Learning Support Plan

Updated: January 2018

Mission	Vision
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 schoolinge3.39 .04 3qBT1 [15(he)3(r)-3(e3-45(s)11(t)-4(5(nto( )-47(a)s)8(06.65 Tm..............

Mission	Vision
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.

	Summary of Goals and Main Strategies
Goal #1	Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.
	Strategies 1.1 Refine our service delivery model to include district and school-based educators. 1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways. 1.3 Create spaces in every school that ensure the safety and dignity of all learners. 1.4 Involve students and parents in planning meaningful learning opportunities.
Goal #2	Support the mental health needs and well-being of all students within an inclusive

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*

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

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?)

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 t

2.4 Continue to b

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

District Administrators assigned Multi-Disciplinary Teams formed School Based Teams are consulting with the Multi-Disciplinary Teams	District Base Administration In collaboration with District Based Staff and Itinerants District Teams have visited all school based teams

Evidence and Targets	(What can be measured to validate success of the strategy?)
Response to classroom crisis as a result of diverse learner needs are down Work of the Multi-Disciplinary Team with School Based Teams shows less reliance on pull-out model and more inclusion is occurring	

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

Diverse learners are experiencing success within the 0.0experie exiws

Technology needs are determined and distributed	District Learning Support Teachers and Multi-Disciplinary Teams

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

All schools will have a core team trained in non-violent crisis intervention
School Based Teams align technology needs for students and classroom
support through consultation and collaboration with Multi-5.77 472.38 M64 reW*nBT1 0 0