



INCLUSIVE EDUCATION AT GRAMINIA

SCHOOL COUNCIL PRESENTATION

FEBRUARY 21, 2024



OVERVIEW



Goals for Tonight:

- How is Inclusive Education defined in Parkland School Division?
- Develop an understanding of how students are supported at Graminia
- Defines the terms IEP/PBSP and when (and how) the decision is made to place a student on a plan
- The IEP process
- What can you do as a parent?

COMMITMENT TO INCLUSION AT GRAMINIA



Moving from:

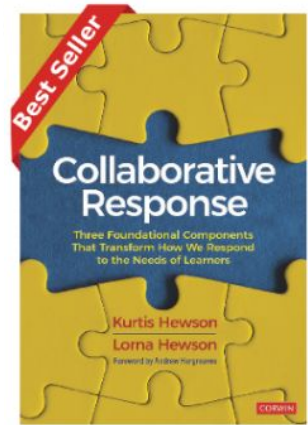
- The idea of fixing students to the idea of improving environments
- Dependence on staff (teachers and EA's) to a focus on independence
- "Special Education" to ALL students being special
- A deficit model of thinking to a strength-based model of thinking
- Having high expectations for some to having high expectations for ALL

INCLUSIVE EDUCATION IN PARKLAND SCHOOL DIVISION



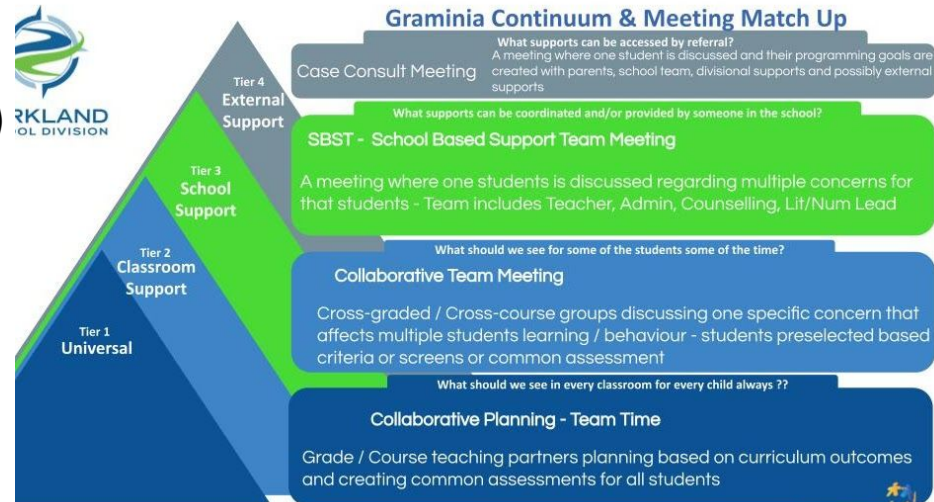
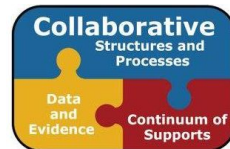
- An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. **Inclusive education is not just programming for students with special needs or disabilities. The process of getting to know oneself and others leads to staff and students developing empathy for others while contributing to the welcoming, caring, respectful and safe learning environment.**
- Some learners have profound and ongoing needs and others have short-term or situation-based needs - every learner's needs are unique. Inclusive Education calls for flexible and responsive learning within environments that can adapt to the changing needs of learners.

COLLABORATIVE RESPONSE



Over the past three years, Graminia has been working on implementing the Collaborative Response Model. This has helped us to create a structure for meetings that allows us to problem solve when we see a pattern of needs that impacts student learning. This happens in 4 layers:

- Collaborative Planning (Team Time)
- Collaborative Team Meeting (Cross-graded)
- School Based Support Team Meeting
- Case Consult Meeting



COLLABORATIVE RESPONSE – CONTINUUMS OF SUPPORT



Through this process our staff worked to create continuums of support in the following areas:

