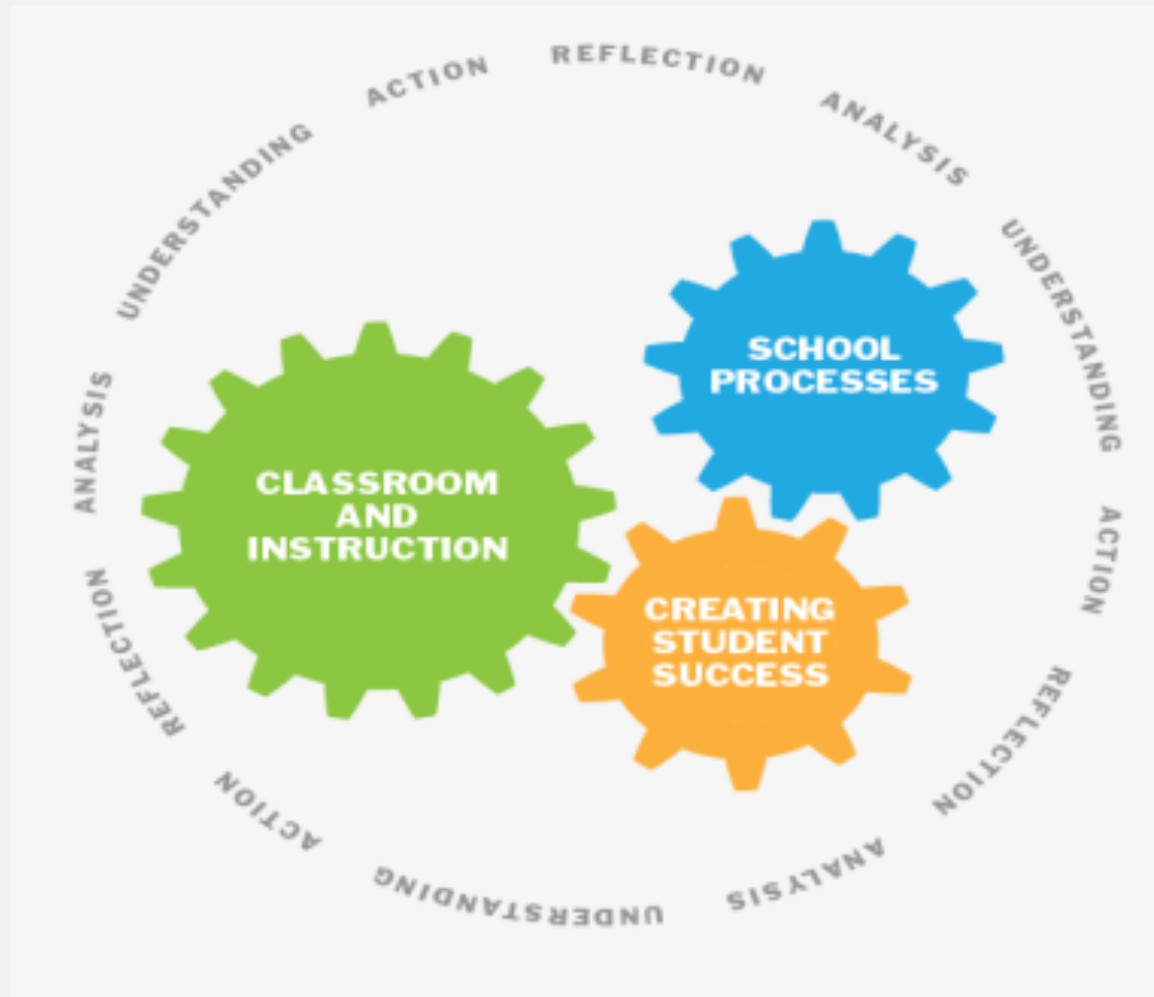


Planning Inclusive Cultures in Schools (PICS)



Activation



- Manitoba Education's core values are:
 - All students can learn, in different ways and at different rates.
 - All students have individual abilities and needs.
 - All students want to feel they belong and are valued.
 - All students have the right to benefit from their education
- To realize those values in schools, what practices would you expect? (Jot ideas.)

