

## Board Development Topic: Inclusive Education

### Date of Board Meeting:

October 12, 2023

### Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

### Quality Indicator(s):

- QI 1.1 - Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.
- QI 2.1 - Analyzing student achievement and ensuring the development of action plans to address concerns and gaps.

### Information for the Board (10 fast facts):

#### 1. What Is Inclusive Education

“[Inclusive education](#)” is used to describe education for students with diverse backgrounds who may or may not require additional support. The ministry defines inclusive education as “providing equitable treatment and appropriate, high-quality education to all students. It encompasses a blend of philosophical beliefs, practices, and processes to create flexible support systems and learning environments based on students’ strengths, abilities, interests, and needs.”

#### 2. What is the goal of Inclusive Education?

To reduce exclusion by eliminating barriers to school success and enhancing participation and sense of belonging in the community. Inclusive education promotes the perception that all persons, regardless of ability are important, respected and valued members of our communities. It supports all members of a school community in building understanding and compassion for others, which in turn will translate to caring, compassionate, respectful citizens. Inclusive education also gives students a safe place to ask questions and learn about others with different abilities.

## So What is the Difference between Adaptation, Differentiation and Modifying?

### Differentiation = Adaptation

*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. Adaptations should not be viewed as giving students preferential treatment or an advantage over their peers. It is important for teachers to keep in mind that adaptations are provided to students in order to give them equal opportunities to achieve curricular outcomes. Both adaptations and differentiation support students to meet curricular outcomes, modifying means we are changing the outcomes.*

### 3. What is the Difference between Adaptation, Differentiation, and Modification?

Adaptations are made by teachers to support student achievement in all Kindergarten to Grade 9 subject areas and Grades 10-12 courses and programs. [The Adaptive Dimension](#) applies in all types of education programs available to Saskatchewan students, and the approved curriculum is always the starting point for making decisions about adaptations.

### 4. The Role of the Classroom Teacher in Inclusion

Classroom teachers are supported to assume responsibility for teaching all students in their class by:

- understanding their role in student support and seeing themselves as valued members of school teams
- engaging in professional development, working collaboratively with supporting teachers, and strengthening capacity to support student diversity and learning
- infusing culturally responsive instruction and culturally relevant resources;
- using curriculum, the Adaptive Dimension, adaptations that support students' social, emotional, behavioural, physical and academic interests, strengths and needs (see Appendix
- taking the time to work closely with parents/guardians and student support services teachers to better understand and prepare for the needs of students requiring intensive supports
- identify students' strengths and build instruction on students' prior knowledge, interests, learning profiles, perspectives, preferences, linguistic and cultural backgrounds.

### 5. Who are the Members of an Inclusive Team

- **The student:** Student voice is important to ensure they are learning what they need for their future. They need to feel safe, supported, belong and valued
- **Parents/guardians:** Know their child the best
- **In school teams:** Including classroom teachers, SST, admin,
- **Division team:** Including Professional Service Providers, SSCs, Supt
- **Partnering agencies:** Which may include: SaskAbilities, SIGN, MSS, SHA, Cog Dis, CLSD, SAIL
- **Professional Connections:** Psychiatrists, pediatricians, psychologists etc.
- **Cultural Connections:** Elders, Knowledge keepers, Language keepers

### 6. Interprofessional Collaboration

- The school team will work with an interdisciplinary team to ensure coordinated and integrated service delivery is developed which wraps itself around the student, family, and school.

**7. ALL Students Come First**

Support teams follow the [Needs Based Model](#) to ensure barriers for learning are recognized and plans are created to remove them. Through this lens, a diagnosis to support students is not mandatory, instead we recognize the strengths of student to build knowledge and skills. Inclusive education promotes a culture of respect and belonging and an opportunity to learn about individual differences. Children have the opportunity to develop friendships with people they may not have otherwise considered.

**8. As educators we have a to Duty to Accommodate this includes:**

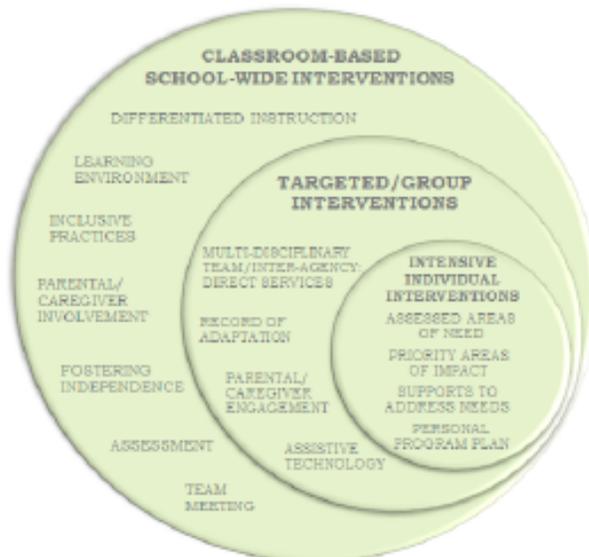
- Medically fragile students
- Students with complex needs
- Neurodivergent students
- Students who are new to the country or English is a second language
- Students with diverse backgrounds (trauma, culture, socio-economic)

**9. Management of Inclusive Education is documented in the electronic portfolio for students.** In an average year approximately:

- Inclusion & Intervention Plan – 478 students supported with an IIP
- Record of Adaptations - 534 students supported with ROAs
- Medical Management & Response – 214 students supported with MMR
- Response to Intervention (RtI) - 559 students supported with RtI plans

Good Spirit School Division  
Inclusion & Intervention Plan

**clevr Admin**  
 Class Placement: K - 2014-2015  
 Date of Birth: 01/01/1970  
 Gender: Male  
 School Year: 2014-2015  
 Learning ID:  
 School Name: Dr. Brass School



Good Spirit School Division  
RTI Referral

Student Name:	clevr Admin	DOB:	01/01/1970
School:	School year: Date: Completed by: Grade: School: Referring Teacher: Status of Referral: Home Phone: Email:	School Year:	2022-2023
Learning ID:	6	Grade:	School year: Date: Completed by: Grade: School: Referring Teacher: Status of Referral: Home Phone: Email:
Preferred Pronoun(s):	12		5

Information for First RTI Meeting