- Literacy
- Numeracy
- Behaviour/Engagement

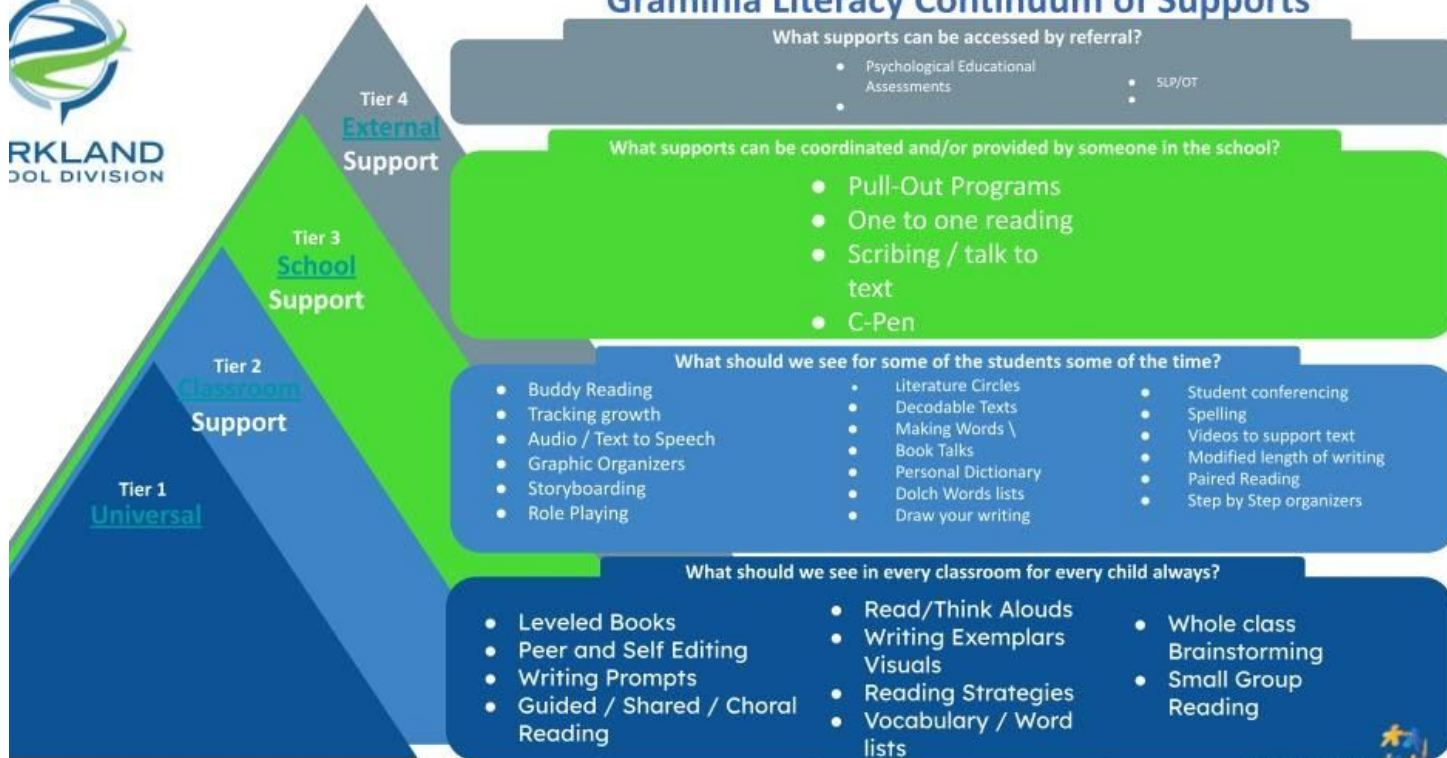
These menus of support capture an extensive (though not exhaustive) list of strategies that all of our staff can provide to students. These become key resources and visuals for our meetings. The supports have been tiered into the following levels:

- 1.) Tier 1 - What should we see available for all students all the time?
- 2.) Tier 2 - What should we see available for some students some of the time ?
- 3.) Tier 3 - What supports can be coordinated by or provided by someone in the school?
- 4.) Tier 4 - What supports can be accessed outside of the school (by referral)?

