

# Student Support Services and Inclusive Education Practices in Saskatchewan Schools

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# Session Outline

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## 01. Intro to PSSD

A few key things about Prairie Spirit School Division.

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## 02. Inclusion in SK

What does “inclusion” mean when we talk about student supports?

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## 03. Adaptations & Accommodations

How do we ensure that **all** students have equitable access to education?

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## 04. Supporting All Students

How do we make decisions about the supports that students may receive?

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## 05. Putting it All Together

Let's look at a few scenarios!

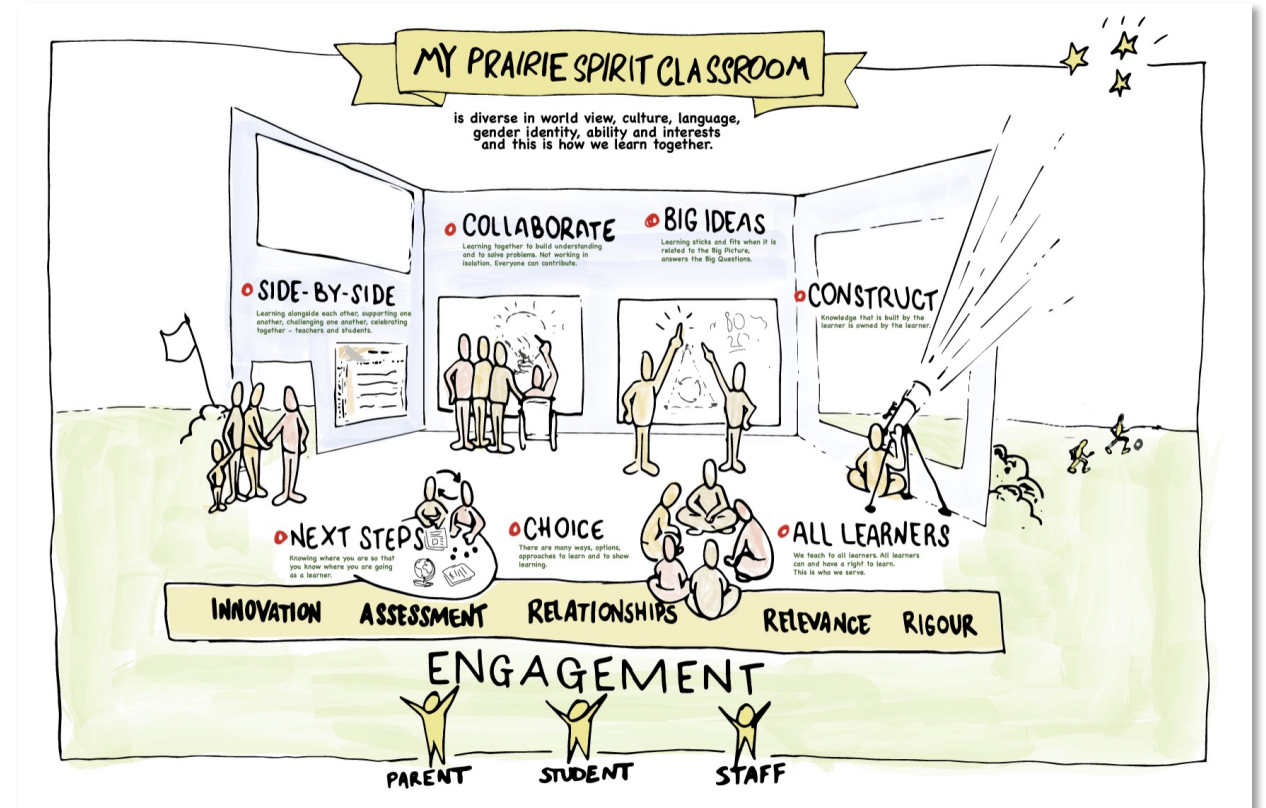


# A Brief Introduction to PSSD

“My Prairie Spirit Classroom is diverse in world view, culture, gender identity, sexual orientation, ability, and interests, and this is how we learn together.”

Our division is comprised of:

- 12,014 students
- 47 schools
- 1402 staff



“In Prairie Spirit, our students and adults learn without limits in a world of possibilities, supporting one another, challenging one another, and celebrating our learning together.