Activation

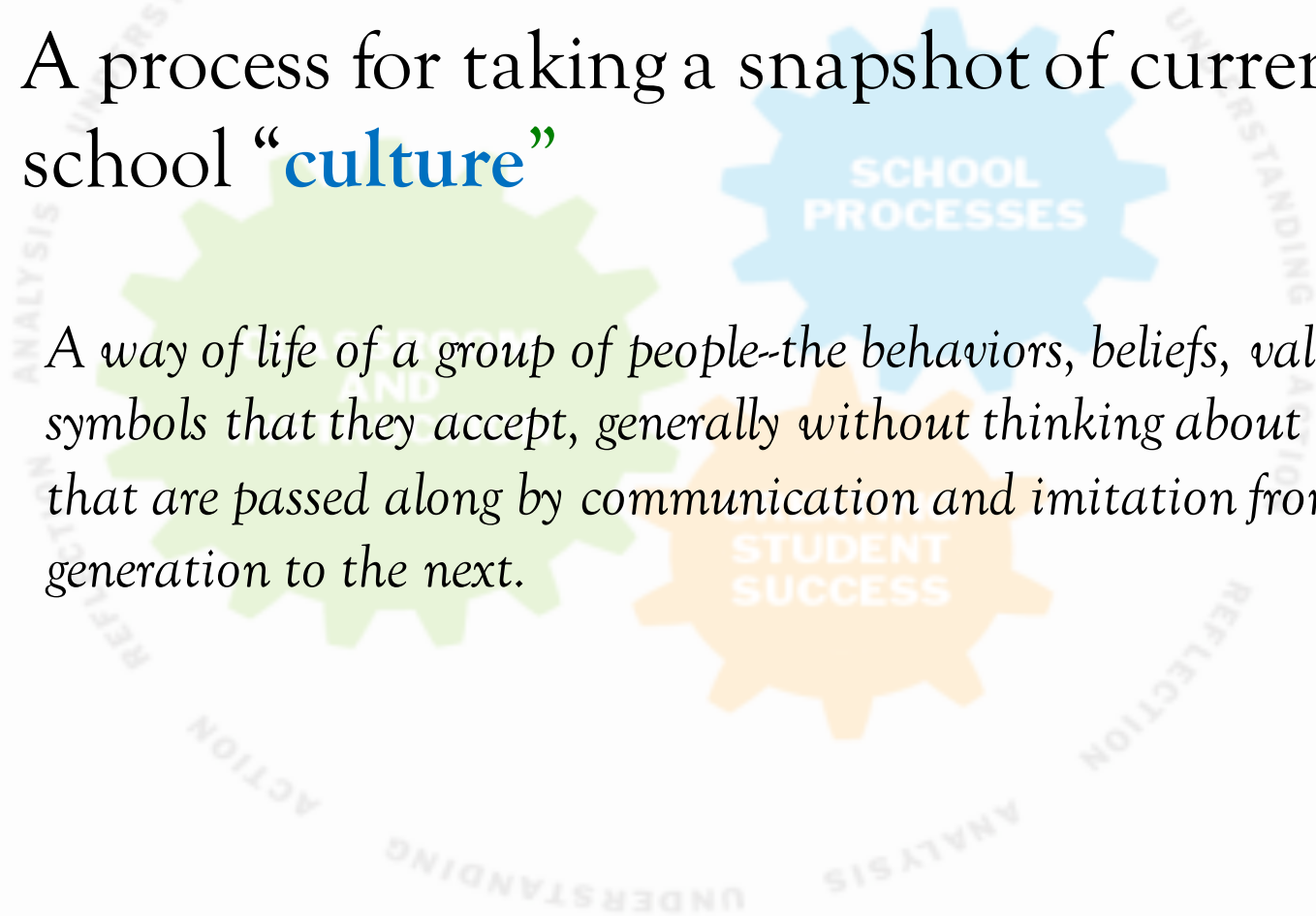
- MB Education sets inclusion as a goal. What three descriptive words come to your mind?
- With a partner, develop a definition.
- Share your definition with the rest of your table group.



