



1.5 School Inclusive Education Descriptions

SCHOOL STAFF ROLES

All education staff assist students with disabilities or diverse abilities. However, the **classroom teacher** is the **primary adult** for students with disabilities or diverse abilities and is responsible for **designing programs** for students with disabilities or diverse abilities and for **implementing the strategies described in the individual education plan (IEP)**.

The teacher's role is described in Sections 17(1) and (2) of the [School Act](#) and the attendant [School Regulation Section 4](#), which prescribe that "the teacher responsible for a student with disabilities or diverse abilities is responsible for designing, supervising and assessing the educational program for that student".

School principals have a significant role in assisting students with disabilities or diverse abilities, including "ensuring that a school-based team (SBT) is operational in the school and facilitating the collaborative efforts of the team members in meeting the special needs of students". School principals assign and supervise staff within the school and ensure that the IEP and care plans are followed by school staff. Principals are responsible for scheduling staff in their schools.

Education assistants (EA) may be an additional resource for classrooms with students with disabilities or diverse abilities. Not every classroom in a school has an EA. EAs are assigned, scheduled, and supervised by the school principal. [Section 18 of the School Act](#) indicates that "a board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties" and that EAs "shall work under the direction of a teacher and the general supervision of a teacher or school principal".

Schools also have other specialized staff who help students. These are the school Inclusion Support Teacher (IST), the school counsellor, and in some schools, the youth and family worker (YFW).



INCLUSION SUPPORT TEACHERS

Who We Are

ISTs are school based staff that assist teachers working with students who require accommodations in order to meet curriculum objectives or goals in their IEP. The IST provides IEP development, monitors IEPs and their implementation, provides instruction and assessment, as well as consultation to classroom teachers and parents.

ISTs help build capacity within schools through the implementation of school-wide Positive Behavior Intervention and Support (PBIS), a data driven multi-tiered framework. This systematic approach promotes prosocial behavior through the identification of behavioural function and the implementation of behavior change techniques. ISTs collaborate with school teams to promote the successful inclusion of all students.

SD8 has a diverse student population, and our ISTs provide invaluable assistance to classroom teachers to determine in class and supplemental supports to accommodate students' varied learning needs. The IST primarily implements universal in-class strategies for students, depending on student need. As well, in consultation with the SBT, the IST works with the classroom teacher to determine best ways to provide targeted essential supports to small groups and individual students.

Our collective goal is to enhance all students' learning experiences and growth. In schools, the ISTs play an invaluable role in helping teachers use a Universal Design for Learning (UDL) model to ensure there are universal supports, access points for all students, and essential supports where needed. ISTs help classroom teachers in understanding how to implement competency-based goals and objectives in IEPs in an inclusive environment.

In addition, in elementary school environment, ISTs work mostly in the primary grades (K-3) to provide strategies to classroom teachers and to students as they develop early literacy skills. This includes working with teachers to complete the early learning profile (ELP) and literacy strategies for emerging readers and writers, as well as teaching strategies in social emotional learning (SEL).

What we do

The role of the school IST is to work with both staff and students from an inclusion perspective within the school setting to allow students with diverse learning needs the best possible opportunities for success.

Responsibilities of the IST include:

1. Collaboration,
2. Direct Instruction,
3. Student File Management and Coordination,
4. Assessment and Reporting,



5. Professional Learning; and
6. Resource Management.

Collaboration

The IST works with a wide variety of school and community members to best meet the needs of individual students or groups of students.

This includes:

- Co-planning with classroom teachers with inclusive, differentiated instruction in their classrooms.
- Consulting with parents of students with diverse learning needs.
- Collaborating with other school professionals (classroom teachers, teacher-counsellors, Aboriginal education staff, PVP) and EAs/YFWs/AbEdYFW on academic, social-emotional programs, best teaching strategies for individual students with complex learning needs, and day-to-day items as they arise.
- Co-teaching with classroom teachers to build inclusive environments, acceptance, awareness, capacity, and confidence in addressing the needs of diverse learners in the classroom.
- Working with itinerant staff and other community agencies (e.g., MCFD, CYSN, CYMH) involved with specific students.
- Collaborating with SBT and district staff as needed to address the learning and environmental needs of undesignated students within the school.
- Attending meetings with classroom teachers, other staff, outside agencies, and parents as needed.

Direct Instruction

The IST provides direct instruction using a one-to-one, small group, or classroom model.

This includes:

- Supplemental or replacement remedial or tutorial instruction in the classroom or in a learning resource centre (LRC) with individuals or small groups of students.
- Instructional sessions for individual or small groups from regular classes during class time (may involve the implementation of a supplemental or replacement program).
- Specific program instruction (e.g., self-regulation, social-emotional, behaviour intervention, etc.).
- Sharing information with classes or groups of students regarding inclusion and acceptance of students with diverse learning needs.



Student File Management and Coordination:

The IST develops an IEP and organizes services for each identified student under his/her case management.

