



NANAIMO LADYSMITH
PUBLIC SCHOOLS

2018/2019

What is inclusion in NLPS

Success for All



NANAIMO LADYSMITH PUBLIC SCHOOLS

Vision

Success for All

NLPS VALUES

Accountability
Collaboration
Community
Courage
Diversity
Equity
Ethical standards
Inclusion
Respect
Transparency

Mission

Nanaimo Ladysmith Public Schools, together with families and communities, empowers all students to become healthy, confident life-long learners and socially conscious citizens.

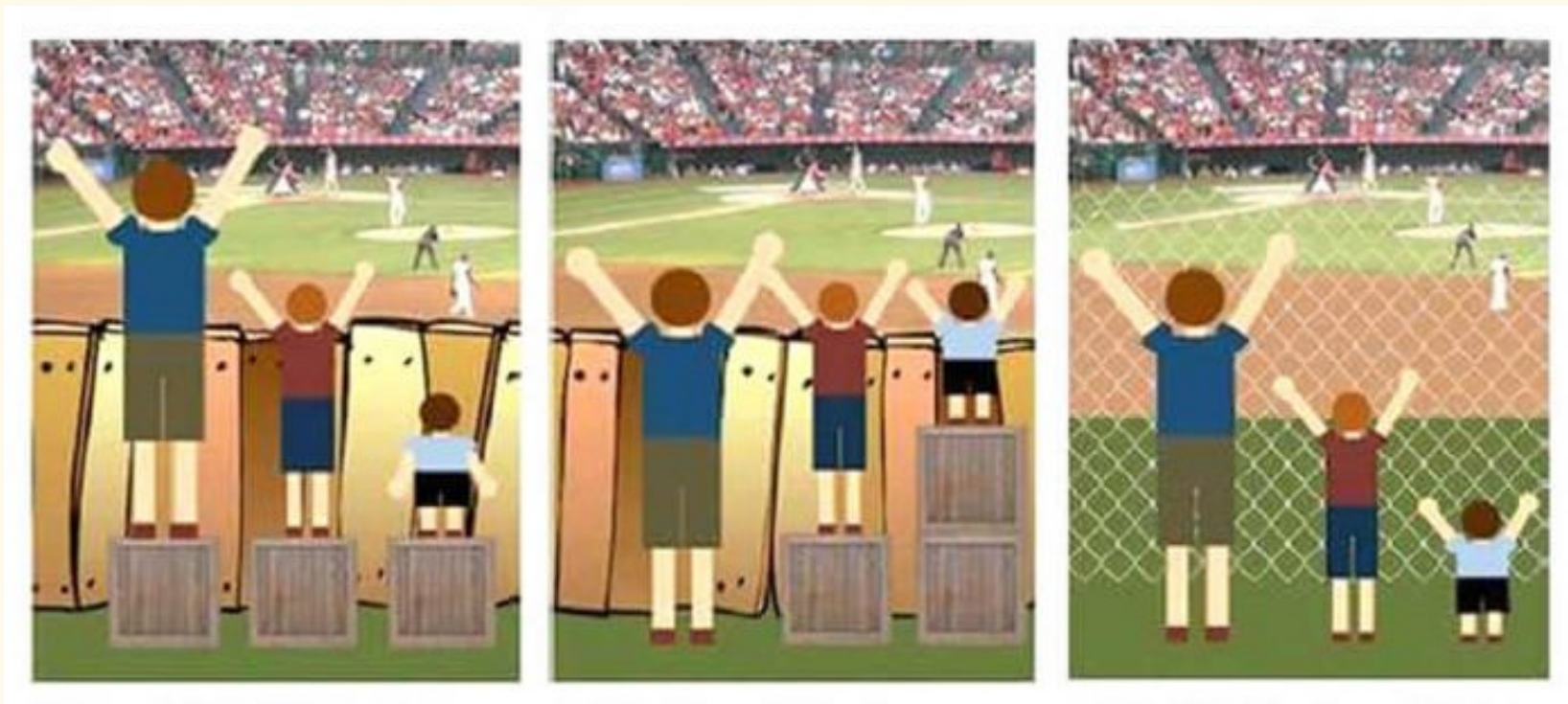
Inclusion in NLPS is based on the principles of

