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@fivemooreminutes



Nexwlélexm (Bowen Island)

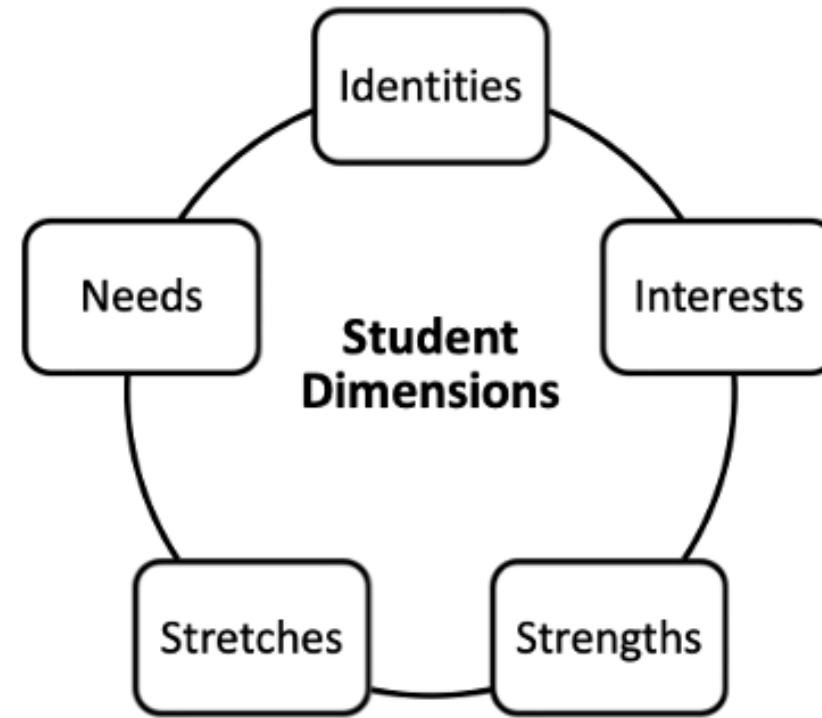
- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust 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**



Last Session

Capturing Student Voice

Through a strength based lens



Today

Collating Strength based Data

To create a Class Review

Class Review:	School Team:	Date:					
Class Dimensions							
Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student 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 Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student 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

Classroom Stretches

Student Dimensions



Class Needs

Need:

Need:

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:

School Team:

Date:

Class Dimensions

Class Identities

Class Interests

Classroom Strengths

Classroom Stretches

Student Dimensions



Class Needs

Need:

Need:

Need:

Need:

Need:

Prioritized Needs to Target



Team Goals

Some big questions and/or goals that we have for this class:



Collaborative Team Goals

What works well for this class?



What else can we do to reduce barriers for this class?



Collaborative Team Decisions

Classroom Student Dimension Inventory

Class: Grade 9

Year: 2024



Student Name	Identities	Interests	Goals	Strengths	Stretches	Needs	Supports	Barriers
1. KF (she/her)	Shy, friendly, speak English,	Drawing, listening to music,	want to learn how to play an instrument	Helping around the house		Understanding what to do	Group work, stay in class, extra time, re-read work/responses	Loud noises
2. JB (he/him)	Funny, English, Dutch, Indigenous, Italian, ADHD, Dyslexia	Working out, dirt biking, family (uncle), traveling to Nova Scotia, I like high school	Want to get better at doing schoolwork, want to go to college, work with my hands	Active, knows strategies to manage emotions, hands on activities	Tired, everything feels challenging, raising hand (worried about that he will get it wrong), presenting in front of people	Worry/fear of peer perception, anxiety, family (thinks about Dad)	Walking when angry, group work, specific partnering, quiet, small group/ 1 on 1, presenting in a small group or 1 to 1/ video options, hand on learning	Lack of peer support/ not safe to take risks, noise
3. ES (he/him)	Speak English	Play Station, music,		Music, drumming			Pick partners to work with, stay in class	
4. RB (he/him)	Gamer, funny, speak English,	Playing games on computer, video games, Roblox, YouTube, chicken nuggets	Move to Winnipeg, design video games	Technology, computers, video games			Working in a group, working with my friends	