LITERACY CONTINUUM OF SUPPORTS



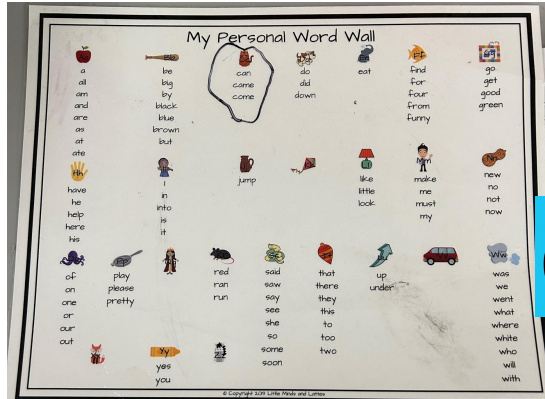
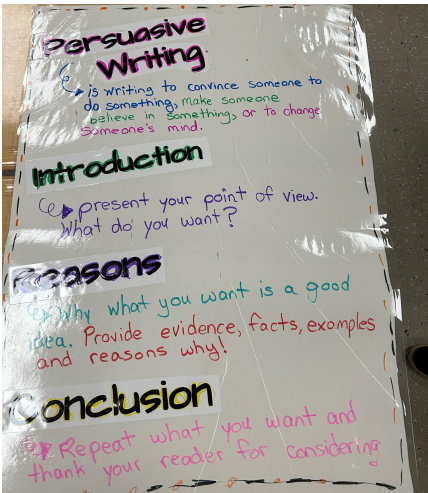
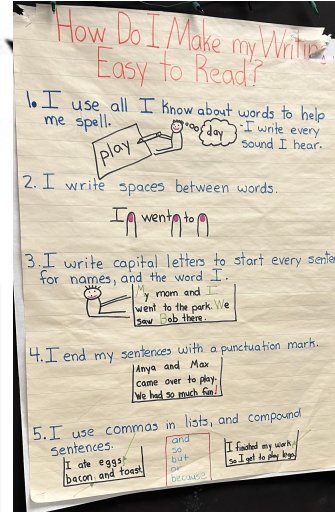
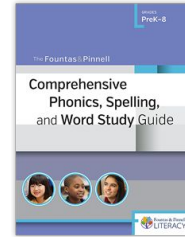
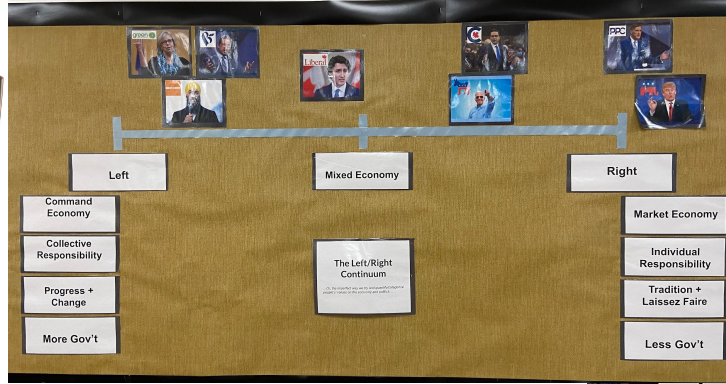
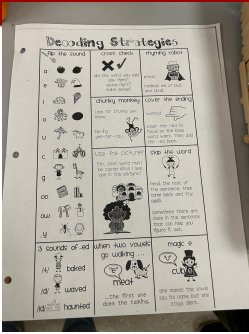
Graminia Literacy Continuum of Supports



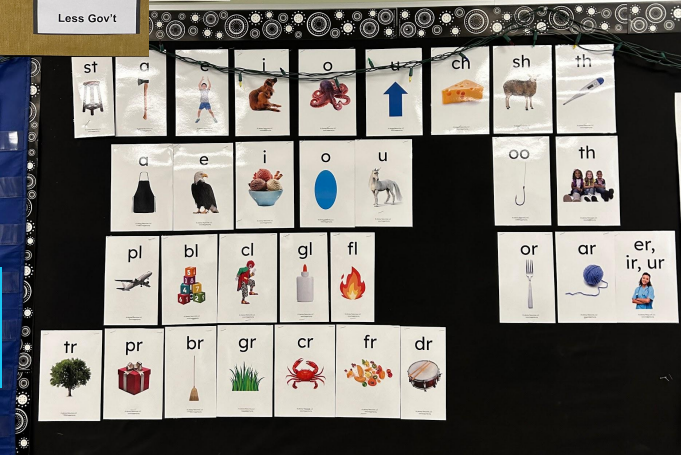
TIER ONE LITERACY SUPPORTS

What should we see available for all students all the time?