- **Respect**
- **Acceptance**
- **Safety and**
- **Equity**

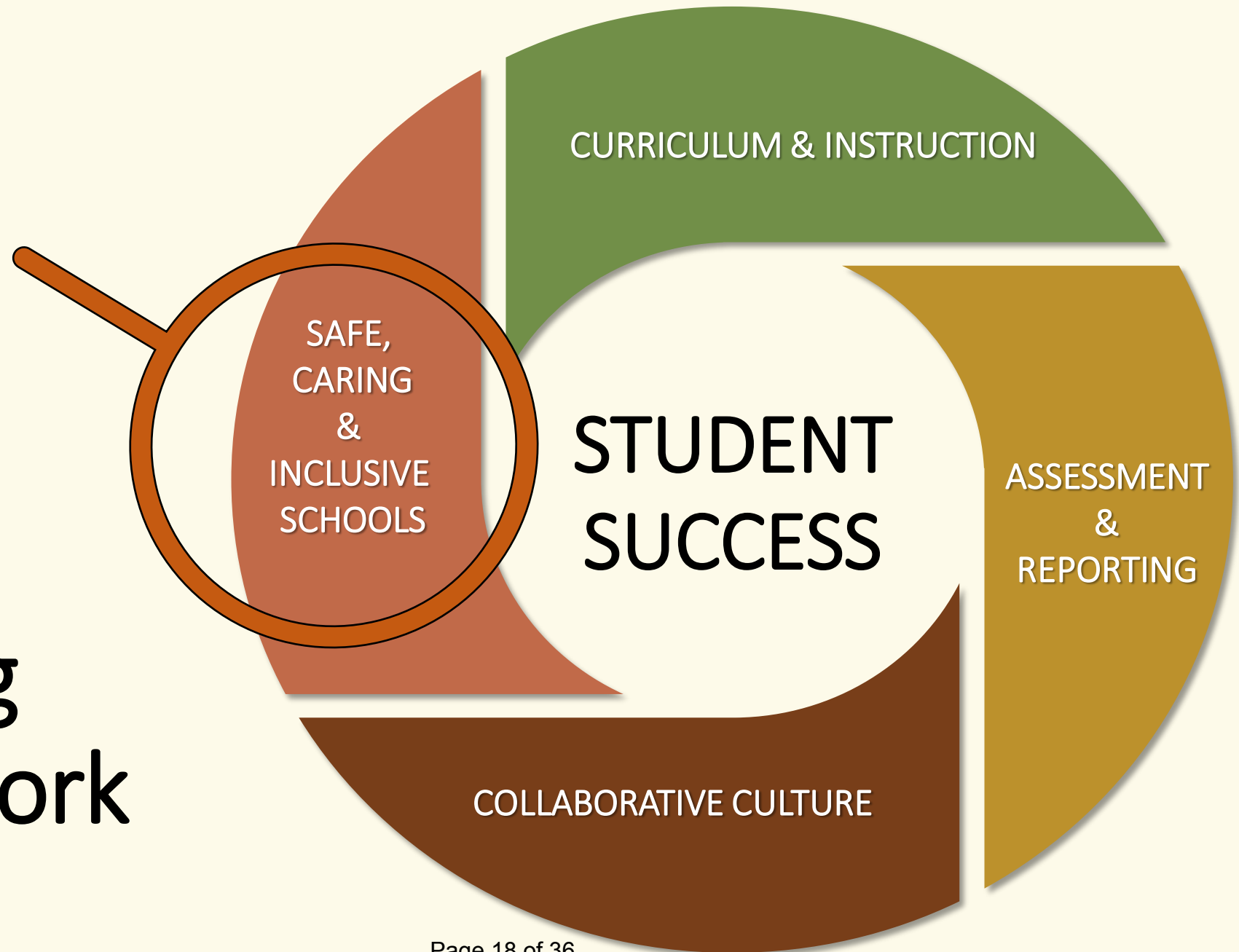


It is the recognition and honouring of diversity, and valuing the contributions of all members of our school communities.

