

Milo Community School believes all students have learning potential and a teacher's critical role and privilege is to design the learning in such a way for students to discover and realize their acquired knowledge, skills and optimal potential.

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. **Inclusion is a way of thinking and acting that demonstrates universal acceptance** of, and belonging for, all children and students.

To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.

WHAT IS INCLUSION?

Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

PRINCIPLES OF INCLUSIVE EDUCATION

The following six principles are key to achieving Alberta's vision for an inclusive education system. These principles can guide and inform value-based and learner-centred decisions related to policies, practices and actions at every level of Alberta's education system.

1. **Anticipate, value and support diversity and learner differences** - Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.
2. **High expectations for all learners** - Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.
3. **Understand learners' strengths and needs** - Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.
4. **Reduce barriers within learning environments** - All education partners work together to identify and reduce barriers within the curriculum, the learning

environment and/or instruction that are interfering with students' ability to be successful learners and to participate in the school community.

5. **Capacity building** - School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.
6. **Shared responsibility** - All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.

INCLUSIVE EDUCATION

Every learner has unique needs. Some learners have profound and ongoing needs and others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments that can adapt to the changing needs of learners. For some learners, the most responsive and flexible learning environment may include:

- a specialized classroom or setting;
- instruction and support in a grade-level classroom with same-aged peers;
- individualized instruction in smaller group settings;
- one-on-one instruction; or
- a combination of all the above.

When teachers use evidence-based instructional practices and strategies to support student engagement, it can lead to greater achievement and success for all children and students.

Flexible and responsive supports include:

- **Universal supports** - incorporated into the environment for all learners, such as flexible learning resources and technologies, differentiated instruction and positive behaviour supports
- **Targeted strategies or interventions** - for learners who need more specialized learning opportunities or access to more specialized expertise
- **Individualized supports** - that directly relate to individual learning needs such as the use of sign language interpreters, alternate and augmentative communication systems (ACC), or mental health support

Resources:

Indicators for Inclusive Schools

https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf

Inclusive Education Library

<http://www.learnalberta.ca/content/ieptLibrary/index.html>

Engaging learning for all

<http://www.engagingalllearners.ca/learning-supports/>

Supporting Every Student







<https://education.alberta.ca/collaborating-to-support-students/overview/>

UNIVERSAL DESIGN FOR LEARNING

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Why is UDL necessary?

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:

| <p>AFFECTIVE NETWORKS: THE WHY OF LEARNING</p>  <p>Engagement For purposeful, motivated learners, stimulate interest and motivation for learning.</p> | <p>RECOGNITION NETWORKS: THE WHAT OF LEARNING</p>  <p>Representation For resourceful, knowledgeable learners, present information and content in different ways.</p> | <p>STRATEGIC NETWORKS: THE HOW OF LEARNING</p>  <p>Action & Expression For strategic, goal-directed learners, differentiate the ways that students can express what they know.</p> |
|---|---|---|
|  <p>Provide Multiple Means of Engagement <i>Purposeful, motivated learners</i></p> |  <p>Provide Multiple Means of Representation <i>Resourceful, knowledgeable learners</i></p> |  <p>Provide Multiple Means of Action & Expression <i>Strategic, goal-directed learners</i></p> |
| <p>Provide options for self-regulation</p> <ul style="list-style-type: none"> + Promote expectations and beliefs that optimize motivation + Facilitate personal coping skills and strategies + Develop self-assessment and reaction | <p>Provide options for comprehension</p> <ul style="list-style-type: none"> + Activate or supply background knowledge + Highlight patterns, critical features, big ideas, and relationships + Guide information processing, visualization, and manipulation + Maximize transfer and generalization | <p>Provide options for executive functions</p> <ul style="list-style-type: none"> + Guide appropriate goal-setting + Support planning and strategy development + Enhance capacity for monitoring progress |
| <p>Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none"> + Heighten salience of goals and objectives + Vary demands and resources to optimize challenge + Foster collaboration and community + Increase mastery-oriented feedback | <p>Provide options for language, mathematical expressions, and symbols</p> <ul style="list-style-type: none"> + Clarify vocabulary and symbols + Clarify syntax and structure + Support decoding of text, mathematical notation, and symbols + Promote understanding across languages + Illustrate through multiple media | <p>Provide options for expression and communication</p> <ul style="list-style-type: none"> + Use multiple media for communication + Use multiple tools for construction and composition + Build uencies with graduated levels of support for practice and performance |
| <p>Provide options for recruiting interest</p> <ul style="list-style-type: none"> + Optimize individual choice and autonomy + Optimize relevance, value, and authenticity + Minimize threats and distractions | <p>Provide options for perception</p> <ul style="list-style-type: none"> + Offer ways of customizing the display of information + Offer alternatives for auditory information + Offer alternatives for visual information | <p>Provide options for physical action</p> <ul style="list-style-type: none"> + Vary the methods for response and navigation + Optimize access to tools and assistive technologies |

