Inclusive Education

Saskatchewan Ministry of Education 2021

Saskatchewan

Inclusive Education

Preface

The Government of Saskatchewan is committed to ensuring schools are safe and inclusive environments where student success is a priority and everyone feels included, protected and respected. Feeling safe and valued strengthens a student's capacity to learn and promotes well-being.

Diversity enriches school culture and increases knowledge and understanding of similarities and differences. Within an education sector, diversity applies to a range of contexts such as cultures, socio-economic situations, languages, learning needs, sexual orientation and gender identity. Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. It is through conversations with students and families that educators develop a growing awareness and understanding of the diverse cultures and communities in their school.

In consultation with education sector partners – including representatives of First Nations and Métis organizations, Elders and Traditional Knowledge Keepers, provincial Prekindergarten to Grade 12 (PreK-12) education stakeholders and post-secondary institutions – the ministry provides provincial direction and resources to assist school divisions, educators and school staff to support the diverse learning of all students to reach their full potential. Within this context, key resources include:

> *The Ministry of Education commits to work collaboratively with all educational partners to strengthen relationships and achieve an equitable and inclusive system that benefits all learners.*
>
> (Inspiring Success, p. 14)

- *Actualizing a Needs-Based Model;*
- *The Adaptive Dimension for Saskatchewan K-12 Students;*
- *Deepening the Discussion: Gender and Sexual Diversity*;
- *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*;
- *EAL Blackboard Organization*;
- *Supporting All Learners*; and,
- *Supporting Students with Potentially Life-Threatening Medical Conditions (e.g., allergies, asthma, diabetes, epilepsy) in Saskatchewan Schools*.

In 2019, the Saskatchewan Ministry of Education released a framework for a 2020-30 provincial education plan (see *Framework for a Provincial Education Plan 2020-2030*). The framework was created with input from education sector partners and is grounded in four pillars:

- skills and knowledge for future learning, life and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,

- inclusive, safe and welcoming learning environments.

The sector partners recognized the diversity present in Saskatchewan schools and the need for the plan to recognize and celebrate this diversity. They acknowledged that the plan must not only address the challenges present today, but must also prepare students to be well-educated and active citizens in their communities, the province and the world. The plan recognizes the importance of having students involved in setting their own goals aimed at personal growth and development, as reflected in the "I" statements that drive the goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

Intent

Inclusive Education (2021) is a revision of *Inclusive Education* (2017), which outlined the ministry's philosophical beliefs and vision to describe inclusive education in Saskatchewan. The 2021 version builds upon the ministry's vision by incorporating additional direction on how to provide a spectrum of support to meet the diverse range of student need.

This document was revised with input from school divisions, the Saskatchewan Teachers' Federation, Saskatchewan School Boards Association, Saskatchewan League of Educational Administrators and Superintendents, and Inclusion Saskatchewan. It includes:

- a definition for inclusive education;
- an overview of student support in Saskatchewan schools;
- key principles and core beliefs that describe the culture and environment of inclusive education in schools, classrooms and other learning spaces;
- conditions that support inclusive education; and,
- appendices.

The ministry recognizes that school staff members work hard to create inclusive learning environments where students and their families feel safe and welcomed, and that due to the complexity of some situations, meeting all the conditions provided in this document may not be attainable in the case of every student. School divisions and school staff are ultimately in the best position for making decisions to address the needs of their students, including decisions regarding resources, programming, interventions and supports for students.

Vision

The Ministry of Education supports the belief, attitude and approach of inclusion for meeting the needs of all individuals. Inclusive education creates environments where students feel accepted, valued, confident and safe to engage in learning, and where collaborative teams are committed to a shared vision to support students in reaching their full potential.

A strong commitment and shared vision are important components of successful inclusive education. Inclusive educational practices are part of the everyday work of the school community to create intentional and responsive educational experiences in classrooms.

Supporting the philosophy and beliefs of inclusion is the responsibility of all levels of leadership. Senior and school-based administrators play a critical role in creating a vision that provides a foundation of attitudes, beliefs and approaches for inclusive educational practices and experiences in schools and classrooms. The vision guides the development of environments that focus on communication, interaction and relationship-building for authentic inclusive school communities.

