

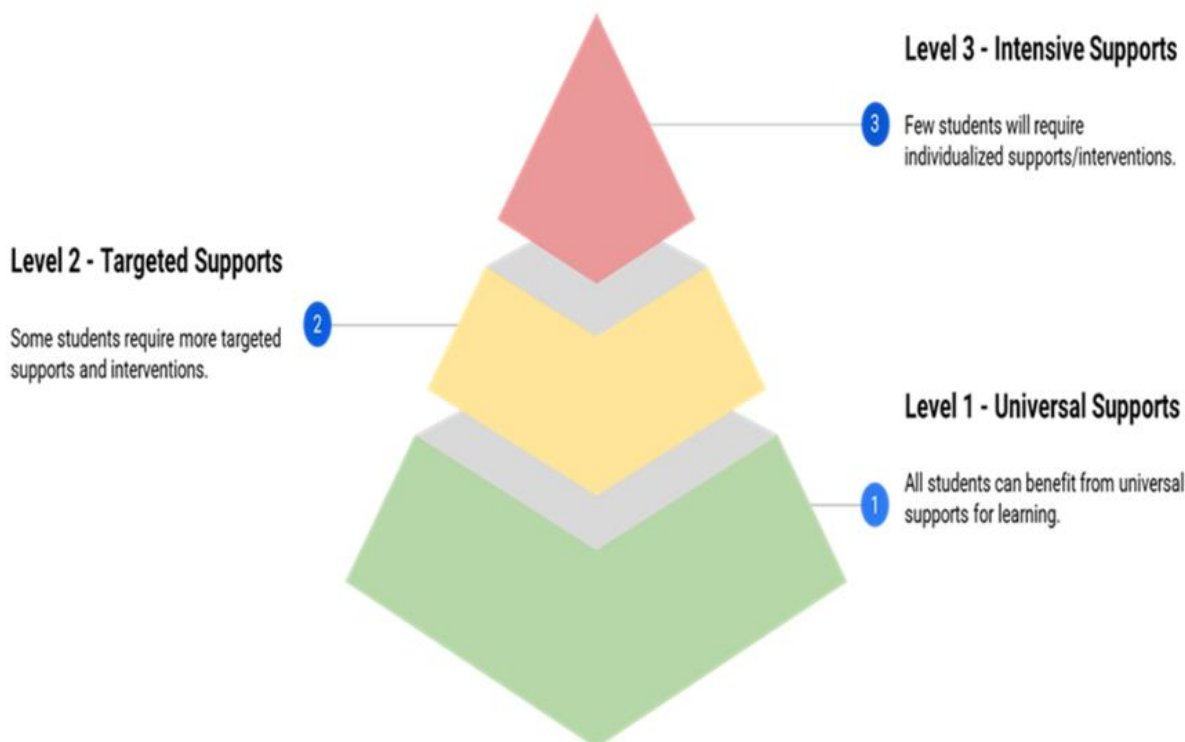


1.4 Inclusive Education School and District Structures

RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a three levelled approach to the early identification and strategies for students with learning and behaviour needs. The RTI process begins with high-quality instruction and assessment in the classroom along with universally designed strategies. Students who require more intensive interventions are provided with strategies of increasing intensity levels to meet their learning needs.

The services may be provided by a variety of personnel, including the classroom teachers, principals and vice-principals, inclusion support teachers (IST), school counsellors, and possibly by education assistants (EA) or other specialist staff. The RTI framework and process guide educators' work as they collaborate with parents/guardians and school staff to understand the needs of individual students and plan for student success.





PLANNING FOR INVISIBLE INTERVENTION

Once school configuration and student placements are finalized in the schools, many teachers use a process to determine class profiles. Based on an understanding of all the learners in the class, an instructional plan – called a “class profile” – is drafted. The classroom teacher is central to this process as the classroom teacher co-plans with the IST, school counsellor, school principal, and possibly district staff. The class profile helps to inform the classroom teacher and school-based teams (SBT) about the strengths, interests, stretches and learning gaps of the class members, and aids in the establishment of the individual student and overall class requirements for inclusive, invisible learning support.

