



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 partner 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"> - Planning, implementation, and assessment of students' education program - All students in the class, including those with IEPs - All students in an area of assessed need that is collaboratively determined by staff - Targeting groups of students identified through assessment and collaborative dialogue - Individual students and groups of students who need intensive intervention 	<ul style="list-style-type: none"> - Additional assessment and observation - Co-Planning and coordination initiatives - Collaborating with the administrator and School Based Team to coordinate support - Helping classroom teachers differentiate instruction - Sharing information about the research-based practice - Provide small group instruction/ in/ out of class - Modelling strategies for EAs - Consulting with community supports/ agencies - Collaboratively developing Individual Education Plans (IEP)

Learning Assistant Learning Resource Teacher (LART)

In collaboration with the classroom teacher, the LART consults with parents and others involved, supports 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 a baseline
- Establish meeting dates for school-based and extended resource teams and inform parents
- Prioritize classroom/student support based on class review with the support of the administrator
- Determine the 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
- Start 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 an IEP meeting
- Programing underway
- Monitor/assess students' response to intervention and make the 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 binders for students on IEPs

November

- Chair IEP collaboration meetings to assess IEP development
- Monitor/assess student response to intervention and make necessary adjustments
- (Secondary) report on student progress

December

- Support with Parent/Teacher Conferences
- Monitor/Assess students' response to intervention and make necessary adjustments
- (Elementary) report on student progress

January

- Monitor/ assess students' response to interventions and make the necessary adjustment
- (Secondary) Work with counsellors to support applications for post-secondary programs and work experiences
- (Secondary) report on student progress
- Begin referral process for Psych Ed assessments
- (Secondary) - Organize the schedule of exam supports

February

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

March

- (Elementary) report on student 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
- Psychologist assessments

April

- Continue transition planning
- Re-visit goals and strategies on IEP
- Monitor/assess students' response to intervention and make necessary changes
- Organize transition meetings with parents and classroom teachers
- (Secondary) report on student progress

May

- Begin year-end assessments
- Update IEPs as needed
- Monitor/assess students' response to intervention and make necessary changes
- Support school-wide assessments
- (Secondary) organize the schedule of exam supports

June

- Prepare final progress report
- Assist in organizing students into classes for September
- Plan for transition in kindergarten, grades 4 and 7
- Review files
- Create a draft IEP for next year
- IEP meetings
- Visit and observe new kindergarten students in a current preschool setting
- Participate in intake meetings for incoming students with exceptionalities

Ongoing

- assessment of students
- Re-prioritize caseload
- Schedule interventions
- School-based team meetings (SBTM) - 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/ Occupational therapist referrals
- Attend district LART meetings
- Connect with SLP, OT, and counsellor regarding LART students on their caseloads
- Monitor student response to intervention and adjust
- Consultation with teachers regarding student progress in class

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-plan, co-teach, and co-assess with the classroom teacher and education assistants to support diversity within the classroom
- Provide direct instruction in skills and concepts to individuals or small groups (in the classroom and beyond the classroom)
- provide whole group instruction using differentiated instruction while the classroom teacher works with small groups or individuals
- provide intense and explicit short-term instruction for individuals/groups
- support positive behaviour support plans
- offer weekly tutorials focusing on specific skills for staff
- assess and observe students to gather data within the classroom and other locations
- model specific teaching strategies for the classroom teacher or EA
- support the classroom teacher in adapting and modifying instruction
- communicate with parents to ensure the consistency of home-school approaches

Indirect support may include:

- being a case manager to support the development and implementation of the IEP
- ensure the 1701 data is collected and accurate for both reporting periods
- collaborate with the administrator to facilitate team/transition meetings
- support school-wide initiatives
- co-plan and collaborate with classroom teachers to ensure students meet their IEP goals and objectives and successfully participate in the community of the classroom
- provide resources and articles to support best practices
- consult with district learning support staff and community agencies (e.g., Child, Youth and Mental Health and Provincial Outreach programs to provide support to staff and students)
- communicate with the school, the home and outside agencies to coordinate support, organize meetings and facilitate transitions

English Language Learner (ELL) Teachers

School District 49 welcomes students from all over the world. Students are identified and assessed as soon as possible at the beginning of the school year. Annual assessments are a Ministry requirement and are completed each spring. ELL teachers must have specialized education and training in ELL methodology. The ELL teachers' role 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 students.