Within a foundational vision of inclusive education, teachers are supported to create learning environments that value diversity. At times, learning experiences could involve specialized services or settings for gradual development towards inclusion. Students, parents/guardians, senior and school-based administrators, teachers, educational assistants, supporting professionals, human service agencies, community members and community organizations form collaborative teams, at various levels and configuration, to support student success within inclusive environments.

Defining Inclusive Education

Inclusion, as defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005) is described "as *a process* of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and community, and reducing exclusion within and from education" (as cited in Stegemann & Aucoin, p. 2).

In Saskatchewan "inclusive education" is used to describe education for students with diverse backgrounds who may or may not require additional supports or may or may not have a diagnosis. 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.*"

When inclusive education is viewed as *a process* of addressing and responding to the diversity of needs, educators can make decisions and provide supports so that all students can "reach their fullest potential and grow up to be independent and healthy individuals, capable of contributing to society in their own unique way" (Stegemann & Aucoin, 2018, p. 3). Ultimately,

the goal of inclusive education is to reduce exclusion by eliminating barriers to school success in one's home school and enhancing participation and sense of belonging in one's community.

> *Research and statistics, along with stories and experiences, confirm that lifelong patterns of inclusion begin in our local schools. Students who are excluded from school are more likely to experience exclusion throughout their lives. On the other hand, students who are included in school are more likely to be connected to their community and have meaningful relationships beyond their immediate family, get jobs and be engaged in their community.*
>
> (Laurin-Bowie, 2016)

Student Support

The ministry is guided by a *Student First* approach in which students' strengths, abilities, interests and needs are central to inclusive educational experiences for learning (see Appendix A). Inclusive opportunities promote increased understanding and acceptance of diversity within the classroom, school and the community.

The ministry promotes inclusive beliefs, values and practices for meeting student needs and believes that student support is best delivered through a needs-based approach that puts the student front and centre (see *Actualizing a Needs-Based Model)*. This approach unifies and re-orients supports to nurture independence and promote the development of personal empowerment and self-determination. Supports will decrease as the student's independence and personal empowerment increase.

Inclusive education becomes a reality when supported by strong collaborative teams at the division, school and classroom level. Collaboration has become an integral part of today's school culture. Collaboration encompasses an interactive process, where there is a genuine shared ownership for decision-making. Collaborative team members work with families to identify student strengths and needs, develop plans, share expertise and perspectives, coordinate and implement services, and provide each other with support.

Student support begins with the implementation of the Adaptive Dimension. The Adaptive Dimension refers to making adjustments to four variables: learning environment, instruction, assessment and resources. These 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.

Adaptive Dimension		
All Curricula, Courses and Programs		
Whole Class	**Targeted/Group**	**Individual**
Teachers use formal and informal assessments to make initial decisions concerning the needs of all learners in the class. Some students may not require adaptations, while other students may require adaptations to one or more of the four variables to support learning.	Ongoing, subsequent assessment leads to further adjustments for improved student learning. Flexible targeted/group approaches are identified and implemented based on student need in any given subject area.	Through an informed decision-making process, based on assessment, adaptations are identified to enrich, extend, reinforce or teach differentially in order for individual students to meet curricular outcomes.
Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved.		

Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success by reducing or eliminating barriers to learning. However, some students will require additional supports beyond the Adaptive Dimension to meet their individual needs and achieve their potential.

Students who require additional supports have their needs met at the classroom or school level through targeted/group approaches or individualized plans developed by the collaborative school team (see *Inclusion and Intervention Plan Guidelines*). In addition, secondary students who require additional supports are provided with courses and/or programming options based on individual strengths, abilities, interests, needs and goals (see provincial core curriculum, *Locally Modified Courses*, *Locally Developed Courses*, *Alternative Education Programs* and *Functional Integrated Programs*).

All teachers have an important role in student support. Teachers take into consideration the reports and recommendations from division and school-based collaborative teams and work together to make plans to support the diverse range of learning needs found in a school. In inclusive schools, teachers recognize and acknowledge the expertise and experience of other professionals, staff and community members and look for ways to incorporate their knowledge.