Class Dimensions

Class Identities

Family: rural, many students live with both parents in home, many have siblings, a few only children, some family separation & single parent families, step-parents

Family: Some families need more tools/community support, some food/income insecurity, support managing technology/screen time, death of a parent/ grief, trauma, rehab

Grade/Age: some students are 1-2 years older

Cultures: Philopena, Indigenous, Caucasian, Dutch, Italian,

Religion: Christian, Catholic - most non practicing

Language: English, Russian, French, ASL

Disability: LD, D/HH, Autism, ADHD, Dyslexia, FASD

LGBTQA2S+: one or 2 unsure

Class Interests

Adult Perspectives:

Reading, athletics, video games, outdoorsy (hike, fish, hunt, camp),

Student Perspectives:

music, drawing, artistic, dogs, fishing, camping, family, play station, drumming, food, work out, travel, family, travelling, computers, video games, sports, reading, art, games, dancing, chess, walking, gym,

Classroom Strengths

Adult Perspectives:

Reading, athletes, team, work hard, motivated by sports, movement, competition,

Student Perspectives:

helpers, kind, gamer, funny, games, work with friends, active, musical (drums, guitar, piano), technology, hands on learning, reading, cooperative, responsible

Classroom Stretches:

Adult Perspectives:**Student Perspectives:**

Not sure what they like or are good at, tired, everything is hard, scared to get things wrong, waking up, teaching others, motivation, math/multiplication, spelling, feeling irritated by others,

Targeted Class Needs

Need:

Need:

Need:

Need:

Collaborative Team Questions

Collaborative Team Decisions:

What works well for this class/ What supports do they need?

Options for whether to work alone or in a group/ quiet or loud space, checking for understanding, extra time to complete tasks, options to present using video, options for showing work (e.g., writing and drawing), shown examples and exemplars

What do we still want to try?

Class Dimensions

Class Identities: Family: Navy families (16), 60% free/reduced lunch, trauma needs, mental health needs Grade/Age: 6 Cultures/Ethnicity (60%): Filipino, African American, Brazilian, Chinese, Hispanic Religion: Mormon, Catholic, Language: English, Tagalog, Spanish, German, Mandarin Disability: 30% specialized instruction (navy site), Autism, ADHD	Class Interests: building things, movement, food motivated, like to be independent, helping each other, Student Perspectives: <ul style="list-style-type: none"> • Moving our bodies • STEAM tubs • Fun Friday • Math • Work for rewards • Everything • Learning • Crafts • Play games • Read books • Whole class math worksheets • Math problem matching 	Classroom Strengths: empathetic, support each other, helpful, flexible, ignoring challenging behavior/ moments, literacy Student Perspectives: <ul style="list-style-type: none"> • Specials • Know our routines • Handwriting • Working hard • Helpful • Math • Knowledge • Singing • Days of the week song • Transition to WIN • Playing games with each other • Participating 	Classroom Stretches: disruptions (loud, screaming, noises), needs some writing support, speech, OT, spell, Student Perspectives: <ul style="list-style-type: none"> • Counting to 200 • Being good audience members • Listening • Following directions • Perseverance • Walking in a line • Being too helpful • Staying on task • Not talking • Volume control • Line Up • Math
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Targeted Class Needs

Need: Expressive Communication KD EC IN HN BM AR BS HB HW CJ	Need: Executive Functioning JC KD EC IN HN BM AR HW CJ EU	Need: Intellectual Ability (extend) ECHN AR EU BV	Need: Literacy (oral language/speaking) KD EC IN HN BM AR BS HB HW
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Collaborative Team Questions

S – How do we support a wide variety of needs in a classroom? How to support Megan (CT) in the classroom?

