Inclusive Education:

Orientation Manual for
Inclusive Education Coaches

**Saskatchewan Rivers
Public School Division**
Excellence for Every Learner

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To supplement our inclusive education supports, SRPSD also has contracted the following service providers.

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School-specific directories identifying assigned members of the Inclusive Learning Team (Curriculum and Intensive Supports) and their areas of expertise can be accessed from our website

# ILT School Directories

Inclusive Education – What is it?

In alignment with the Saskatchewan Ministry of Education's vision of Inclusive Education, Saskatchewan Rivers Public School Division is guided by a Student First approach in which students' strengths, needs and interests are central to inclusive educational experiences for learning. Inclusive opportunities promote increased understanding and acceptance of diversity within the classroom, school and the community.

Inclusive education creates environments where students feel accepted, valued, confident and safe to engage in learning and where school personnel, families, students and community agencies form collaborative teams that are committed to a shared vision to support students in reaching their full potential.

Inclusive education provides students with an opportunity to learn with age-appropriate peers within schools in their home communities. An inclusive environment is welcoming and accepting of student interests, backgrounds and life experiences.

Actualizing a Needs-based Model, outlines the following inclusionary philosophy and beliefs:
- Focusing on the strengths, needs and interests of the student;
- Emphasizing the supports that the student requires and the elimination of barriers;
- Nurturing independence and interdependence by providing opportunities that promote the development of personal empowerment and self-determination;
- Maintaining a view that the student is an active participant within the immediate community and wider society;
- Embracing the belief that students are parts of an evolving society that believes all individuals belong in and are valued members of a diverse society; and,
- Fostering an attitude of respect, appreciation and acceptance of diversity.
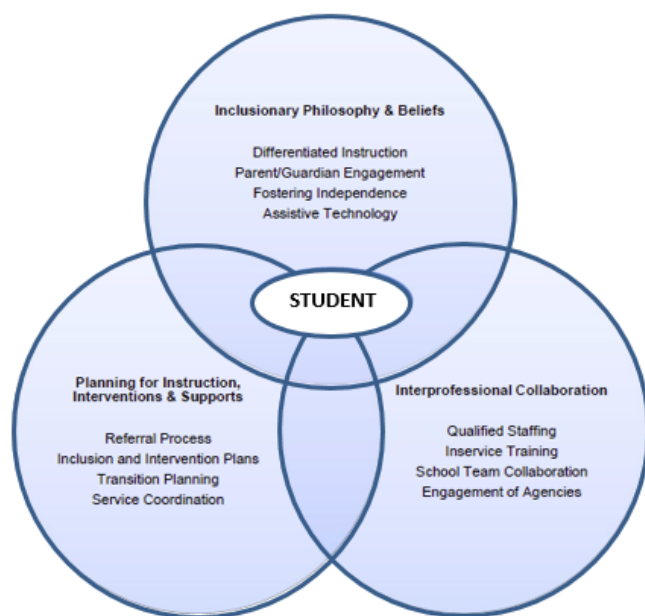
Inclusion is an attitude, a belief and an approach that supports a commitment to welcome, accept, value and educate every individual as a contributing member of the school community.

"There is clear and consistent evidence that inclusive educational settings can confer substantial short- and long-term benefits for students with and without disabilities." (Hehir, 2016 pg. 2)

Inclusionary Philosophy & Beliefs

Differentiated Instruction
Parent/Guardian Engagement
Fostering Independence
Assistive Technology

STUDENT

Planning for Instruction, Interventions & Supports

Referral Process
Inclusion and Intervention Plans
Transition Planning
Service Coordination

Interprofessional Collaboration

Qualified Staffing
Inservice Training
School Team Collaboration
Engagement of Agencies

Practices of Inclusive Education

A strong commitment and shared vision are important components of successful inclusive education. The vision demonstrates that inclusive educational practices are part of the everyday work of the school community to create intentional and responsive educational experiences in classrooms.

Inclusive education practices include:
- Developing a welcoming school community that promotes respect, mutual trust and friendships;
- Taking responsibility to model and encourage positive interactions for the development of authentic relationships;
- Promoting attitudes that welcome and value individual diversity, student interests, backgrounds and life experiences;
- Fostering positive self-esteem, engagement, participation and a sense of belonging in the classroom, school and community;
- Engaging in a collaborative team approach for positive problem solving, sharing of ideas, collegial support and parent engagement;
- Using high quality responsive instruction that differentiates to meet students' needs and promotes students' strengths for learning and participation;
- Facilitating learning opportunities that are challenging, engaging, culturally and developmentally appropriate; and,
- Creating an environment that provides an emotional safe space, visible cultural representation and physical adaptations to accommodate diversity.

Summary

Saskatchewan Rivers Public School Division encourages the creation of educational settings where students are engaged in authentic inclusive learning experiences with age-appropriate peers in their home communities. Collaborative teams work together with the end goal of inclusive educational experiences for all.

Key Stakeholders in Inclusive Education: School Teams

Classroom Teacher

The classroom teacher is key to every student's educational program and is a member of a collaborative school-based team to support the inclusion of students with higher needs. The classroom teacher, in collaboration with the school-based team and the SRPSD Inclusive Learning Team, is responsible for the planning, implementation, assessment and reporting of each student's educational program.

[Inclusive Education: A Guide for Classroom Teachers](#) was developed by the Ministry of Education to provide classroom teachers with insight on their role in creating an inclusive learning environment with the support of a collaborative team.

Inclusive Education Coach (IEC)

Inclusive Education Coaches perform an array of collaborative roles, such as those identified below, in order to assist classroom teachers in building an educational plan in response to student needs.

A Learning Support Coach	provides indirect support to targeted students through direct consultation with the classroom teacher.
A Co-Teacher	co-plans and co-teaches with the classroom teacher in a classroom context.
A Peer Collaborator	works together with the classroom teacher to solve a problem or develop a plan of support.
A Supportive Teacher	provides direct instruction or support to individual students or groups of students.
An Interventionist	Works with school-wide models (e.g. Response to Intervention and/or Instruction; School-Wide Positive Behavioural Supports) to provide support at multiple levels and across multiple settings.

