2026 – 2027 PROFESSIONAL LEARNING SERIES

(most sessions are open to all SD23 staff to attend if they wish – not restricted to only Inclusive Ed staff)

Case Management 101

September 2, 2026 Room 355

Collaborative Foundations

This full-day workshop will engage participants in collaborative learning designed to deepen understanding of the roles and responsibilities of case managers within Inclusive Education. Across the day, the learning will emphasize practical tools, professional collaboration, and relationship-centred practices.

Morning Session (All Participants Together):
Inclusion teachers, resource teachers, SEL teachers, and counsellors will begin the day together, exploring key support structures and specialized processes for diverse learners. Through interactive activities, participants will strengthen their understanding of effective collaboration within the School-Based Team and build a shared foundation for supporting student success.

Afternoon Session (Role-Alike Breakout Groups):
In the afternoon, participants will transition into role-specific sessions (Inclusion/Resource and SEL/Counsellor groups). These sessions will provide targeted, practical information aligned to each group's roles. Participants will review processes, school-based support structures, and approaches to collaboration with school teams and community agencies, with a focus on fostering positive student well-being.

H and R Ministry of Education Designations

Tuesday, October 6, 2026 Room 355

This session examines the H (Intensive Behaviour Intervention or Serious Mental Illness) and R (Moderate Behaviour or Mental Illness) ministry designations in BC schools. Participants will review ministry criteria, documentation requirements, and the educational impact considerations used to support students with significant mental health and behavioural needs. The learning will emphasize trauma-informed, collaborative, and inclusive approaches to planning and support.

Digging Deeper into Cat A – G Designations:

Tuesday, October 6, 2026 Room 370 35 spaces

This professional learning session provides an overview of Ministry Categories A–G designations. Participants will build their understanding of Ministry of Education and Child Care criteria and required documentation across the categories, including the role of formal assessments and qualified diagnoses. The session will also examine how to determine educational impact and plan appropriate supports for students with diverse learning, behavioural, sensory, and developmental needs, with a focus on improving equitable access to the school environment and curriculum.

All About Programming: Practical Tools for Supporting Student Success

October 14, 2026 Room 370 & 300 (breakout space) 35 spaces

This session invites educators to explore practical programming tools that support students with diverse and complex learning needs in inclusive classroom environments. Through concrete examples and practical classroom contexts, participants will examine how intentional programming structures can enhance understanding, independence, and engagement.

Focusing on strength-based, student-centered practices, the session highlights how predictable systems and visual supports contribute to responsive, inclusive learning environments. Participants will engage with key strategies such as bin systems, contingency maps, visual schedules, First/Then supports, and social stories, with an emphasis on purposeful and individualized use. Participants will leave with adaptable strategies and ready-to-use tools to support consistent, inclusive programming across a variety of school settings.

UDL in Action: Co-planning and co-teaching

November 5, 2026 Room 355

Collaboration is at the heart of inclusive classrooms. This interactive session explores how co-planning and co-teaching, grounded in Universal Design for Learning (UDL), can strengthen Tier 1 instruction and expand access for all learners. Participants will deepen their understanding of UDL's core principles - multiple means of representation, engagement, and expression and consider how these can be brought to life through intentional partnerships between classroom teachers and support staff. The session emphasizes shared responsibility, flexible roles, and collective efficacy in meeting the needs of diverse learners. Participants will leave with actionable approaches to enhance collaboration and create more inclusive, responsive classroom environments.

Communication Tools: Assistive Technology

November 12, 2026 Room 300 25 spaces

Learning to use communication tools such as AAC (Augmentative and Alternative Communication), assistive technology, and voice-to-text systems empowers individuals to express their thoughts more independently and effectively. Session participants will learn how these tools support a wide range of communication needs by offering alternative ways to speak, write, or interact, whether through symbols, speech-generating devices, or dictation software. They will gain practical knowledge and hands-on strategies for integrating AAC, assistive technology, and voice-to-text tools into everyday learning environments and will learn how to match tools to diverse student needs, support communication development, and create more inclusive, accessible classrooms.

SEL Modules: Fundamentals of Social Emotional Learning (3 sessions)

Wednesday, November 18, November 25 and December 2, 2026

This series of sessions introduces Social-Emotional Learning (SEL) concepts designed to support student mental health, self-regulation, and sense of belonging within school environments. Participants will examine the fundamentals of social emotional learning to enhance proactive, inclusive, and student-centred approaches.

Assessment of Functional Living Skills (AFLS)

November 26, 2026 Room 370 30 spaces

Supporting meaningful skill development requires thoughtful assessment and intentional planning. This session introduces the Assessment of Functional Living Skills (AFLS) as a practical tool for identifying and supporting functional skill development in inclusive settings.

Participants will explore how AFLS can guide teams in selecting relevant, real-world learning targets that promote independence, communication, and participation across school, home, and community contexts. Emphasis will be placed on aligning assessment practices with inclusive approaches, ensuring learning reflects belonging, dignity, and authentic engagement. Participants will leave with increased confidence in using AFLS as a team-based tool to support individualized, functional learning within inclusive environments.

School Based Plans (SSP, SASSP, DRP)

Thursday, January 14, 2027 Room 355

This learning session provides an overview of school-based and district-level planning processes used to support students with complex academic, behavioural, and mental health needs. Participants will examine the purpose and components of support plans, adjusted schedules, and district response plans, including collaborative planning, monitoring, and intervention processes. The session will emphasize proactive, student-centred approaches that promote inclusion, safety, and successful participation in schools.

Data Collection:

Wednesday, February 3, 2027

Group 1: Mental Health Assessments Room 370 30 spaces (Counsellors only)

This session explores the role of data collection and mental health assessments in understanding student needs and informing educational planning. Participants will review different types of school-based data, methods of gathering information, and approaches to interpreting data in meaningful and ethical ways. The learning will highlight how mental health assessment practices can support inclusive decision-making, progress monitoring, and responsive intervention planning while maintaining a strengths-based and culturally responsive lens.

Group 2: Meaningful Data Collection for School Teams

Room 355

Effective teaching relies on clear, purposeful information. This session focuses on how meaningful data collection and assessment practices can inform instruction, guide decision-making, and support

responsive programming for diverse learners. Participants will explore both qualitative and quantitative approaches to gathering data, with attention to what is manageable, meaningful, and sustainable in busy school environments. The session highlights the role of data in strengthening collaboration, guiding problem-solving, and supporting targeted interventions within inclusive education frameworks. Participants will leave with practical tools and strategies to gather and use data in ways that meaningfully support student learning, team collaboration, and inclusive practice.