So What is PICS Anyway...

- A process for taking a snapshot of current school “**culture**”

A way of life of a group of people-the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.



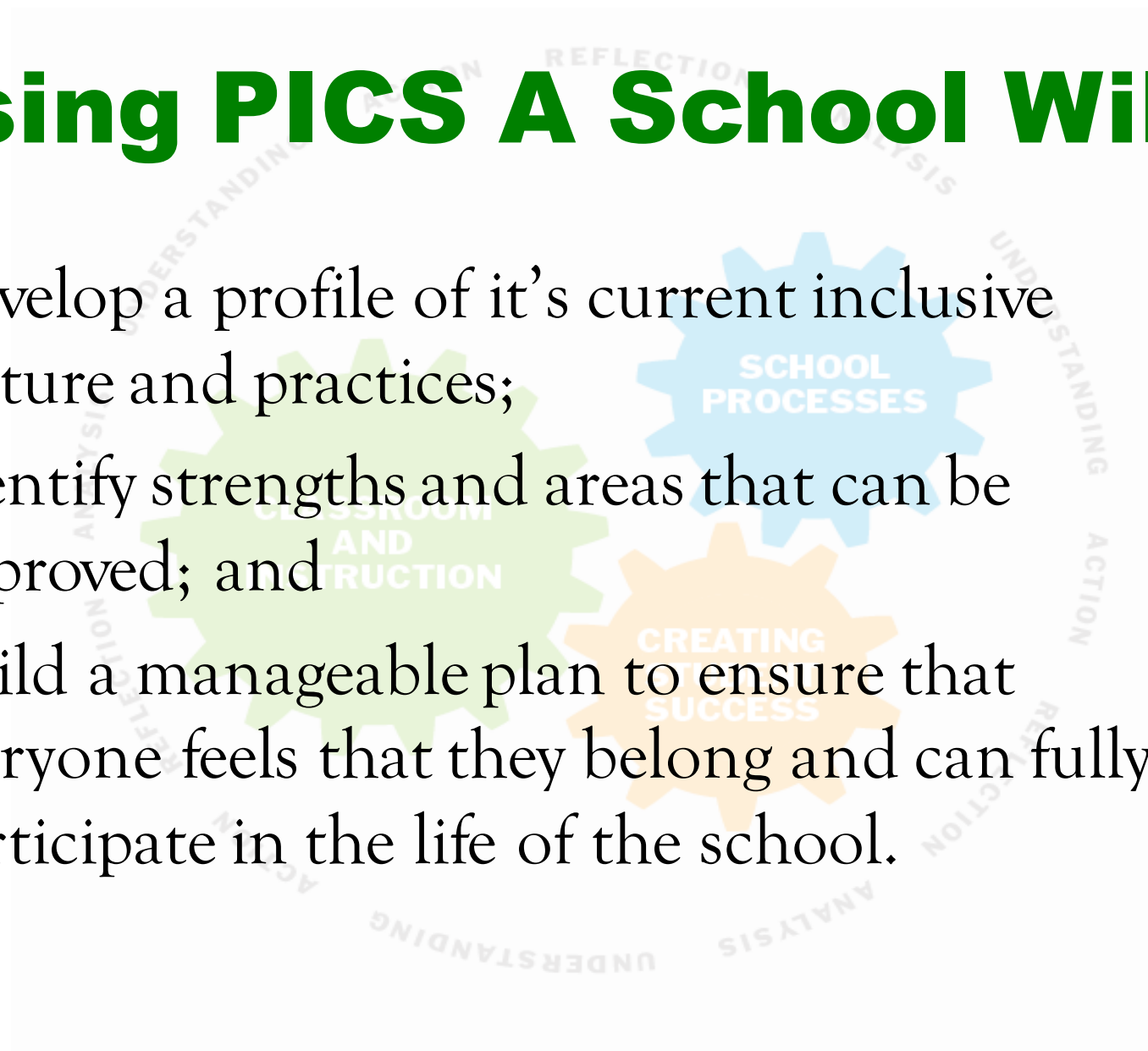
The PICS Process



1. **“Analysis:”** Gathering of quantitative and qualitative data to generate a profile of the school inclusive culture;
2. **“Understanding:”** Strategic planning based upon observations and results of the process;
3. **“Action:”** Implementation of the strategic plan;