*** *Government of Saskatchewan, Actualizing a Needs-Based Model*

Inclusive Education Coaches play a central role in SRPSD's collaborative support model that identifies students' needs, develops and actualizes an Inclusion and Intervention Plan with contributions of various stakeholders in the school, in the Division, at home and in the community. The Inclusive Education Coach collaborates with classroom teachers, administrators, the SRPSD Intensive Supports Collaborative Team (C-Team), parents and students to focus on individual student growth.

[Inclusive Education: A Guide for Inclusive Education Coaches](#) is a publication of the Ministry of Education that emphasizes the important role IECs play in engaging teachers, students and other stakeholders in inclusive education practices.

Classroom Teachers and Inclusive Education Coach Collaboration

Collaboration between the classroom teacher and the Inclusive Education Coach (IEC) is vital in the pursuit of *Excellence for Every Learner*. Although the classroom teacher is the most responsible person for each student's educational program (planning, implementation, assessment and reporting), supports from the IEC are required in identifying and meeting the needs of students who have mild to moderate difficulties in learning and adjustment. The IEC facilitates a proactive and collaborative planning process where the classroom teacher, administration, parents/guardians and support staff work together to design an effective educational program for a student with specific needs. The IEC and school principal are also central in coordinating more specialized supports and services with the SRPSD Intensive Supports (IS) Team to further support the classroom teacher when students have more severe difficulties.

The table below offers a summary overview of the roles and responsibilities in the collaborative relationship between the classroom teacher and the Inclusive Education Coach.

Classroom Teacher	Inclusive Education Coach
Provides information to the Inclusive Education Coach regarding curricula.	Provides information to the classroom teacher regarding exceptionalities and the individualized program planning process.
Makes joint decisions regarding appropriate accommodations, adaptations and other differentiation strategies.	
Consults with Inclusive Education Coach on curriculum outcomes and instructional and assessment strategies pertinent to individual students.	Collaborates with classroom teacher regarding student-specific accommodations, strategies, modifications, and individualized programming options.
Takes the lead in the identification of outcomes requiring modified instructional and assessment strategies.	Assists with identification of strategies to support the classroom teacher in differentiating instructional and assessment practices.
Collaborates in the development of Inclusion and Intervention Plans for students requiring intensive supports.	
Takes the lead in the implementation of the strategies identified in students' Inclusions and Intervention Plans	Assists classroom teacher with the implementation of strategies identified in students' Inclusion and Intervention Plans.
Reviews and updates all Inclusion and Intervention plans on a monthly basis.	Updates IIP information in CLEVR when necessary.
Documents and reports student progress on IIP outcomes and share with Inclusive Education Coach	Collaborates with classroom teachers with IIP progress reporting.
Collaborates in the development of behaviour management strategies.	
Takes the lead role in the implementation of behaviour management strategies.	Assists in the analysis of the impacts of behaviour management strategies implemented by the classroom teacher.

Classroom Teacher	Inclusive Education Coach
Collaborates in the development of individualized programming for students with significant intellectual or developmental delays.	
Takes the lead in the implementation of individualized programming for students with significant intellectual or developmental delays.	Assists the classroom teacher in the implementation of individualized programming for students with significant intellectual or developmental delays.
Takes the lead in the assessment of students with significant intellectual or developmental delays on individualized programming.	Supports the classroom teacher in the assessment of students with significant intellectual or developmental delays on individualized programming.
Collaborates to identify co-teaching opportunities for the provision of classroom support. Teachers may want to consider things such as: IIP outcomes and accommodations, teachers' familiarity with the curriculum, curriculum goals and modifications, and physical arrangement of the classroom.	
Provides large group, small group and individual instruction to students as required.	
Directs and monitors the educational assistant working in the inclusive classroom.	
Coordinates the implementation of assessment/evaluation procedures such as: • scheduling of tests • test accommodations • progress monitoring • running records	
Takes responsibility for implementation of accommodation(s) students may require for successful learning.	
Keeps copies of student profiles, records of accommodations, and individualized programming for regular revision and updates.	
Involves the Inclusive Education Coach in parent-teacher conferences when determined appropriate in consultation with the Inclusive Education Coach.	Participates in parent-teacher conferences as agreed upon with the classroom teacher.

***Adapted from Government of Newfoundland and Labrador, Service Delivery Model for Students With Exceptionalities

School Principal

Principals are educational leaders of the school community. They are ultimately responsible for the delivery of quality educational programming tailored to the needs of every student. Accordingly, the principal ensures that students requiring intensive supports have an Inclusion and Intervention Plan (IIIP) and consults regularly with the classroom teacher, the IEC and the parents/guardians on the progress of the students with IIPs.

The principal uses their leadership skills to foster a school culture that promotes ongoing collaboration within a Professional Learning Community (PLC). Recognizing the positive impacts of a collaborative PLC on student growth and achievement, the principal ensures that classroom teachers, Inclusive Education Coaches and support personnel have ongoing, embedded opportunities to collaborate as a school-based inclusion team to design, implement, monitor and assess the multiple educational programs

necessary to meet the needs of each individual student.

The school principal also works with the SRPSD Intensive Supports team and the superintendent in identifying and providing necessary resources to meet student needs in an inclusive learning environment.

Inclusive Education: A Guide for School-Based Leaders is the third in the series of Ministry Publications to support Inclusive Education. This resource focuses on the importance of school-wide planning to move current practice forward, understand and prioritize needs to better align interventions.

Educational Assistant (EA)

Under the direct supervision of the principal, a Student Support Services Educational Associate (EA) is assigned to a classroom with students who require intensive supports. In collaboration with the Inclusive Education Coach, classroom teacher and other professionals, the EA assists the classroom teacher in supporting students in achieving at their full potential. Daily routines, personal care, academic, behavioural, and social domains are areas of proficiency that an EA assists a student in achieving. It is common that there is more than one student who requires intensive supports in a classroom. Under the direction of professional staff, the Educational Associate may also have a partnership role in collaborating with parents and the community.

The **Educational Associate Handbook: General Information and Guidelines** provides further information on the duties, expectations and the code of conduct for educational associates.

School Social Worker

School social work is an intricate part of student supports services offered by SRPSD.

The School Social Worker brings an understanding of the emotional and social development of children and how family, community, and culture may affect student learning.

School social workers offer consultative supports to school teams, interventions with students and families, and liaison with community agencies. The goal of school social workers is to enhance the overall functioning and academic performance of students. School social workers work as a part of school teams in helping students to attain their academic potential.