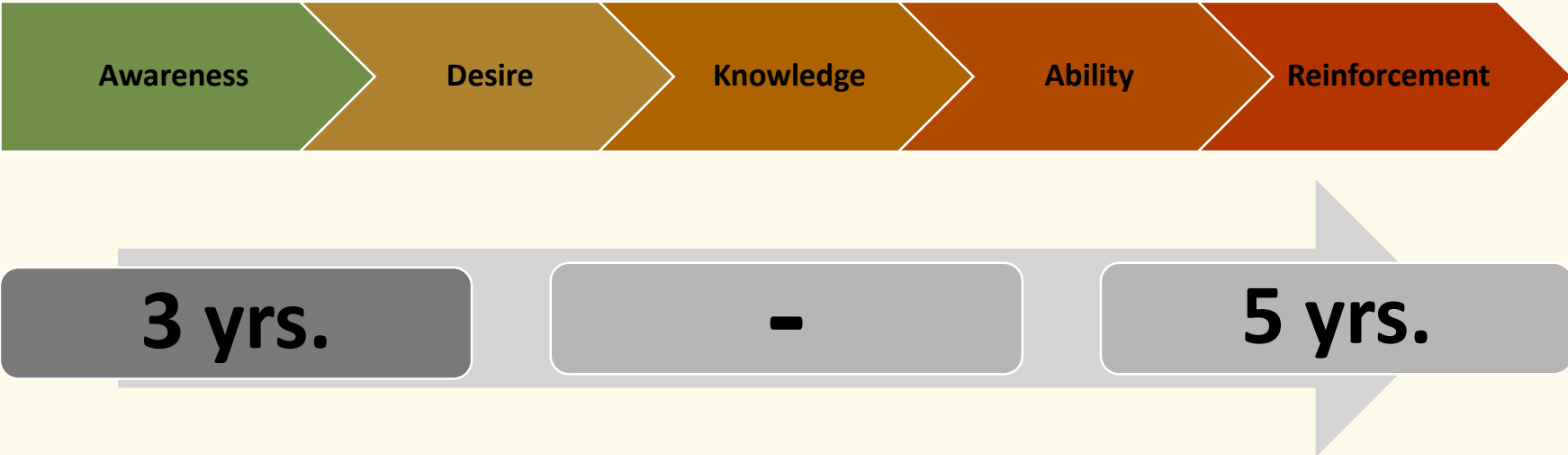
In NLPS, our continued work is to ensure that all learning environments recognize and honour diversity and value the contributions of all.