Collaborative Team Decisions:

What works well for this class? <ul style="list-style-type: none"> - Classroom systems (pre teaching, re teaching, transition support, reminders, predictable, routine, non-verbal communication strategies, visuals, flexible and strategic groupings, responsibility) - Balance between boundaries and flexibility, fun, integrating play, hands on, games, creativity, - Modelling, guided release, - Managed chaos, pivoting - Having some time to be independent 	What do we still want to try? UDL Goal Targets for this Class <ul style="list-style-type: none"> 7.2 - Making learning relevant to the student's lives and connecting it to real world problems that are important to the students 8.2 - Scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 2.2 - Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) 2.5 - Using multi-media to support understanding (videos, graphics, activities) 3.1 - Building prior knowledge before teaching new information 3.3 - Including learning tasks that allow students to process new information (e.g. summarizing, categorizing, prioritizing) 6.1 - Guiding students through reflection, self-assessment and goal setting 6.2 - Modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals
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Class Review:

School Team:

Date:

Class Dimensions

Class Identities

Class Interests

Classroom Strengths

Classroom Stretches

Student Dimensions



Class Needs

Need:

Need:

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

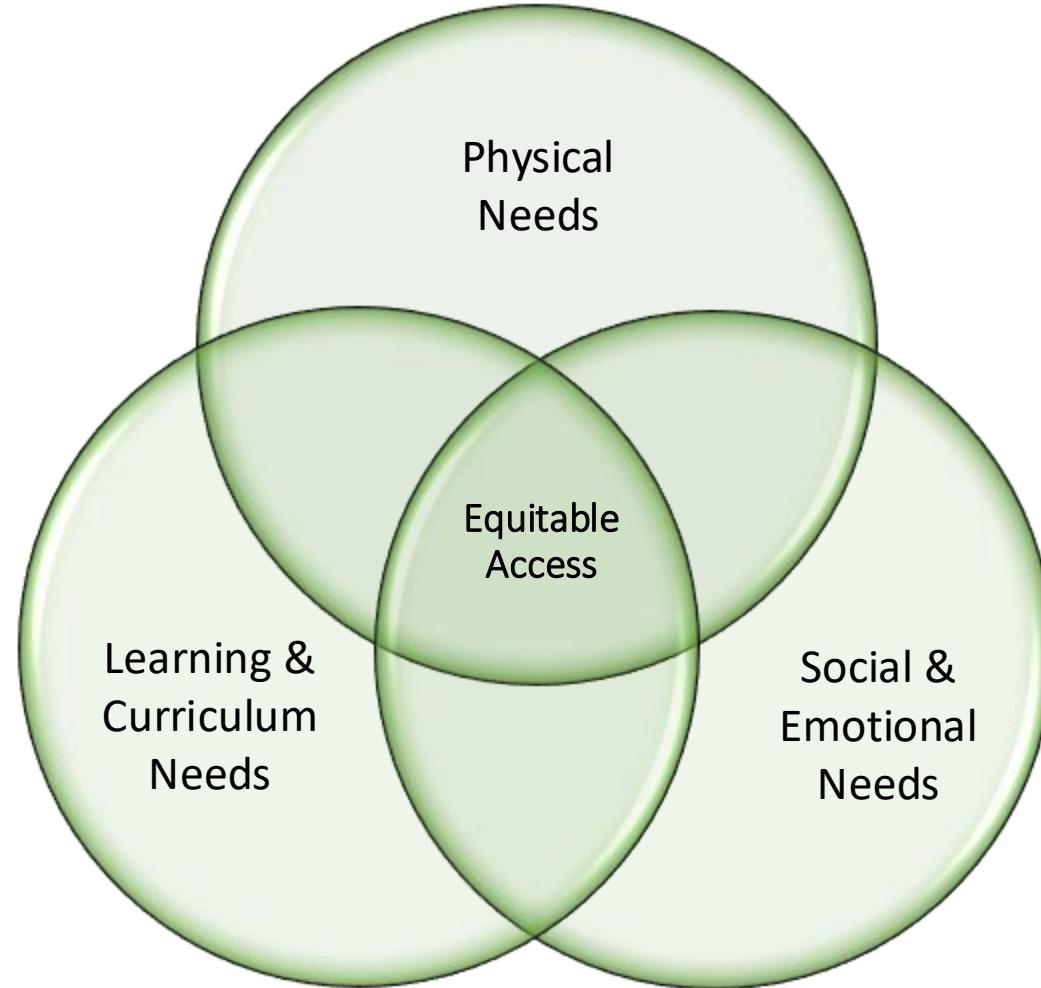
What works well for this class?