School social workers conduct formal and informal assessments and may provide short-term intensive individual and group support and long-term referral follow-up services to students and families. Typically, these services are provided to students who are experiencing academic, social, emotional, and/or behavioural problems. Therefore, in collaboration with other professional staff, the social worker assists by making recommendations and providing access to and integrating a variety of resources.

School social workers provide the following services:
- Consultation with school administrators, teachers, school support staff, and parents
- Individual counselling and support to students
- Family counselling and support to parents
- Group counselling for students

- Parent and school staff education
- Fostering of positive relationships between parents and school
- Collaborate with classroom teachers and IEC to develop academic and behavioural plans
- Collaborate with school team and SRPSD Intensive Supports team in developing Student Safety Plans.
- Referral services to community agencies
- Community development programming
- Collaboration with community programs
- Other services based on the individual needs of the student

School social workers provide services to students who are experiencing difficulties within their environment that have an impact on their ability to function in school.

Students
- Are engaged members of their school community
- Whenever possible, assume responsibility for their own learning
- May be involved in developing IIP goals if they are age appropriate
- Advocate for themselves in terms of their needs

Key Stakeholders in Inclusive Education: SRPSD Inclusive Learning Team

Instructional Coaches
- Consult with classroom teachers on exploration and implementation of instructional strategies.
- Model instructional strategies for teachers and support staff.
- Support teachers in planning and providing adaptations and accommodations to promote student achievement.
- Collaborate with SRPSD Inclusive Learning Team.
- Support professional development of teachers, administrators and support staff.

Curriculum and Assessment Consultants
- Consult with classroom teachers and administrators in exploration and implementation of inclusive education strategies.
- Support school teams in identifying and implementing research-based, best practices in instructional design, delivery and assessment.
- Support school teams in using data to drive best practices and foster continuous improvement.
- Collaborate with SRPSD Inclusive Learning Team.
- Collaborate with SRPSD Intensive Supports team for specialized services and supports.
- Support professional development of teachers, administrators and support staff.

Intensive Supports Coaches
- Consult with classroom teachers on exploration and implementation of accommodations, adaptations and interventions to support an inclusive learning environment.

- Observe students in classroom and gives strategies that align with the student's needs.
- Model inclusive education strategies for teachers and support staff.
- Support classroom teachers and IECs with IIP planning
- Collaborate with school team and SRPSD Intensive Supports Team in developing Student Safety Plans.
- Collaborate with SRPSD Inclusive Learning Team.
- Collaborate with SRPSD Intensive Supports team for specialized services and supports.
- Support professional development of teachers, administrators and support staff.

Intensive Supports Consultants
- Consult with classroom teachers and IECs in exploration and implementation of inclusive education strategies.
- Collaborate with school staff, families and outside agencies in order to determine appropriate educational programs for students.
- Support classroom teachers and IECs with IIP planning.
- Collaborate with school team and SRPSD Intensive Supports Team in developing Student Safety Plans.
- Collaborate with SRPSD Inclusive Learning Team.
- Collaborate with SRPSD Intensive Supports team for specialized services and supports.
- Support professional development of teachers, administrators and support staff.
- Facilitate referrals to SRPSD and community services.
- Support school staff when working with parents and outside agencies.
- Facilitate support for traumatic incidents.

Registered Psychologist (services are initially accessed via your Intensive Supports Consultant)
- Provides psychological assessments for students with intensive needs.
- Collaborates with SRPSD Intensive Supports team for specialized services and supports.
- May provide professional development as approved by the superintendent.

Speech and Language Pathologists
- Consult with classroom teachers in identifying student needs and implementing classroom strategies.
- Model strategies for teachers and support staff.
- Assess and provide speech-language support for students with intensive needs.
- Develop classroom-based and home programs to enhance supports for students.
- Support classroom teachers and IECs with IIP planning.
- Support referrals to community services.
- Support professional development of teachers, administrators and support staff.

Occupational Therapists
- Consult with classroom teachers in identifying student needs and implementing classroom strategies.
- Recommend resources to support classroom strategies.
- Model strategies for teachers and support staff.
- Provide formal assessments for students with intensive needs.
- Support classroom teachers and IECs with IIP planning
- Collaborate with school team and SRPSD Intensive Supports Team in developing Student Safety Plans.
- Collaborate with SRPSD Inclusive Learning Team.
- Collaborate with SRPSD Intensive Supports team for specialized services and supports.
- Support professional development of teachers, administrators and support staff.

Superintendents of Schools
- Supervise services offered by the Inclusive Learning Team
- Consult and collaborate with school principals
- Collaborate with the SRPSD Board of Education and members of Administrative Council.
- Liaise with community stakeholders.
- Liaise with Ministry of Education and engage appropriate stakeholders

Key Stakeholders in Inclusive Education: Home and Community Supports

Parents and Caregivers
- Are engaged members of their school community.
- Collaborate with classroom teachers, principal and other school team members that support their child.
- Provide information about students' needs, interests and progress as seen at home.
- Collaborate with classroom teacher and IEC in developing IIP goals.
- Remain informed of their child's progress
- Support school team as much as possible with their child's educational program.

The Adaptive Dimension

The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables in educational programming:

- learning environment,
- instruction,
- assessment and,
- resources.

Adjustments to these variables are intended to make learning meaningful and appropriate and to support student achievement. Tomlinson (1999) states, "Differentiation is an organized yet flexible way of proactively adjusting teaching and learning to meet kids where they are and help them to achieve maximum growth as learners" (p.14). In the Saskatchewan context, differentiation is addressed through the Adaptive Dimension which enables all teachers to respond to student diversity, including their strengths and needs, interests, backgrounds, life experiences and motivations.

Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved.

The Adaptive Dimension

- regards teachers as professionals who have the authority and the responsibility to make adaptations to the learning environment, instruction, assessment and resources to meet the needs of all students;
- encourages dialogue among professionals concerning the most appropriate support and effective means of responding to individual differences within the classroom;
- supports the understanding that decisions about adaptations are best made by professionals working with students on a daily basis;
- does not change curricular outcomes; and,
- promotes environments that cultivate collegiality and interprofessional collaboration fostered through the leadership of school administrators.

The Adaptive Dimension: Ideas for Adapting the Variables provides numerous ideas for adaptations of the four variables.

The five step **ADAPT** strategy, developed by Nancy L. Hutchinson (2017), is a systematic strategy for adapting or differentiating teaching to meet student needs in inclusive classrooms.

