with diverse learning needs.



Share highlights of your discussion of successful practices. You may submit more than once.

Virtual counselling partners

Greater understanding of the curriculum and the core competencies
More about the process than the product
Genuine interest in Mental Health awareness and Trauma informed practice
More assignments connecting to land and real life
Indigenous Outreach

Targeted 1 to 1 EA time for students
Access to technology

Relationships
Friendships
Access to Tech ... lunged us forward.
Teams.
Tech given to families
One on one support with families
Inviting parents into the learning.
Supporting families with resources.
Collaboration within the school.
Schools tea

Beautiful work on our online resource access, we have come a very long way and we access things that we would not have accessed before.

A lot of our responses during the pandemic were for students with Diverse needs and all students benefited. The value was seen and many initiatives/practices have continued.
Highlighted that school is a safe place for kids.

Virtual access for professional networking, access to digital resources.
Increase access to professional development (learning series).
This is a bit of an equalizer for northern districts

Schedule design for more student support

Flexibility and creativity for engagement

Share highlights of your discussion of successful practices. You may submit more than once.

- Focussing on the essentials created access points for the kids. - We also focussed/acknowledged on the wellness of our staff made a difference.- Were aware of the correlation between staff and student wellness and then academic achievement.

Consistent supports for students with teams instead of individuals supporting

Crash course in virtual meeting technology, and the continued use of technology

- part-time mental health leads role using the MHiS grant to get the conversation going in schools

Multidisciplinary collaboration

- Student support teams were in place and were vital in connecting schools to community. - Developed a larger community partnership that will extend beyond the pandemic.

Working with families towards flexible solution for program delivery. Understanding that things don't always have to be the way it always was.

- Schools stepped in where community stopped. - Helped to stabilize home (gift cards, clothing, housing, etc.) and emotional needs before we got to learning.

Communication that better met family needs

Share highlights of your discussion of successful practices. You may submit more than once.

Universal access for supports that used to be reserved for a small group of students.

-Virtual team meetings included more collaboration - More focus SEL in classroom- Use of SEL programs "We Thinkers!"

Increased cultural programming and on- the-land learning experiences; connection with Elders and Knowledge Keepers

We appreciate the flexibility to structures and access to curriculum. Structures were adapted to virtual parent meetings, flexible timings, blended learning and flexible program delivery.

Collaborative planning Meet students where they are!
Social, emotional and academic Flexible planning and responding
Planning for everyone to engage when they show up
Increased teacher communication with parents
Better relationships

□ Personal contact with homes – meaningful conversations between teachers and parents
□ Teachers learned to be more receptive to meeting diverse needs by necessity

- Our online model was available for students to access learning. - Creative innovations were developed to meet child's or family's needs.

Elementary outreach opportunities.

□ Increased capacity with technology which increased diverse access needs i.e. absences, different pacing, etc. because work and learning platforms were familiar and maintained

Share highlights of your discussion of successful practices. You may submit more than once.

Competency based IEPs structurally framing the supports for students based on assets, identity, relationships, student voice and family engagement - increasing strength of connection

Expertise and capacity, technology and apps that were integrated and used, adaptability, team work, enhanced school home communication and learning

Classroom Support Plans; UDL focus; Alignment of existing structures; Permission to focus on STUDENTS and requiring less paperwork; In-class professional support; Co-planning, co-design; shifting, modernizing language; Sharing stories;

Greater participation and attendance for meetings through on-line meetings
Personal 1:1 check-ins with students
Hygiene Routines and mindfulness around that
Intentionally reaching out to families
PD around technology and websites

We have really focused on outdoor learning and learning in nature. Physical literacy has been an area of growth too in our District. Use of MS Teams has allowed us to make the school personnel more accessible to families.

- providing outreach connection directly to students and families of non-attenders; going to students' homes to provide supports and work on reconnecting with school

□ Increased awareness of importance of school socialization
□ Increased risk taking – familiar no longer existed
• Questioning why we are doing what we are doing

Being able to have students and staff in the building in person

□ Executive skills were developed in the absence of artificial school structures – identified the need for routines, structure, schedules, etc.

Share highlights of your discussion of successful practices. You may submit more than once.

□ More awareness of internal motivation vs. external motivation
□ Parents became increasingly aware of the importance of trained teachers

□ Increased awareness of social-emotional learning and needs
• Maslow before Bloom
□ Core Competencies took priority over content delivery...for many...eventually

- emphasizing the importance of connections with students; naming those students who are at risk and being deliberate about who will connect, what supports will be provided

Use of/familiarity with technology, reduction of strict focus on rigour (have-do's, should-do's, etc.), consideration of consistent language/policy, understanding of school's has a hub of social service, understanding of scope of diverse needs

Inclusive meetings, improved attendance at meetings due to video conferencing, permission for educators to think differently and intentionally consider diverse needs

Building parent understanding of curriculum Needs based assigning of resources/EA time etc. Teacher collaboration Continuity of Learning Plans to condense IEP learning goals for home environment

Water beads and other creative tools and activities, thinking outside the box, greeting students every morning, saying hi to everyone we see at school, rituals of connection, morning meetings, check ins, zoom platform, play, routines, consistency

Clear and consistent procedures for accessing district support

- [] Home visits that built community and provided food security for our community members. - [] Increased budget for food resources that continued. - [] Acceptable way to connect with families as restrictions to food shopping, etc..

