



# INCLUSIVE EDUCATION 49

Learning Services Handbook

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## Collaborative Support

Each classroom teacher has overall responsibility for all students in their class. Classroom Teachers work in partnership with Learning Assistance Resource Teachers (LART) to support the needs of all learners within the classroom. Using a Universal Design for Learning (UDL) framework the LART can become partners with classroom teachers by co-planning, co-teaching and co-assessing instructional programs.

Responsibility of Classroom Teacher	Responsibility of Learning Assistant Resource Teacher
<ul style="list-style-type: none"> <li>- Planning, implementation, assessment of students' education program</li> <li>- All students in the class including those with IEPs</li> <li>- All students in an area of assessed need that is collaboratively determined by staff</li> <li>- Targeted group of students identified through assessment and collaborative dialogue</li> <li>- Individual students and groups of students who need intensive intervention</li> </ul>	<ul style="list-style-type: none"> <li>- Additional assessment and observation</li> <li>- Co-Planning and coordination initiatives</li> <li>- Working with the administrator and School Based Team to coordinate support</li> <li>- Helping classroom teacher to differentiate instruction</li> <li>- Sharing information about research based practice</li> <li>- Provide small group instruction/ in/ out of class</li> <li>- Modelling strategies for EA/s</li> <li>- Liaising with community supports/ agencies</li> <li>- Collaboratively developing individual Education Plan</li> </ul>

## Learning Assistant Learning Resource Teacher (LART)

The LART, in collaboration with the classroom teacher, liaises with parents and others involved, ensures adaptations are used, writes the IEP and monitors student progress.

### LART Calendar

#### September

- Startup activities
- Participate in class review /profile meeting
- Assess students to establish baseline
- Establish meeting dates for school based and extended recourse teams and inform parents
- Prioritize classroom/student support based on class review with support of the administrator
- Determine services delivery model
- Review 1701 (Due Sept 29)
- Start working on core caseload and inform parents of targeted small group pullout intervention
- Adjust schedules
- Coordinate Care Plan supports as needed
- Submit new designation paperwork

- Starts IEP for new Students with Designations.
- Share IEP information with Teachers(s) and EA(s)
- New referrals to OT/SLP and hearing teacher

#### October

- Start collaborative planning for IEPs
- Schedule IEP meeting
- Programing underway
- Monitor/assess students' response to intervention and make necessary adjustment
- (secondary) design transition planning process to include work experience MCFD/CLBC colleagues as appropriate
- Plan transition to graduation
- Review referrals with School Based Team
- Support school wide assessments
- OT/SLP visit
- Maintain and build red binder

#### November

- Chair IEP collaboration meetings assess for IEP development
- Monitor/assess student response to intervention and make necessary adjustments

#### December

- Support with Parent/Teacher Conferences
- Monitor/Assess students' response to intervention and make necessary adjustments

#### January

- Monitor/ assess students' response to interventions and make necessary adjustment
- (Secondary) Work with counsellors to make application for post-secondary programs and work experiences
- Begin referral process for Psych Ed assessments
- Secondary - Organize Schedule of exam supports

#### February

- Review schedule to build in kindergarten intervention
- Review ministry identified students for second 1701

#### March

- Communicate IEP progress
- Support parent teacher conferences
- Prepare Grade 4 and 7 transition planning
- Monitor/assess students' response to intervention and make necessary changes
- Support School wide assessments

## April

- Continue transition planning
- Re-visit Goals, Strategies on IEP
- Monitor/assess students' response to intervention and make necessary changes
- Psychologists visit for assessments
- Organize transition meetings with parents and classroom teachers

## May

- Begin year end assessments
- Update IEP's as needed
- Monitor/assess students response to intervention and make necessary changes
- Support school wide assessments
- Secondary - Organize Schedule of exam supports

## June

- Prepare Final Progress Report
- Assist in organizing student into classes for September
- Plan for transition in Kindergarten, grade 4 and 7
- Review files
- Create draft IEP for next year
- IEP meetings
- Visit and observe new kindergarten students in current preschool setting
- Participate in intake meetings for incoming students with exceptionalities

## Ongoing

- assessment of students
- Re-prioritize caseload
- Schedule interventions
- SBRT meetings - agendas, follow-up on action items
- Assessment for transition
- IEP development and review
- Submission of Ministry paperwork for identified students
- Update/re-prioritize psych-ed list/Speech and Language/ OT referrals
- Attend district LART meetings
- Connect with SLP, counsellor re LART students on their caseloads
- Monitor student response to intervention and adjust
- Consultation with teachers re: student progress in class re-visit

## The roles and responsibilities of LART

The roles and responsibilities of LART are diverse and may change throughout the year. Their support may be either direct or indirect.