4. **“Reflection:”** Reviewing the results of the strategic plan and updating the profile of the school’s inclusive culture.

Using PICS A School Will:

- Develop a profile of it's current inclusive culture and practices;
- Identify strengths and areas that can be improved; and
- Build a manageable plan to ensure that everyone feels that they belong and can fully participate in the life of the school.



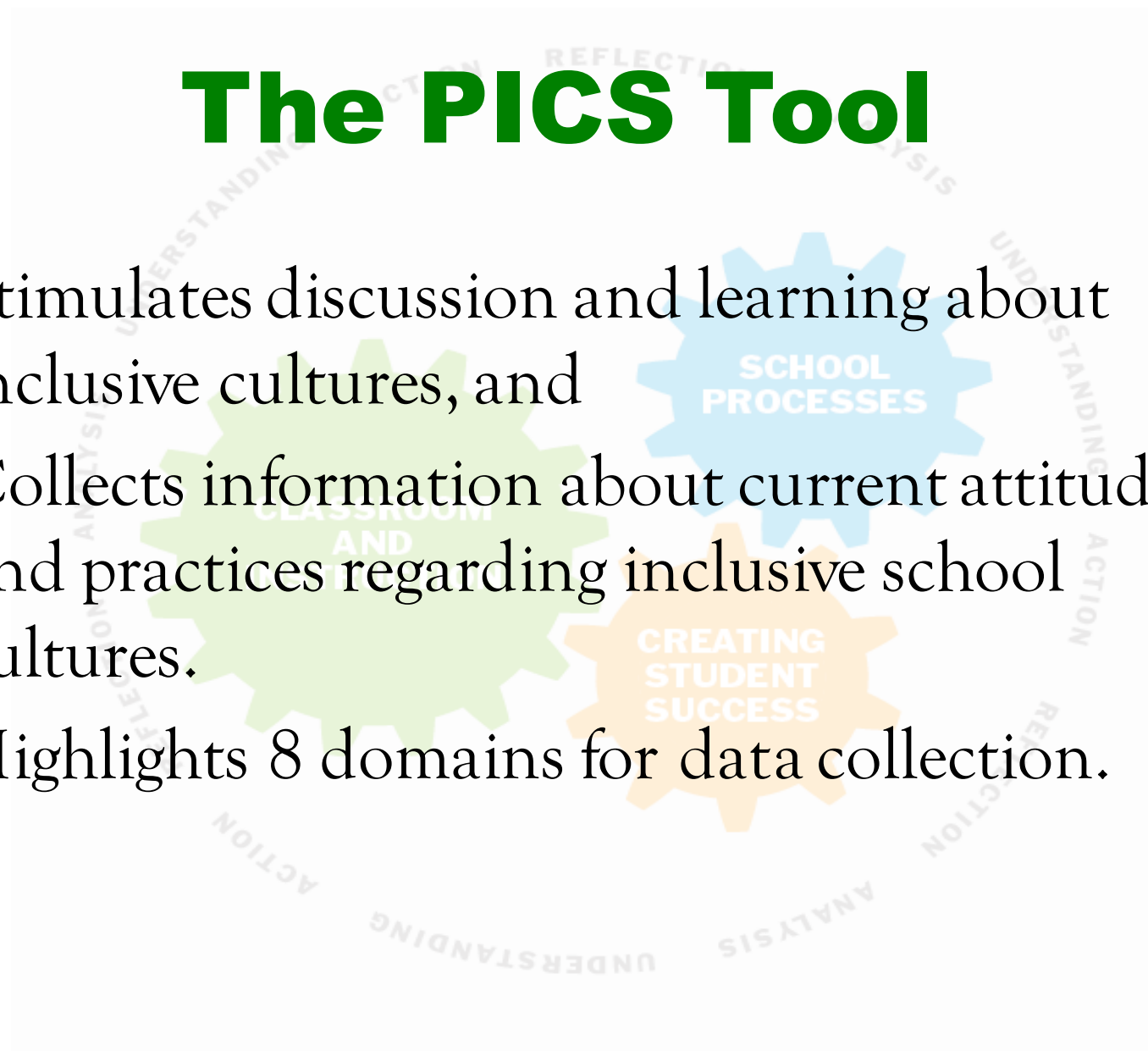
Foundational points...