Accounts of students' strength and needs
- o Review student cumulative file
- o Consult with parents and previous teachers or team supports.

> Identify academic (current skill level), social-emotional and behavioural (conversation skills, turn-taking, friendship skills, hyperactivity, motivation) and physical development (fine and gross motor skills, vision, hearing) strengths and needs.

Demands of the classroom on students
- o The social, emotional and behavioural demands
- o Physical and academic demands (instruction and evaluation demands)

> Consider the following: Learning with whole group, small group, paired peer support or individually; modelling of positive interactions and acceptance of differences and diversity; use of routines, focused listening time; audiovisuals, books (font size and type, reading level), and technology; physical setting (floor space, desk positions) and how often classroom space is changed or rearranged; and demonstration of learning through tests (exams), written reports, oral reports, drawing or three dimensional models.

Adaptations
- o Compare student learning needs to the demands of the classroom
- o Consider the adaptive dimension (reference the adaptive dimension document)

> Identify potential mismatches and identify ways to eliminate these mismatches. Adapt with bypass strategies, which work around a difficulty, such as: using a calculator, text to speech/speech to text, braille, audio books or spell check.

Perspectives and consequences
- o Reflect critically on adaptations and consider them from many perspectives (teacher, student, peers, parents)

> Choose an adaptation that is a good fit, simple and effective. Consider if the adaptation will benefit one, many or all students. Ensure it is age appropriate and that it helps the student feel competent, connected or autonomous. What are the intended and unintended consequences of implementing the adaptation? Is the change positive and effective?

Teach and assess the match
- o Consider how engaged the student is due to the adaptation
- o Use a response to intervention strategy to evaluate effectiveness

> Ask how well the adaptation has matched student strengths and needs to classroom demands. Allow time for the adaptation to be effective (about three or four weeks).

SRPSD Intensive Supports (IS)

Link to SRPSD IS Website

Speech Language Pathology

The team of SLPs at SRPSD provide broad supports to school teams and students. Below is a summary of the various supports offered in speech language pathology.

Pre-kindergarten and Kindergarten
- targeted screening of students
- communication assessments
- coordinate classroom-based interventions
- coordinate home-based interventions
- direct interventions (small group or individual)

Reference and Regulate for students with autism
- collaborate with school teams in identifying student needs and required resources
- training in Reference and Regulate for school personnel
- intensive coaching of school personnel providing Reference and Regulate programming to students with autism

Augmentative and Alternative Communication (AAC)
- collaborate with school teams in identifying student needs and required resources
- training for school personnel
- intensive coaching of school personnel providing AAC supports to students with complex communication needs

SLPs are always available to provide consultative supports to school teams seeking further supports for students in areas other than those mentioned above.

SRPSD Speech Language Pathology Service Delivery Model
A detailed overview of SLP services and supports and outlines the referral process

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Visit the SLP Website for detailed information regarding speech and language supports and strategies

Educational Psychology

SRPSD contracts registered psychologists to provide supports for students who are displaying difficulties with learning and/or behavior.

Consultations and assessments for students who struggle significantly with academics, social-emotional and/or behavioural concerns can be accessed by contacting your Intensive Supports Consultant.

SRPSD Educational Psychology Service Delivery Model
A detailed overview of SLP services and supports and outlines the referral process

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Occupational Therapy

Occupational therapists assist in identifying interventions to support students displaying difficulties with fine motor, gross motor and sensory processing. This includes:

- Students who are overly clumsy;
- Students who have not determined dominant hand;
- Students who struggle with printing or writing;
- Students who appear to seek out or avoid sensory experiences;
- Students with self-regulation challenges.

Services are provided through consultations, classroom-based observations, formal and informal assessments, as well as group workshops and in-services.

SRPSD Occupational Therapy (OT) Service Delivery Model
A detailed overview of OT services and supports and outlines the referral process

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Intensive Supports (IS) School Clusters

SRPSD schools are grouped into three IS Clusters with each cluster having an assigned IS service coordination consultant who coordinates services with other members of the Inclusive Learning Team, more specifically, IS Coaches, Mental Health Coaches, Speech Language Pathologists, Occupational Therapists, Psychologists, and external agencies.

The chart below identifies the schools associated to each cluster.
Refer to the Intensive Supports Cluster Assignments to identify personnel assigned to your school.

Cluster 1	Cluster 2	Cluster 3
Carlton - Arpin	Arthur Pechey	Birch Hills
Canwood	Victor Thunderchild	Carlton - Michalchuk
Debden	Big River High School	Christopher Lake
East Central	Carlton - McGregor	John Diefenbaker
King George	Osborne	Kinistino
Meath Park	Queen Mary	Spruce Home
PACI	Red Wing	Vickers
Princess Margaret	Shellbrook Elementary	West Central
Riverside	St. Louis	W. J. Berezowski
Wesmor	T. D. Michel	Winding River Colony
Wild Rose	Vincent Massey	Westview
	W. P. Sandin	

Link to more detailed charts identifying IS personnel assigned to each specific school

Intensive Supports C-teams – Collaboration in supporting students with complex needs

The Intensive Supports personnel assigned to each cluster form the IS Collaborative Team (C-Team) that works closely with each school team in their cluster to support best practices in inclusive education. The C-Team will support the school in identifying student needs, exploring a variety of interventions and connecting with outside agencies for enhanced student supports. When a school team is struggling in offering supports for students with complex needs, the IS consultant may be contacted to coordinate with the rest of the IS C-Team the exploration of enhanced interventions and supports for the student in question.

Supporting Program Development for Students Requiring Intensive Supports

School teams are often challenged when trying to build appropriate educational programming for students with complex needs requiring intensive supports. The needs of these students require intensive, individualized supports that go well beyond typical accommodations in the Adaptive Dimension.

The school team (classroom teacher, Inclusive Education Coach and Administrator) will be supported by their Intensive Supports Collaborative Team (C-Team) in the process of determining the student's needs profile and aligning appropriate programming.

The C-Team will guide the school team through a process using a variety of tools. The Intensive Supports Team has recently developed the Needs for Educational Supports Tool (NEST) and the Scaffolding Tool for Educational Programming (STEP)

The use of these resources **will be initiated by members of the SRPSD Intensive Supports team** in consultation with the school team. The complexity of the student's needs requires that the Intensive Supports C-Team collaborate with the school team.