Student support is delivered through a needs-based approach, which prioritizes the needs of students as more important in determining programming and essential supports than are the categorical labels of diagnosed disabilities. Within a needs-based approach, all students have access to individualized, flexible and responsive supports to meet their potential. Student progress is continuously monitored and supports are adjusted accordingly to reflect changing strengths, abilities, interests and needs.

Three key principles form the framework for a <u>needs-based service delivery model</u>:

- inclusionary philosophy and beliefs;
- planning for instruction, interventions and supports; and,
- inter-professional collaboration.

Key Principles of a Needs-Based Service Delivery Model
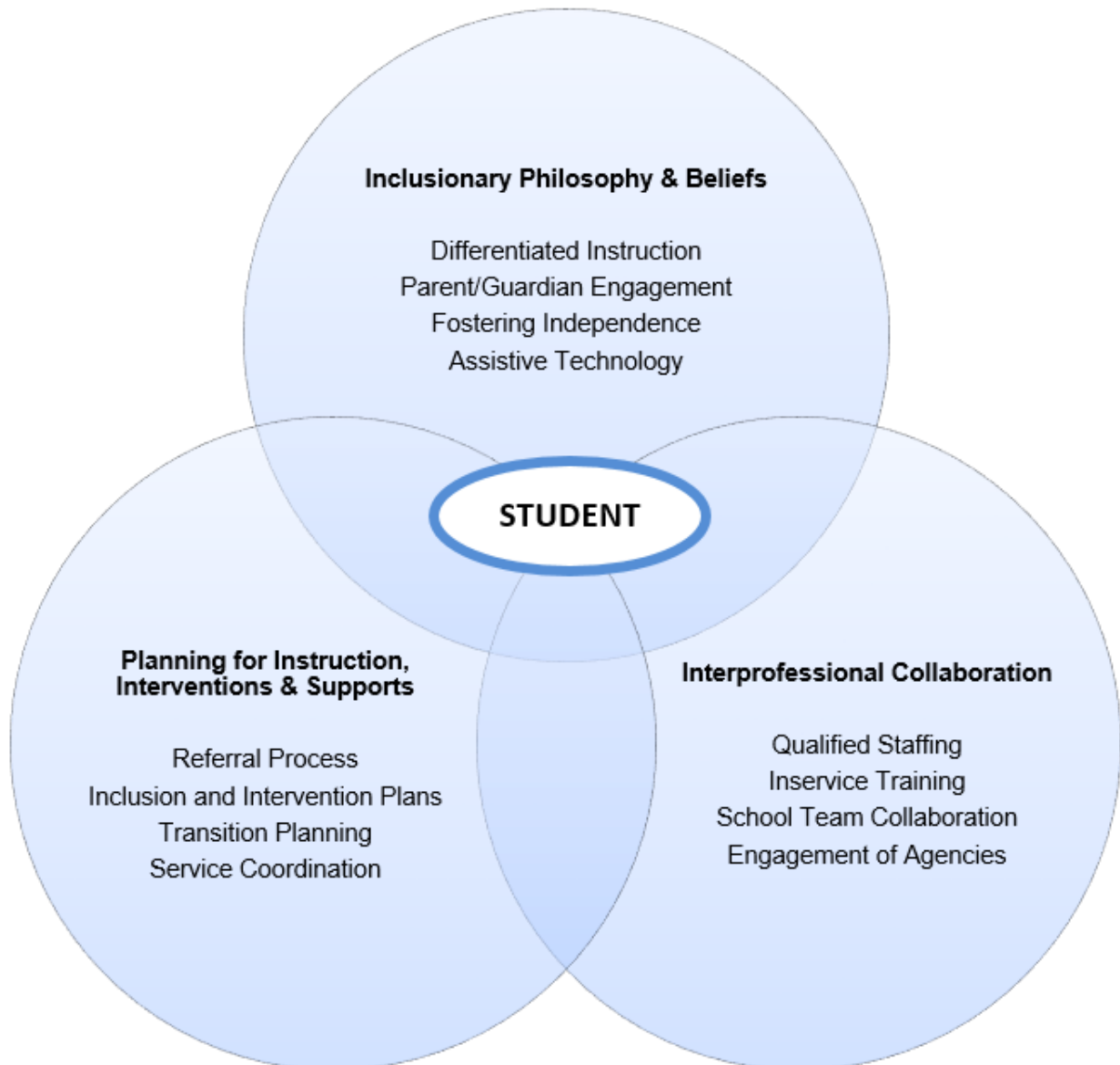
The key principles from *Actualizing a Needs-Based Model* (2015) underlie and provide a framework for the core beliefs that describe the culture and environment of inclusive education in schools, classrooms and other learning spaces.

