

Staff Report



December 5, 2023

To Board of Education (Public Meeting)

From Sean Nosek, Superintendent/CEO

Re Learning Support Services Department – Progress Report from 2022-23

This report is presented to the Board for Information.

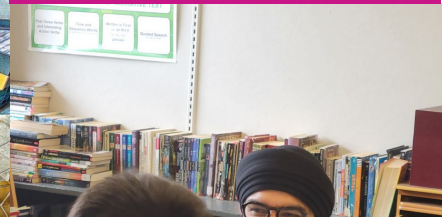
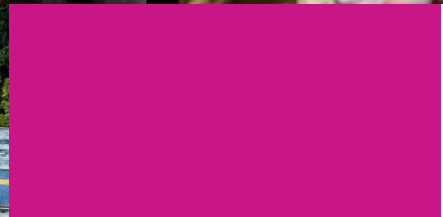
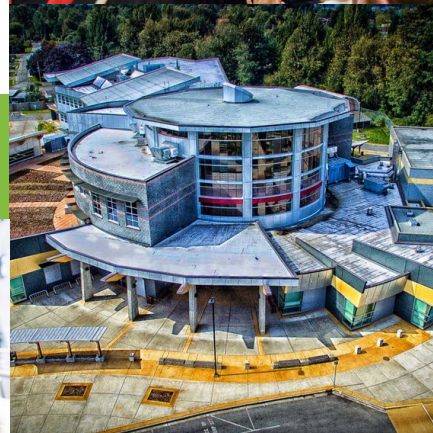
BACKGROUND:

Deputy Superintendent Nathan Ngieng will provide an update to the Board on progress made in areas of the District's Strategic Plan related to strategic goals for 'Excellence in Teaching,' with a particular focus on inclusive classrooms. Key achievements and projects from the 2022-23 school year that support the department's strategies will be highlighted, as well as a look at the ongoing work in 2023-24.



Learning Support Services Progress Report: 2022/23

Nathan Ngieng
December 5, 2023



Our Department & Strategic Focus



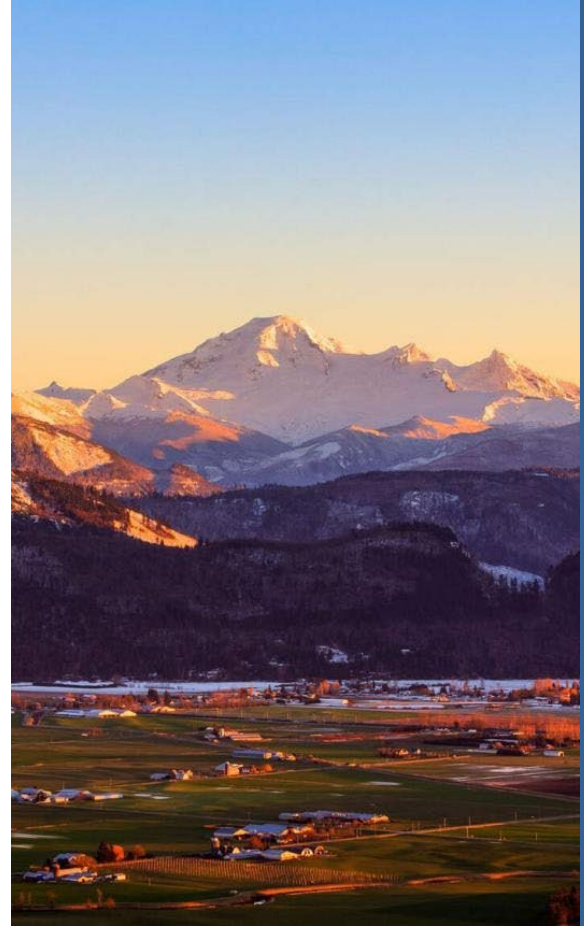
About Our Department

The Learning Support Services Department works in partnership with school teams, families and community partners to maximize the learning potential of every student.

Together we are focused on growing:

- Inclusive Mindsets and Practices
- Mental Health and Wellness
- Strong Relationships

Belonging, Learning and Success for Every Learner



Strategic Plan Pillar Connected to Our Work...



Student Success

Our students will be engaged, challenged, and prepared for a lifetime of success.



Optimized Resources

We will be creative and responsible in the management of our educational resources.



Engaging Opportunities

We will provide engaging opportunities for every member of our organization to contribute to student success.



Progressive Workforce

We will provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth.



Enabling Curriculum

Concept-based competency-driven approach to learning



Communicating
Collaborating



Creative Thinking
Critical and Reflective Thinking



Personal Awareness and Responsibility
Positive Personal and Cultural Identity
Social Awareness and Responsibility

Equity Framework



Inclusion

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs.

School boards are responsible for ensuring that special education services and programs are delivered to any of their students who require them.