This includes:

- Conducting file reviews of new students to ensure the school is well-prepared before the student enters in order to promote a successful transition.
- Working with the school principal to review the 1701 list of designated students and ensure it is correct.
- Working with the school cleric, inclusive education cleric, school principal, district principal of MyEdBC and director of instruction - inclusive education to ensure that school MyEdBC information is accurate.
- Organizing and facilitating IEP and SBT meetings, taking and sharing meeting minutes, and coordination with itinerant staff.
- Writing student IEPs in consultation with other stakeholders: students, parents, school, district staff, and other outside agencies.
- Maintaining and uploading required documentation into the Student Information System on a regular and timely basis.
- Requesting and coordinating the services of outside agencies and district itinerant staff.
- Co-planning with school staff to develop, maintain, and adapt as necessary a learning and/or behaviour plan for the student within the school and in specific classroom settings.
- With the school principal, building and adapting EA schedules to best develop student learning needs.
- Transition support for students changing schools or moving from elementary to middle school, or middle to secondary school.
- Work collaboratively with the school leadership team on class configuration planning to optimize service and resources for students.

Secondary specific:

- Planning transitions for students who are on a Dogwood, Adult Grad, or Evergreen Diploma program - from middle/elementary school and into work/post-secondary.
- Working with students with diverse learning needs specifically on self-advocacy and learning strategies which will lead to increased independence and successful transition to adult living.
- Tracking of all identified students within the school who require assessment and qualify for Ministry categorization.



Assessment:

The IST provides assessment for students who may require supplemental supports and assists classroom teachers with assessment as appropriate. The IST makes recommendations to the SBT based on assessment.

This includes:

- Informal assessment of students referred by teachers or SBT: file review, observation, interviews with student, parents, and other stakeholders.
- Level B assessment for further planning to meet student needs including behavioural assessments.
- Assisting classroom teachers with whole class standardized testing to assist classroom teachers with planning (i.e., help build class profiles at the beginning of the year).
- Ongoing self-assessment of the inclusive education programs.
- Assisting classroom teachers and students with student self-assessment for Core Competencies.
- Assisting classroom teachers with the selection of meaningful Curricular Competency assessment criteria for students with diverse needs.
- Reporting functions: CB-IEP updates, report card comments and information, Level B assessment reports, Preparation of “Red Binders”, audit readiness, and so on.

Secondary specific:

- Level B assessment as required for ministry designations, accommodations, funding, and/or CLBC.
- Coordination during Ministry Assessments for adjudication for students.
- Regularly tracking the progress of all designated students to ensure they are on track for graduation with a Dogwood Certificate.
- Regularly tracking designated students who are potentially not on track for graduation with a Dogwood Certificate and working with the school principal, and SBT.

Professional Development:

The IST is involved in ongoing professional development to maintain currency with (for example):

- Best practices in inclusive education.
- Developments in knowledge about specific diagnoses/diverse abilities.
- Developments in assistive technology.
- Changes in strategies for students with diverse learning needs.



- Changes to Ministry and other agency requirements.

ISTs also provide professional learning to classroom teachers and EAs through (for example):

- Presenting on professional development days re: inclusive education areas of focus and need.
- Providing paper or electronic information for professional learning (or links to information).
- Assisting individual teachers and EAs with development of strategies through modeling and practice.

Resource Management:

School resources include the human resources provided by the EAs/YFWs working in the building, in addition to materials and equipment. On behalf of the SBT, and with the Principal, the IST:

- Works with EAs/YFWs to ensure they clearly understand their roles and responsibilities within the school, in addition to specific strategies from the IEPS for the students with whom they work.
- Facilitates meetings with EAs/YFWs, parents, other agencies and other collaborative groups as needed.
- Researches, locates, and orders materials and equipment as needed at the school level.
- Purchases, maintains, and develops professional and student materials as needed at the school level.
- Locates or develops supplemental or replacement materials for individual students.
- Manages technology within the school in consultation with inclusive education staff, district tech staff, school and district PVP, SET-BC, etc.
- Keeps classroom teachers, EAs/YFWs aware of what resources are available.

Referral Process and Criteria

School staff can contact the school assigned IST directly via email or phone; however, it is recommended that this is done in collaboration with your principal administration. Prior to a student specific observation by an IST, parents/guardians must be notified and verbally consent.



SCHOOL COUNSELLOR

Who We Are

The school counsellor is an integral member of the SBT and facilitates your child's educational program and personal development by providing a variety of individual, group or classroom-based services; for example:

- Group or classroom-based services may include prevention programs (e.g., child abuse prevention, substance abuse awareness, etc.).
- Individual-based services may include strategies to students with issues that are affecting their social-emotional wellbeing. An example may include helping the child through challenging peer relations or conflict situations.

What We Do

Elementary school counsellors work with students struggling with behaviour regulation and a range of social-emotional needs including anxiety, self-regulation, and peer relationships. For serious mental health concerns, school counsellors will facilitate the referral to the district psychologist or other services or outside agencies.

Secondary school counsellors primarily provide advice and assistance with the selection of courses leading to a successful transition to post-secondary settings. Like elementary school counsellors, secondary school counsellors work with students struggling with a range of social-emotional needs and also make referrals to other services such as the district psychologist or other services or outside agencies.



YOUTH AND FAMILY WORKERS

Who We Are

The youth & family worker (YFW) is trained to work with students with a range of social-emotional and/or mental health challenges. Most often, YFWs or ESWs are assigned to work with students in category R: moderate behaviour intervention or category H: intensive behaviour intervention/serious mental illness.

What We Do

YFWs provide assistance to students in the classroom/school throughout the school day. They work with classroom teachers, counsellors, and ISTs to help students attain social-emotional and/or behavioural goals of their IEP.