Key Principles and Core Beliefs of Inclusive Education

Inclusionary Philosophy and Beliefs

- All students and families are welcomed and respected.
- All students have opportunities to experience positive interpersonal interactions that support the development of authentic relationships.
- All students have access to activities that promote positive self-esteem, engagement and a sense of belonging.
- Individual interests, backgrounds, life experiences and identities are valued.
- Schools engage parents/guardians in meaningful ways (e.g., parents/guardians are provided ways to support their child's learning and development).
- Curricula are used as the starting point for developing and implementing adaptations to support student learning. This may include referring to previous grade-level curricula to support individualized learning needs.
- Differentiated instruction is used, including multi-level instructional approaches, so all learners in a classroom can participate and are engaged (see *Responsive Instruction: Classroom level Supports: Module 1 - Multi-Level Instruction - Planning for Student Diversity*).
- Learning opportunities are provided that are:
  - challenging;
  - engaging;
  - culturally and linguistically affirming and responsive;
  - developmentally fitting; and,
  - age appropriate.
- Barriers to learning are reduced or eliminated by:
  - providing access to appropriate learning opportunities and resources (see *The Adaptive Dimension for Saskatchewan K-12 Students*;
  - identifying and implementing supports (including technology) to optimize student learning; and,
  - supporting the development and attainment of competencies and independence.
- School, classroom, common learning areas and other learning spaces: provide emotionally safe environments; acknowledge the cultures, languages and backgrounds of students and families; and incorporate physical adaptations as necessary.

> *Learning environments in which all students learn with their peers teaches students to value diversity and lays the foundation for inclusive communities. Interaction among students with different needs, abilities and backgrounds provides a cornerstone for inclusion. Inclusive education promotes positive relationships and sets an expectation that inclusion is the norm. Students learn to understand differences, including disability, as part of human diversity and to put in place the conditions for inclusion.*
>
> (Laurin-Bowie, 2016).

Planning for Instruction, Interventions and Supports

- All students receive appropriate, high quality assessment and instruction that is based on their strengths, abilities, interests and needs (see Appendix A).
- Students are involved in an appropriate manner in the decision-making process related to achieving their outcomes.
- Parents/guardians share their knowledge of their child's strengths, abilities, interests and needs and, as appropriate, become contributing members of collaborative school teams.
- Teachers make adjustments to the following variables, thus making learning meaningful and appropriate for all learners in the class: learning environment, instruction, assessment and resources (see *The Adaptive Dimension for Saskatchewan K-12 Students* and Appendix B).
- School divisions have pre-referral and referral processes and procedures in place. School staffs are aware of and implement school division processes and procedures (see *Accessing Professional Supports: Saskatchewan Guidelines for School Division Professional Services*).
- Student support services teachers and/or other collaborative team members work directly with classroom teachers to plan for and/or provide flexible supports to address individualized student need and support the implementation of Inclusion and Intervention Plans (see *Inclusive Education: A Guide for Student Support Services Teachers: Module 3 - Instructional Support - Engaging Students and Classroom Teachers* and *Inclusion and Intervention Plan Guidelines*).