What else can we do to reduce barriers for this class?



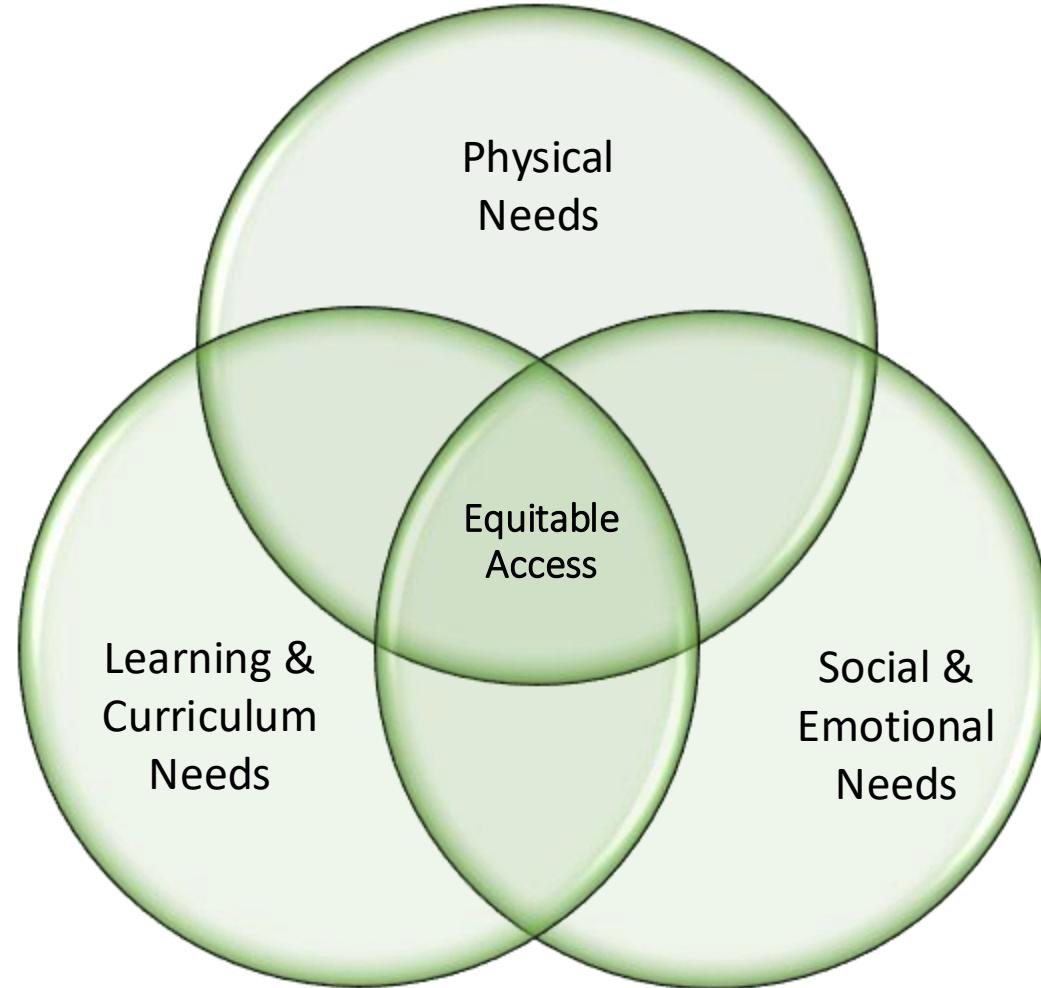
Collaborative Team Decisions

Increasing Inclusive & Equitable Access by Designing for Individual Needs



Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation (learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

