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Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**





How can we **inclusively plan** for, **teach**, and **assess** all students in a **diverse** classroom using renewed curriculum?

Session 1: Getting to know students from a strength based perspective

Session 2: Determining the grade level learning standards

Session 3: Developing asset based learning continuums for grade level curriculum

Session 4: Using asset based learning continuums to extend grade level curriculum

Session 5: Inclusive and standards based assessment

Series Guiding Question:

How can we **inclusively plan** for, **teach**, and **assess** all students in a **diverse** classroom using renewed curriculum?

Session 1 goals:

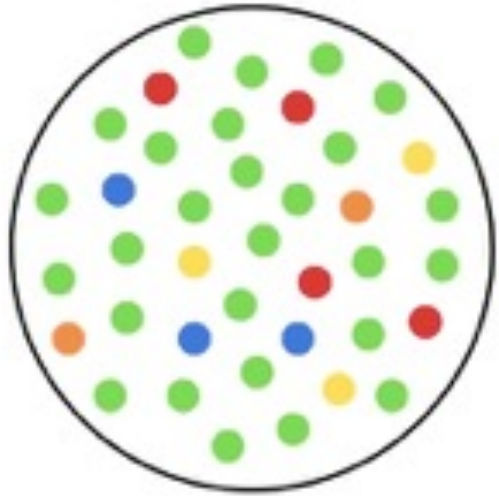
- I **understand** that students are **diverse** and that planning for them requires **anticipating variability** rather than **homogeneity**
- I **know** that **getting to know** students from **their perspectives** allows us to **design** for them in ways that preserve **the integrity of the diversity**
- I **can** gather **data** about my students that can **inform** our curricular design, and that **highlights students strengths, interests, and identities**
- I **am inclusive** and believe that **ALL** students, regardless of their **ability**, can **access grade level curriculum**

Reflecting on the Big Ideas for this series:

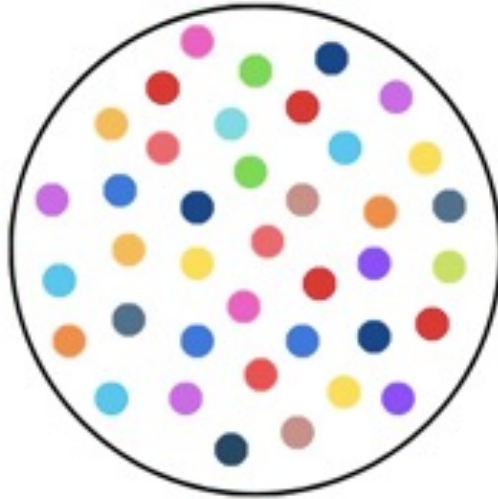
- **What questions are coming up for you?**
- **What are you hoping to be able to know/do by the end of this series?**

<https://padlet.com/fivemooreminutes/what-questions-are-coming-up-for-you-what-are-you-hoping-to--relcfxvkt8cgo376>

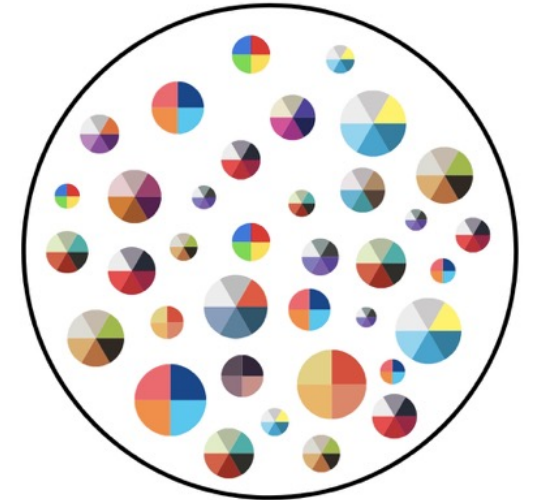
What is Inclusion?



How do we
include people
with disabilities?