Specialized Learning Centres: Pre-Kindergarten to Grade 8

Inclusion in the general education setting of the neighborhood school is the primary goal for all students in the Saskatchewan Rivers Public School Division (SRPSD).

However, SRPSD has specialized learning centres for Pre-Kindergarten to Grade 8 students in the city of Prince Albert as part of its continuum of educational programming for students with complex and intensive needs. These learning centres are a resource management strategy that allows SRPSD to more efficiently provide specialized and intensive supports for a greater number of students with intensive needs in an urban setting.

The goal of the Specialized Learning Centres is to prepare students to participate in an inclusive community at school, at home and in society.

SRPSD has two Specialized Learning Centres for elementary-aged students:

Developmental Education
- Developmental Education offers educational programming to students with multiple disabilities in a specialized learning centre offering intensive supports.
- Families are invited to participate in the development of a Inclusion and Intervention Plan with the teacher to meet the student's unique learning needs.
- Developmental Education is located at Ecole Vickers Public School (Pre-Kindergarten to Grade 8).
- Students may be referred between the ages of 3 and 13 years old.

English as an Additional Language (EAL)
- The EAL specialized learning centre offers a learning environment and educational programming that focuses on intensive, accelerated additional language acquisition.
- Available to students assessed with Common Framework of Reference (CFR) levels of A1.1 or A1.2
- For students in Grades 1 to 8
- The EAL SLC is located at Ecole Vickers Public School.
- Students will also be included in mainstream classes as deemed appropriate.
- Students' English language competencies will be continually monitored. Once a student's English language level is at a level for successful transition to full-time mainstream programming, the transition process to the student's local area school will be considered.
- A student will be assigned to the EAL SLC for no more than a school year.

- If a newcomer family is supported by the YWCA SWIS team, the SWIS team will guide them through the registration process with either the local area school (if CFR level is deemed greater than A1.2) or the team at Ecole Vickers Public School for those with a CFR level of A1.1 or A1.2.
- For other newcomer families who proceed with direct registration at their local area school, the school team will contact Callie Bruner, the EAL consultant if they believe a referral to the EAL SLC merits consideration.

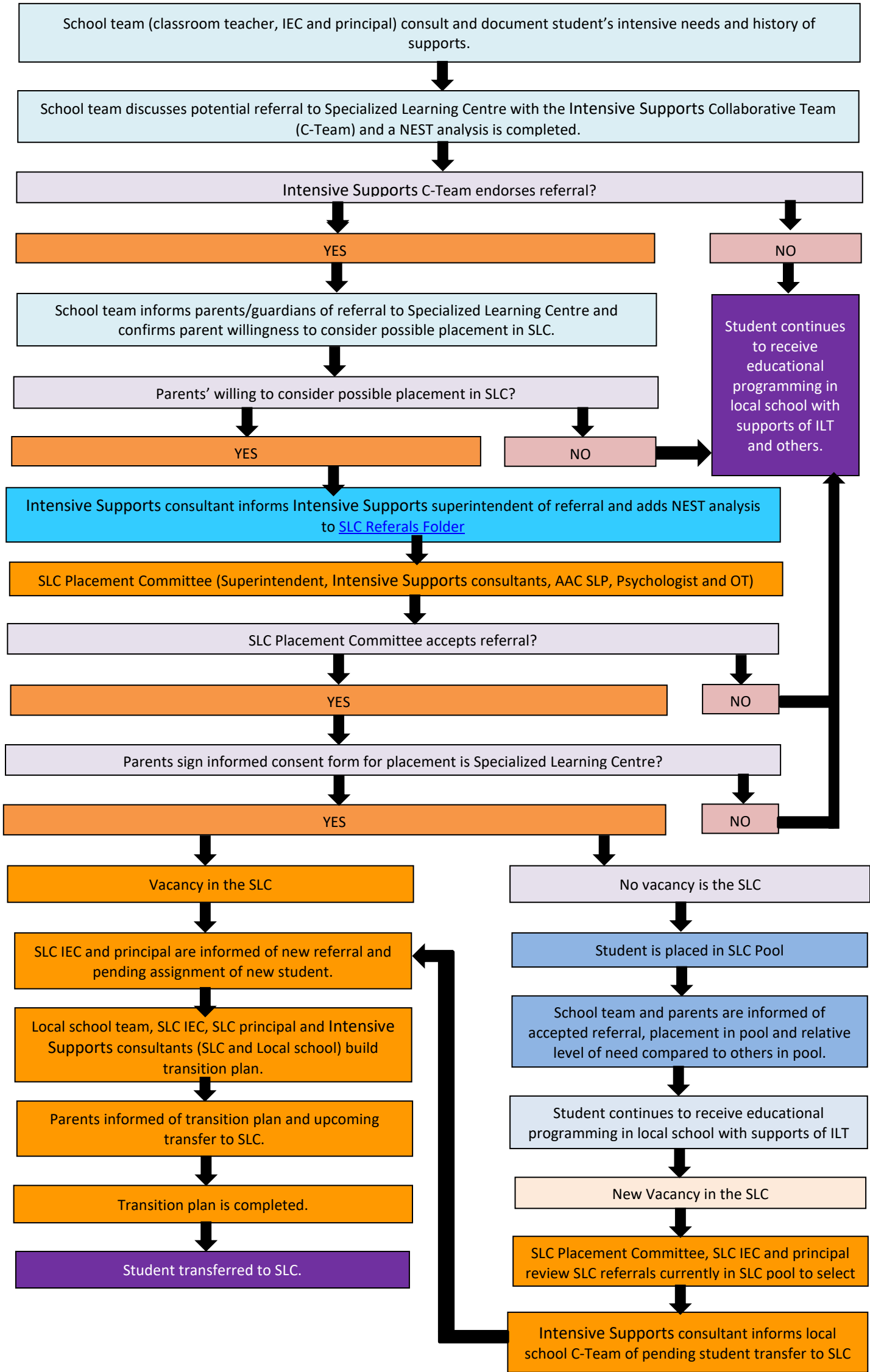**Referral process to Specialized Learning Centre**

The referral process to our Specialized Learning Centres is detailed on the following page.

If it is determined that the student would be best supported in a Specialized Learning Centre, a Placement Consent Form shall be completed and signed by the parents/guardians, the home school's principal and the Intensive Supports consultant.