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				
Grief/ 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

Class Review: Grade 1		School Team: Olympic View	Date: Feb 2024
Class Dimensions			
Class Identities: Family: Navy families (16), 60% free/reduced lunch, trauma needs, mental health needs Grade/Age: 6 Cultures/Ethnicity (60%): Filipino, African American, Brazilian, Chinese, Hispanic Religion: Mormon, Catholic, Language: English, Tagalog, Spanish, German, Mandarin Disability: 30% specialized instruction (navy site), Autism, ADHD	Class Interests: building things, movement, food motivated, like to be independent, helping each other, Student Perspectives: <ul style="list-style-type: none"> • Moving our bodies • STEAM tubs • Fun Friday • Math • Work for rewards • Everything • Learning • Crafts • Play games • Read books • Whole class math worksheets • Math problem matching 	Classroom Strengths: empathetic, support each other, helpful, flexible, ignoring challenging behavior/ moments, literacy Student Perspectives: <ul style="list-style-type: none"> • Specials • Know our routines • Handwriting • Working hard • Helpful • Math • Knowledge • Singing • Days of the week song • Transition to WIN • Playing games with each other • Participating 	Classroom Stretches: disruptions (loud, screaming, noises), needs some writing support, speech, OT, spell, Student Perspectives: <ul style="list-style-type: none"> • Counting to 200 • Being good audience members • Listening • Following directions • Perseverance • Walking in a line • Being too helpful • Staying on task • Not talking • Volume control • Line Up • Math
Targeted Class Needs			
Need: Expressive Communication KD EC IN HN BM AR BS HB HW CJ	Need: Executive Functioning JC KD EC IN HN BM AR HW CJ EU	Need: Intellectual Ability (extend) ECHN AR EU BV	Need: Literacy (oral language/speaking) KD EC IN HN BM AR BS HB HW
Collaborative Team Questions			
S – How do we support a wide variety of needs in a classroom? How to support Megan (CT) in the classroom?			
Collaborative Team Decisions:			
What works well for this class? <ul style="list-style-type: none"> - Classroom systems (pre teaching, re teaching, transition support, reminders, predictable, routine, non-verbal communication strategies, visuals, flexible and strategic groupings, responsibility) - Balance between boundaries and flexibility, fun, integrating play, hands on, games, creativity, - Modelling, guided release, - Managed chaos, pivoting - Having some time to be independent 	What do we still want to try? UDL Goal Targets for this Class <ul style="list-style-type: none"> 7.2 - Making learning relevant to the student's lives and connecting it to real world problems that are important to the students 8.2 - Scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 2.2 - Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) 2.5 - Using multi-media to support understanding (videos, graphics, activities) 3.1 - Building prior knowledge before teaching new information 3.3 - Including learning tasks that allow students to process new information (e.g. summarizing, categorizing, prioritizing) 6.1 - Guiding students through reflection, self-assessment and goal setting 6.2 - Modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals 		

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:
Classroom Teacher(s):

Date:
Support Teachers/Staff:

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 MLL Speech	Students who have this need (underline students who have <u>IEP/504</u>)	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	KD HN			
Attention	JC KD EC IN HN			
Anxiety/ Depression	JC EC IN HN			
Bullying	JC KD			
Communication (receptive)	KD IN HN			
Communication (expressive)	KD EC IN HN			
Eating/Food/Allergies				
Engagement/Motivation	JC KD IN HN			
Executive Functioning	JC KD EC IN HN			
Family/Community/Identity	JC KD EC HN			
Frustration/ Anger	JC KD EC IN HN			
Greif/ Trauma	HN			
Gross/Fine Motor Skills	KD EC IN HN			
Intellectual Ability (access)	KD IN			
Intellectual Ability (extend)	EC HN			
Language				
Literacy (decoding)	KD IN			
Literacy (understanding)	KD IN HN			