Inter-professional Collaboration

- Inter-professional members collaborate and provide support to classroom teachers when planning for individualized student need. Team members may include the student, as appropriate, parents/guardians, student support teachers, school division professionals, outside agencies and community members such as Elders (see *Accessing Professional Supports: Saskatchewan Guidelines for School Division Professional Services*).
- Collaborative and supportive approaches are used for solution-focused problem solving, sharing ideas, decision-making and the coordination, implementation and monitoring of supports and transition planning.
- Collaborative team members:
  - cooperate, clearly communicate and engage in joint decision-making towards a consensus for the creation of a plan to support and promote positive, inclusive and engaging educational experiences;
  - invest in collaborative relationships and professional growth, while supporting each other in the achievement of common goals; and,

> Inclusive education involves "… intentional individual and collective action to facilitate and strengthen commitment to inclusion, and to support effective practices at multiple levels."
>
> (Lyons, Thompson & Timmons, 2016, p. 894)

- o if required, use information to generate recommendations that contribute to decision-making for the implementation of plans to support individual student needs (see *Inclusion and Intervention Plan Guidelines*).

Conditions for Inclusive Education

Meeting the needs of all Saskatchewan students is a shared responsibility among key stakeholders. An inclusive education system is grounded in providing necessary education support services structured in the school division and school to support parents/guardians and classroom teacher(s) in meeting the needs of students (Carr, 2016). The following section describes conditions that support the actualization of inclusive processes and practices in school divisions, schools and classrooms.

The Ministry of Education provides support to the provincial sector to foster the learning success and well-being of students in inclusive school environments by:

- collaborating with education sector partners to determine provincial direction by sharing knowledge, perspective and experience;
- ensuring newly developed documents and policies reflect the ministry's inclusionary vision;
- providing resources for school division use that support student diversity and targeted learning needs (see key resources p.1);
- sharing the ministry's position regarding inclusive education through provincial webinars and meetings with the sector, other ministries and post-secondary institutions; and,
- delivering workshops and webinars for school and school division staff that promote inclusive practices and procedures as outlined in ministry documents and policy.

School divisions are prepared to support the needs of diverse and at-risk students. School divisions:

- use Supports for Learning (SFL) funding for students requiring additional supports. These supports reflect a comprehensive array of services for students, such as supporting professionals (e.g., psychologists, speech and language pathologists, supporting teachers, etc.) and other supports (e.g., educational assistants, assistive technology, etc.);
- provide school teams time to plan for the needs of diverse and at-risk students, including students with varying cultural, socio-economic, linguistic and learning needs, to benefit fully from their education in order to reach their potential;
- provide opportunities to classroom teachers to learn about and build capacity to support the needs of diverse and at-risk students, including students requiring intensive supports , EAL learners, First Nation and Métis students and students who are gender and/or sexually diverse (see key resources p.1 and *Inclusive Education: A Guide for Student Support Services Teachers: Module 3 - Instructional Support - Engaging Students and Classroom Teachers*);
- act on the principles of universal design in the building of new school facilities, when remodelling, furnishing schools and purchasing resources. The goal is to create buildings

and learning environments that can be accessed by all students and their families and are flexible enough to meet the needs of all students without additional adaptations;

- create administrative procedures or policies that guide inclusive practices (see key resources p.1); and,
- communicate to parents/guardians information that describes procedures or policies that guide inclusive practices. Information may include outlining responsibilities of the school, teacher, support staff, parents/guardians, student and, if applicable, the conditions of utilizing learning spaces outside the classroom or common learning area (see Appendix C).

Student support teams, which include administrators, understand that the needs of students change and provide flexible support systems. Student support teams:

- reach out and explore ways to authentically engage all parents/guardians in conversations regarding the needs of their children;
- use student assessment and planning information (e.g., formal/informal assessments, progress reports, anecdotal notes, Inclusion and Intervention Plans) and updated medical information to monitor and evaluate student progress and respond with appropriate and timely supports;
- prioritize support in their school based on students' changing needs. Student support teams plan ways to address the needs of students by determining and prioritizing the allocation of available school-level supports and involve classroom teachers when discussions involve their classroom or students (see _Inclusive Education: A Guide for School - Based Leaders: Module 1 - School-Wide Planning - Making Supports and Services a Priority);_
- collaborate with classroom teachers to monitor and evaluate the impact of supports and interventions in individual classrooms and across the whole school (see _Actualizing a Needs-Based Model_, _The Adaptive Dimension for Saskatchewan K-12 Students_ and _Inclusive Education: A Guide for Classroom Teachers: Module 2 - Fostering Inclusion - Understanding the Classroom Teacher's Role_);
- provide flexible, collaborative support to classroom teachers and students, and provide opportunities for supporting teachers to share knowledge in their area(s) of specialization e.g., special education, inclusive education, EAL, First Nations and Métis education, literacy, numeracy, etc. (see _The Adaptive Dimension for Saskatchewan K-12 Students_ and _Inclusive Education: A Guide for Student Support Services Teachers: Module 3 - Instructional Support - Engaging Students and Classroom Teachers_);
- provide parents/guardians with practical strategies to strengthen student learning and well-being;
- advocate for an inclusive approach that is supported by school division leadership, practices and policies, among parents/guardians, teachers, students, staff members and community; and,
- are aware of and can direct families to community supports.