UNIVERSAL DESIGN FOR LEARNING

Research shows that most students (80%) within a given classroom will achieve and/or show progress when provided with classroom instruction, assessment, feedback and universal support. This is referred to as Level 1 instruction. The most meaningful supports are designed as a part of lesson planning and are embedded into daily teaching practice. Universal supports may be embedded in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services and setting. Based on the principles of universal design for learning (UDL), educators plan with the end in mind; UDL begins with thoroughly knowing the concept one is going to teach. Teachers present the information using a variety of modalities (e.g., demonstration, acting out, video, pictures, etc.) in an effort to meet the learning preferences of the students in the classroom. Teachers plan for students to access information through different means (e.g., reading, listening, experimenting, speaking) and provide students options to demonstrate their learning in a variety of ways (e.g., writing, oral presentations, skits, projects, etc.). When planning for the widest range of learners within a classroom from the start, UDL principles and strategies benefit all learners.

Examples of Level 1 universally designed classroom supports that are available to all learners include, but are not limited to:

- student voice and choice (e.g., demonstration of learning methods, movement/body breaks, choice of project/learning style, etc.)
- digital/audio texts or peer helpers to assist with assigned readings
- access to assistive tools/technology (e.g., work processors, calculators, text to speech/voice to text software, magnifier, FM system, etc.)
- alternate ways of demonstrating learning standards
- graphic organizers/strategy list to assist students/extended time to complete assignments or tests
- student skills development and practice
- pre-teaching key vocabulary or concepts
- multiple exposures to materials



- classroom community and belonging
- personalized instruction
- student goals
- class profiles
- culturally responsive teaching
- self-regulated learning

Research shows that approximately 20% of students within a given classroom, will require “targeted instructional support” (Tier 2) at some time during their school years. Students who require these targeted supports through adaptations to the BC curricular learning standards may have gaps in their learning or may require specific instruction to address their learning needs. The most meaningful supports are adaptations to the curriculum as designed by the classroom teacher during student learning time to ensure the student does not miss instructional time.

PLANNING FOR TIER 3

Personalized instruction is a flexible approach to teaching in which a teacher plans and carries out varied approaches to address content, learning processes, learning style, presentation strategies and assessment tools. This approach results in a more personal, proactive learning environment that is inclusive of a wide variety of learners. When teachers differentiate instruction, they provide students with the structures to maximize strengths, accommodate stretches or needs, and experience timely remediation. This enables students to take advantage of effective learner strategies as they discover their own personal learning styles, interests, identity, and needs to engage in learning. As a result, student motivation increases.

Few students (1% - 5%) in any given school will require more intensive interventions (Tier 3) to support their learning throughout their school career. School personnel will work closely with parents and guardians to develop individual education plans (IEPs) to support the students' access to learning. Please refer to inclusive education procedure [3.7 What is an Inclusive Education Plan](#) for more details.

CLASSROOM PLACEMENT

Throughout the spring/summer, and through to September, school staff intentionally design for diverse groupings of students as they review possible school configurations (e.g., single- and multi-age groupings) and class placements. Students' strengths and stretches are thoughtfully considered during professional discussions to ensure equitable access to learning and opportunities for growth. Discussions about class placement may include the following areas of child development: aesthetic and artistic development, emotional and social development, intellectual development, physical development and well-being, and the development of social responsibility. It is understood that all children have strengths and bring a uniqueness to a group in a celebration of diversity.



CLASSROOM PROFILE

The classroom profile meeting is an opportunity for the classroom teacher to collaborate with the SBT and some members of the inclusive education staff to review and plan for the classroom as a community. The classroom profile is typically developed in the fall and reviewed throughout the year with the team and helps to guide classroom instruction and the implementation of universal supports. Considerations in the classroom profile include global classroom strengths, interests, passions, individual student strengths, and stretches in curricular and core competency areas. The SBT explores ways to assist the classroom teacher in addressing classroom goals. For example, the team may decide that the school counsellor will work in a class for a number of weeks to teach goal setting and increasing personal independence for all students.

SCHOOL-BASED TEAMS

The SBT is a strength-based problem-solving group that works with classroom teachers to develop and implement educational programs for specific students. SBTs meet weekly at each school site. They make collaborative decisions regarding instructional interventions, behaviour plans, IEP management, referrals for school-based resources (IST, counsellors, principals and vice-principals, teacher librarian, etc.), district consultation as needed (speech-language pathologists, district inclusion support teachers (DIST), Aboriginal success teachers, etc.), and the allocation of school-based resources.

These teams design interventions, gather data and make informed decisions regarding appropriate next steps.