Literacy (written output)	KD EC IN HN			
Literacy (oral language/speaking)	KD EC IN HN			
Medical				
Memory	HN			
Mental Health	JC HN			
Numeracy	KD IN			
Personal Care	KD			
Personal Safety	KD EC IN HN			
Physical/Mobility	KD EC			
Self-Advocacy	KD EC IN HN			
Self-Regulation (emotional)	JC KD EC IN HN			
Self-Regulation (behavioural)	JC KD EC IN HN			
Self-Regulation (learning)	KD EC IN HN			
Self Esteem	JC EC IN HN			
Self-Harm/ Self Injurious Behaviour				
Sensory	JC KD EC IN HN			
Social Skills	JC KD EC IN HN			
Transitioning	JC KD EC IN HN			
Other:				
Other:				

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

Class Dimensions

Class Identities:
 Families – half are in split families 2 families navigating cancer, 1 parent in rehab
 Grade – 4/5 combined
 Cultures: Kenyan, Caucasian, Japanese, Ethiopia, Hispanic, Pacific Islander,
 Religion: Christian,
 Language: English

Class Interests:
 Competition, trivia, puzzles, word games, brain teasers, riddles, working with friends, choice, being creative, stories and read aloud, art, service, kindergarten buddies

Classroom Strengths:
 Creating, social, healthy competition, fair, protective, aware, helping others, working with others, leadership, being aware of others, allowing others to lead, socially awareness & responsible, understanding, strong academically overall (gr 4), reading, motivated intrinsically

Classroom Stretches:
 Waiting, their turn, not always getting your way/ what you want, being aware that what is "easy" is not easy for everyone, being aware of diverse abilities, empathy and mindful of how what we say affects others, stamina, justifying their learning, deep thinking and sharing of their learning, too comfortable sometimes

Targeted Class Needs

Need: Anxiety/ Emotional Regulation

GA, LB, JA, ES, KR, GS

Need: Engagement/ Motivation

LB, JA, ES, NS

Need: Trauma/ Family Needs

GA, LB, JA, ES, JK, LE

Need: Literacy

GA, MA, KR, TP, AB

Collaborative Team Questions

E: How to support literacy needs? How do we make sure they are ready for middle school?

S: How do we teach them to manage their needs (anxiety etc.) so they are ready for middle school and have to navigate such a different context?

C: How to support students who are not participating and often not attending? How to engage and motivate without pushing too hard?

Collaborative Team Decisions:

What works well for this class?

- Natural consequences, honesty & fairness, competition, roles & responsibilities as students, conversations

What do we still want to try?

Strategies to increase self advocacy

UDL Strategies to reduce barriers to engagement

- Make learning relevant to students' lives
- Scaffolding learning (access to challenge)

UDL Strategies to reduce barriers to representation

- Highlighting patterns in language systems
- Using multi-media
- Focus on building prior knowledge
- Include processing tasks in lesson design

UDL Strategies to reduce barriers to Expression

- Guiding students through self assessment and goal setting
- Model the use of supports and strategies

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Classroom Teacher(s): Support Teachers/Staff: Date:

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6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	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	

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

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		

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Class Review:

School Team:

Date:

Class Dimensions

Class Identities

Class Interests

Classroom Strengths

Classroom Stretches

Student Dimensions



Class Needs

Need:

Need:

Need:

Need:

Need:

Prioritized Needs to Target



Team Goals

Some big questions and/or goals that we have for this class:



Collaborative Team Goals

What works well for this class?



Team Reflections & Decisions

What else can we do to reduce barriers for this class?