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

- understand their role in student support and see themselves as valued members of school teams;
- are provided ongoing professional development opportunities, including working collaboratively with supporting teachers, to strengthen their capacity to support student diversity and learning (see Appendix D). They understand how to:
  - o use formative assessments to provide instruction according to students' current level of performance;
  - o infuse culturally responsive instruction and culturally relevant resources;
  - o use the curriculum, the Adaptive Dimension and choose adaptations that support students' social, emotional, behavioural, physical and academic interests, strengths and needs (see Appendix B); and,
  - o implement and evaluate the effectiveness of adaptations as well as share relevant data with school team members;
- are provided 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 (see Appendix E); and,
- are provided opportunities to work collaboratively with school team members to plan, teach and provide supports to meet targeted/group and individual needs (see *The Adaptive Dimension for Saskatchewan K-12 Students* and *Inclusive Education: A Guide for Classroom Teachers: Module 2:- Fostering Inclusion - Understanding the Classroom Teacher's Role*).

Parents/Guardians support the concept of inclusion, understand how supports are provided and are actively involved in the decision-making process. Parents/Guardians:

- attend meetings that involve their child;
- participate in goal setting, program and transition planning;
- as appropriate, share relevant information to supporting team members regarding the social, cultural, linguistic, emotional and behavioural, physical, and/or academic strengths and needs of their child;
- initiate communication with the teacher or school if a concern arises;
- support educators and educational leaders as partners;
- understand and can navigate the inclusive education system, including understanding the role of community and outside agency supports; and,
- if applicable, work with health-care professionals, boards of education and school divisions to develop, implement and revise accommodation plans to meet a student's individual needs (see *Duty to Accommodate Students: A Guide for Saskatchewan Board of Education*, 2016).

Students are involved in their learning. Students, when appropriate:

- attend school and actively engage in their learning;
- are included and actively participate in conversations about their ways of learning, strengths, interests and needs;
- work with teachers to set goals aimed at personal growth and development; recognize when they are learning and/or have met a goal;
- work with teachers and other staff to communicate when they need help or support(s);
- work with teachers to identify and reduce barriers to learning;
- are involved in decisions regarding adaptations and provide ongoing feedback as to the effectiveness of adaptations; and,
- take part in collaborative team meetings.

Inclusive schools are a natural part of inclusive society. According to Hutchinson (2017), in Canada, if we choose to teach, we are choosing to teach in inclusive schools. Meeting the needs of all Saskatchewan children and youth is a responsibility shared by parents/guardians, teachers, community members and government. Inclusive education lays the foundation for students to grow into caring adults who understand that everyone has the right to learn, live and work in an environment where they feel valued, safe and respected. Providing students with the opportunity to learn how to be part of a diverse community is an important responsibility of public education.

Special Thanks

The Ministry of Education acknowledges the many sector partners across the province who have provided input on *Inclusive Education (2017)* and/or *Inclusive Education (2021)*. Their thoughtful review and constructive feedback was essential to the development of this document. Special thanks are extended to:

- First Nations University of Canada
- Inclusion Saskatchewan
- Parents/Guardians
- Student Support Services Teams
- Student Support Coordinators and Supervisors
- Saskatchewan Teachers' Federation
- Saskatchewan School Boards Association
- Saskatchewan League of Educational Administrators and Superintendents
- Teachers
- University of Regina
- University of Saskatchewan