Small group Instruction in Class

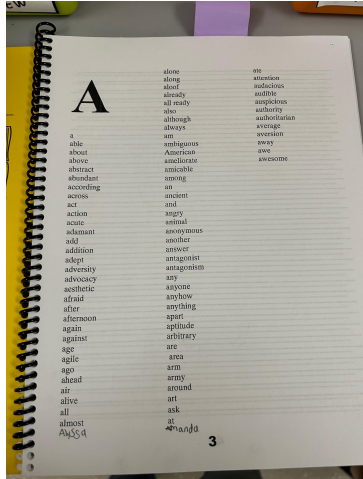


epic!



TIER TWO LITERACY SUPPORTS

What should we see available for some students some of the time?



Name: _____ OCSS.E.L.A.W.2.5
Writing Idea and Details Brainstorming Organizer

My idea is _____

Details about my idea are

- _____
- _____
- _____
- _____

Details about my idea are _____



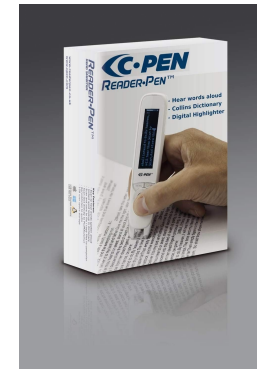
Paragraph Planner

Topic Sentence: It isn't easy to give a dog a bath.

Supporting Details:

- 1.) _____
- 2.) _____
- 3.) _____

Closing Sentence: _____

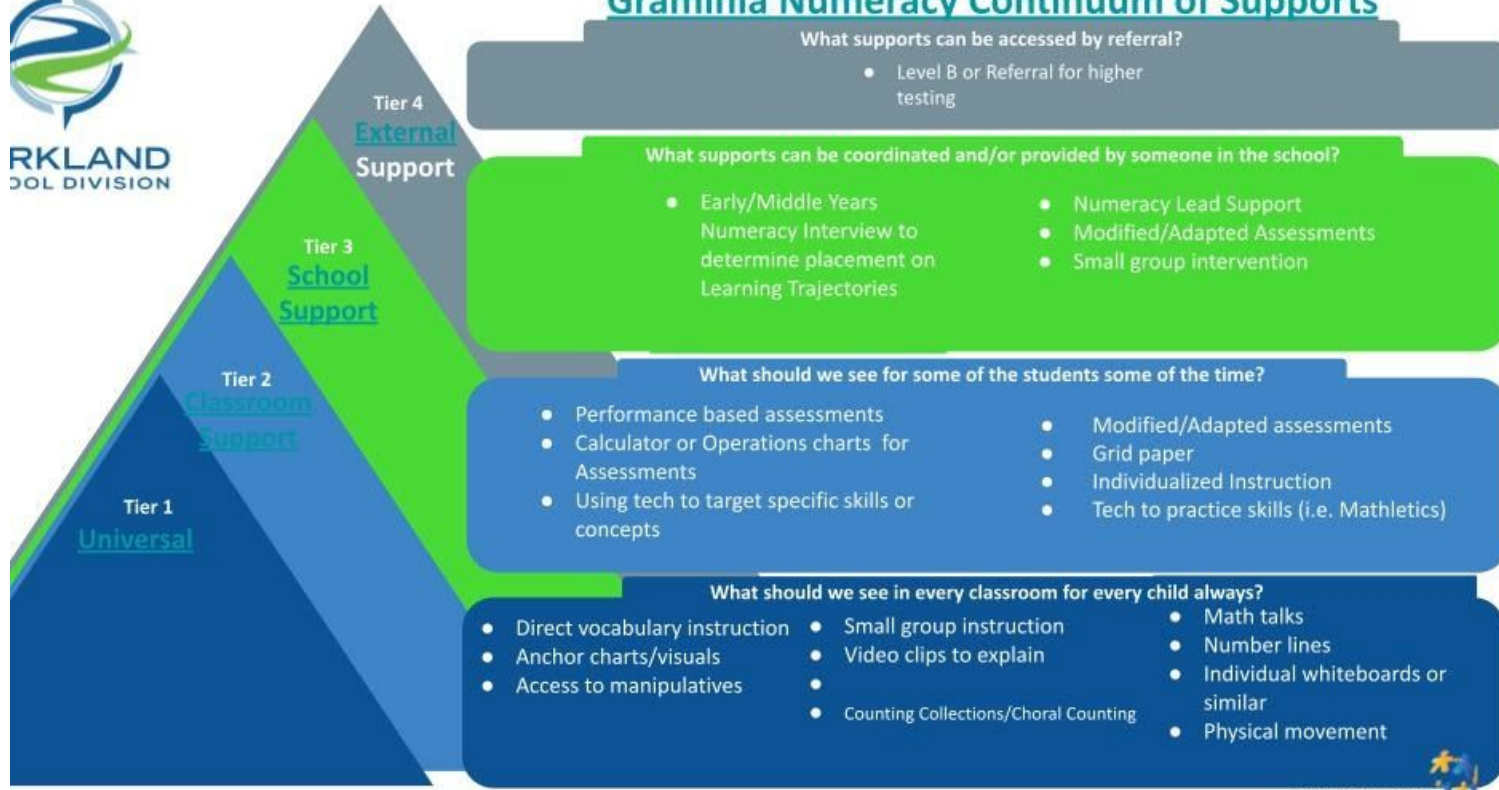


Within Word		Syllables and Affixes		Derivational Relations				
Long Vowel Patterns	Other Vowel Patterns	Final Syllables	Harder Suffixes	Base Words	Prefixes	Suffixes	Compounds	Other
TANGERINE GROUP	BANANA GROUP	KIWI GROUP	BLUEBERRY GROUP	CHE				
print 6	print 5	print 5	print 6					
WEEK OF	SORT #	WEEK OF	SORT #	WEEK OF	SORT #	WEEK OF	SORT #	WEEK OF
1/26/2015	20	1/26/2015	30	1/26/2015	29	1/26/2015	1	1/26/2015
2/9/2015	21	2/9/2015	31	2/9/2015	30	2/9/2015	3	2/9/2015

NUMERACY CONTINUUM OF SUPPORTS



Graminia Numeracy Continuum of Supports

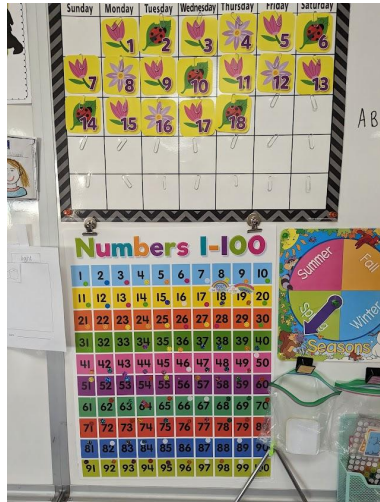


TIER ONE NUMERACY SUPPORTS

What should we see available for all students all the time?



Small group Instruction in Class



Comparing Fractions

* If both your **DENOMINATORS** are the same...

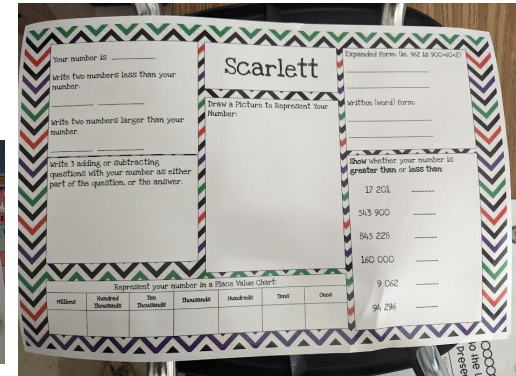
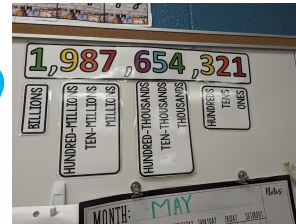
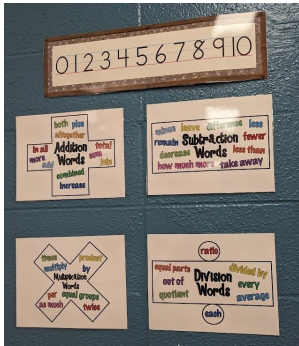
$$\frac{1}{4} < \frac{3}{4}$$