Collaborative Team Decisions

Class Review: THEE KINDERGARTEN		School Team: LM & SM		Date: November 2024	
Class Dimensions					
Class Identities <i>Student Perspectives:</i> <ul style="list-style-type: none"> - Blackfoot, Athletic, Hilarious, Artists, Kind, a Friend, a Helper, Sister, Brother, Grandbaby, the Baby <i>Team Perspectives:</i> <ul style="list-style-type: none"> 8 B, 8 G New comer families, Pakistan, Nigeria, Indigenous (Reserve land), Non speaking, Pre speaking, English, Tagalog, Blackfoot 		Class Interests <i>Student Perspectives:</i> <ul style="list-style-type: none"> Art, be an artist/ creative, big cats, cooking, how to be a chef, learning new languages (Blackfoot) <i>Team Perspectives:</i> <ul style="list-style-type: none"> Outdoor learning, play, being outside and discovering, tools – trying new things, how to be leaders, how to change the world/ make an impact 		Classroom Strengths <i>Student Perspectives:</i> <ul style="list-style-type: none"> Kind, helpers, big hearts, making people happy/ laugh/ feel good, readers, retell/tell a story, art <i>Team Perspectives:</i> <ul style="list-style-type: none"> Aware, curious, big hearts, confident, engaged, joyful, happy, helping others, awe, energetic, motivated, eager to learn, creativity (art, loose parts, think differently, think outside the box) unique 	
Class Needs					
Need: sensory	Need:	Need:	Need:	Need:	Need:
Team Goals					
Some big questions and/or goals that we have for this class: <ul style="list-style-type: none"> How can we help this group of students become a part of, be responsible in and contribute to, make a difference in a community outside of their home? How can our community honour the many diverse and unique abilities, while also meet the needs of the community, each other, and themselves? How do help students be aware of who they are and what they need and how that is different (and okay) than others? (identity and advocacy)? 					
Team Reflections & Decisions					
What works well for this class? <ul style="list-style-type: none"> Food, fresh air, and fun Movement, voice & choice, goal setting, involving them in problem solving as a community 			What else can we do to reduce barriers for this class?		

Class Dimensions

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 Religion: Christian,
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Classroom Strengths:
 Creating, social, healthy competition, fair, protective, aware, helping others, working with others, leadership, being aware of others, allowing others to lead, socially awareness & responsible, understanding, strong academically overall (gr 4), reading, motivated intrinsically

Classroom Stretches:
 Waiting, their turn, not always getting your way/ what you want, being aware that what is "easy" is not easy for everyone, being aware of diverse abilities, empathy and mindful of how what we say affects others, stamina, justifying their learning, deep thinking and sharing of their learning, too comfortable sometimes

Targeted Class Needs

Need: Anxiety/ Emotional Regulation

GA, LB, JA, ES, KR, GS

Need: Engagement/ Motivation

LB, JA, ES, NS

Need: Trauma/ Family Needs

GA, LB, JA, ES, JK, LE

Need: Literacy

GA, MA, KR, TP, AB

Collaborative Team Questions

E: How to support literacy needs? How do we make sure they are ready for middle school?

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Collaborative Team Decisions:

What works well for this class?

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UDL Strategies to reduce barriers to representation

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- Using multi-media
- Focus on building prior knowledge
- Include processing tasks in lesson design

UDL Strategies to reduce barriers to Expression

- Guiding students through self assessment and goal setting
- Model the use of supports and strategies

Class Dimensions

Class Identities
 Family: single parents, foster care, grandparents, extended family, two parent, rural, billeted students from fly in Indigenous community
 Grade/Age: one student is grade 12
 Cultures: Indigenous
 Religion: Christian/ Catholic,
 Language: English, French, Indigenous,
 Disability: mixed ability, 6 spec ed,
 LGBTQA2S+: 2 (1 not openly identifying)

Class Interests
 Adult Perspectives:
 - outdoorsy, hunting, fishing, Indigenous culture, manga, knitting, art, sports

Student Perspectives:
 -

Classroom Strengths
 Adult Perspectives:
 - Some strong academically, knitting, culturally aware (Anishinaabe), old soul, hip hop performer (performed at Massey), great hunter, work well together, group is amicable, compliant – complete tasks, no refusal, help each other,

Student Perspectives:

Classroom Stretches:
 Adult Perspectives:
 - Motivation, attendance (sometimes due to cultural activities), independence, problem solving, executive functioning, engaging, working collaboratively, don't have prior knowledge, retaining information, transportation, overwhelmed, navigating weather etc., sometimes resistant, 15 are coming from completing a locally developed English 9 (a lot of variability)

Student Perspectives:

Targeted Class Needs

Need:

Need:

Need:

Need:

Collaborative Team Questions

B: What different approaches can I use to engage, achieve, be successful? Reduce the amount of marking? How can we increase opportunities for more collaborative, and hands on learning?