This team meets regularly and plays a formal role as a school-based problem-solving team:

- To assist the classroom teacher in developing and implementing instructional, environmental and/or behavioural management strategies for all students including those on an IEP.
- To problem-solve, review and/or coordinate resources and services for students within the school.
- To assist with access to additional resources and services in the district and/or the community, as needed (i.e., referral for Occupational Therapy services).

(Parents are to be notified if their child has been referred by the classroom teacher to the SBT).

Please see procedure 4.2 School-Based Team procedure for more information.



COLLABORATIVE PLANNING AT THE SCHOOL

If a classroom teacher's assessment data shows a student is not responding to the universal supports and classroom instruction for a period of at least a month (or more), the classroom teacher begins the process of investigation and collaboration with the student's parent/guardian and school staff to better understand the student's learning needs and how to plan for student success.

Tier 1: Collaborative Problem Solving ~ Student, Parent and Classroom Teacher

At this stage, the classroom teacher

- reviews the student's history by viewing the student's file and previous report cards.
- considers the student's individual strengths and needs - whether academic achievement and/or social/emotional development.
- collects and shares data with the parent/guardian.
- conferences with the student and parent/guardian to share observations and ask questions (inquiries about vision, hearing, and/or medical screening).
- introduces variations in instructional approaches such as:
 - breaking assignments into manageable chunks
 - front loading expectations and providing a visual schedule
 - allowing extra time for completion of tests or assignments
 - social-emotional interventions
- develops an informal plan with the student and parents.
- implements various inclusive, strength-based strategies to promote growth.
- reflects upon the success of interventions, reviews the impact of these interventions, and adjusts as needed.

If challenges persist, then further interventions may be required. This would be a Tier 2 intervention.

Tier 2: Collaborative Planning for Students through Teacher Consultation and Collaboration

In an effort to better understand the student's learning needs, the classroom teacher will collaborate with support staff within the school. For example, the teacher might collaborate with the student's previous teacher for input or request the counsellor to conduct a classroom observation. At this stage, the classroom teacher may collaborate with the:



- IST
- school counsellor
- Aboriginal success teacher
- principal

With insight from these school staff members, the teacher and parent/guardian continue to strengthen the learning plan established in Tier 1. If challenges persist for a period of time — typically over a month — then Tier 3 interventions may be considered. The teacher will refer the student for discussion at a SBT meeting.

Tier 3: Collaboration with the SBT to Plan for Student Support

In this stage, the classroom teacher will complete a referral to the SBT; teachers will ensure parents and/or guardians' consent to a referral to the SBT.

The SBT will:

1. Collaborate with parents to strengthen home/school relationships and use shared strategies.
2. Work collaboratively with the teacher to determine if the presenting concern is specific to curriculum, classroom context, learning difficulties, social/emotional needs, etc.
3. Invite the DISC to attend the collaborative problem-solving discussion.
4. Arrange for further assessment by the IST or school counsellor; this may include informal observation, achievement testing, and in some cases, more formalized assessment by the DIST. (*optional*)
5. Initiate an appropriate referral to community agencies for social-emotional or mental health supports and plan for and coordinate specialist services for the student. (*optional*)

SUPPLEMENTAL SERVICES

Specialized supplemental resources and services may include one or more of the following professions (depending on the functional need). It is important to note that a ministry designation does not mean that a class will receive additional human resources.

District inclusive education staff in SD8:

- teachers of students with visual impairments (TSVI)
- vision resource teachers (VRT)
- orientation and mobility specialists (O&M)
- teachers of the deaf and hard of hearing (TDHH)
 - also known as hearing resource teacher (HRT)



- occupational therapists (OT)
- physiotherapists (PT)
- district inclusion support teachers (DIST)
- district psychologists
- speech language pathologists (SLP)
- speech language pathology assistants (SLPA)
- mental health and addictions coordinators (MHAC)
- manager of safe schools (MSS)

Resources through these supplemental services will vary depending on the educational needs of each student. Students may work with staff or specialists within the classroom; others may receive some services outside the classroom in small group settings or one-on-one (i.e., intensive speech and language intervention). Sometimes indirect services and resources are provided to the classroom teacher with no direct services to the student. The IEP will outline plans for individual students.

Inclusive education staff provide interventions based on referrals made to the SBT. The level of individual student need is always the focus of discussion when allocating supplemental services. Assessment of the student's strengths and needs helps determine what plans are necessary for each student with a ministry designation. The goal is to support student learning while nurturing independence and self-efficacy.