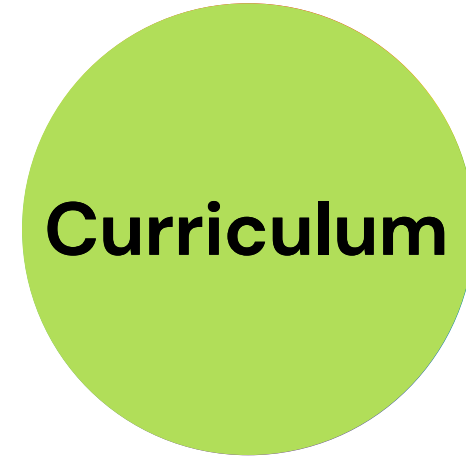
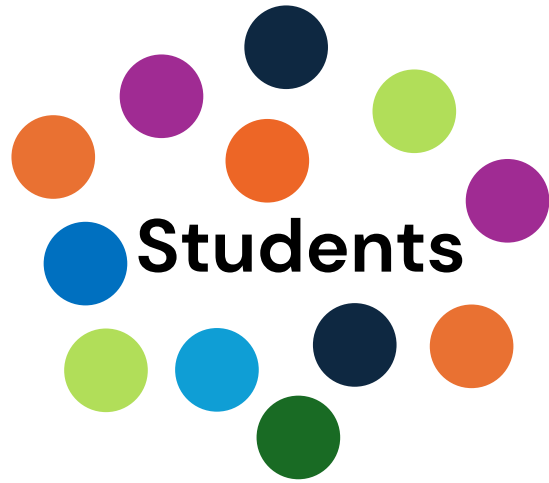


How do we teach
to *diversity*?



How do we
teach to *identity*?

WHAT IF WE ANTICIPATED *variability*



INSTEAD OF *homogeneity*?

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Adjustable Supports & Strategies
Student choice of tools and actions

NEEDS BASED DESIGN

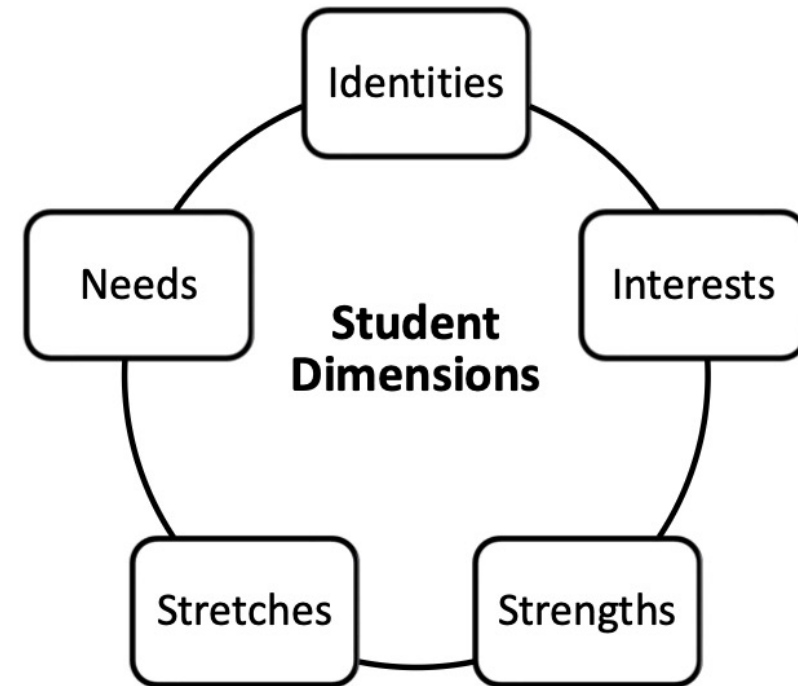
What are the student needs?
What barriers are getting in the way?
What do student require to navigate
needs & barriers?

INSTRUCTIONAL DESIGN

How will students show growth
within the learning standard?
How do we know?

Getting to know who the students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** AND **design better** for student variability?



Who are you? What are your dimensions?

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
How do you identify?	What brings you joy?	What feels easy to you?	What is a goal that you have for yourself?	What makes it hard for you to learn?
What are some words that describe you?	What are some of your favourite things/ activities?	What do you know a lot about?	What do you want to get better at?	What helps you learn best?
Complete the statement: I am _____	What are some things that you do with your family and friends?	What perspective do you bring to conversations?	What is something you want to learn more about?	What makes it hard for you to pay attention/ focus?
What communities are you and your family a part of?	What do you wish you could spend more time doing?	What are you really good at?	What do you wish you could do more of?	Do you prefer to work alone or in a group?
What are your pronouns?	What do you want to learn more about?	How can I help others? (Strengths)	What is an area that you need some practice in?	What makes it hard to get to school/ go to class?
What place do you call home?	What do you want to learn how to do?	What could you teach to someone else?	What could you work on now, that will help you in the future?	What do you wish was different about school?
What languages do you speak?	What would you do if you had a full day off?	Why is your family/ class/group so lucky to have you?	What do you need support for at school?	What materials/tools do you need in a classroom?
What cultures, races or nations do you identify with?	What do you like to learn/ read about?	How do you help out at home? In other activities?	What do you wish you could do more of without help?	What is important for your teacher to know about you?
Are there any disabilities that you identify with?	What kinds of shows/ movies/ books do you like?	What do you do that brings other people joy?		