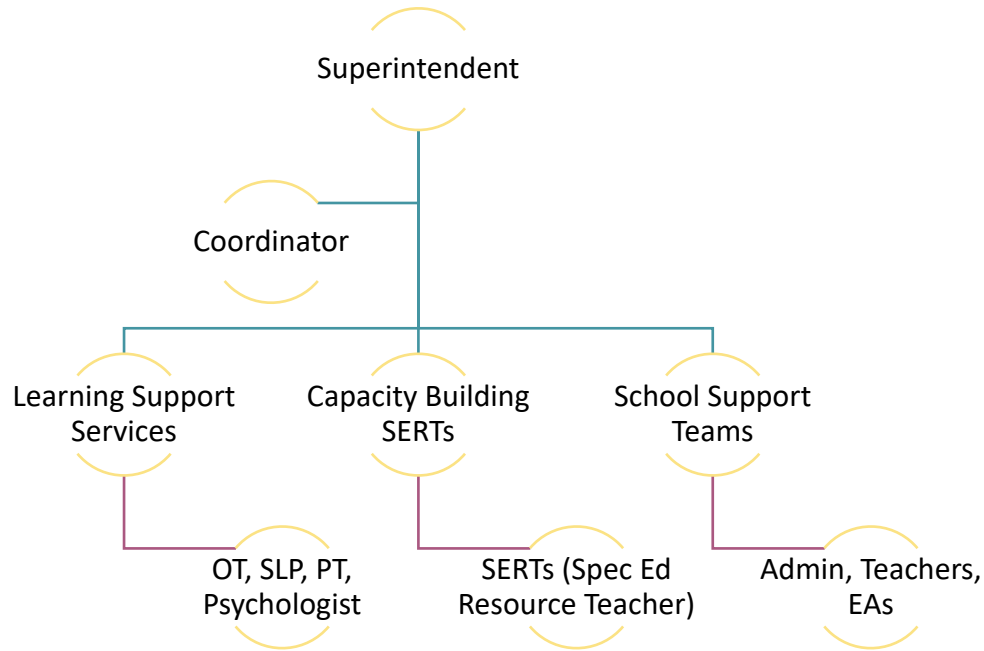
We create environments where learners are able to inquire, discover, take risks and apply their learning in the real world.

We are developing engaged citizens who demonstrate confidence, courage, empathy, and commitment in shaping positive change for the benefit of all.”

## **Prairie Spirit Learners**

- Feel accepted, confident and safe to engage in learning where individual diversity, ability, interests, backgrounds, cultures and life experiences are welcomed and valued.
- Are active and contributing participants in the classroom, school and community, where engagement and a sense of belonging are both nurtured and promoted.
- Possess intercultural understanding, empathy and mutual respect with and for Indigenous Peoples of Canada (Calls to Action 63.3).
- Achieve learning goals, regardless of gender, culture and ancestry.

# Student Support Services in PSSD



**Fay Cassidy**  
Learning Superintendent



**Mitch Luiten**  
Learning Superintendent

# Inclusive Education

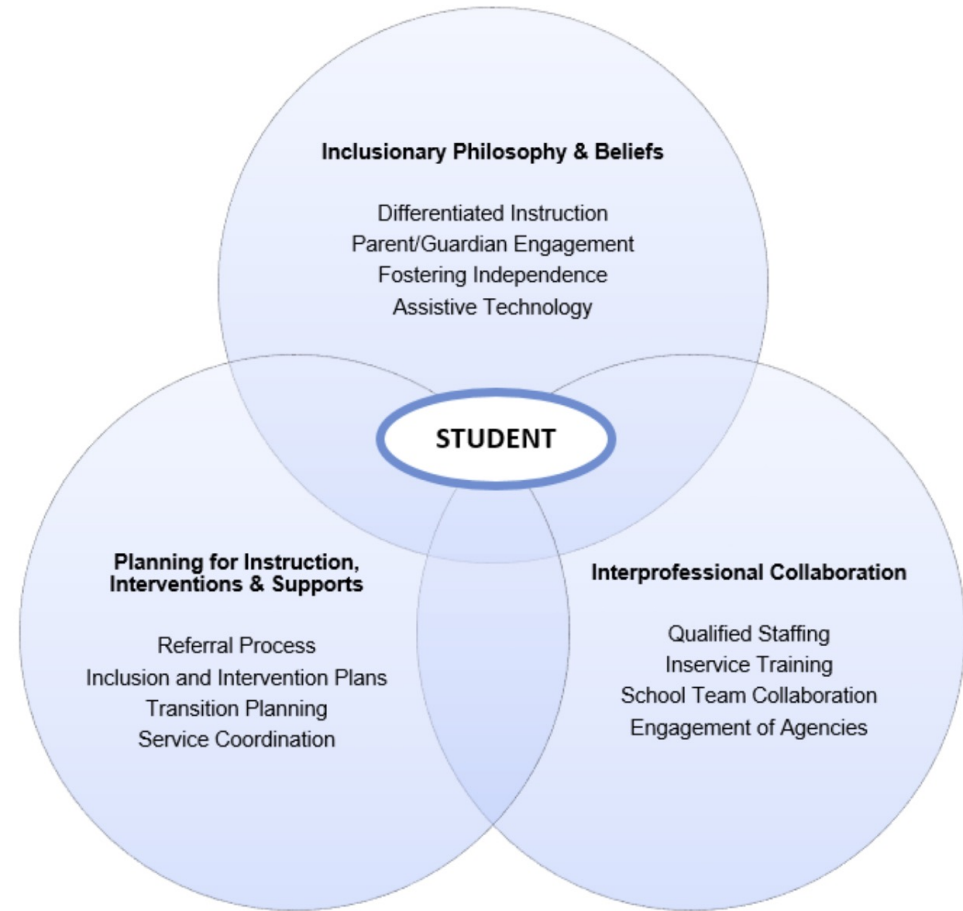
In Saskatchewan “inclusive education” is used to describe education for students with diverse backgrounds who may or may not require additional supports or may or may not have a diagnosis. The Ministry defines inclusive education as *“providing equitable treatment and appropriate, high quality education 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.”*



*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).