Direct support may include:

- co-planning, co-teaching, co-assessing with the classroom teacher and Education Assistants to support diversity within the classroom
- providing direct instruction in skills and concepts to individuals or small groups (in class and beyond the classroom)
- providing whole group instruction using differentiated instruction while the class teacher works with small groups or individuals
- providing intense and explicit short-term instruction for individuals/groups
- supporting positive behaviour support plans
- offering weekly tutorials focusing on specific skills for staff
- assessing and observing students to gather data within the classroom and other locations
- modeling specific teaching strategies for the classroom teacher or EA
- supporting the classroom teacher to adapt and modify instruction
- communicating with parents in order to ensure the consistency of home-school approaches

Indirect support may include:

- Acting as case manager to support the classroom teacher in the development and implementation of the IEP
- ensuring the 1701 is collected and accurately for both reporting periods
- working with the administrator to facilitate team/transition meetings
- supporting school-wide initiatives
- co-planning and collaborating with classroom teachers to ensure students meet their IEP goals and objectives and successfully participate in the community of the classroom
- Providing resources and articles to support best practices
- consulting with district learning support staff and community agencies (e.g. Child and Youth and Mental Health, and Provincial Outreach programs to provide support to staff and students
- communicating with the school, the home and outside agencies to coordinate support, organize meeting and facilitate transition

## English Language Learner (ELL) Teachers

School Districts 49 welcomes students from all over the world. Students are initially identified and assessed as soon as possible at the beginning of the school year. Annual assessment are a Ministry requirement and are completed each spring. ELL teachers must have specialized education and training in ELL methodology. The ELL teachers' roll is to work collaboratively with classroom teachers and parents to ensure success for each student. They offer consultive and direct support to all teachers and ELL student.

ELL teacher's Role in general:

- Welcome new students and provide orientation to the school
- Identify and assess new students who were not assessed the previous year
- Coordinate with school office staff to ensure students are correctly identified and included on the 1701 list before September
- Maintain student files with evidence of support
- Provide direct and indirect support for students and work collaboratively with classroom teachers

## Education Assistants

EA supports are of significant value to students with diverse needs and often play a considerable role in facilitating student's inclusion. EAs work under the direction of teachers and under the general supervision of a teacher or principal. Teachers are responsible for the planning, design, implementation, and assessment of the educational program for students with diverse needs while under the teacher's direction. EA's contribute to student program planning and implementation, and participation in the process of collecting data for the purpose of evaluation student progress.

Decisions regarding EA resource allocation are based upon assessments of individual student needs as they manifest within classroom environments and during specific school activities.

## School Based Resource Team (SBRT) Roles and Responsibilities

Administrator

- team meets regularly
- chairperson is assigned
- appropriate personnel are involved
- Case managers are assigned
- specific school based inclusive education issues are addressed all SBRT processes meet Freedom of information and Privacy Protection Act (FIPPA) requirements

Classroom Teacher

- parents are informed their child will be discussed
- collaboration with SBRT colleagues

- suggested curricular/environmental adaptations can be carried out in the regular classroom
- SBRT suggestions meet the needs of the student(s) and themselves

#### Parents

- collaborative problem solving with teacher
- all relevant information is made available to classroom teacher and principal
- participation in meetings as appropriate

#### LART

- referral forms/information on SBRT process is provided
- interpretation of pre-referral assessments
- appropriate differentiated instruction is suggested
- files are reviewed and updated
- communication and follow up with parents

#### What should happen before a SBRT referral

- Teachers discuss concerns with parents/guardians, previous years teachers and when appropriate, the student
- Teacher discusses concerns with LART
- Teacher implements strategies discussed
- Student file review

#### What should happen during the SBRT meeting

- Student strengths and areas of concerns are discussed
- Recommendations are made by the team
- Case managers are assigned if necessary
- An action plan and review date are agreed
- Any school wide issues that might arise – Pro-D, FIPPA are considered

#### What should happen after the SBRT meeting

- SBTM notes are copied and kept in a team binder and the original is added to the student's file
- Follow up meeting date is recorded
- Teachers and/or LART follow through on the action plan
- If parent is not in attendance, parent is informed and agrees on action plan
- Ongoing assessment occurs to demonstrate student response to intervention

## The Inclusive Education Plan (IEP) process



## What is an IEP?

The CB-IEP is designed for inclusive classrooms following the redesigned curriculum, providing an entry point to the curriculum for all students, whatever their ability. To understand the Competency-Based IEP, it's important to understand the basic tenets of BC's redesigned curriculum.