The alligator eats the **greater** numerator!

* If both your **NUMERATORS** are the same...

$$\frac{3}{4} > \frac{3}{8}$$

The alligator eats the **smaller** denominator!



Mathletics

ENGAGEMENT & BEHAVIOUR CONTINUUM OF SUPPORTS



Graminia Engagement/Behaviour Continuum of Supports



What supports can be accessed by referral?

- Community Connector
 - Counselling
 - Wellness Center
 - Mental Health
- Psychological Educational Assessments
- Autism Edmonton
- SLP/OT
- Sunrise Support

What supports can be coordinated and/or provided by someone in the school?

- Social Stories
- Behaviour Consultant
- Functional Behaviour Assessment/Plan (PBSP)
- IEP
- School Counselor
- Behavioural Support Meeting
- Choice Boards
- EA Support
- Extension Activities
- De-Escalation area
 - Office
 - Sensory Room
- Classroom support by Counselor / Admin Team
 - Regulation
 - Friendship Skills
 - Building Empathy
 - Self-Esteem
 - Resilience

What should we see for some of the students some of the time?

- Buddy Classrooms
- Differentiated Assignments
- Graphic Organizers
- Co-created Criteria
- Check-ins / Daily Parent communication
- Calming Corners
- Breathing Regulation Strategies
- Peer Modeling / Play Groups
- Choice Boards / First Next visual
- Small Group Instruction
- Sensory Equipment
- Toys/seats/vests/blanket
- Peer modelling
- Flexible seating
- Adult monitoring/support
- Dim lighting
- Individual Notes Provided
- Modified Assessments or Alternate Assessment Methods
- Hawk Helpers Recess Lead
- Fidgets
- Alternate Seating Plan/Flexible Seating
- Deadline Extensions/Flexible Deadlines
- Desktop Visuals or Schedules
- Whole Classroom Management Reward Systems
- Individual Task Lists
- Sand Timers
- Parent Contact/Emails/Meetings

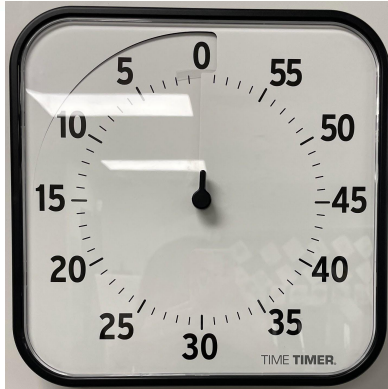
What should we see in every classroom for every child always?

- Visual Schedule
- Anchor Charts
- Brain Breaks
- FM System/Microphone
- Food (Nutrition Nook)
- Visual Timers
- Clear Criteria Visuals
- Seating Plan
- Personal Connection
- Regular Parent Communication
- Clear Routines and Transitions



TIER ONE BEHAVIOUR/ENGAGEMENT SUPPORTS

What should we see available for all students all the time?



Handwritten 'Daily Schedule' for a week:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:58-8:14 - LA	8:14-9:30 - SCIENCE	9:45-10:29 - Social	10:29-11:17 - Math	12:20-1:05 - PE	1:05-1:50 - Option 1
8:14-9:30 - SCIENCE	9:45-10:29 - Social	10:29-11:17 - Math	12:20-1:05 - PE	1:05-1:50 - Option 1	1:50-2:35 - Option 2
8:14-9:30 - SCIENCE	9:45-10:29 - Social	10:29-11:17 - Math	12:20-1:05 - PE	1:05-1:50 - Option 1	1:50-2:35 - Option 2
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8:14-9:30 - SCIENCE	9:45-10:29 - Social	10:29-11:17 - Math	12:20-1:05 - PE	1:05-1:50 - Option 1	1:50-2:35 - Option 2