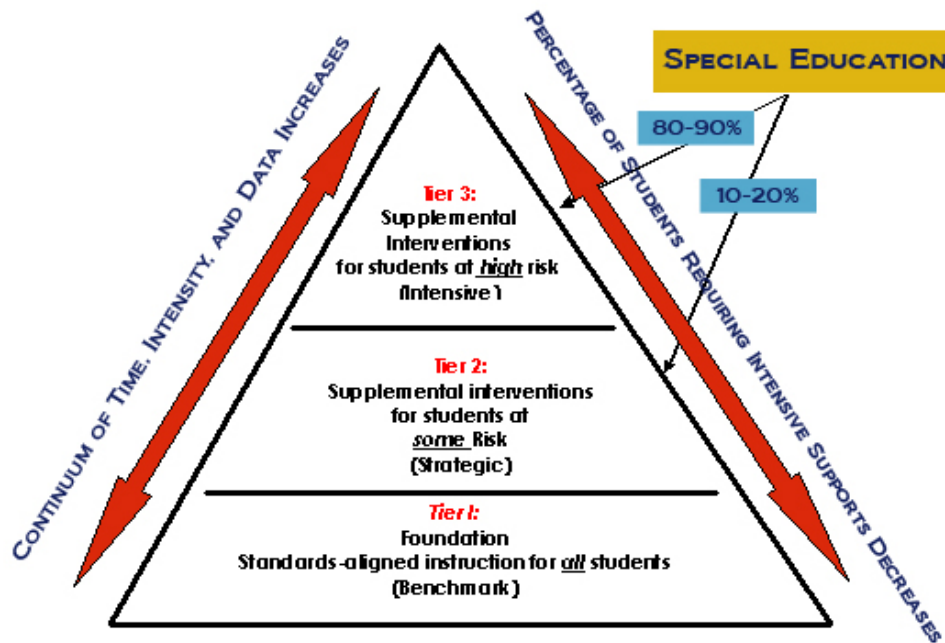
From CAST www.cast.org

Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

RESPONSE TO INTERVENTION (RTI) MODEL

Adapted from: <http://rtinetwork.org/learn>

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.



For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically based classroom instruction.** All students receive high-quality, research-based instruction in the general education classroom.
 - <http://www.literacylane.org/pdfs/Tate-Strategies.pdf>
 - <http://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber>
 - <https://teal.ed.gov/tealguide/udl>
 - <http://marylandlearninglinks.org/1026>
- **Ongoing student assessment.** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

- 56 formative assessment ideas: <https://goo.gl/aL4sRO>
- 25 Quick Formative Assessments for Intervention (Samples from the book): <http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf>
- <https://www.learner.org/workshops/socialstudies/pdf/session7/7.OngoingAssessment.pdf>
- **Tiered instruction.** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
 - TIER 1: Core Instruction
 - <http://rtinetwork.org/essential/tieredinstruction/tier1/effectiveteaching>
 - http://www.ascd.org/ASCD/pdf/books/stricklandAT2009_planning_a_tiered_activity.pdf
 - Use above ideas for high quality instruction and ongoing assessment
 - TIER 2: Group Interventions
 - Differentiated group example: http://www.diffcentral.com/examples/Tiered_LeslieN.pdf
 - TIER 3: Intensive Intervention
 - <http://rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>
 - <http://www.interventioncentral.com/>
- **Parent involvement.** Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

RTI Meetings:

Support meetings should occur two to three times per week for the first 2 weeks, two times per week for the next 2 weeks, and one time per week for the remaining 6 weeks. These initial meetings are with the teacher and additional staff, administration and specialists as needed.

The duration of support meetings ranges from 15 minutes to 30–45 minutes.

1. The student data are reviewed with the team by the teacher.
2. The intervention support person determines if any barriers to intervention implementation exist and, if they do, attempts to resolve those barriers (e.g., time, method).
3. The steps for the intervention are reviewed.

An intervention implementation log documents three aspects of the intervention integrity: the time (each day) that the student received the intervention, the program or strategy selected for the intervention, and the focus of the intervention. Download the [Intervention Documentation](#) to see an example of an intervention documentation form.

Data sources can include:

- Universal screening measures
- Progress-monitoring measures
- Classroom assessments
- Diagnostic assessments
- Districtwide assessments
- High-stakes testing (accountability) assessments

Data from different sources are used to make decisions at different levels of instruction.

The meeting is rescheduled in 6-8 weeks time to review and modify the interventions and data again.