### IEP goals and objectives aim to:

- Value the uniqueness of each students; their strengths and stretches
- Create partnerships with the home and community
- Support diversity as a nature and inherent condition of school
- Strive to create an effective, inclusive leaning environment for all students
- Provide access to appropriate educational environments that meet the individual strengths and needs of each student

## Who needs an IEP?

All students with a Ministry Special Education identification, except those Ministry identified students who require only minor adaptations, whose programs is not modified and who are receiving in any one school year, 25 hours or less remedial instruction by a person other than the class teacher

It is not necessary for students without a ministry identification receiving regular learning services to have an IEP. It may be in the best interest of the student to use a Student Support Plan (SSP).

## The IEP meeting

- Routinely takes place in the fall to develop the goals and objectives for the school year
- Involves parents, students, classroom teachers, LART, principal ( if possible), EA (if appropriate). Depending on individual circumstances, it may involves SLP, OT, clinical counsellor, behavior consultant or other outside agency therapist
- The IEP must include evidence of parental consultation and ongoing communication

## IEP required Components

- Dates, evidence of parental involvement
- Includes student voice
- Has goals in areas of strength and areas of growth
- Has a review date and progress reports linked to the reporting period
- Is copied for the parent and the student file
- Must be reviewed at least once a year following the IEP development
- Must offer the parent of the student, and where appropriate, the student the opportunity to be consulted about the preparation of an IEP

### Checklist for the IEP Case Manager :

- Review previous IEP to determine if it is still relevant
- Obtain and review current assessments/reports to determine baseline and to monitor progress
- Set a date/venue for the IEP meeting and invite appropriate personnel
- Make appropriate file review and progress reports available
- Share Current IEP with staff
- Prepare an IEP meeting agenda
- Consider whether current Ministry Identification continues to be appropriate or not
- Summarize the IEP discussion
- Progress monitoring on every goal/ short term objective in the IEP should be ongoing, and reported to parents no less than once per term. Evidence of this must be recorded in MyEd-IEP within the section: “Current Ability”

### Adaptations

Adaptations occur when teachers differentiate instruction, assessment and material in order to create a flexible learning environment.

Who – Students requiring significant changes to instruction and assessment but course goals continue to be drawn from the curricular competencies.

What – Differentiated instruction that is routinely part of planning for all students. Significant adaptations are outlined on an IEP e.g. Use of reader, special technology, calculator. These adaptations are necessary for specific purposes as they allow the student to demonstrate learning in alternative ways. Dogwood graduation is the goal.

When – Assessment information indicates the student is not able to follow the curriculum in the usual way e.g. needs to use different approaches in areas where the student consistently demonstrates difficulty in achieving the curricular competencies e.g. Math and Language Arts where a calculator or word processor are routinely used.

Where – In class, groups, individually and for both teaching and assessment purposes. The assessment is graded with the adaptations e.g. students take tests using technology, calculator – the assigned grade reflects the content with the adaptation.

Why – Students have general abilities within the “average range” or “Above Average range”. They have age-appropriate skills in other areas e.g. language and social skills. A psycho-educational assessment indicates e.g. LD rather than intellectual impairment.

## Modifications

Modifications are instructional and assessment related decisions made to accommodate a student's educational need that consist of individualized learning goals and outcomes which are different than learning of a course or subject.

**Who** – Students assessed as having medical, language, cognitive, social/emotional behavioral/needs that significantly impact their ability to meet curricular competencies.

**What** – When an alternative curriculum and alternative teaching, learning and evaluation strategies are used to meet alternative learning outcomes e.g. life skills curriculum that teaches functional financial literacy and washroom signs instead of novel reading. The goal is a School Completion Certificate.

**When** - the student will likely have a life skills component to their program at secondary school. As young adults they may not be completely independent. They are likely to require ongoing services through health services and /or MCFD

**Where**- In most if not all curriculum areas. The student consistently has difficulty meeting curricular competencies despite the use of significant levels of adaptations. Functional life skills need to be taught. Learning Assistance Resource Teachers and therapists are likely to be involved.

**Why** – There is a psycho-educational assessment that indicates intellectual disabilities. The student requires a curriculum that builds functional skills for a meaningful life. Modifications take place in a combination of inclusive and small group settings.

### Important Considerations When Modifying an Educational Program:

- Review the student file
- Prior to Grade 10, history of being on a significantly adapted education program and/or history of receiving significant adaptations
- Evidence of intensive, targeted instruction
- Evidence that the student is not able to meet curricular competencies despite the provision of intensive, targeted instruction
- The student has a formal ministry identification in a low incidence category
- Assessment used to inform decision-making
- Assessment confirms the student has a significant cognitive impairment and/or significantly limited adaptive functioning
- History of problem solving and planning at school-based team level
- Consultation with school psychologist (if possible)
- Current or history of collaborative case management
- Parent/Caregiver and student signs an Informed Acknowledgment of Modifications and its related student outcomes
- Consent of the Principal