CONFLICT CORNER

1. Hands Out - Palms Up
2. Explain the Problem
3. Listen to Each Other
4. Brainstorm a Solution
5. Shake Hands
6. Give a Compliment

COMMUNICATE CLEARLY - TELL THEM HOW YOU FEEL



CLASSROOM EXPECTATIONS

- 1. BE SAFE**
 - ▶ Enter and leave the music room quietly.
 - ▶ Stay in your own space during movement activities.
 - ▶ No touching, bumping or hitting, even if it's an accident.
- 2. BE RESPECTFUL**
 - ▶ Participate appropriately in all classroom activities.
 - ▶ Listen when others are speaking.
 - ▶ Raise your hand for permission to speak.
- 3. BE RESPONSIBLE**
 - ▶ Play instruments and use the music room appropriately.
 - ▶ No personal items allowed in the music room. Items that are distracting may be given to the teacher until the end of class.
 - ▶ No gum chewing allowed in the music room.

newsletter

FEBRUARY 20-23

WHAT WE ARE LEARNING

Language Arts: Students finally received their Kindness books at our Valentine's Day party. They were SOOOO excited to read the letters!

Math: We will continue to work through some division review this week. Extra practice of basic multiplication AND division facts is GREATLY recommended. Let me know if you require extra resources to practice at home.

Science: Playgrounds will be coming home this week. Students will continue to practice their building skills making cars! They built and tested cars last week and will move onto 'wind powered' cars next! If anyone has any balloons that they are willing to donate, please send them to school! We are also in need of popcicle sticks and hot glue sticks! Thank you in advance!

Social Studies: Thank you so much for helping your child complete their long weekend homework. Last week! Students were excited to share. We will begin to learn about the Fur Trade and European settlers.


Important Dates	Contact Me
Monday, February 19 - Family Day - No School Tuesday, February 20 - Miss M working in office	email: ashley.morales@psd.ca Emails received after 4:00









TIER TWO BEHAVIOUR/ENGAGEMENT SUPPORTS

What should we see available for some students some of the time ?



Bus Reminders



get on the bus 	find an empty seat 	sit down 	do not stand up 
hands to yourself 	talk quietly 	listen to adults 	get off the bus 



Behaviour Plan

Yellow Light






- throwing things
- interrupting
- not completing tasks
- disturbing others
- using unkind words
- going in taped off area
- leaving without permission

→ 1. Redirection
2. Choice in task
3. Choice in location
4. Choice in time
5. Desk outside or office phone call home


Red Light

- hurting others
- stealing

→ Office

5	Furious	
4	Mad and Angry	
3	Frustrated	
2	Irritated	
1	Happy	

Feelings Check-in

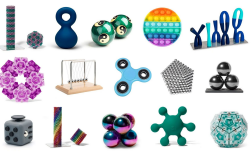
5		I feel angry or scared.
4		I feel irritated or frustrated.
3		I feel shy or worried.
2		I feel good or happy.
1		I feel tired or sad.

First	Then
-------	------

Post Daily Schedule 	Extra Set of Materials 	Organization Time 
End-of-Day Checklist 	Homework Folder 	Visuals 
Preview Schedule Changes 	Work in Progress Folder 	Color-Code Materials 

Date: _____

<input type="radio"/>	Block 1 (8:00-8:45):	_____	_____
<input type="radio"/>	Block 2 (8:45-9:30):	_____	_____
<input type="radio"/>	Recess (9:30-9:45)	_____	_____
<input type="radio"/>	Block 3 (9:45-10:30):	_____	_____



TIER 3 SUPPORTS

What supports can be coordinated by or provided by someone in the school?



- Literacy and Numeracy Intervention
- Level B Testing*
- Counsellor Referral - Mrs. Hee
- Early and Middle Years Numeracy Interview
- Referral to our PSD Behaviour Facilitator
 - works with school team for support
- One on one Reading
- Scribe or Reader Support
- SLP for school age articulation support in school
- Divisional Complex Needs OT and SLP
- Kindergarten Support Team - SLP/OT/Psychologist

TIER 4 – OUTSIDE SUPPORTS

What supports can be accessed outside of the school (by referral)?