*- BC Ministry of Education and Child Care
Inclusive Education Services: Manual of Policies, Procedures and Guidelines*

District Learning Support Services - by the numbers

- 350 FTE Educational Assistants
- 95 FTE School LSS & SERT Teachers
- 33.6 FTE School-based YCWs
- 18.3 FTE School-based Counsellors (mid/sec)
- Triple I Team: 1 Helping Teacher, 2 EAs
- DIST Team: 2 Teachers, 3 EAs, 1 YCW
- SEL Team: 1 Helping Teacher, 1 YCW
- Hearing Team: 2.8 Teachers of the Deaf, 1 EA, 1 ASL Interpreter
- Vision Team: 1.6 Teachers of the Visually Impaired, 2 Braillists, 0.6 Orientation & Mobility Specialist
- 4 LSS Helping Teachers
- 1 Engagement & Safety Helping Teacher
- 1 Equity Helping Teacher
- 7.1 SLPs, 2.0 AAC SLPs
- 7 School Psychologists
- 9 Elementary Itinerant Counsellors
- 5 Itinerant YCWs
- 1 YCW supporting Work Experience
- 2 Middle School Mental Health Clinicians
- 1.5 CYMH Liaisons
- 1.2 Occupational Therapists
- 1.8 Physiotherapist

Looking Back: 2022/23 School Year



OBJECTIVE:

**Increase Capacity to Implement
Inclusive Instructional Practices**



ACTIVITIES:

- TYDE Research Project with UBC
- Community of Practice for Equity Diversity Inclusion Accessibility (EDIA)
- Children & Youth in Care multi-agency collaboration
- Kindergarten Kickstart
- Early Career LSS Cohort

OBJECTIVE:

Increase Capacity to Implement SEL, Mental Health, and Trauma Informed Practices



ACTIVITIES:

- Emotion Focused School Support
- SEL Community of Practice
- Student Voice Mental Health Project
- CALM expansion K-2
- Behavioural Neuroscience, Connections Over Compliance teams
- Anxiety Support Strategies
- Student skills groups, including YMCA YMind

OBJECTIVE:

**Increase Professional Learning
Opportunities for Support Staff**



ACTIVITIES:

- Provincial EA Conference
- Building Connection & Community through Behavioral Neuroscience
- After school EA trainings
- EA Mentorship
- Crisis Prevention Institute (CPI) certification

Successes



- Work Study/Work Experience
Community of Practice and TYDE
implementation
- Increased awareness of alternative
and augmentative communication
(AAC)
- Increased community connection for
students with vision and hearing
impairments (DHH fun day, O&M)

Successes



- More than 800 staff engaged in learning about Neurobiology and Connection, brain friendly strategies and tools to support inclusive classrooms
- SEL and EDIA Ambassadors at every school

Successes



- More than 3000 engagements of Support Staff building capacity with Inclusive Practices, including Triple I, EA Mentorship, after-school trainings, Kindergarten Kickstart and sessions on Non-Instructional Days
- More than 350 staff received CPI Certification

Successes



- Successful Ministry of Education and Child Care Audit of September 1701 Designations, engaging all schools, site and district LSS teams in 2022

Emerging Areas of Need



- Workforce availability challenges
- Early career staff learning and support
- Increasing complexity of student needs
- Mental Health and wellness of students, staff and families

Looking Ahead: 2023/24 School Year



Future Plans



Deepen our capacity to ensure that that every student experiences belonging, learning and success in our schools, by coming alongside school staff, providing high value professional learning opportunities and communities of connection and support for staff,

Focusing on:

- Relationships and Connection
- Inclusive Mindsets and Practices
- Mental Health and Wellness

Future Plans



- Symmetry of Professional Learning with Support and Teaching Staff
- Support for ongoing Communities of Practice aligned by shared areas of commitment, SEL, EDIA, Early Career LSS, Work Study/Work Experience, etc.
- District-wide focus and continued partnership with community agencies in support of health and wellness

Thank you.

Questions?



Framework for Board Strategic Plan Governance 2023-24



Dimension	Guiding Questions
Inputs	<ol style="list-style-type: none"> 1. How does the vision for your department support the Board’s vision? 2. Are current resources (e.g., staffing) sufficient to meet the goals outlined in your operational plan? 3. What resources will you need to support your continued work?
Processes	<ol style="list-style-type: none"> 1. What are some of the key considerations that helped shape your plan? 2. Tell us about the implementation successes and challenges. 3. How are you building the capacity of your staff to do this work? 4. How has the nature of your work changed over time? How did you adapt your plan based on these factors?
Outputs	<ol style="list-style-type: none"> 1. What have you and your staff learned as a result of the work completed this last year? 2. How did you adjust the way you monitored progress in the various areas? 3. What risks to the organization exist as we continue to address this area? How might these risks be mitigated?
Outcomes	<ol style="list-style-type: none"> 1. How does this work ensure key outcomes for student success, including our most vulnerable? 2. What factors contributed to your success/challenge? What steps are being taken to address these concerns? 3. How will these outcomes be communicated and celebrated with key stakeholders?