- Developmental Education Placement – Parental Consent Form

Referral Process: Specialized Learning Centres (SLC)

School team (classroom teacher, IEC and principal) consult and document student's intensive needs and history of supports.

School team discusses potential referral to Specialized Learning Centre with the Intensive Supports Collaborative Team (C-Team) and a NEST analysis is completed.

Intensive Supports C-Team endorses referral?

YES / NO

NO → Student continues to receive educational programming in local school with supports of ILT and others.

YES → School team informs parents/guardians of referral to Specialized Learning Centre and confirms parent willingness to consider possible placement in SLC.

Parents' willing to consider possible placement in SLC?

YES / NO

Intensive Supports consultant informs Intensive Supports superintendent of referral and adds NEST analysis to SLC Referals Folder

SLC Placement Committee (Superintendent, Intensive Supports consultants, AAC SLP, Psychologist and OT)

SLC Placement Committee accepts referral?

YES / NO

Parents sign informed consent form for placement is Specialized Learning Centre?

YES / NO

YES → Vacancy in the SLC

SLC IEC and principal are informed of new referral and pending assignment of new student.

Local school team, SLC IEC, SLC principal and Intensive Supports consultants (SLC and Local school) build transition plan.

Parents informed of transition plan and upcoming transfer to SLC.

Transition plan is completed.

Student transferred to SLC.

No vacancy is the SLC

Student is placed in SLC Pool

School team and parents are informed of accepted referral, placement in pool and relative level of need compared to others in pool.

Student continues to receive educational programming in local school with supports of ILT

New Vacancy in the SLC

SLC Placement Committee, SLC IEC and principal review SLC referrals currently in SLC pool to select

Intensive Supports consultant informs local school C-Team of pending student transfer to SLC

Transition Process to Neighborhood School

Remembering that inclusion in the general education setting of the neighborhood school is the primary goal for all students, there is also a process to guide the process when consideration is given to a student's return to their home-area school from a Specialized Learning Centre.

In the context of inclusive education, with assistive technology and a personalized Inclusion and Intervention Plan, there may be some situations where a student's educational needs can be met in the local school rather than in a Specialized Learning Centre. Here is a summary of the process that would guide such a transition:

- There is documented success of inclusion strategies within the school housing the Specialized Learning Centre.
- Specialized Learning Centre team refers to Intensive Supports consultant regarding possible return to local school
- Intensive Supports consultant informs superintendent and members of the C-Team of possible transition.
- Intensive Supports consultant of the student's neighborhood school informs principal of possible return of an intensive needs student.
- Intensive Supports consultant of school housing the Specialized Learning Centre informs the principal of a possible transition to the student's local school.
- Eliminate barriers to inclusion (transportation, accessibility to facilities, other resources).
- Superintendent and C-Team confirm return to local school is possible.
- Intensive Supports consultants inform parents of possible transition.
- Collaboration with local area school team and parents begins to prepare the return of the student to the local area school.

Regular Education Program

Core Curriculum Courses
- Target 100% of Core provincial curriculum outcomes
- Course code designations: 10, 20 and 30

Locally Modified Advanced Courses
- Target 100% of Core provincial curriculum outcomes **PLUS** advanced outcomes developed by the school division
- Course code designations: 10A, 20A and 30A

Locally Developed Courses
- May have up to 100% locally determined outcomes
- Must be approved by the Ministry of Education
- Course code designations: 10L, 20L and 30L

Locally Modified Basic Courses

Locally Modified Basic Courses are courses that have been adjusted to the grade appropriate curriculum expectations to better fit a student's needs. Modified courses consist of a **minimum of 50% of the outcomes identified in the Regular Program** curriculum and **a maximum of 50% of locally-determined outcomes tailored to student success**. Typically, Locally Modified Basic Courses are offered within the regular classroom.

Locally Modified Basic Courses are identified with 11, 21 and 31 codes at the Ministry of Education.

It is important to note that some Locally Modified Basic Courses may not be accepted as entrance requirements at some post-secondary institutions.

A combination of the four types courses in the Regular Education Program can be used to fulfill the 24 required credits to obtain a Regular Saskatchewan Grade 12 Transcript of Secondary Achievement.

Alternative Education Program

Alternative Education programs are designed for students who are unable to meet the learning outcomes of the Regular Education Program and would therefore benefit from a qualitatively different program tailored for the student's success. Behavior challenges are not the primary reason for placing a student in an Alternative Education Program. The goals of Alternative Education are to prepare students to find employment after graduation and to function as independent adults.

Benefits of Alternative Education:
1. Alternative education is a pathway to graduation with a minimum of 24 credits recognized by the Ministry of Education.
2. Core classes are tailored to meet the unique learning needs of the student.
3. Students are offered volunteer experiences.
4. Career and Work Exploration classes allow students to experience a variety of employment opportunities and gain valuable experiences for their resume
5. Curriculum focuses on real-life situations and challenges that they may encounter.

A student with Alternative Education Program credits in their student profile **is still able to obtain a** ***Regular Saskatchewan Grade 12 Transcript of Secondary Achievement*** **IF the student completes all the required credits required in the Regular Education Program.**

The Alternative Education Program does not meet the current admission requirements for most post-secondary educational institutions.

Alternative Education courses are identified with 18, 28 and 38 codes at the Ministry of Education.

As per Ministry requirements, an [Alternative Education Program - Informed Consent Form](#) must be signed by a parent/guardian and the student prior to registering a student in Alternative Education courses.

For more information on Alternative Education Programming, please consult the Ministry of Education's [Policy, Guidelines and Procedures document](#).

Functional Integrated Program

In its commitment to excellence for every learner, SRPSD believes that every student, regardless of levels of ability, can learn and has potential for growth. In order to meet the needs of students who require a qualitatively different program than what can be offered in the Alternative Education Program, Saskatchewan Rivers Public School Division offers Functional Integrated Programming for high school students as recognized by the Ministry of Education.

Such a program engages students in a meaningful way and provides them with the skills, knowledge, and abilities that will enable them to be included in their school and broader communities in the present and in the future. When it has been determined through formal and informal assessments and collaborative team meetings that a student's needs are best met through the Functional Integrated Program, those involved in this decision need to be part of the planning process that will determine the next steps.