- External Contractors:
 - Blind/Low Vision Consultant
 - Consultant for the Deaf or Hard of Hearing
 - Physical Therapy
- Educational Psychology Testing - outside referral
 - when there is a significant gap between strategies teachers are putting into place and growth seen and we need to understand better how the children learn, Ed Psych testing may be recommended
 - can be a recommendation from your physician, some families choose to pursue testing on their own
- PSD Family Supports and Sunrise Supports
- Mrs. Hee can offer advice and information for further resources
- Outside Organizations such as the WRaP 2.0 FASD project

SCHOOL BASED SUPPORT TEAM (SBST) MEETING



- As part of our commitment to inclusion at Graminia, a School Based Support Team Meeting can be held to discuss supports and strategies for a student
- This meeting is initiated by the classroom teacher by filling out our internal referral form
 - Will always include administration, the IEL, all core classroom teachers
 - May include others such as Mrs. Hee, lit/num lead etc.
- A tracking form is created at the meeting and a follow-up planned, this assists in tracking strategies tried, honors student celebrations and identifies further areas of growth



School Based Support Team Meeting

The purpose of the School Support Team Meeting is to celebrate the school-based actions that are making a difference for students and then determine possible supports and next steps for students referred by teachers. Responses could include Tier 3 or 4 supports for the student, or support for the classroom teacher(s).

Student		Homeroom	
Date			
In Attendance			

5 minutes - Set Meeting Focus, Norm Review and Document Review

- Speak your mind, feel safe and comfortable



THE IEP/PBSP PROCESS

HAWKS

DOCUMENTS AT PSD



Individual Education Plans (IEPs)

- outlines strategies to support learning and help close the gaps for students that are significantly below or above their peers in academic achievement

Positive Behaviour Support Plans (PBSPs) and Safety Plans

- similar to an IEP, a PBSP contains strategies to support learning and help close the gaps for students that are significantly below or above their peers in age appropriate social and emotional responses
- a Safety Plan may be required as an addition to a PBSP when a student is at risk of self-harm or aggressive behaviour

THE DECISION TO MOVE TO AN INDIVIDUALIZED EDUCATION PLAN (IEP)



An Individual Program Plan (IEP), a Positive Behavior Support Plan (PBSP) or a Safety Plan is **required** when a student has an Alberta Special Education Code. The **decision** to place a student without a code on an IEP or to keep a student on an IEP should meet the following:

- a child is at least two or more grade levels below in literacy or numeracy
- the student's learning has plateaued or stalled and we are no longer seeing progress (over a significant period of time)
- we have tried intervention to target specific lagging skills and are not seeing growth
- students who have significant emotional/behavioural needs and are provided extensive classroom supports for these needs

THE IEP PROCESS



Once it is determined that a student requires an IEP/PBSP/SP, the following process is followed:

Sept/Oct	<ul style="list-style-type: none">● teacher gets to know their student, reviews transition plans, previous IEPs/PBSPs, any assessments on file, completes initial screening and assessment as needed● reaches out to parents to complete an Input form● IEP/PBSP/Safety Plan is created, reviewed by IEL and shared with parents to review and sign by the end of October
January	<ul style="list-style-type: none">● teachers will complete a mid-year review of the IEP
June	<ul style="list-style-type: none">● end of year review and transition planning is completed, shared with parents for review and signature

Important to note that the IEP can be reviewed and adjusted at any time throughout the year - it is a working document that is

AS A PARENT – WHAT CAN I DO?



- Open communication with your child's teacher is the best way to establish a team approach to your child's success
- Ask what supports your child is benefitting from in class and what else can be tried if things do not seem to be progressing
- Ask if a School Based Support Team Meeting would be beneficial
- Plan some Medical Appointments:
 - Vision, Hearing, Pediatrician
- If you are feeling unheard - reach out to IEL or admin. We are here to help!

erin.chessor@psd.ca

treena.neumann@psd.ca