- The PICS process moves participants to deeper levels of understanding of the concepts of inclusion and inclusive education.
- All members have a voice during the PICS process and they are able to express concerns, discuss ideas, and share experiences.
- The emphasis is on informed planning as schools use data to create strategic directions linked to their school plans.

The PICS Tool

- Stimulates discussion and learning about inclusive cultures, and
- Collects information about current attitudes and practices regarding inclusive school cultures.
- Highlights 8 domains for data collection.



Planning Inclusive Cultures in Schools (PICS)

- Results
 - More knowledgeable and engaged community members
 - An evidence-based picture of the school's current status
 - Data from which to identify priorities for improvement
 - A baseline for judging progress



The 8 Domains of Inclusive Cultures in Schools

School Processes

1. Diversity Embraced
2. Universal Sense of Belonging
3. Proactive School Leadership
4. Collaborative Approach

Classroom and Instruction

5. Student-Centered Educational Planning
6. Responsive Structures and Supports
7. Meaningful, Relevant and Inclusive Learning Experiences for All Students
8. Positive Behaviour Approach



Diversity Embraced

Indicators

1. Inclusive Values
2. Respecting Diversity
3. Active Support for Inclusive School Culture
4. Accessibility





Universal Sense of Belonging

Indicators

1. Belonging
2. Meaningful Relationships





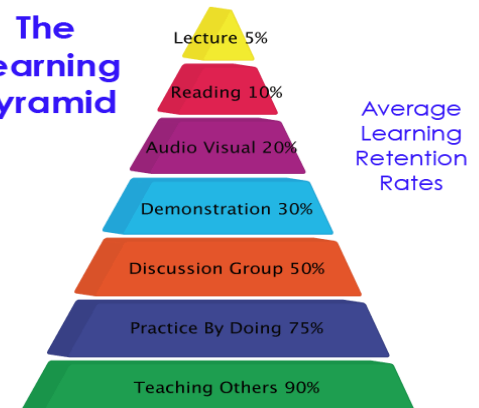
Proactive School Leadership

Indicators

1. Leadership
2. Creativity
3. Celebration
4. Professional Learning



The Learning Pyramid



Adapted from NTL Institute for Applied Behavioral Science



Collaborative Approach

Indicators

1. Collegial Dialogue
2. Community Connections
3. Parent Partnerships
4. Participatory Problem Solving
5. Responsibility for Transition





Student Centered Educational Planning

Indicators

1. High Expectations
2. Inclusive Learning Environments
3. Accommodations
4. Essential Planning
5. Self-Determination



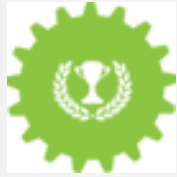


Responsive Structures and Supports

Indicators

1. Appropriate Supports
2. Responsive Service Delivery
3. Assistive Technology
4. Communication Supports
5. Transportation