Appendix A

Any application of the Adaptive Dimension includes a holistic understanding of the learner. Through the application of the Adaptive Dimension, teachers provide opportunities for students to recognize what they require as learners and to express what they need to maximize their learning. The following are important aspects to consider when responding to the strengths and needs of students:

Learning Profile	A learning profile represents how a student learns, and is shaped by the student's learning style, multiple intelligence preferences, gender and culture. Learning profiles are dynamic and change as students respond to experiences. The teacher must exercise professional decision-making to determine which adaptation to the variables, if any, are required to help students maximize their learning potential (Tomlinson, 1999). A learning profile provides information from the student's perspective and supports the teacher in knowing about the learner.
Cognitive Development	Students of the same chronological age in the same classroom may be at quite different stages of development in terms of their capacity to interact with curriculum and to benefit from specific instructional strategies. It is important that teachers know what types of learning tasks are appropriate for different levels of cognitive development in order to make the necessary adjustments in the learning experience.
Interests	Students' interests should be one of the major forces behind learning in the classroom. It is the teacher's responsibility to become familiar with the individual interests and abilities of each student and to use that knowledge to make the appropriate adaptations. By doing so, the teacher encourages students to explore and expand their interests and abilities in a variety of ways.
Physical Development	A clear understanding of the kinds of physical factors affecting students' abilities to learn, and a willingness to adapt the variables to accommodate differences in physical development, is critical to effective teaching. Large muscle and small muscle development, visual-motor coordination and development of spatial relations are just a few of the factors in students' physical development that have important implications for the students' success.
Social and Emotional Development	The social and emotional development of students must be taken into consideration when the teacher is observing students and planning the type and extent of adaptations required to support student learning. In addition to knowing about typical social and emotional development in children, the teacher must also consider such things as social and cultural factors, family constructs, home environment and the experiential background of the student that might create atypical patterns of development.
Self-Concept	It is essential for the teacher to recognize the importance of self-concept as a critical factor in the social, emotional and academic development of students. Teachers should structure learning experiences in the classroom in a manner that will help students to develop positive perceptions of themselves as individuals and as competent learners.

The Adaptive Dimension for Saskatchewan K-12 students. p.6.

Appendix B

The Adaptive Dimension is tailored to meet individual student needs. The extent and the duration of adaptation will not be uniform for all students. It also follows that not every student will require adaptations in all learning situations. 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.

Choosing Adaptations	
Identify the strengths and needs of the learners in your classroom.	- Review students' cumulative files. - Identify current social, emotional and behavioural, physical, and/or academic strengths and needs. - Consult with parents/guardians and/or school staff if you need more information.
Create a learning environment that supports your learners.	- Consider whether the learning environment supports your students: - socially, emotionally and behaviourally (e.g., length of time for instruction or information sharing, groupings, positive role models, number of transitions); - physically (e.g., placement of furniture, equipment, materials); and, - academically (e.g., instructional materials, assessments, expectations).
Choose adaptations that support social, emotional, behavioural, physical and academic strengths and needs.	- Choose adaptations that are age appropriate, manageable and have demonstrated effectiveness. - Consider whether the adaptations will benefit one, many or all students. - Reflect critically on the adaptations and consider them from many perspectives (teacher, student, peers, and parents/guardians). Consider whether there might be any unintended consequences. - Identify potential mismatches (e.g., demands of curriculum or instructional approaches do not match student strengths) and identify ways to eliminate them. - Use bypass strategies (Hutchinson, 2017) when differentiating for students to access, practise or demonstrate learning of the curriculum by working around a difficulty. Examples of bypass strategies include using a calculator, text to speech/speech to text software, braille, audio books or spell check (note: bypass strategies should not replace instruction or remediation).
Implement and evaluate adaptations.	- Provide enough time for the adaptations to be effective. - Evaluate effectiveness (e.g., is there evidence of growth in student learning and/or increase in student engagement as a result of the adaptations?).
Record adaptations.	Record adaptations that support whole group, targeted group and/or individual needs.