Google Form:

<https://forms.gle/6CaTcPW3sSQnQnCp7>

<https://forms.gle/6CaTcPW3sSQnQnCp7>

Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
<p>How do you identify?</p> <p>Your answer _____</p>	<p>What brings you joy?</p> <p>Your answer _____</p>	<p>What feels easy to you?</p> <p>Your answer _____</p>
<p>What are some words that describe you?</p> <p>Your answer _____</p>	<p>What are some of your favourite things/activities?</p> <p>Your answer _____</p>	<p>What do you know a lot about?</p> <p>Your answer _____</p>
<p>Complete the statement: I am ...</p> <p>Your answer _____</p>	<p>What are some things that you like to do with your family? Your friends?</p> <p>Your answer _____</p>	<p>What unique perspective do you bring to conversations?</p> <p>Your answer _____</p>
<p>What communities are you and your family a part of?</p> <p>Your answer _____</p>	<p>What do you wish you could spend more time doing or learning about?</p> <p>Your answer _____</p>	<p>What are you really good at?</p> <p>Your answer _____</p>
<p>What are your pro nouns?</p> <p>Your answer _____</p>	<p>What would you if you had a day off?</p> <p>Your answer _____</p>	<p>What could you teach to someone else?</p> <p>Your answer _____</p>

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows, fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4: Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

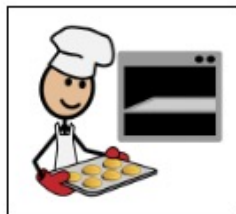
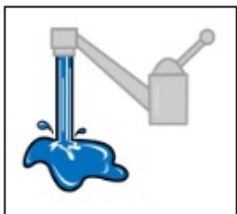
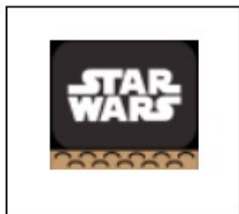
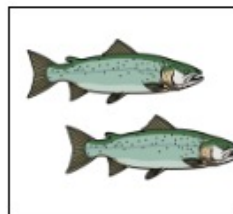
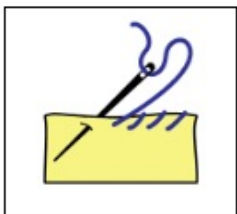
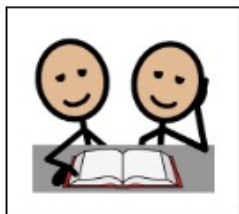
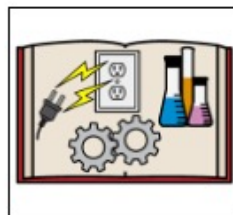
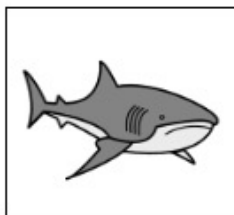
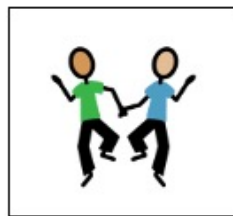
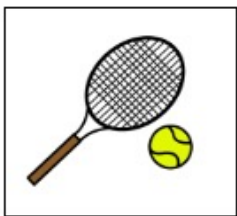
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
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Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?