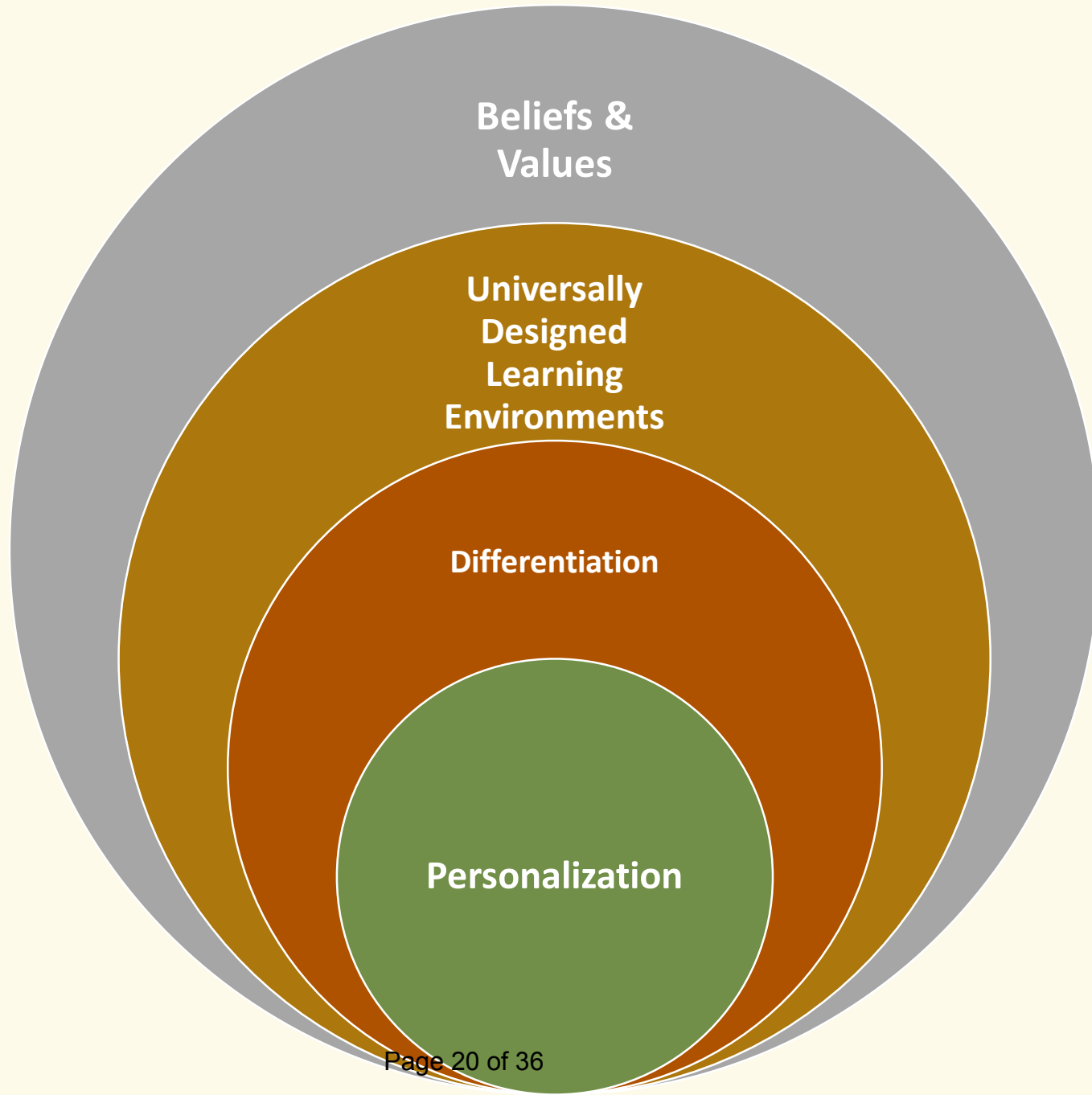


NLPS Learning Framework

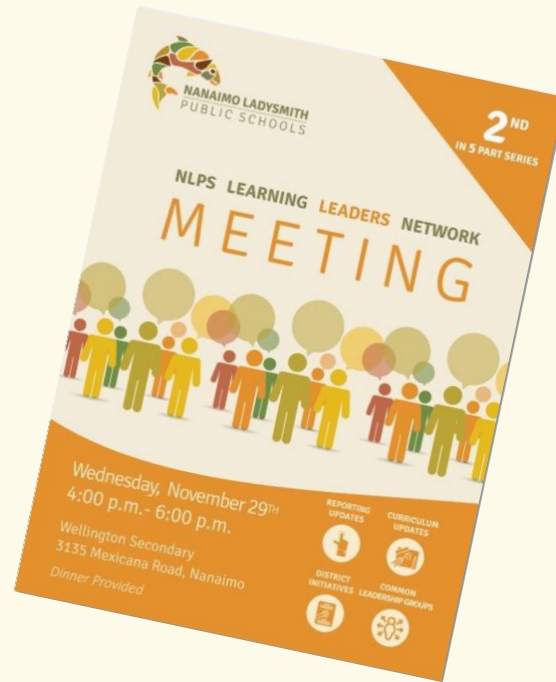
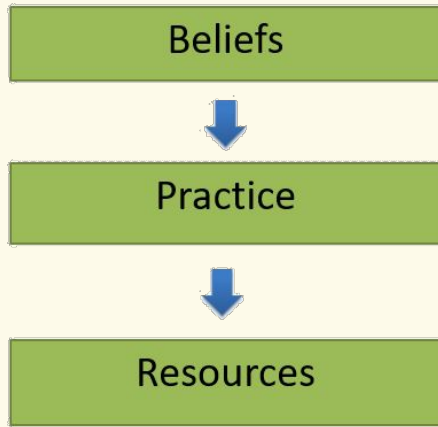