Inclusive Education: A Guide for Classroom Teachers Module 2: Fostering Inclusion – Understanding the Classroom's Teacher's Role. p.4

Appendix C

The Ministry of Education promotes practices of inclusion that include all students being educated with their peers in their home communities. The ministry also recognizes that some students may require additional educational programs, services, interventions, and settings at various points in their schooling to meet their unique strengths and needs. School systems need to demonstrate that other means of support have been used extensively before providing support outside of a common learning area such as the classroom. The process must be justified, documented and include a plan for gradual development towards inclusion and a return to a common learning area.

Learning Spaces Outside the Classroom or Common Learning Area

Under the direction of the division office, school division collaborative teams:
 	
• anticipate learning spaces outside the classroom or common learning area to support the development of skills and/or behaviours that reduce barriers to learning for the student and increase opportunities to optimize learning in inclusive school settings;
 	
• only consider learning spaces outside the classroom or common learning area when it has been clearly demonstrated that the student's needs cannot be effectively met in a regular classroom setting despite all reasonable efforts. This includes:
  o identifying individualized student need through appropriate assessment;
  o demonstrating that the Adaptive Dimension and responsive instruction, interventions and supports have been used extensively; and,
  o restrictions made by a qualified or certified practitioner (i.e., registered psychologist, physician, psychiatrist);
 	
• consult with parents/guardians and the student, as appropriate, when developing a plan to use a learning space outside the classroom or common learning area. The plan may include:
  o identifying implications of using a learning space outside the classroom or common learning area;
  o the student's individualized plan strategies;
  o participation in the classroom or common learning area in a way that meets the needs of the student and their peers; and,
  o goals or conditions for gradual development towards inclusion (see *Actualizing a Needs-Based Model, Inclusive Education and Inclusion and Intervention Plan Guidelines*).

Appendix D

The ministry has created *Supporting All Learners* modules, which are intended to support teachers to implement responsive instructional practices that support student learning in reading, writing and mathematics at the classroom and targeted/group level.

Classroom Level Supports:

Module 2 - Reading Instruction: Critical Elements
Module 3 - Instruction in Mathematics: Effective Instructional Practices
Module 3 - Written Expression: Effective Instructional Approaches

Targeted/Group Approaches:

Module 1 - Targeting Reading Instruction: Knowing Our Learners
Module 2 - Targeting Mathematics Instruction: Knowing Our Learners
Module 3 - Targeting Written Expressive Instruction

To access the modules, go to the menu on the left side of the *Supporting All Learners* homepage and click on Responsive Instruction Modules: Classroom Level Supports and Responsive Instruction: Targeted/Group Approaches.

Intensive Supports Categories

Blind or Visual Impairment: Measured loss of central visual acuity that is 20/70 or less in the better eye with proper correction; or field of vision is not greater than 20 degrees at the widest diameter.
Deaf or Hard of Hearing: Hearing loss greater than 34 decibels in the better ear; or a unilateral hearing loss which is 50 decibels or more; and, a significant delay in speech and language.
Intellectual Disability*: A disorder that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains. Also referred to as Intellectual Developmental Disorder.
Bipolar, Depressive, Anxiety or Related Disorders*: Includes Selective Mutism, Obsessive-Compulsive Disorder, Psychotic Disorders, etc.
Orthopaedic Disability: Mobility is significantly impacted; limitations are documented in self-care (e.g., feeding, dressing, toileting), and specialized transportation is required.
Autism Spectrum Disorder*: Includes the previously diagnosed Asperger's Syndrome and Pervasive Developmental Disorder. Also includes Autism Spectrum Disorder associated with a known medical or genetic condition (e.g., Rett's Disorder, Childhood Disintegrative Disorder) or environmental factor (lead paint exposure, acquired brain injury).
Physical Health Impairment: School attendance is limited for at least three months secondary to physical health issues, or supervision is required to ensure health and safety with personal care (e.g. managing medications, provision of medical procedures).
Neurodevelopmental Disorder (associated with prenatal substance exposure)*: Includes Fetal Alcohol Spectrum Disorder (FASD), related disorders or documentation of prenatal exposure to substances.
Substance-related and Addictive Disorders*: Substance use or a substance induced disorder.
Other: Diagnosed condition.
Other: Undiagnosed condition.

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