Student Name, Year

School District	Inclusive and Competency Based Individual Education Plan
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Student Details				
Student Photo	Student Name		Primary Designation	
	Grade		Additional Designation	
	Student Number		IEP Review Date	
	Date of Birth		Case Manager	
	Student Support Team		Role	
	Parent/Guardian Consultation Date			

My Personal Profile	Link to Evidence:	Thoughts from my family & team
My Identities		
My Interests		
My Needs		

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team

Areas I want to focus on this year



Competencies that can help choose goals	<ul style="list-style-type: none"> Personal Awareness & Responsibility Positive Personal & Cultural Identity 	<ul style="list-style-type: none"> Communicating Collaborating Social Awareness & Responsibility 	<ul style="list-style-type: none"> Creative Thinking Critical Thinking & Reflective Thinking
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John, 2019

School District	Inclusive Education Plan
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Student Details				
	Student Name	Nella John	Primary Designation	Learning Disability
	Grade	8	Additional Designation	
	Student Number	6867678	IEP Review Date	May 05, 2020
	Date of Birth	Jan 20, 2006	Case Manager	D. Creek
	Student Support Team		Role	
	S. Althuis	Parent (mother)		
	S. John	Parent (father)		
	L. Aracama	Counsellor		
	J. Gill	Youth Worker		
	R. Che	Principal		
	Parent/Guardian Consultation Date			October 18, 2019

My Personal Profile	Link to Evidence: Student Portfolio
My Identities	"I have a lot of cousins, so my family is big. Some of my family are from other countries." * Nella has two homes that she shares her time between
My Interests	"I really like anime, especially Dragon Ball Z. I also like drawing" * Showing a lot of interest and skill in the arts * Enjoys making cross-curricular connections within her subject classes
My Needs	"I like it when teachers will work with me to help me understand better. Sometimes I need more time. I also like when I have someone to talk to. It helps when I can think about my worries out loud." * Strengthen organization and time management * Managing her worries and emotions

My Learning Profile	Link to Evidence:		
* Thought from my family and team	Personal	Social	Learning
My Strengths	"I know what my feelings are when I'm having them."	"I have 2 best friends that I like to spend time with."	"I am really good at finding ways to be creative with my work."
My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know." * engaging in social dialog with unfamiliar peers and adults	"Sometimes, I have a hard time writing." * organizing thinking within written tasks

The areas that I want to focus on this year



Competencies that can help me set goals	Personal Awareness & Responsibility	Communicating	Creative Thinking
	Positive Personal & Cultural Identity	Collaborating Social Awareness & Responsibility	Critical Thinking & Reflective Thinking

George, 2020

School District #12	Inclusive Education Plan
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Student Details				
	Student Name	Linden George	Primary Designation	Cognitive Disability
	Grade	10	Additional Designation	
	Student Number		IEP Review Date	October, 2021
	Date of Birth		Case Manager	A. Yau
	Student Support Team		Role	
	Mr. & Mrs. George		Parents	
	Mr. & Mrs. George		Grandparents	
	R. Lightfoot		Indigenous Support Worker	
	T. Bains		Work Experience Teacher	
	Parent/Guardian Consultation Date			October 17, 2020

My Personal Profile	
*Thoughts from my family +Thought from my school team	Link to Evidence: Recorded interview in digital portfolio
My Identities (only student & family) <ul style="list-style-type: none">Who am I?What words describe me?	"I am Indigenous, I am happy, helpful, dependable, friendly" * We are proud of our heritage and of our son and all his gifts!
My Interests <ul style="list-style-type: none">What I love and/or like?What do I spend my time doing?	"I like to work with kids, and I like being a part of student council. I love my family and spending time with them. I like to spend time in my Drama class and Young Life. I want to travel to many places in the world and would like to be a teacher"
My Needs <ul style="list-style-type: none">What I need to be successful?What is important for people to know about me?	"I like to talk about what I am learning. I like to be prepared. Music helps me to feel calm and relaxed. Sometimes writing is hard for me, but I like to talk a lot. I need to ask questions when I am confused."

My Learning Profile			
* Thoughts from my family + Thoughts from my school team	Link to Evidence: Recorded interview in digital portfolio		
	Personal	Social	Learning
My Strengths <ul style="list-style-type: none">What can I do?When do I feel confident?What can I teach others about?	"I am good at student council and I am good at organizing things. I am on time for school."	"I work really well with people. I want to learn about how to be a leader with younger kids"	"I like to research and learn about new topics. I am a good listener. I am good at math."
My Stretches <ul style="list-style-type: none">What is hard for me to do?What do I need a lot of support for?What do I want/need to work on?	"I want to work on making healthy choices. I need help when there are changes * L needs support regulated his emotions and behaviour when he gets frustrated	"I need help to make friends. * L needs support with creating safe social boundaries and healthy relationships online	"I want to learn more about other countries." "My drama teacher says I should come up with ideas for new games because I have great ideas"