From a Change Management perspective...





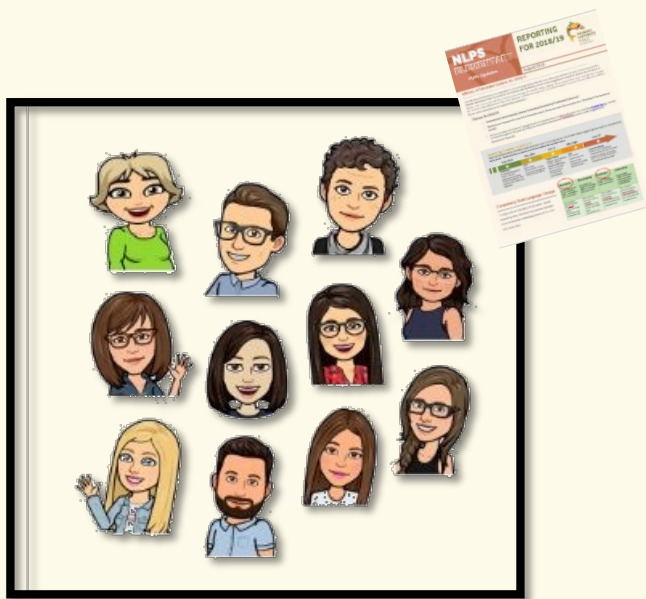
Start
with
the
Why



Curriculum & Instruction

- BC Curriculum
- Reconciliation
- K-9 Reading
- Numeracy

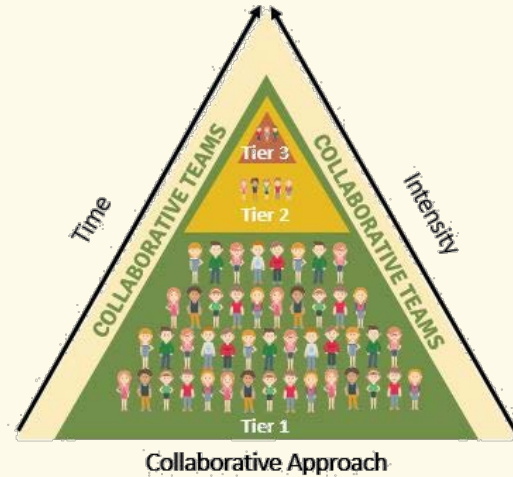




Collaborative Culture

- District-wide PLC
- Collaborative Inquiry
- Focus Schools 2.0
- Braincamp
- Meet & Eat
- PVP Learning Series

Safe, Caring & Inclusive Schools



- RTI
- Tiers 1, 2 & 3
- Student Support Scan
- Social Justice
- Educative, Preventative & Restorative