Meaningful, Relevant and Inclusive Learning Experiences for All Students

Indicators

1. Safe Social/Emotional Environment
2. Foundational Values and Virtues
3. Flexible Educational Program
4. Strength Focused Learning
5. Assessment As, Of and For Learning

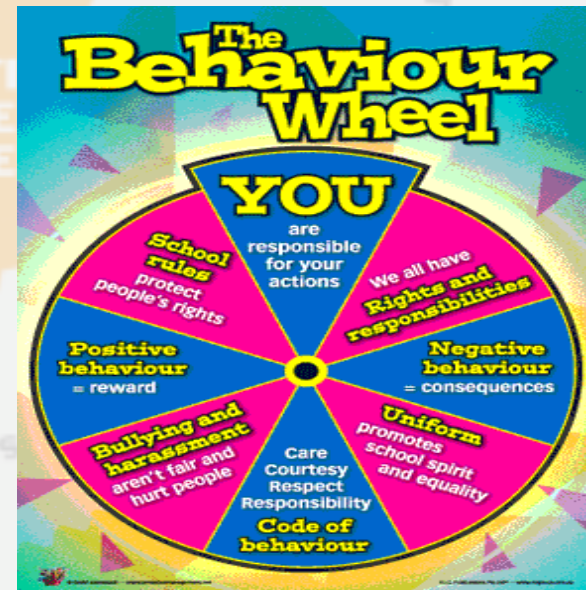
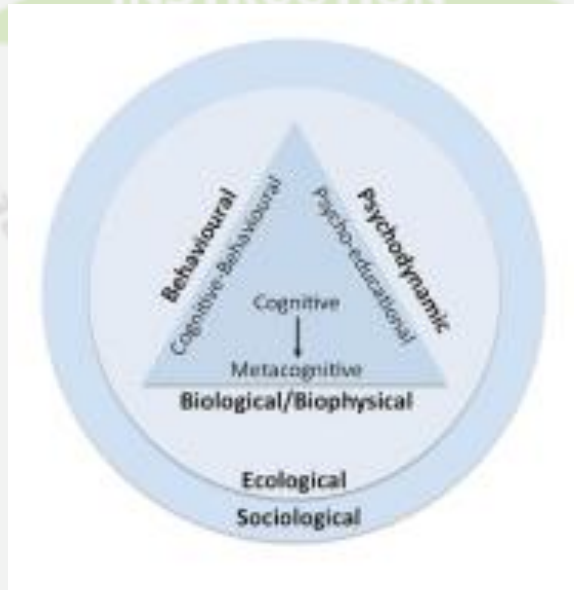




Positive Behaviour Approach

Indicators

1. Universal Interventions (Tier 1)
2. Targeted Interventions (Tier 2)
3. Intensive Interventions (Tier 3)



Data Collection



Following group discussion, participants fill in their own survey, including providing individual evidence statements

- Introduce Domain and Indicators
- Discuss Domain and possible evidence (teachable moments)
- Participants complete Indicator surveys
 1. Item ratings
 2. Listing evidence
 3. Comments
 4. Priority of Indicator
 5. Wish for professional learning

Sample Indicator Statements

Universal Sense of Belonging

2.1 BELONGING

2.1.1 *All members of the school community ensure learning environments are inviting and welcoming places*

2.1.2 *Unique abilities and interests of all members of the school community are nurtured*

2.1.3 *There is a purposeful approach to reducing social distances among members of the school community*

Rate as Very Evident to Not at all Evident and provide examples

Meaningful, Relevant and Inclusive Educational Programming for All Students

7.1 A SAFE SOCIAL/EMOTIONAL ENVIRONMENT

- 7.1.1 *Learning environments respect diversity*
- 7.1.2 *Staff and student actions respect diversity*
- 7.1.3 *Every student has a socially valued role in the learning environment*
- 7.1.4 *School and classroom codes of conduct clearly outline appropriate behaviours*
- 7.1.5 *Inappropriate behaviours are viewed as opportunities to build students' adaptive skills*