Each student in a Functional Integrated Program requires an Inclusion and Intervention Plan (IIP) that focuses on individual strengths and needs. In addition to the annual goals and short term objectives identified in the IIP, the IIP considers the preparation required to prepare the student for adult life (i.e., degree of independence, meaningful participation, social networking, healthy and safe lifestyle, personal choice and management, and meaningful employment).

The Inclusive Learning Team has developed a valuable resource to assist school teams in building individualize educational programming for students in Functional Integrated Programs. Please consult with your Intensive Supports consultant or registered psychologist to learn more about the Teaching Students Skills for Life: A Teacher Guide for Individualized Programming.

As per Ministry requirement, the Functional Integrated Program Informed Consent Form needs to be signed by a parent/guardian prior to formal registration of a student in the program.

For more information on Functional Integrated Programs please consult the Ministry of Education's Policy, Guidelines and Procedures Document.

Electronic Inclusion and Intervention Plan (IIP)

The IIP is a flexible planning tool that school teams use to develop a student-first, strengths-based intervention plan to support individual student growth. IIP outcomes can target up to 11 areas of development:

Independence	Personal/Social Well-being	Communication
Health/Medical Need/ Personal Care	Academic Achievement	Safety
Sensory	Motor Skills	Transition: Daily
Transition: Short-term	Transition: Long-term	

The IIP is an electronic document developed by the Ministry of Education. Using this document, a collaborative team develops prioritized outcomes, implements strategies and tracks achievement for the student during a school year.

The Ministry of Education requires an IIP for students who:
- are working on learning outcomes that differ from those in the provincial curricula for their grade level;
- require specific instructional strategies and individualized support beyond the adaptive dimension;
- require intensive supports.

The IIP is designed to:
- enhance the efficiency and effectiveness of intervention planning;
- enhance the accountability of outcomes that are measured;
- track progress reporting;
- enable smooth transitioning of information within schools, the school division, and across the province.

An IIP is…	An IIP is not…
• A holistic individual student plan that considers the student as a whole person with strengths, abilities, needs and preferences • A plan that is informed by the reflections and contributions of those who know the student best as well as professionals with specific expertise.	• A plan that is limited to the student's needs and gaps in learning in a limited context. • A plan that is informed by limited input.
• Developed, implemented and monitored collaboratively by an interdisciplinary team that includes parents/ guardians, the student (as appropriate), teachers, supporting professionals, educational assistants and when applicable includes personnel from outside the school division, such as health providers, human service agencies and community organizations.	• Developed in isolation and presented to other team members such as parents/guardians, classroom teachers.
• A coordinated and integrated plan that reflects shared responsibility among all team members. • A plan that enhances accountability and optimizes student functioning and learning.	• A plan that depends primarily on a few individuals. • A plan that can be ignored.
• A plan that focuses on key areas of development that will have the most impact on student success during the current school year.	• A complete, detailed description of the student's educational program.
• A flexible, adjustable plan that is reviewed and revised by the team on an on-going basis in order to respond to the student's changing strengths and needs.	• A document that is produced and filed without on-going review. • A document that is reviewed and revised without team input.
• A plan that is written so that all team members, especially parents/guardians and the student (as appropriate) can easily understand it. • A plan that uses a succinct, data-informed and concise writing style when entering information, such as short paragraphs or bullets.	• A plan that is confusing with outcomes that are difficult to understand and measure.
• A plan that is written using respectful, judgement-free language.	• A plan that uses opinionated and/or subjective language.
• A plan that prioritizes the elimination of barriers to success and nurtures the student's independence, personal empowerment, self-determination and peer interactions. • A plan that supports the student to function in the classroom, school, community and wider society	• A plan that prolongs student dependence on the support of adults. • A plan that sets the student apart from peers. • A plan that remains the same from year to year.

For more detailed information regarding the electronic Inclusion and Intervention Plan, please consult the Ministry of Education's Guidelines document.

Please consult the IIP page on our SRPSD website for sample IIPs.

On-going tasks
- Review new student files/share pertinent information with applicable school-based staff and SRPSD Intensive Supports Team
- Maintain files
- In collaboration with classroom teachers, create and/or update IIPs
- Be prepared to share inclusive education information at each staff meeting.
- Have formalized and regular meetings with administration (recommended once per month).
- Conduct assessments/observations, write reports, and make programming/intervention recommendations.
- In consultation with Intensive Supports consultant, complete assistive technology requests.

August/September
- Update new staff members regarding programming and supports for students with intense needs.
- Complete Student Support Snapshots
  - The Snapshot can always be used in collaboration with the classroom teacher to gain an initial appreciation of the required supports for students with increased needs.
  - Snapshots are to be forwarded to the Intensive Supports consultant by September 30th in the following instances:
    - For any student who would normally have a formal IIP but does not due to lack of supports from community agencies;
    - For any student who would normally have a formal IIP but does not because of limitations on the number of IIPs managed in the school.
  - Link to the Student Support Snapshot Excel File
- Plan for requested student observations
- Consult with classroom teachers about the needs in their classrooms.
- Confirm renewal of consent and convey to Intensive Supports consultant the names of students in Alternate Education (18, 28, 38); and Functional Integrated Programs by September 15th.
- With classroom teachers, parents, administrators, review IIP's that were created in June for accuracy, relevancy, and feasibility. Determine the method of progress reporting.
- Ensure that all individuals identified within IIP as providing supports are aware and in agreement with their stated involvement.
- Collaborate with classroom teachers to co-create IIPs for new students with demonstrated intensive needs.
- Review with administrator the timetables and schedules for EAs (Intensive Supports).

October
- Continue to informally review and identify students for identification of special needs.
- Complete development of new IIPs in CLEVR.

November
- Submit Student Supports Snapshots to Intensive Supports consultant by November 15th.
- Consult with teachers regarding student-led conferences.
- Coordinate with SRPSD Intensive Supports Team any necessary participation on their part during upcoming parent meetings.
- Meet with parents and guardians and review IIPs, modify, if necessary & get signatures
- Enter Term 1 data in [IIP Data Collection Tool.](#)
  - After clicking on above link, enter login credentials and select IIP Database

December
- Order materials and/or apply for assistive technology/adaptive equipment required for Semester 2

January
- Enter Term 2 data in [IIP Data Collection Tool](#) (Optional)
- Begin scheduling and having IIP review meetings- continue into February/March.
- Start thinking about transition needs for students with intensive needs entering the school system, and those transitioning from grade to grade, school to school, or school to life.
- Collaborate with teachers to complete report card inserts or IIP progress reports for Semester 1.