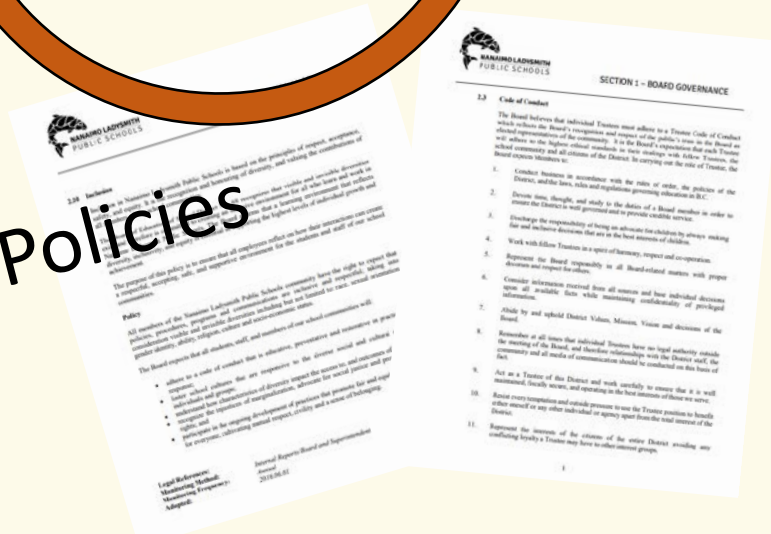
	Building Awareness implies a sense of "need to know"	Friendly Intent implies a desire and willingness to address SOGI-inclusion and growing understanding	Welcoming All implies deeper understanding of SOGI-inclusive environments /teaching and an ability to implement SOGI inclusion	Allyship + Advocacy implies leadership and advocacy for SOGI-inclusive environments and teaching beyond immediate sphere of influence
SOGI-inclusive Environments When successfully integrated, inclusive operations, language, and practices create positive and welcoming environments for all students.	<ul style="list-style-type: none"> Recognition that inclusive operations, language, and practices may need to be enhanced Aware that inequities exist for LGBTQ+ people/students 	<ul style="list-style-type: none"> Demonstrates a desire and willingness to enhance inclusive operations, language, and practices Possesses an intention to bring an informed perspective on current issues and inequities facing LGBTQ+ people 	<ul style="list-style-type: none"> Ensures all operations and procedures are SOGI-inclusive Uses gender-inclusive language like "friends", "folks", and "students" and avoids binary terms like "boys and girls" or "ladies and gentlemen" Creates an inclusive environment with LGBTQ+ representation visible on posters in books, etc. Possesses an informed and critical perspective on current issues facing LGBTQ+ people 	<ul style="list-style-type: none"> Provides leadership to encourage others to enhance SOGI-inclusive operations, language, and practices. Seeks out opportunities to act on injustices faced by the LGBTQ+ community
SOGI-inclusive Teaching SOGI-inclusive education is fundamentally about learning to treat each other with dignity and respect regardless of our differences. All students need to see themselves and their families reflected in lessons, language and practices.	<ul style="list-style-type: none"> Aware of the need to incorporate teaching around: <ul style="list-style-type: none"> accepting and celebrating diverse families, identities, and bodies. LGBTQ+ history of contributions and injustices in Canada and the world 	<ul style="list-style-type: none"> Shows willingness and desire to attempt to incorporate teaching in some subjects around: <ul style="list-style-type: none"> accepting and celebrating diverse families, identities, and bodies. LGBTQ+ history of contributions and injustices in Canada and the world 	<ul style="list-style-type: none"> Fully integrates across the curriculum teaching content and understanding including: <ul style="list-style-type: none"> accepting and celebrating diverse families, identities, and bodies. LGBTQ+ history of contributions and injustices in Canada and the world examples of and representation of LGBTQ+ people in lessons and materials 	<ul style="list-style-type: none"> Demonstrates a commitment to Social Justice Education and the provision of Human Rights for all. Shows leadership and takes action to teach greater SOGI-inclusion and visibility/representation in the broader community. Empowers students to share their learning and combat injustice.