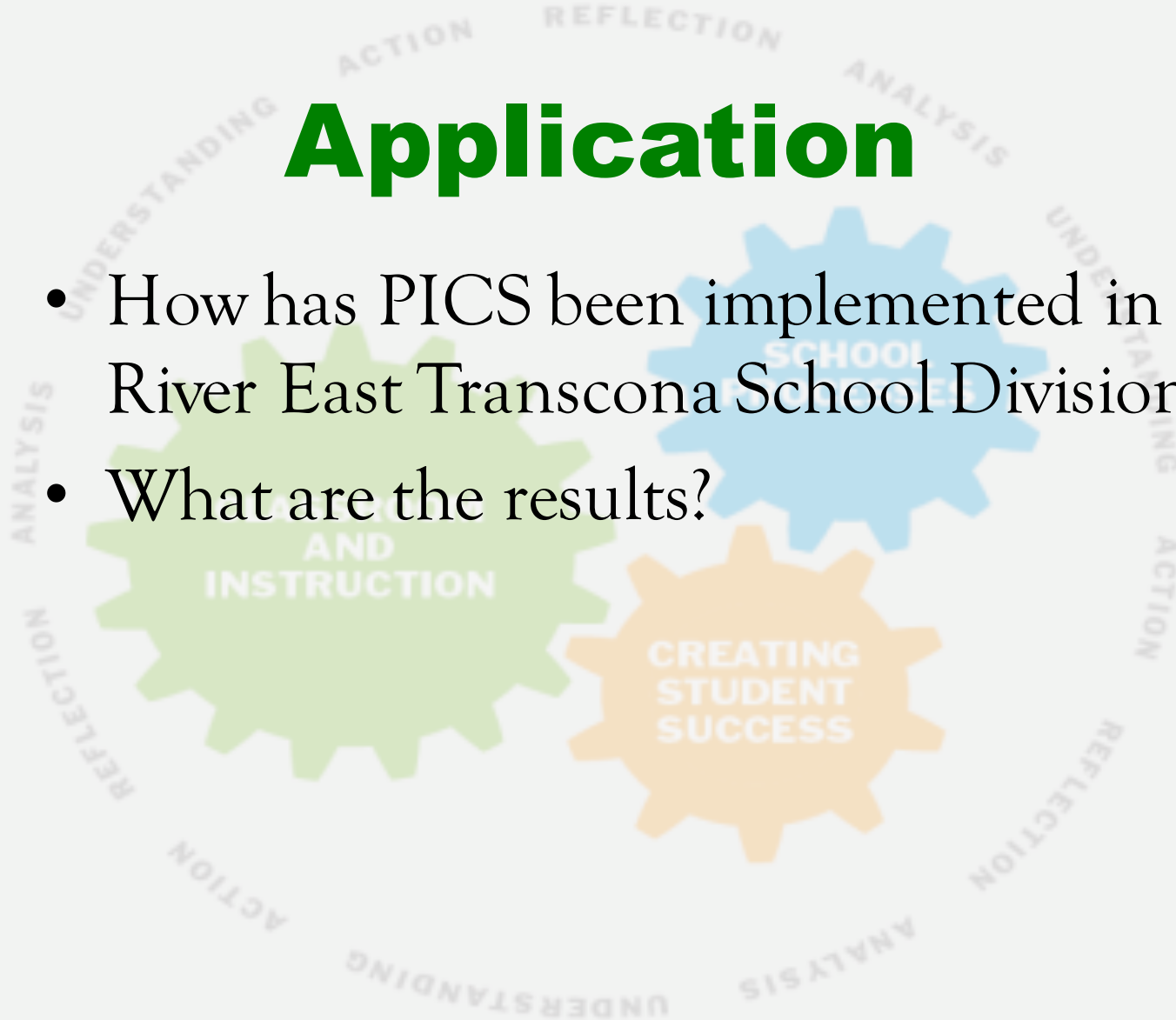
Rate as Very Evident to Not at all Evident and provide examples

Next steps

- Action Plan, such as:
 - Professional learning plans
 - Identify tools & resources to support priorities/plans
 - Professional Learning Communities
 - School-wide events
 - Community Connections
- Implementation
- Review, Reflection and Celebration

Application

- How has PICS been implemented in River East Transcona School Division?
- What are the results?