ELL teacher's role:

- welcome new students and provide school orientation
- identify and assess new students
- 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

Educational Assistants (EA)

EA supports are of significant value to students with diverse needs and often play a considerable role in student inclusion. EAs work under the direction of teachers and the general supervision of a principal. Teachers are responsible for planning, designing, implementing, and assessing the educational program for students with diverse needs. EAs contribute to student program planning and implementation and participation in the process of collecting data for the purpose of evaluating a student's 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 Team Meeting (SBTM) 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 SBTM processes meet the Freedom of Information and Privacy Protection Act (FIPPA) requirements

Classroom Teachers

- inform parents that their child will be discussed
- be a collaborative problem solver
- implementing suggested curricular/environmental adaptations that can be conducted in the regular classroom
- help to ensure SBTM suggestions meet the needs of the student(s)

Parents

- be a collaborative problem solver
- share relevant information with the team
- participate in meetings as appropriate

LART

- provide referral forms/information on the SBTM process
- interpretation of pre-referral assessments
- suggest appropriately differentiated instruction strategies
- be a collaborative problem solver
- review and update files
- communicate and follow up with parents

What should happen before a SBTM 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 SBTM meeting

- student strengths and areas of concerns are discussed
- the team makes recommendations
- case managers are assigned if necessary
- an action plan and review date are agreed
- any school-wide issues that might arise – Pro-D and FIPPA are considered

What should happen after the SBTM 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 a parent is not in attendance, the parent is informed and agrees on an action plan
- ongoing assessment occurs to demonstrate student response to intervention

The Inclusive Education Plan (IEP) process

What is an IEP?

The Competency-Based Individual Education Plan (CB-IEP) is designed for inclusive classrooms following the redesigned curriculum, providing an entry point to the curriculum for all students, whatever their ability.

IEP goals and objectives aim to:

- value the uniqueness of each student; their strengths and stretches
- create partnerships with the home and community
- support diversity as a natural and inherent condition of school
- strive to create an effective, inclusive learning 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 are not modified and who are receiving, in any one school year, 25 hours or less remedial instruction by a person other than the classroom teacher.

It is only necessary for students with a ministry identification receiving regular learning services to have an IEP. It may be in the student's best interest 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), and EA (if appropriate). Depending on individual circumstances, it may involve SLP, OT, clinical counsellor, behaviour consultant or another outside agency therapist
- The IEP must include evidence of parental consultation and ongoing communication

IEP Required Components

- Dates, evidence of parental involvement
- Includes student's 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 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.

Adaptations

Adaptations occur when teachers differentiate instruction, assessment, and material 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 in an IEP, e.g., the use of a reader, unique technology, and a 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 unable 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 and a 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., a learning disorder rather than intellectual impairment.

Modifications

Modifications are instructional and assessment-related decisions made to accommodate a student's educational need, consisting of individualized learning goals and outcomes different from learning a course or subject.

Who – Students assessed as having medical, language, cognitive, social/emotional behavioural needs significantly impacting 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., a 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 needs help 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.

Essential Considerations When Modifying an Educational Program:

- Review the student file
- Before 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 a school-based team level
- Consultation with school psychologist (if possible)
- Current or history of collaborative case management
- Parent/Caregiver and student sign an Informed Acknowledgment of Modifications
- 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 a preliminary discussion with the parent
- The school administrator shares information with the SBTM
- The SBTM 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 (before enrollment)	<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 – The case manager contacts parents to ask permission to visit the preschool, attend supported child development planning meetings, arrange an intake meeting and school visits.</p> <p>May/June – Complete intake and invite parents to the school’s kindergarten orientation process</p>
Between SD 49 schools (during grades 4 and 7)	<p>January/February – meet to discuss any special equipment required, staffing considerations, make introductions</p> <p>March/ April – If possible, transition meeting with LART and classroom teachers to discuss students’ needs. The family visits the new school to meet LART and the 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 – considerations - Develop a vision for after high school, apply for a social insurance number, provide an opportunity to learn employment, monetary management, and community participation, determine if other agencies are required and/or available, and apply for a 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 the 18 th birthday, the 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, and consider an extra year at high school.
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Student referrals

Counsellor

Referrals to our Counsellor on staff are done through our Child Care Worker (CCW) or Youth Care Worker (YCW) in consultation with LART or the school Principal. For students twelve and under, a parent’s signature is required. **Permission Forms can be found on the Website.** Referrals to CYMH counsellors can be done through 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. Screening happens in kindergarten and preschool. **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 standard assessment tests may be required to determine appropriate interventions or before a psycho-educational assessment. Results of achievement tests show areas of strength and need and 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 SBTM meetings and must be approved by LARTs, School principals and Parents. **Referral forms and permission forms can be found on the website.**

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 SBTM, and parents must be notified. The essential element of a support plan is that they list the adaptations that need to be in place and target 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 SBTM 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 implemented 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. 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 requiring sharing 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 into the school. Each plan needs to be reviewed after two or three weeks.