Inclusive Supports for Students
A guide for School-Based Teams

Inclusion is a student-centered, needs-based approach where ALL students:

❖ **reach their potential;**

❖ **safeguard their dignity and;**

❖ **experience equitable access to education**

"Inclusive education implies more than placing students with disabilities in mainstream schools; it means making them feel welcome, respected and valued. Inclusive education is built on values that enhance a person's ability to achieve their goals and embrace diversity as an opportunity to learn."

UN Convention on the Rights of Persons with Disabilities

Within an Inclusive System, school teams:

- Differentiate both instruction and assessment
- Share instruction and curriculum responsibilities between classroom and specialist teachers
- Integrate technology into all classroom settings
- Make data-informed decisions regarding a multi-tiered continuum of programs, services and settings to provide targeted supports in the most enabling environment possible (*Response to Intervention*)
- Create strong partnerships with parents and the community

This guide has been prepared to support School-Based Teams in allocating resources and support for learners in an inclusive, equity-based way.

The **Priorities for Service Delivery** on the following pages have deliberately been designed as rules-of-thumb, rather than as specific allocations according to a percentage or number of minutes of time, as each school team will necessarily reflect on their learners and overall needs of their school, to determine the best approach. This approach will be reviewed at regular intervals, to ensure a timely, responsive approach to providing support for students.   It is important for teams to begin by considering the needs of students requiring Tier 3 interventions and ensure that these very complex learners have access to the personalized supports, provided by the specialist staff, that they require.

Priorities for Service Delivery
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➢ **Decisions should be based on EQUITY (student needs)** - it is expected that the changing needs of learners drive decisions, which means that service will shift over time, and it is not "equally" distributed between classrooms. Assessment and observational DATA should drive this process.

➢ **Decisions regarding service delivery should be made in collaboration with the School-Based Team and based on an overall "snapshot" of needs across the school**. School Reviews and the School Planning Matrix are helpful supports in this regard. It is expected that the school will develop a flow to the year - three or four segments of time where support is re-prioritized based on emergent student needs and the data being collected. Typically, academic support is not possible for all learners with lagging skills at a given time. Students should receive a block of support and then be transitioned back to the classroom to create space for other learners to receive Tier 2 interventions. Additional reflection and re-prioritization of interventions/supports/caseloads may need to occur if a student with significant complexities newly arrives part way through the school year. Tier 3 supports are ongoing, but the intensity of them will vary over the course of the year.

➢ **For students with intellectual disabilities, significant complex behaviours and mobility/health needs, programming support must be prioritized.** For example - at the beginning of the year, more time is needed to create visuals, establish functional programs, etc. Once these tools/strategies are in place, less time may be needed to maintain them. A school with a large number of students requiring these supports may need longer before pull-out small group intervention begins, or may require the specialist teacher to set aside more time in the week for ongoing EA capacity building, program development, collaboration with outside professionals, etc.

➢ **Tier 2 is the "New Tier 1" in classrooms where a large number of students have lagging skills** - it is expected that classroom teachers and other specialists will collaborate around ways to implement differentiated/universal strategies and Tier 1 interventions in the classroom. This is complex work in classrooms, and often requires support from an administrator, member of the school-based team, or district resource (e.g. learning coordinator) to assist with collaborative planning/coaching/resources.   The classroom teacher maintains overall responsibility for the learners in the classroom.

➢ **Where a student requires individualized, functional programming, the support teacher requires time to work with the individual student, to prepare materials, to coach EAs and to collaborate with outside agencies.** It is expected that support teachers will include blocks for assessment and program development in their weekly timetable.

➢ **Completing standardized assessments and collecting ongoing data are important aspects of an Inclusion Support Teacher's work.** It is appropriate for a block of time to be set aside each week to allow for this work to occur. This does not always mean a Level B Assessment. It also includes things such as in-class observation of student work toward IEP goals, tracking specific behaviours over time, intentional data collection in the creation of a student-specific support plan.

➢ **Ongoing, meaningful collaboration with families and outside agencies is a key aspect of providing support for complex learners**. This collaboration may occur within, or outside of, the school day. This includes the completing referrals and designation paperwork, creating letters to families for medical professionals, and assessment reports. Meetings for IEPs may occur during the school day.

➢ **School goals play a small role in determining the overarching school-wide structures and culture.** Consideration may also be given when prioritizing Tier 2 interventions (e.g., a school with a literacy focus may do more for reading intervention and less for numeracy intervention, or vice-versa). Tier 3 interventions are required supports for learners that need to be given priority regardless of other school initiatives, and classroom teachers share in the provision of these services through the implementation of Tier 1 interventions in their classrooms.

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This graphic provides illustrative examples of the types of support provided at each tier.

Tier 3 - Who are we helping?

- Students who are significantly in need of intensive intervention - data shows they are very different from peers
- Students who have had T2 intervention and are not progressing as expected
- Students with severe learning disabilities, intellectual disabilities, and those who require functional programming
- Students with complex behaviours that impede their learning and the learning of others
- Students with safety, personal care needs, mobility issues
- Students without diagnosis who are complex in the school setting

Tier 2 - Who are we helping?

- Students requiring time-limited, data-driven, supports
- Students significantly below grade-level expectations who are not responding to Tier 1 interventions
- Students who need inclusive scheduling, or short bits across the year – for example, a weekly check in, built in adaptations that need ongoing tweaking
- Students on the ASD spectrum - social communication IEP goals
- ELL/ESD learners who require support beyond T1 interventions
- Students needing self-advocacy/executive functioning support

Tier 1 - Who are we helping?

- ALL students, through universal and targeted access to supports
- Students needing support to transition/learn skills from other settings
- ELL/ESD - consult, vocab building, prompting questions, resources

Tier 3 - How are we helping?

- Coordination between team members/outside specialists
- Support for complex behaviours
- Monitoring of Integration plans, and data collection
- Intensive, individualized interventions
- Support/coaching/modelling for EAs
- Development of functional programming materials/structures; visual schedules, personalized plans
- AAC implementation
- Liaise with Provincial Resource Programs: POPARD, SET BC etc.
- Level B Assessments

Tier 2 - How are we helping?

- Small-group academic interventions
- Support for technology tools in classroom for EAs and/or classroom teachers
- Capacity building for EAs

Tier 1 - How are we helping?

- Whole-class strategy modelling (e.g. Get Ready, Do, Done)
- Consultation with classroom teachers
- Sharing/providing resources
- Collaboration with other specialists (e.g. lit co-ord./psych/SLP)
- Tech adaptations (universal)