Share highlights of your discussion of successful practices. You may submit more than once.

Working with District IT staff to help support cloud-sharing and what is supported by the district. Understanding what due diligence is required

- frequent online meetings with regional CAISE network to provide supports and share strategies was absolutely vital

Consider wellness of staff as they supported students

- [] Built understanding and opening to new practise (district level).

Predictably, we need each other, FSN and bridging schools to families, support teams

Give up the paper! Digital format learning materials promote equitable access for students with a range of access profiles.

Digital accessibility learning materials and resources to support classroom teachers to design learning content with accessibility in mind from the outset – born accessible!!

Reaching out to the community versus expecting vulnerable to reach in. Reduced pressures as some students were able to do well with fewer demands.

Increased awareness of vulnerability and our understanding of vulnerability ... example - surprised by 'high achievers' struggling

Share highlights of your discussion of successful practices. You may submit more than once.

2. Predictable, consistent practises

I definitely felt supported by colleagues. We became stronger together. We collaborated in different ways then before.

Reaching out to the community versus expecting vulnerable to reach in. Reduced pressures as some students were able to do well with fewer demands.

- [] Home visits that built community and provided food security for our community members. - [] Increased budget for food resources that continued.

In some cases more frequent connection with student families to support students, outdoor learning, consider and encourage extension of learning families took up while home with their children/youth

I was able to work with a vulnerable non-verbal student with a compromised immune system online and teach him how to code via Scratch. The student is now an amazing coder and inspiring the world with his coding.

Major affordance of the shift to hybrid learning was an increase in the quality and accessibility of professional learning opportunities for disabled educators

- [] Built understanding and opening to new practise (district level).

- [] Deeper connections and relationships

Share highlights of your discussion of successful practices. You may submit more than once.

As systems pivoted the many ways and opportunities for fostering the home/school collaboration and improved home/school connections in general

Continued emphasis on mental health for everyone and building in foundational practices for well-being during the school day.

Regularly build in mindfulness and well-being practices for students during the day and for staff in staff meetings.

Use the Assessment and Growth Plan Toolkit for Well-being and SEL to take a holistic approach to identifying what we are doing to support well-being. We used this to develop a mental health strategy. <https://www.wellbeingbc.ca/school-toolkit>

Share highlights of your discussion, as we look ahead. You may submit more than once.

We need BOOTS ON THE GROUND. Access to trained mental health supports for our students and families.

We are told that CYMH is no longer providing preventative services and is only capable of focussing on intervention... and we are BARELY saving lives of our students. NOT ACCEPTABLE. We need Human Resources! Right now... social work IN schools...

District collaboration time for planning -EA for every room - increased language activities for lower language learners - access to medical and other services - more parents in schools - more teachers and EA hired

full-time counsellors in every school

increased salaries (30%) to attract teachers/EAs

☐ Make sure we are clear of our priorities and why they are priorities ☐ Need to walk your talk

☐ Increase the utility of blended learning platforms ☐ Continue the focus on Core Competencies and fundamental literacy/numeracy to create people who can learn

☐ Take away the element of surprise by ensuring open access ☐ Increase understanding of the whole child

Continued emphasis on embedding SEL across all settings and brain friendly strategies for adult and student learners

Share highlights of your discussion, as we look ahead. You may submit more than once.

Training in Mental Health First Aid and Literacy that tells us to refer... and there is NO ONE to refer to... families telling their story over and over and giving up. We need HOPE AND SERVICES... yesterday!

Reassurance Supporting families and staff with their fears and anxieties...listening to their stories Getting students accustomed to schedules and routines Finding the gaps...more PLC time to talk core essentials

Focus on Wellness

□ Listening deeply □ Increased awareness of the importance of mental health

Having a full time councillor in every school.

Home/School Liason support workers...have had to drive students to school and visit homes to hear their stories and unique need for transitional support back into school

Trauma informed practices

we need medical professionals in each district to help us with assessments and interventions

Staffing OVER (not under ratio) in Counselling. We need to change the ratio to reflect the documented need and reality.

Share highlights of your discussion, as we look ahead. You may submit more than once.

-SEL/mental health of students, staff, families viewed as top priority - safety, sense of belonging / positive relationship come before curriculum

Focus on wellness

We need more funding for programming, staff and resource to provide for our future generations. When staff feel equipped and valued then the children in their care will be equipped and valued.