Areas I want to focus on this year



Competencies that can help me set goals	<ul style="list-style-type: none">Personal Awareness & ResponsibilityPositive Personal & Cultural Identity	<ul style="list-style-type: none">CommunicatingCollaboratingSocial Awareness & Responsibility	<ul style="list-style-type: none">Creative ThinkingCritical Thinking & Reflective Thinking
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Classroom Student Dimension Inventory

Class

Year



Student Name	Identities	Interests	Strengths	Stretches	Needs	Supports	Barriers
1.							
2.							
3.							
4.							
5.							
6.							



Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities Student Perspectives:		Class Interests Student Perspectives:		Classroom Strengths Student Perspectives:	
Team Perspectives:		Team Perspectives:		Team Perspectives:	
Class Needs					
Need:	Need:	Need:	Need:	Need:	
Team Goals					
Some big questions and/or goals that we have for this class:					
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities		Class Interests		Classroom Strengths	
		Student Dimensions			
Class Needs					
Need:		Need:		Need:	
		Prioritized Needs to Target			
Team Goals					
Some big questions and/or goals that we have for this class:					
		Collaborative Team Goals			
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		
			Collaborative Team Decisions		

Class Review for: Ms. Hinz Grade 9: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .					
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class:			Some goals we have for this class:		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working:			What do we still want to try:		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA)					
Need:	Need:	Need:	Need:	Need:	
* Also an IEP Need Area					

Class Review for: Ms. Hinz Grade 9: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .					
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class:			Some goals we have for this class:		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working:			What do we still want to try:		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA)					
Need:	Need:	Need:	Need:	Need:	
* Also an IEP Need Area					

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Support Teachers/Staff:

Date:

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				



Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Support Teachers/Staff:

Date:

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan



Areas of Need Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need (underline students who have IEP/504)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness	JA			x
Attention	JA, RM		x	
Anxiety/ Depression	GA, LB, JA, ES, KR, GS	x		
Bullying				
Communication (receptive)				
Communication (expressive)	GA, LB		x	
Eating/Food/Allergies	LB			x
Engagement/Motivation	LB, JA, ES, NS	x		
Executive Functioning	MA, LB, JA	x		
Family/Community/Identity	JA, ES, JK, LE	x		
Frustration/ Anger	JA, ES		x	
Greif/ Trauma	GA, LB, JA, ES, KK	x		
Gross/Fine Motor Skills	LB, BB			x
Intellectual Ability (access)	GA, MA		x	
Intellectual Ability (extend)	BW, IM, MB		x	

Language				
Literacy (decoding)	MA, KR, TP, AD		x	
Literacy (understanding)	GA, MA, KR, TP, AD		x	
Literacy (written output)	MA, LB, KR, TP, AD		x	
Literacy (oral language/speaking)	GA		x	
Medical				
Memory				
Mental Health				
Numeracy	ES, KR			
Personal Care	GA			x
Personal Safety				
Physical/Mobility				
Self-Advocacy	LB			x
Self-Regulation (emotional)	GA, JA, ES	x		
Self-Regulation (behavioural)	ES	x		
Self-Regulation (learning)				
Self Esteem	LB, JA, ES	x		
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	GA, LB, JA, ES	x		
Transitioning	JA, ES	x		
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Anxiety/ emotional self- Regulation	Counsellors – Jessica		
Family support/ trauma	Counsellors – Jessica, Community Schools – Diana		
Literacy	Title – Kori, Mica, Melissa		
Engagement/ Motivation	Sarah, Shelley, Jasmine, Kim		

Class Review for: Ms. Hinz Grade 9: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .					
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class:			Some goals we have for this class:		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working:			What do we still want to try:		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA)					
Need:	Need:	Need:	Need:	Need:	
* Also an IEP Need Area					

Class Review for: Ms. Hinz Grade 9: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
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What have we tried that is working:			What do we still want to try:		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))					
Need: Organization Everyone		Need: Social Skills LB, HS, WS, CA, , JM		Need: Transitions LB, HS, WS, CA,,JM, everyone	
Need: Language and Reading LB, HS, WS, CA,JM		Need: SEL and Self regulation LB, HS,WS,CA,JM, Everyone			
* Also an IEP Need Area					