## Transition Planning

School principals and LARTs will follow transition planning guidelines as follows:

- Upon receiving notification that a student with diverse needs is enrolling in the school, the administrator has preliminary discussion with parent
- The school administrator shares information with the SBRT
- The SBRT requests and gathers information about the student including records, previous placement, and educational needs. An observation is arranged if possible
- The principal or LART coordinate an intake meeting, the intake meeting is an opportunity for professionals and parents/guardians to share vital information to support a smooth transition of services

Transitions	
To kindergarten	<p>January/ February – Registration, create a confidential file, ensure that parents have sent pertinent medical reports to the school, determine the school-based case manager</p> <p>March/April – Case manager contacts parents to ask permission to visit preschool, attend supported child development planning meetings, arrange in intake meeting, and school visit</p> <p>May/June – Complete intake, invite parents to school’s kindergarten orientation process</p>
Between SD 49 schools	<p>January/February – meet to discuss any special equipment required, staffing considerations, make introductions</p> <p>March/ April – Transition meeting with LART and classroom teachers if possible, to discuss student’s needs. Family visits new school to meet LART, and principal and discuss student programs</p> <p>May/June – Repeated meetings if required and school orientation</p>
Leaving the school system	<p>Grade 10 – full file review to update assessments and review graduation track</p> <p>Grade 11 – Develop a vision for after high school, apply for social insurance number, provide opportunity to learn employment, financial management, and community participation, determine if other agencies are required and or available, apply for BC ID card. At age 17.5, apply for Persons with Disability (PWD) benefit, open a bank account, contact Community Living BC (CLBC)</p>

	Grade 12 – One month before 18 <sup>th</sup> birthday, Ministry of Housing and Social development will confirm Disability Benefits Eligibility, develop a personal portfolio/resume on work and volunteer experience, apply for a bus pass for persons with disabilities, consider an extra year at high school
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## Student referrals

### Counsellor

Referrals to our Counsellor on staff is done through our Child Care Worker or Youth Care working in consultation with LART or school Principal. For students under the age of 12, parent signature is required. **Permission Forms can be found on the Website.** Referrals to CYMH counselors can be done though the local office at 1 236 719 2027

### Speech and Language (SLP)/Occupational Therapy (OT)

Referrals for SLP and OT go to the LART at each school site. New referrals should be submitted in September of each year and screening happen in Kindergarten. **Referral Forms and permission forms can be found on the website.**

### Formal Assessment

Formal standardized assessment measures a student’s ability and achievement relative to a group of students the same age. Information from formal assessment tests may be required to determine appropriate interventions or prior to a psycho-educational assessment. Results of achievement tests show areas of strength and need are used to help plan for instruction.

Standardized tests are categorized as Level A, B or C depending on their complexity and the qualifications of the test administrator. Tests listed as A or B can be administered by teachers with training. Tests listed as category C must be administered by those individuals who have taken advanced training in testing and interpreting. Those people could be Speech and Language Pathologists, School Psychologists or in some cases, Counsellors.

Referrals for Level C testing come through the SBRT meetings and must be approved by LARTs, School principals and Parents. **Referral forms and permission forms can be found on the web site.**

## Student plans other than IEP

### Student Support Plans

Schools are welcome to develop a student support plan for students not currently on an IEP. For a student to have a support plan, the student needs to be referred to the SBRT and parents must be notified. The most important element of a support plan is that they list the adaptations that need to be in place and targeted goals for the student on the plan. Support plans must also include strength-based information.

## Behaviour Plans

Behaviour Plans are in place to replace inappropriate behaviour with appropriate behaviour. These plans are often in place with students designated category R or H. To place a student on a behaviour plan, a SBRT meeting must occur. These plans are best informed after a Functional Behaviour Assessment has occurred. **A Positive Behaviour Support Plan can be found on the Website.**

## Safety Plans

A safety plan is put in place when a student's behaviour is a safety risk for students and staff. These are to be kept in the office and all staff need to be familiar with the plan and the preventative measures in place. Parents need to be informed when these plans are in place and their primary purpose is to prevent and react appropriately to behaviour that poses a safety concern. This is an administrative responsibility.

## Care Plans

Students with Medical Conditions that require the sharing of specific information or additional support should be provided with a care plan from their Physicians. This is an administrative responsibility. Templates for these plans can be found here: <http://www.vch.ca/public-health/children-youth-schools/school-health/vancouver-school-health-manual/children-with-medical-conditions-in-vancouver-schools>

## Integration Plans

There must be a mental health component to qualify for this plan. This includes students with mental health concerns relating to a prolonged absence from school. These plans are put in place for those students who need an alternative location to complete their work while receiving mental health support as they integrate back into school. Each plan needs to be reviewed after two or three weeks.