Collaborative Team Decisions:

What works well for this class/ What supports do they need?

- Hands on activities, scaffolding, group work, collaborative learning, relationship with students

What do we still want to try?

Class Review:

School Team:

Date:

Class Dimensions

Class Identities

Class Interests

Classroom Strengths

Classroom Stretches

Student Dimensions



Class Needs

Need:

Need:

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?



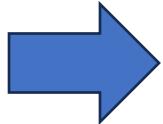
Collaborative Team Decisions

As a team, what do you want to try to reduce barriers?

- Based on your students, what could you try based on:
 - Something you are learning about through Pro D
 - Something you are reading about
 - Something you want to work with someone else on
 - An initiative in the school/district and/or community
 - Something that you are interested in implementing more of/ or starting to
 - A new strategy you saw
 - Ideas for how you can respond to the teams big questions
- What will your team do to change practice in ways that reduce barriers for this group of students?

Examples – In this series

Each session highlights a strategy designed to reduce barriers for students. Is there one or two that you really want to focus on/ collect evidence of/ share at the end of our series



Possible Stem:
Our team wants to try _____,
so that _____

e.g. Our team wants to try creating a Backwards Design plan so that students know the goals they are meeting and they can choose to show their learning in any way to meet those goals

Monthly Topic	Task
Capturing student voice	<ul style="list-style-type: none">Choose a target class and studentGather data and artifacts that capture the voice and perspectives of the students in the class
Getting to know students	<ul style="list-style-type: none">Collaborate with classroom teacher to create a class review drawing on data collected from students
Needs Based Support	<ul style="list-style-type: none">Collaborate with classroom teacher to complete a needs based reflection and develop a classroom support plan
Strategy instruction	<ul style="list-style-type: none">Co-teach a needs-based strategy to class
Curriculum Design	<ul style="list-style-type: none">Co-create a backwards design plan for one curricular unit
Curriculum Design	<ul style="list-style-type: none">Co-create a learning continuum with an access point
Lesson Design	<ul style="list-style-type: none">Co-plan and co-teach an inclusive lesson that pulls in UDL strategies designed to reduce barriers to student learning
Assessment	<ul style="list-style-type: none">Collect evidence of learning, co-assess and communicate growth through standards based assessment
Reflecting and Sharing	<ul style="list-style-type: none">Reflect on what was tried, share and celebrate learning

Choose your Challenge

Inclusive Lesson Task Scaffolding Strategy

Start
Here

Go as far as you can in the time allotted

Goal: We can collate strength based data to find themes that can help us ask questions, prioritize needs, and make decisions about how we can collaboratively reduce barriers for a target class

Task: Choose a strategy		Time: Jan 15, 2025
I NEED to...	<ul style="list-style-type: none">Choose a class that you want to targetAdd your own perspectives to classroom dimensions to first row of Class Review	
I MUST...	<ul style="list-style-type: none">Review evidence of student dimensionsLook for themes/ patterns and add to first row of Class Review	
I CAN...	<ul style="list-style-type: none">Collaboratively complete a needs based reflection for your target classPrioritize 3-5 needs area that the team could targetRecord those priority needs based areas in row 2 of the Class Review	
I COULD...	<ul style="list-style-type: none">Reflect on the rows 1 and 2 of the Class ReviewAs a team, determine some goals/ questions that could guide your decision making when supporting this classAdd to Row 3 of the Class Review	
I can TRY to...	<ul style="list-style-type: none">Record what you know works well for this class alreadyCommit to what decisions and practices you want to try or shift to reduce barriers for the target classAdd to Row 4 of the Class Review	

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