February

- Inclusive Education month in Canada
- Restart the IIP/Success Plan process with new teachers for second semester.

March
- Enter Term 3 data in [IIP Data Collection Tool.](#)
- Meet with parents during parent-teacher interviews, review progress report.
- Identify Early Entrance Pre-Kindergarten students and if necessary, involve Learning Consultant.
- Transition meetings should be organized for students and families who need time to prepare for change.
- Collaborate with teachers to complete report card inserts or IIP progress reports.

April
- Begin arranging transition meetings
- Identify students that will continue to receive additional learning supports in the fall.
- Collaborate with teachers to complete report card inserts or IIP progress reports.

May
- School team (which includes the classroom teachers, IEC and principal) meet with high schools regarding students who are moving on from their schools to grade 9 to ensure a smooth transition
- Submit final requests for Assistive Technology /Adaptive Equipment by May 15th.

June

- Meet with teachers and renew IIP goals for students returning next year
- Submit Student Support Snapshots for returning students to Intensive Supports Consultant
- Coordinate transition meetings for students with IIPs so new teacher have an awareness of needs and the IIP goals
- Enter Term 4 data in IIP Data Collection Tool
- Complete IIP progress reports
- Collaborate with teachers to complete report card inserts.
- Complete IIPs in CLEVR for the upcoming school-year.
- With the school team evaluate the pros and cons of the year with respect to inclusive education practices and strategies.
- Celebrate student achievement!
- Celebrate your hard work!

Inclusive Education Coaches Directory

School	Ed. Support Teacher	Email	Phone
Arthur Pechey	Cassandra Kalika Nikki Villeneuve	CKalika@srsd119.ca NVilleneuve@srsd119.ca	306-922-9229
Big River High School	Jocelyn Kennedy	JKennedy@srsd119.ca	306-469-2288
Birch Hills	Jennie Enns	JEnns@srsd119.ca	306-749-3301
Canwood	Lisa Howat	LHowat@srsd119.ca	306-468-2150
Carlton	Adrienne Carlson Shelley Toporowski Patricia Taylor Lee-Ann Hood (Ind. Fut.) Melanie Deck (Ind. Fut.)	ACarlson@srsd119.ca SToporowski@srsd119.ca PTaylor@srsd119.ca LHood@srsd119.ca MDeck@srsd119.ca	306-922-3115
Christopher Lake	Jody Harkness	JHarkness@srsd119.ca	306-982-2131
Debden	Chelsea Bennett	CBennett@srsd119.ca	306-724-2181
Distance Learning Centre	Jenna Cross	JCross@srsd119.ca	306-953-5840
East Central	Tsinda Coombs	TCoombs@srsd119.ca	306-922-8329
John Diefenbaker	Heather Bradbury Connie Kutnikoff-Brittain	HBradbury@srsd119.ca CKutnikoff@srsd119.ca	306-763-6031
King George	Stacey Debray	SDebray@srsd119.ca	306-763-7571
Kinistino	Pam Fraser	PFraser@srsd119.ca	306-864-2252
Meath Park	Alicia Jackow Lorianne Hastings-Smith	AJackow@srsd119.ca LHastingsSmith@srsd119.ca	306-929-2131
Osborne	Michelle Grimard	MGrimard@srsd119.ca	306-922-8078
PACI	Patti Lysyk	PLysyk@srsd119.ca	306-763-6485
Princess Margaret	Tabitha Deli	TDeli@srsd119.ca	306-763-5217
Queen Mary	Garth Ulrich	GUlrich@srsd119.ca	306-763-7672
Red Wing	Sandra Morley	SMorley@srsd119.ca	306-763-5375
Riverside	Blair Turner Sandra Morrisey Troy Parenteau (Hospital)	BTurner@srsd119.ca SMorrisey@srsd119.ca tparenteau@srsd119.ca	306-763-6495
Shellbrook Elementary	Deanna Ledding	dledding@srsd119.ca	306-747-2588
Spruce Home	Julie Gareau	jgareau@srsd119.ca	306-764-8377
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West Central	Scott Manson	SManson@srsd119.ca	306-922-8339
Westview	Michael Fahie Jenny Bone	MFahie@srsd119.ca JBone@srsd119.ca	306-922-4094
Wild Rose	Leanne Gunderson	LGunderson@srsd119.ca	306-747-2323
Winding River Colony	Alison Korecki	AKorecki@srsd119.ca	
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SRPSD and Ministry of Education Documents Referenced in this Document

(Hyperlinks to documents available on website)

Main SaskRivers Intensive Supports Forms and Manuals Web Page

SRPSD Documents

- I.N.C.L.U.D.E. Strategy: Roles of School Teams and ILT

- Student Profile

- Student Safety Plan

- The Adaptive Dimension: Ideas for Adapting the Variables

- Record of Adaptations (Checklist format)

- Record of Adaptations (Detailed Format)

- Specialized Learning Centre (Dev. Ed.) – Parental Consent Form

- Alternative Education – Parental Consent Form

- Functional Integrated Program – Parental Consent Form

- S.T.E.P. – Scaffolding Tool for Educational Programming

- Teaching Students Skills for Life: A Teacher Guide for Individualized Programming

- Learning Disabilities Handbook for Parents and Teachers

Ministry of Education Documents

Saskatchewan Education: Supporting All Learners Website

- Actualizing a Needs-Based Model
- Inclusive Education
- Responsive Instruction: Multi-Level Instruction
- Inclusive Education: A Guide for Classroom Teachers
- Inclusive Education: A Guide for Inclusive Education Coaches
- Inclusive Education: A Guide for School-Based Leaders
- The Adaptive Dimension
- Inclusion and Intervention Plan Guidelines
- Inclusion and Intervention Plan – Grade 2 Sample
- Inclusion and Intervention Plan – Grade 3 Sample
- Inclusion and Intervention Plan – Grade 4 Sample
- Inclusion and Intervention Plan – Grade 6 Sample
- Inclusion and Intervention Plan – Grade 7 Sample
- Inclusion and Intervention Plan – Grade 10 Sample
- Inclusion and Intervention Plan – Grade 11 Sample
- Policy, Guidelines and Procedures for Alternative Education Programs
- Policy, Guidelines and Procedures for Functional Integrated Programs

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