District



Policies



NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedure that support the school Code of Conduct include:

- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension
- AP 347 - Sexual Orientation and Gender Identity
- AP 250 - Honouring Diversity and Challenging Racism

School & Classroom

Universal tier one practices that align with district and school vision, policies and goals

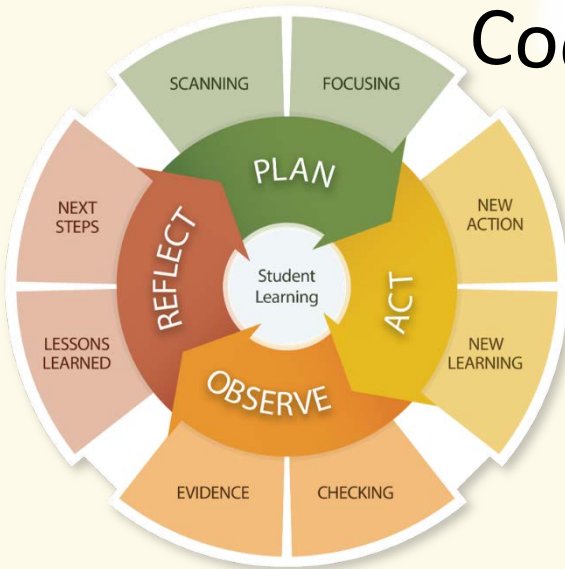


Universal Practices and Expectations for Tier 1

All approaches to teaching and learning are universally designed and differentiated to address the whole child.

Environment	Social-Emotional	Literacy Practices	Numeracy Practices	Behaviour
<ul style="list-style-type: none"> • All approaches to teaching and learning are holistic in nature, inclusive of social and emotional well-being. • Relationship is paramount: <ul style="list-style-type: none"> o Peer to peer o Adult to student o Adult to adult • Whole class system/common language is in place to support learning. • Calming activities are incorporated into daily schedule or as an alternative to support students with self-regulation. • Routines and help students with transitions. • Classroom culture nurtures compassion for each others' emotional needs. • Classroom values and beliefs explicitly promote the Core Competencies: <ul style="list-style-type: none"> o Communication, o Thinking o Personal & Social 	<ul style="list-style-type: none"> • Literacy approaches promote the value/purpose of reading. • A balanced approach gives attention to both decoding and comprehension. • A balanced literacy program is in place that includes the following: <ul style="list-style-type: none"> o Independent reading o Reading aloud o Writing / Representing o Speaking and listening o Phonological awareness o Phonics / Word work • Students read everyday • A range of books are available to students, based on interest, topic studied, genre and level. • Literacy instruction is universally designed and then differentiated. • District-wide assessments are used to inform instruction, such as NLPS and/or ALPIN. • Use Assessment for Learning strategies that support student learning: <ul style="list-style-type: none"> o Shared learning intentions o Clear success criteria o Descriptive feedback o Effective Questioning o Student self Assessment o Student goals setting 	<ul style="list-style-type: none"> • Numeracy approaches reflect everyday math in the real world. • A balanced numeracy program that promotes mathematical values and habits that help students connect, create, communicate, visualize, reason and solve everyday problems. • Sequential approach to teaching and learning numeracy concepts: <ul style="list-style-type: none"> o Concrete to, o Pictorial to, o Abstract • Numeracy instruction is universally designed and then differentiated and accessible for all students. • A range of tools and manipulatives are available. • District wide assessments are used to inform instruction. • Use Assessment for Learning strategies that support student learning: <ul style="list-style-type: none"> o Shared learning intentions o Clear success criteria o Descriptive feedback o Effective Questioning o Student self Assessment o Student goals setting 	<ul style="list-style-type: none"> • All approaches to behaviour instill dignity and respect. • Approaches to behaviour are preventative, educative and restorative. • Classroom behaviour expectations have been created, are consistent and understood by all students. • Positive behaviours are modelled, acknowledged and encouraged. • Classroom behaviour expectations are aligned with the school's code of conduct. • Assessment regarding behaviour expectations are routinely employed. • Parents/guardians are routinely involved in and understand the approaches to behaviour in their child's class. • When considering a student's behaviour, a holistic approach is taken to meet the needs: <ul style="list-style-type: none"> o physical o social / emotional o academic/learning 	

Codes of Conduct





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THANK YOU