

Inclusion in FVSD Schools

The vision for inclusive education is to ensure that **ALL** students achieve to their potential. Fort Vermilion School Division is committed to the provision of appropriate educational opportunities for **ALL** students in supportive and inclusive learning environments. We strive to ensure that **ALL** students have a sense of belonging within their classrooms and school community and that **ALL** students receive a quality education regardless of their ability, disability, language, culture, background, gender or age.

Roles and Responsibilities

ROLE OF THE LEARNING TEAM

School-based teaming provides flexible and collaborative support to classroom teachers so that they are better able to meet the diverse needs of all students. A Learning Team provides a mechanism and forum to voice and address learning and programming issues, including concerns regarding students at risk.

- While **specific functions may vary from school to school**, Learning Teams are characterized by interactions that enable people with diverse expertise and experience to enhance the learning environment for student(s) and generate creative solutions to problems.

Each school is required to have, at minimum, a Learning Team that collaborates to plan, monitor, review and problem-solve about matters related to student IPPs.

- The Learning Team includes the Classroom Teacher(s), Inclusive Education Coordinator, Educational Assistant(s), Administrator, parent(s)/guardian(s), students and other service providers as applicable.
- The Learning Team may assess current programming, including universal, targeted and specialized supports and services available, and generate proposals for future programming.
- The Learning Team generates strategies to address concerns regarding an individual student's program or programs in general.



SUCCESS FOR ALL STUDENTS

ROLE OF THE CLASSROOM TEACHER

Classroom Teachers play the most significant role in ensuring Success for All Students. They provide a supportive and inclusive learning environment where students are valued as integral members of the classroom community and where positive interactions are paramount. The primary responsibility of Classroom Teachers is to meet the needs of all students in the classroom. Classroom Teachers, working collaboratively with the Learning Team, determine the supports and services required to ensure all students achieve their potential.

The Classroom Teacher plans, develops, implements, monitors and evaluates instructional strategies to meet the diverse learning needs in the classroom by:

- Differentiating instruction, assessment and approach to maximize student success
- Modifying instruction and assessment when required
- Maximizing the use of technology, including assistive technology, to support student learning. This includes ensuring students know how to use the technology and support available to them.
- Organizing the classroom environment to optimize student learning
- Accessing supports and services as required to ensure student success
- Developing and implementing IPPs. Collaboration with the Inclusive Education Coordinator is recommended.
- Collaborating with the Learning Team, including other Teachers, Educational Assistants, Administrators, parents/guardians and service providers
- Communicating with parents/guardians regarding their child's program, progress, strengths and needs
- Planning for, directing, supporting and supervising Educational Assistants working in their classrooms, if applicable, to ensure effective implementation of the IPPs
- Ensuring effective transitions are applied across school environments
- Being a lifelong learner. This includes building proficiencies that will support students with a range of diverse learning needs.
- Accessing divisional resources, such as the Diverse Learning and other Coordinators, to build upon his/her skills and best meet the needs of all students in his/her classroom



SUCCESS FOR ALL STUDENTS

Identification and Referral of Students

The Classroom Teacher will:

- Be familiar with FVSD Assessment Protocol
- Identify students who may require accommodations, targeted or specialized supports and services
- Communicate concerns to the Inclusive Education Coordinator and the Principal
- Collect all relevant information, anecdotal reports, assessment data, and school records for program planning meetings
- Consult with parents/guardians regarding concerns and seek input and approval from them, including approval for referrals, changes to programming and/or accommodations as well as consent for Knowledge and Employability course enrolment
- Be the key member of the student's Learning Team
- Together with the Inclusive Education Coordinator, be the primary source of communication with the parents/guardians throughout the IPP Process

Developing the Instructional Support Plan (ISP)/Individualized Program Plan (IPP)

The Classroom Teacher will:

- Develop the IPP
- Collect and bring all relevant records and material from the classroom which will assist in planning; this could include samples of student work, classroom assessment data, anecdotal comments, relevant specialized assessment data and other material which may be of interest
- Make sense of the assessment data in terms of student strengths and needs
- Investigate recommendations from specialists and/or assessment reports in an effort to determine the most effective strategies to support the student
- Enter assessment data into the IPP
- Collaborate with parents/guardians and other members of the Learning Team to develop SMART goals, objectives and strategies for the student



SUCCESS FOR ALL STUDENTS

Implementing and Monitoring the IPP

The Classroom Teacher will:

- Be familiar with IPP protocol
- Plan, implement and monitor the success of the IPP on a day-to-day and month-to-month basis.
- Be responsive to student need by making adjustments to the IPP when necessary, based on student progress
- Ensure that coordinated services are in place as determined by the IPP
- Collaborate with the Educational Assistant, if there is one, to provide direction and seamless support for all students
- Ensure that the necessary materials and resources are available to support student success
- Communicate with the parents/guardians regarding student progress. This includes regular communication of successes as well as questions and concerns.
- Consult regularly with the Inclusive Education Coordinator regarding student progress, concerns, additional research-based strategies that could lead to increased student success

Evaluation

The Classroom Teacher will:

- Evaluate student progress in relation to the IPP
- Collaborate with other staff working with the student to evaluate progress in relation to the IPP
- Record student progress and achievements in the IPP
- Ensure appropriate documentation is in place, including logs of activities, tracking charts, anecdotal information among other possibilities
- Evaluate the effectiveness of the IPP and adjust as necessary
- Provide parents with a copy of the IPP. Gather parent consent for IPPs
- Report student progress regularly to parents/guardians
- Place a copy of the most up-to-date signed copy of the IPP in the Student Record



SUCCESS FOR ALL STUDENTS

ROLE OF THE INCLUSIVE EDUCATION COORDINATOR

The Inclusive Education Coordinator is the school's champion for inclusion and assumes a lead role in capacity building in terms of inclusive practices within the school. Assuming the role of coordinator of the inclusive practices within the school, the Inclusive Education Coordinator works collaboratively with Classroom Teachers, the School Administrator, Educational Assistants, and other professionals to optimize the potential for student success. The Inclusive Education Coordinator provides guidance and support for Classroom Teachers with the goal of empowering all students to be meaningfully included in the school and classroom.

- The Inclusive Education Coordinator will be familiar with the policies and recommended procedures relating to referral, assessment, program planning and appeals as set out in the *Alberta School Act* and the *Standards for Special Education (2004)* or *Standards for the Provision of Early Childhood Special Education (2006)*
- The Inclusive Education Coordinator will also be familiar with Alberta Education's and the Fort Vermilion School Division's Inclusive Education Policies, Principles and Procedures

Identification and Referral of Students

The Inclusive Education Coordinator will:

- Conference with the Classroom Teacher(s) to discuss students of concern
- Determine collaboratively whether in-depth and/or specialized assessment is required
- Arrange for appropriate assessment; this could involve contacting outside personnel as well as administering appropriate specialized assessments at the school level (e.g. WJ IV)
- Follow the FVSD Assessment Protocol when considering specialized educational psychological assessment in collaboration with the Classroom Teacher(s)
- Based on the assessment results and together with the Classroom Teacher(s), determine where the student:
 - Has specific learning needs
 - Requires an IPP
 - Is a candidate for intervention or remediation supports and services
- Be a member of the Learning Team
- Together with the Classroom Teacher, be a primary source of communication with the parents/guardians throughout the IPP Process



SUCCESS FOR ALL STUDENTS

Developing the Instructional Support Plan (ISP)/Individualized Program Plan (IPP)

The role of the Inclusive Education Coordinator is to:

- Coordinate the development of the IPP
- Assist the Classroom Teacher(s) in understanding the relevant assessment data and what it means in terms of student strengths and needs
- Assist the Classroom Teacher(s) in determining relevant recommendations from specialized assessments to include in the student's IPP
- Assist the Classroom Teacher(s) in entering the assessment data into the IPP if required
- Collaborate with Classroom Teacher(s) and other members of the Learning Team to identify effective SMART goals, objectives, strategies, supports and services to meet the learning needs of students
- Coordinate access to services and agencies both internal and external
- Facilitate referrals to divisional and outside specialists; coordinate scheduling of specialists at the school level; coordinate wraparound meetings of specialists with school staff and parents
- Forward a signed copy of each IPP to Central Office as per division guidelines

Implementing and Monitoring the IPP

The Inclusive Education Coordinator will:

- Oversee the implementation of the IPP
- In collaboration with School Administration, complete timetabling that effectively utilizes instructional time and Educational Assistants to maximize support for students
- In collaboration with School Administration, ensure effective training is in place for Educational Assistants and Classroom Teachers to implement IPPs
- Facilitate or coordinate required training for school staff, including Classroom Teacher(s) as well as Educational Assistants
- Provide consistent and purposeful support and assistance to the Classroom Teacher(s)
- Assist Classroom Teacher(s) when modifying and/or adapting materials for instruction and assessment
- Assist in gathering information and suitable resources if required
- Maintain ongoing communication with all stakeholders regarding student learning needs



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- Work in a variety of instructional capacities within the classroom or in other settings, work with individuals or small groups, or team teach with the Classroom Teacher(s) as needed
- Help with the facilitation of parent/guardian/student conferences, case conferences, Success In School for Children and Youth in Care team meetings, meetings of the Learning Team and wrap around meetings with other agencies

Evaluation

The Inclusive Education Coordinator will:

- Work closely with Classroom Teachers and parents/guardians to arrange IPP reviews and assessments as and when necessary
- Arrange consultations with assessment and service delivery teams, both internal and external
- Compile the data and complete the annual FVSD Inclusive Education Report and submit to Central Office as per division guidelines



SUCCESS FOR ALL STUDENTS

ROLE OF THE EDUCATIONAL ASSISTANT

The Educational Assistant is an important member of the school and classroom team. He/she is in a pivotal position to effect change as he/she spends significant one-to-one or small group time with the students within the class/school. The Educational Assistant impacts student learning by:

- Working collaboratively under the direction of the Classroom Teacher(s) and/or the Inclusive Education Coordinator
- Implementing the program to which he/she is assigned such as Primary Literacy Supports, Speech and Language or ESL programming, among other possibilities
- Providing support to individuals and/or small groups of students in an inclusive setting whenever possible with a focus on maximizing student potential and independence
- Focusing on specific students while also providing assistance to others whenever possible
- Participating in the Learning Team

Identification and Referral of Students

The Educational Assistant does not normally take part in the identification of students with learning needs; however, his/her observations are a valuable component of the information gathering process with regard to all students in the classroom. As the Educational Assistant becomes familiar with all students in the inclusive classroom, he/she shares his/her observations with the Classroom Teacher(s).

Developing the Instructional Support Plan (ISP)/Individualized Program Plan (IPP)

The Educational Assistant spends a significant amount of time working one-on-one and in small groups with students. His/her input into the development of the IPP is invaluable. The responsibilities of the Educational Assistant are as follows:

- Share observations and insights about students which will assist in designing appropriate goals, objectives, strategies and supports
- Work collaboratively to develop SMART goals and objectives for students
- Participate in meetings of the Learning Team



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Implementing and Monitoring the IPP

The Educational Assistant will work under and be responsible to the Classroom Teacher or Inclusive Education Coordinator, depending on the student's program. The Educational Assistant may have several varied responsibilities in the implementation of the IPP, including some of the following:

- Become familiar with the goals, objectives and strategies of the IPP
- Collaborate with Classroom Teacher(s) to ensure the work is appropriate; gather and prepare resources and materials for the student(s) under the direction of the Classroom Teacher(s).
- Carry out assigned components of the IPP with student(s)
- Assist assigned students, and others when possible, in classrooms to ensure they are working to their potential
- Maintain and care for any specialized equipment used while working with student(s)
- Keep a daily log of student activities, student progress, and problems encountered as applicable
- Collaborate with Classroom Teacher(s) and/or Inclusive Education Coordinator in IPP planning
- Pursue professional development and/or ongoing education regarding the role of the educational assistant, the needs of his/her assigned student(s) or the inclusive education focus of the school/program

Evaluation

The Educational Assistant is an important contributor when it comes to evaluating the progress of the students with whom he/she works. His/her responsibilities in this regard are to:

- Maintain a detailed log of activities, tracking charts, progress, happenings, and problems
- Participate in scheduled, routine IPP reviews
- Participate in regular ongoing communication with the Classroom Teacher(s) regarding student progress. Communication with parents/guardians is the role of the Classroom Teacher(s).



SUCCESS FOR ALL STUDENTS

ROLE OF THE SCHOOL ADMINISTRATOR

As the instructional leader of the school, the Principal establishes the vision and direction for inclusion. The administrator is responsible for the school's overall educational program and for facilitating the provision of a continuum of supports and services to meet the diverse needs within the school.

In carrying out these responsibilities, the School Administrator must:

- Ensure that policies and recommended procedures relating to referral, assessment, program planning and appeals as set out in the *Alberta School Act* and the *Standards for Special Education (2004)* or *Standards for the Provision of Early Childhood Special Education (2006)* are followed
- Be familiar with Alberta Education's and the Fort Vermilion School Division's Inclusive Education Policies, Principles and Procedures
- Collaborate with parents/guardians as well as other education, health, children's services, justice and community agencies and partners with respect to the education of all students

Identification and Referral of Students

The School Administrator will:

- Facilitate the identification, assessment, placement and programming for students who may require targeted and specialized supports and services
- Ensure the FVSD Assessment Protocol process is followed
- Ensure parents/guardians are informed of characteristics identified by staff which may indicate that a student has learning needs and/or requires targeted or specialized supports and services
- Ensure staff are informed of students who have specific learning needs
- Ensure that staff, including Classroom Teachers and Educational Assistants, have access to training so they can support students with specific learning needs
- Facilitate the identification of children in the community who may require and qualify for early intervention programming

Developing the Individualized Program Plan (IPP)

The School Administrator will:

- Ensure that an IPP is in place for diverse learners as required
- Ensure that the IPP Protocol is followed



SUCCESS FOR ALL STUDENTS

- Facilitate the opportunity for scheduled meetings of the Learning Team, including parents/guardians, to develop and review the IPP
- Provide administrative input

Implementing and Monitoring the IPP

The School Administrator will:

- Ensure that the IPP is on file in the Student Record
- Ensure that a copy is given to the parents/guardians
- Ensure that a copy of the IPP (along with other required information) is forwarded to Central Office as required
- Be familiar with the general goals and objectives of the IPP
- Provide in the school budget for resources, materials, services and time which may be required to implement the IPP
- Ensure that the identified services and supports, including Educational Assistant support, are in place as indicated in the IPP
- Ensure that staff, including Classroom Teachers and Educational Assistants, have access to training so they can support students with specific learning needs
- Ensure that timetabling is in place to effectively utilize instructional time and Educational Assistants to maximize support for students

Evaluation

The School Administrator will:

- Participate with parents/guardians and other members of the student's Learning Team to review the IPP and evaluate the student's progress and program
- Ensure that student progress is reported to parents/guardians
- Provide input and feedback for school and system-wide planning in meeting the needs of all students
- Ensure that the annual FVSD Inclusive Education Report is completed and forwarded to Central Office as per division guidelines

