Barriers to Inclusion & Academic Participation

Student dependent on family to support participation	Students absent or inconsistent and so losing skills
Multiple health issues increase the complexity of establishing new routines that support students to attend school consistently	Limits on sharing objects limits tactile learning opportunities
Families overwhelmed and may not have their usual family, nursing or respite supports	Limited in-class learning opportunities because of social distancing
Language and literacy differences in documents shared with families	How to support transition to new schools or the new way of doing things at school
Limited social interaction between our students and both peers and adults	Students may not be able to see signage or that others are waiting in a line

Building Inclusive Practices

Universal Access
- Clear District protocols supported early re-entry to school
- Remove "edu-speak" from lessons/conversations to be inclusive
- Families invited to all team meetings/regular communication a priority
- Collaboration between staff to generate creative solutions
- Slow start and realistic expectations within familiar routines
- Focus on relationships with consistent people
- Family support focus, opportunities to connect with other families
- Draw on District support to establish a one-point connection for families
- Ask if Indigenous Education may be able to offer support

Foundational Skills for Team
- Build social connection with families to re-engage with education
- If possible try a PATH process to provide direction
- My Booklet from Family Support Institute https://www.mybookletbc.com/
- Focus on peer to peer connections through creative use of music, singing, puppets
- Fitness is crucial to mental and physical health; try neighborhood and nature walks
- Be aware of background noise, glare and visual clarity during remote lessons
- Use current videos of students to familiarize new staff members with their needs
- Be aware of BC Ministry of Education resources for mental health support https://bit.ly/3kx6WT3

Accommodations
- IEP goals need to be manageable at home with an Educational Continuity Plan
- Build objectives into regular school and/or home routines
- Use the inclusion matrix to create a one-page goal-oriented inclusion plan https://www.inclusionoutreach.ca/academic/
- Build re-entry to school incrementally to build confidence
- Boardmaker online has new COVID-19 resources https://bit.ly/32FwFm8
- Update the Personal Communication Dictionary and add any personal communicative behaviors related to student's online presence https://www.inclusionoutreach.ca/communication/
- Adapt videos made of new school protocols with simplified content and language
- Design a student passport https://www.communicationpassports.org.uk/home/
- Re-define a "functional curriculum" as an inclusive practice by focusing on the value in everyday community life, https://www.openschool.bc.ca/keeplearning/
- Focus on "functional literacy" as "community literacy practices", important for health, safety and inclusion in community activities
- Make use of audible books available through local libraries or Storyline https://www.storylineonline.net/