Relevance?

PICS findings can be connected to:

- School Division Priorities (eg SAFE SCHOOLS);
 - Enhance the climate and culture in all schools by further developing caring, safe and inclusive schools.
- School Plans;
- Mental Health Initiative;
- Universal Design for Learning;
- Differentiated Instruction/ Assessment;
- School-based initiatives:
 - PBIS
 - Daily 5
 - First Steps in Math
 - and others.

Evidence Statements might be grouped thematically.

Theme 1: Parental Involvement

- There is little parent involvement and as a result their voices are not heard in the school.
- Parents do not attend PAC meetings despite attempts by administration.
- I have not seen a time when parents are invited to be part of a diversity education.

Theme 2: Teaching of Indigenous Culture promotes diversity

- Teachers are encouraged to include First Nations perspectives in their teachings.
- I feel the Seven Sacred Teachings are part of a religion. There is a clear separation of church and state and there is no place for religious teachings in public schools.
- Our AAA committee has met and is committed to teaching Aboriginal perspectives.

Principal Testimonials

Question: Why did you choose to become involved?

- This would be a way for our school to gather significant data. If we see some significant data that can help us improve, we want to be doing it now with a sense of urgency.
- It is a great opportunity for the staff to talk and collaborate. It is not seen as an add on but a means of gathering information.
- I wasn't sure what the whole process was but thought it would help me to build a strong team to support the inclusion and learning for all my students.

Principal Testimonials

Question: What did you like?

- PICS gave us the data to talk with staff about the elephant in the room, like what does it say about inclusion and does it match with what's really going on in our classrooms.
- It was open-ended and everyone had their say. This was not my belief of what was needed. It came from the staff.
- I would like to think that administrators have a pretty good handle on priorities, but without the evidence we can't be sure. You can have the quiet voices that emerge during the survey that really force you to think about some things.

Question: Have you noticed any changes in your schools in terms of attitudes, skills and knowledge of staff and students since being involved in the PICS process?

- As a whole the staff is having more ownership for all the kids in their rooms. Teachers are more apt to seek support if they don't know what to do. It's opened the dialogue and people are feeling that when it comes to things we don't know how to do, we can problem solve together.
- Things have changed in the way we do our IEP meetings. We developed class profile templates to assist teachers with information about their students.
- We're really hearing teachers talk more about it and asking just how they can go about meeting the needs of their individual students or how they can support each other as teaching colleagues.

Question: Can you share a story of something that happened after the school community engaged in the PICS process?

- The resource team used to take comments personally until PICS. The teachers now see the value of the support of the resource teachers. After PICS, the classroom teachers are approaching resource teachers and asking for help.
- Some of the staff asked the question “Should we be looking at additional mentoring with our students and our colleagues?” and this has been started as a result of PICS.
- I can give an example of a teacher who was resistant to PICS because they have taught a long time and did well in their classroom with behaviour and wished to keep teaching the traditional way. Through PICS he was able to find a way to connect with the belonging piece. Now he is spearheading one of the school projects and did a staff presentation using Robert Brooks’ belonging as his way to connect with the whole inclusion piece.

Contacts

Anne Kresta – anne@educationsolutionsmb.ca

John VanWalleghem - john@educationsolutionsmb.ca

Joan Zaretsky – jzaret@mymts.net



Education Solutions Manitoba

Check out the website: www.pics-esm.ca

