



1.9 Inclusive Education Staff Scheduling Procedure

British Columbia’s Inclusive Education Policy states that a “Board of Education **must** provide a student who has disabilities or diverse abilities with an educational program in a classroom where the student is integrated with other students who do not have disabilities or diverse abilities.”

The only exception to this requirement is when “**all** reasonable efforts to integrate the student” have been made and it is “clear that a combination of education in such classes and supplementary support **cannot** meet their educational or social needs, or when there is clear evidence that partial or full placement in another setting is the **only** option after considering their educational needs or the educational needs of others.”

Based on that policy, options for scheduling Inclusion Support Teachers (IST) are as follows:

- IST can provide “push in” or co-teaching support *in the students’ classroom* during their regularly scheduled classes
- IST can provide literacy or numeracy support to students *in the students’ classroom* while the classroom teacher provides support to the highest need students. (**Note** that IST can provide small group literacy support outside of the classroom if ALL students in the school are pulled out/re-grouped during that time.)
- IST can work with individual students to deliver essential **non-academic** support skill-building as described in the student’s IEP or Student Support Plan (i.e. social skill building, counseling support, support with executive functioning). This non-academic support needs to be:
 - outlined in the essential support section of the student’s IEP or Student Learning Plan
 - documented in the student’s support binder
 - reflected on the IST schedule
 - tracked for RTI on the school’s SBT document
- For **high schools only**: IST can be scheduled into support blocks with the following criteria:
 - All students attending the support block must be enrolled and



- the support block should appear on their schedule
 - Each student can have no more than **one support block for every eight** classes in their schedule
 - Based on the number of students enrolled using the above criteria, high school IST can be scheduled to teach support blocks at a **1:8 ratio** (one IST to eight enrolled students)
 - Note that students cannot attend a support block in lieu of their regularly scheduled classes. Students who have the accommodation to take tests in a quiet area documented on their IEP may access the support block space for test taking as per their IEP.
- IST schedules must be uploaded to the school's SBT document and will include:
 - The nature of support being provided each period (i.e. literacy, math, non-academic skill building).
 - The name of the teacher and content for push in support
 - The names of the priority learners being supported each period
 - 120 minutes of prep time per week (elementary) and 12.5% (secondary) pro rata
 - Scheduled meeting times (IEP meetings, school-based team, parents, wrap around meetings)

Options for scheduling Educational Assistants (EAs) are as follows:

- Providing support to priority learners in their assigned classes
- Providing one on one or small group support outside of the classroom for short, set periods of time as per the students IEP or Student Support Plan- i.e. students taking a test in a quiet place and requiring supervision, students needing a supervised break, students learning a specific skill as directed by an Itinerant staff (eg: Hearing Resource Teacher, SLP, PT, OT). In these cases: EA schedule must clearly shown connection to IEP / SSP and the specific block of time that the student will be out of the classroom according to the IEP goals or Itinerant direction
- Note that EAs are not trained in literacy or numeracy instruction and should not be providing literacy interventions to priority learners. EAs can provide supervision to students with minimal support needs in literacy or numeracy.