Inclusive Lesson Task Scaffolding Strategy

Start
Here

Go as far as you can in the time allotted

Goal: Connected to a grade level learning standard		
Task: What evidence of learning is being created		Time: Allotted work time
Title	Description	Purpose
I NEED to...	- Everyone starts together, describes what students need to do to get ready for the task, this is the most accessible part of the task, no/low barriers, an interesting hook or provocation, collaborative, 5-10 min	- Builds confidence and success early, the most accessible entry point to make sure everyone can participate in some way, builds/ activates prior knowledge
I MUST ...	- Ensure the “must” part of the task has been modelled and taught to all during the mini lesson stage, this is the most important part of the task, all students show evidence of learning in class/school, this is not homework, the activity can end when all students get here, if not all students get here at the end of the allotted time, another lesson is needed, draw on UDL strategies to make sure students can express their learning in many ways	- Ensures students are showing evidence of learning in class at the essential level of a grade level goal, maintains high expectations for all students, reduces gaps in knowledge, positive impact on future learning opportunities
I CAN ...	- A more complex step in the same task, this step does not need to be modelled to all, but can be taught to students as they get here, this step can connect to information that will be taught in the future, can be assigned as optional homework, once students get here, this step can also be used as small group/ explicit instruction/conferencing opportunities, or additional options for students to choose (WIN time, supporting others, assigned centers/stations)	- Allows students to go beyond the essential without waiting, allows explicit teaching without students missing grade level instructional opportunities, allows flexibility for students to take breaks, receive explicit instruction and skill building opportunities, gives students agency and builds self regulation of learning skills, builds ownership and increases engagement, does not punish students for not doing or not being able to do homework
I COULD ...		
I can TRY to...	- Make this step challenging enough so that it cannot be completed in the time allowed, extended beyond the goal, an extension of the task that is completed over time	

Evidence of Learning: Choose your Challenge

Series Guiding Question: How can we inclusively plan for, teach, and assess all students in a diverse classroom using renewed curriculum?

- I understand that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- I know that getting to know students from their perspectives allows us to design for them in ways that preserve the integrity of the diversity
- I can gather data about my students that can inform our curricular design, and that highlights students strengths, interests, and identities
- I am inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Task: Getting to know students		Time: Before the next session (Oct 30, 2024)	Supports & Strategies
I NEED to...	<ul style="list-style-type: none">• Choose a target class and a target student• Reflect on what you know so far about the target student AND the class dimensions (identities, strengths, interests, needs, stretches)		<ul style="list-style-type: none">• Choice of target class and student• Choice of task challenge On Series Dashboard <ul style="list-style-type: none">• Access to session handouts• Access to data collection strategies and templates
I MUST...	<ul style="list-style-type: none">• Gather data from the students' perspectives about their dimensions (as a class or as a grade)• Gather data from target student (providing supports where needed to capture their voice)		
I CAN...	<ul style="list-style-type: none">• Collate the data collected from students (as a class or grade cohort) to find trends and patterns		
I COULD ...	<ul style="list-style-type: none">• Reflect on the needs of the class using the needs-based reflection and prioritize 3-5 to target• Complete the Class Review		
I can TRY to...	<ul style="list-style-type: none">• Using the data collected from the target student, create a Student Profile		

Start Here

Go as far as you can in the time allotted

Next Steps

- **What do you want to do before next session?**
- **What do you need to be able to meet that goal?**
- **What evidence of learning will you bring back to the next session?**

What evidence of learning do we have from today?

How can we **inclusively plan** for, **teach**, and **assess** all students in a **diverse** classroom?

Session 1 goals:

- **I understand** that students are **diverse** and that planning for them requires **anticipating variability** rather than **homogeneity**
- **I know** that **Backwards Design** is an **inclusive planning framework**, connected to **UDL** that identifies **learning standards** and **sub standards** that allows for **task differentiation** which will increase opportunities for students to **engage, understand**, and show **evidence** of their learning
- **I can** identify the **grade level learning standards** and **sub standards** in a **curricular unit**
- **I am inclusive** and believe that **ALL** students, regardless of their **ability**, can **access grade level curriculum**



How can we **inclusively plan** for, **teach**, and **assess** all students in a **diverse** classroom?

Session 2: Developing asset based learning continuums

Bring back what you tried to the next session

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