

# What are Inclusive Education Services?

**Inclusive Education Services** are the supports provided to students who require academic or social-emotional learning support, or who have medical or mobility difficulties. There are two aspects to this service.

**Inclusive Support:** Students may receive support for either academic or social-emotional challenges. It takes place both in and outside the classroom, sometimes in small groups, or sometimes individually. This support is provided by a variety of individuals at your child's school.

**Assessment:** In addition to classroom-based assessments, the school team may complete standardized testing, to get a clearer picture of a student's learning or behavioural needs. School staff complete assessments related to educational programming, but are not able to make medical diagnoses. Successful supports and interventions for students are implemented without the need for a more formal assessment to occur.

A great deal can be learned about a student through thoughtful observation and classroom assessment. More formal achievement or cognitive assessment are completed when the school team has exhausted the known recommendations and are seeking additional information to inform subsequent interventions.

School teams regularly collaborate with outside supports, such as medical doctors or counsellors and welcome opportunities to connect with others caring for our learners.

## Funding for Services

Funds used to support students with additional needs come from a number of sources. The Ministry of Education provides per-student funding for the school district. This is supplemented by the Special Needs Grant, which is generated through the designation of students in special needs categories, as well as portions of special purpose funds/grants, as well as locally sourced revenue (e.g. International Student Revenue).

These monies allow the district to support a variety of supports and services for students, including: Specialist Teachers, Counsellors, Education Assistants, Speech and Language Services, School Psychologists, district inclusion specialists, as well as assessments and other educational resources.

The school district works with school teams to identify students with unique and additional needs. The support and intervention a student receives is determined by the school team, in collaboration with their family.

School administrators work hard to balance the needs of individual students with the needs of the school overall, and assistance may be provided for students with and without a formal ministry designation. The amount of support an individual student receives is based on their individual needs. Designation in a particular category does not result in a specific number of support hours being assigned to that student.

We are always working to balance support with fostering independence, to ensure that all of our students are safe, supported and learning.

# Who is on the Inclusive Ed Team?

The Inclusive Education Team is the group of specialists who collaborate with classroom teachers and families to establish and monitor the interventions, goals and strategies being put in place to help your child be safe and successful at school. For some learners, this also involves the creation of an Individualized Education Plan or other supportive plan.

**An Inclusion Support Teacher** works with classroom teachers to provide support for students and co-ordinates support plans.

**Education Assistants** are assigned to learning environments and provide individual support to a variety of students.

**School Counsellors** facilitate social-emotional learning and behavioural support to support their safe and successful participation at school. Where a student is presenting with a need requiring more intensive, individualized support, they are referred to a community-based clinical counsellor.

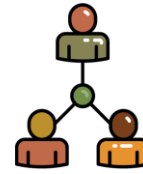
**Additional support** from a Speech Language Pathologist, English Language Learning Teacher, School Psychologist, or Child, Youth & Family Support Worker, may also be recommended.

**District support** is also available for students with hearing and visual impairments; and for students who require support from an occupational therapist or physiotherapist.

**Referrals** for these services are made through the classroom teacher to the School-Based Team.

The **School Based Team** is the school committee that works to determine the supports and interventions for individual students. Any child in the school can be referred to the SBT, through the classroom teacher.

The SBT consists of: a chairperson (one of the support teachers at the school), a school administrator, the school counsellor, a speech and language pathologist (at elementary schools), and the classroom teacher who initiated the referral. Other staff, such as the school psychologist, are included if they are regularly part of the student's experience at the school.



## Referral Pathway

