

## **The Role of the School Inclusion Support Teacher**

*The role of the School Inclusion Support Teacher (IST) is to support both staff and students from an inclusion perspective within the school setting to allow students with diverse learning needs the best possible opportunities for success.*

Responsibilities of the IST include:

- 1) Collaboration;
- 2) Direct Instruction;
- 3) Student File Management and Coordination
- 4) Assessment and Reporting;
- 5) Professional Learning; and
- 6) Resource Management.

- 1) **Collaboration**: The IST works with a wide variety of school and community members to best meet the needs of individual students or groups of students.

**This includes:**

- a) Co-planning and supporting classroom teachers with inclusive, differentiated instruction in their classrooms.
- b) Consulting with parents of students with diverse learning needs.
- c) Collaborating with other school professionals (classroom teachers, teacher-counsellors, Aboriginal Education staff, PVP) and Education Assistants/YFWs/AbEdYFW on academic, social-emotional programs, best teaching strategies for individual students with complex learning needs, and day-to-day items as they arise.
- d) Co-teaching with classroom teachers to build inclusive environments, acceptance, awareness, capacity and confidence in supporting the strengths and addressing the needs of diverse learners in the classroom.
- e) Working with itinerant staff and other community agencies (i.e. MCFD, CYSN, CYMH) involved with specific students.
- f) Collaborating with SBT and district staff as needed to address the learning and environmental needs of undesignated students within the school.
- g) Attending meetings with classroom teachers, other staff, outside agencies, and parents as needed.

- 2) **Direct Instruction**: The IST provides direct instruction using a one-to-one, small group, or classroom model.

**This includes:**

- a) Supplemental or replacement remedial or tutorial instruction in the classroom or in a Learning Resource Centre (LRC) with individuals or small groups of students.

- b) Instructional sessions for individual or small groups from regular classes during class time (may involve the implementation of a Supplemental or Replacement program).
- c) Specific program instruction (i.e. self-regulation, social-emotional, behavior intervention, etc).
- d) Sharing information with classes or groups of students regarding inclusion and acceptance of students with diverse learning needs, and/or regarding peer support for specific students who may be in particular classes\* (\*parent permission of the student under discussion is required).

**3) Student File Management and Coordination: The IST develops an IEP and organizes services for each identified student under his/her case management.**

**This includes:**

- a) Conducting file reviews of new students to ensure the school is well-prepared before the student enters in order to support a successful transition.
- b) Working with the School Principal to review the 1701 list of designated students and ensure it is correct.
- c) Working with the School Clerical, Inclusive Education Clerical, School Principal, District Principal of MyEdBC and Director of Inclusive Education to ensure that school MyEdBC information is accurate.
- d) Organizing and facilitating IEP and School-Based Team (SBT) meetings, taking and sharing meeting minutes, coordination with Itinerant Staff.
- e) Writing student IEPs in consultation with other stakeholders: students, parents, school, and district staff, outside agencies.
- f) Maintaining and uploading required documentation into the Student Information System on a regular and timely basis.
- g) Requesting and coordinating the services of outside agencies and district itinerant staff.
- h) Co-planning with school staff to develop, maintain, and adapt as necessary a learning and/or behaviour plan for the student within the school and in specific classroom settings.
- i) With the School Principal, building and adapting EA schedules to best support student learning needs.
- j) Transition support for students changing schools or moving from elementary to middle school, or middle to secondary school.
- k) Work collaboratively with the school leadership team on class configuration planning to optimize service and supports for students.

*Secondary specific:*

- l) Planning transitions for students who are on a Dogwood, Adult Grad, or Evergreen Diploma program - from middle/elementary school and into work/post-secondary.
- m) Working with students with diverse learning needs specifically on self-advocacy and learning strategies which will lead to increased independence and successful transition to adult living.

- n) Tracking of all identified students within the school who require assessment, qualify for Ministry categorization and supports, and/or qualify for Ministry Literacy Assessment adjudication (Grade 10 and 12).

**4) Assessment: The IST provides assessment for students who may require supplemental or exceptional supports, and assists classroom teachers with assessment as appropriate. The IST makes recommendations to the SBT based on assessment.**

**This includes:**

- a) Informal assessment of students referred by teachers or SBT: file review, observation, interviews with student, parents, and other stakeholders.
- b) Level B assessment for further planning to meet student needs including behavioural assessments.
- c) Assisting classroom teachers with whole class standardized testing to assist classroom teachers with planning (i.e. help build class profiles at the beginning of the year).
- d) Ongoing self-assessment of the Inclusive Education programs used to support students with diverse learning needs within the school: student success, efficiency, effectiveness.
- e) Assisting classroom teachers and students with student self-assessment for Core Competencies.
- f) Assisting classroom teachers with the selection of meaningful Curricular Competency assessment criteria for students with diverse needs.
- g) Reporting functions: CB-IEP updates, Report Card comments and information, Level B assessment reports, Preparation of “Red Binders”, audit readiness, and so on.

*Secondary specific:*

- h) Level B assessment as required for Ministry supports: eg: accommodations, funding, CLBC.
- i) Coordination during Ministry Literacy Assessments (Grade 10 and 12) of adjudication for students who require extra supports.
- j) Regularly tracking the progress of all designated students to ensure they are on track for Graduation with a Dogwood Certificate.
- k) Regularly tracking designated students who are potentially not on track for Graduation with a Dogwood Certificate and working with the school principal, Inclusion Support Coordinator, and Director of Inclusive Education to adjust programming to ensure student success.

**5) Professional Development: The IST is involved in ongoing professional development to maintain currency with (for example):**

- a) Best practices in Inclusive Education.
- b) Developments in knowledge about specific diagnoses/diverse abilities.

- c) Developments in supportive technology.
- d) Changes in available supports for students with diverse learning needs.
- e) Changes to Ministry and other agency requirements for support.

*ISTs also support the professional learning of classroom teachers and EAs through (for example):*

- a) Presenting on professional development days re: Inclusive Education areas of focus and need.
- b) Providing paper or electronic information to support professional learning (or links to information).
- c) Assisting individual teachers and EAs with development of support strategies through modeling and practice.

**6) Resource Management: School resources include the human resources provided by the Education Assistants/YFWs working in the building, in addition to materials and equipment. On behalf of the SBT, and with the Principal, the IST:**

- a) Assigns EAs/YFWs to work with students in classrooms and classes where support is needed in consultation with classroom teachers and the school principal/vice-principal.
- b) Monitors the need for EA/YFW support in classrooms and adjusts as necessary throughout the year.
- c) Works with EAs/YFWs to ensure they clearly understand their roles and responsibilities within the school, in addition to specific strategies from the IEPS for the students with whom they work.
- d) Facilitates meetings with EAs/YFWs, parents, other agencies and other collaborative groups as needed.
- e) Researches, locates, and orders materials and equipment as needed at the school level.
- f) Purchases, maintains, and develops professional and student materials as needed at the school level.
- g) Locates or develops Supplemental or Replacement materials for individual students.
- h) Manages technology within the school in consultation with Inclusive Education Staff, district tech staff, school and district PVP, SET-BC, other outside tech supports, etc.
- i) Keeps classroom teachers, EAs/YFWs aware of what resources are available.