### Key Principles of a Needs-Based Service Delivery Model



# The Adaptive Dimension

According to *Inclusive Education*, “Classroom teachers are supported to assume responsibility for teaching all students in their classroom”.

The Adaptive Dimension allows teachers to keep an **outcome** the same, while altering the:

- Learning Environment
  - Resources
  - Instruction
  - Assessment

## The Adaptive Dimension

for Saskatchewan  
K-12 Students



2017



# The Accommodation Process

Students with complex or intensive needs may require accommodations to ensure that their learning needs are being met.

*“In general terms, the principle of accommodation requires a school division to tailor, adjust or alter the school environment so as to give equitable access to education opportunities to a student with a disability.”*



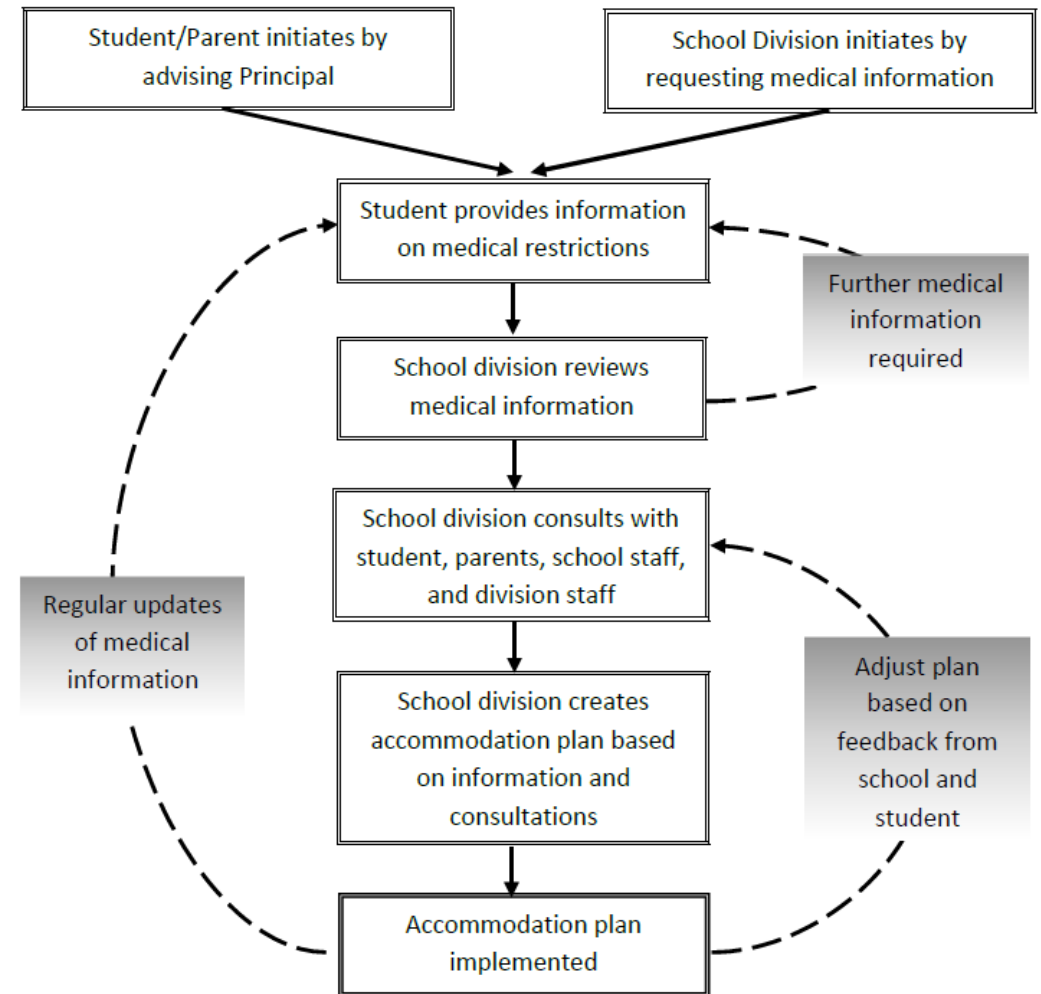
## ***Duty to Accommodate Students***

A Guide for Saskatchewan Boards of Education

Some key things to note:

- We need **medical restrictions**, not just a diagnosis.
- We typically want parents to consent to an **exchange of information**, so that we can clarify medical information.
- We **consult** with parents as part of the process.
- At the end, when we have all of the information that we need, **the professionals employed by the division** make the *Accommodation Plan* for the student.

### Process to Accommodate Student Disability



In very, very rare situations, a school division may be required to move to **undue hardship**.

“The board of education is required to make every reasonable effort, short of undue hardship, to accommodate a student who comes under a protected ground of discrimination under *The Saskatchewan Human Rights Code*.”

In protecting the rights of the student, and in the spirit of inclusive education, we do everything we can to avoid getting to this **point**.

#### Undue Hardship

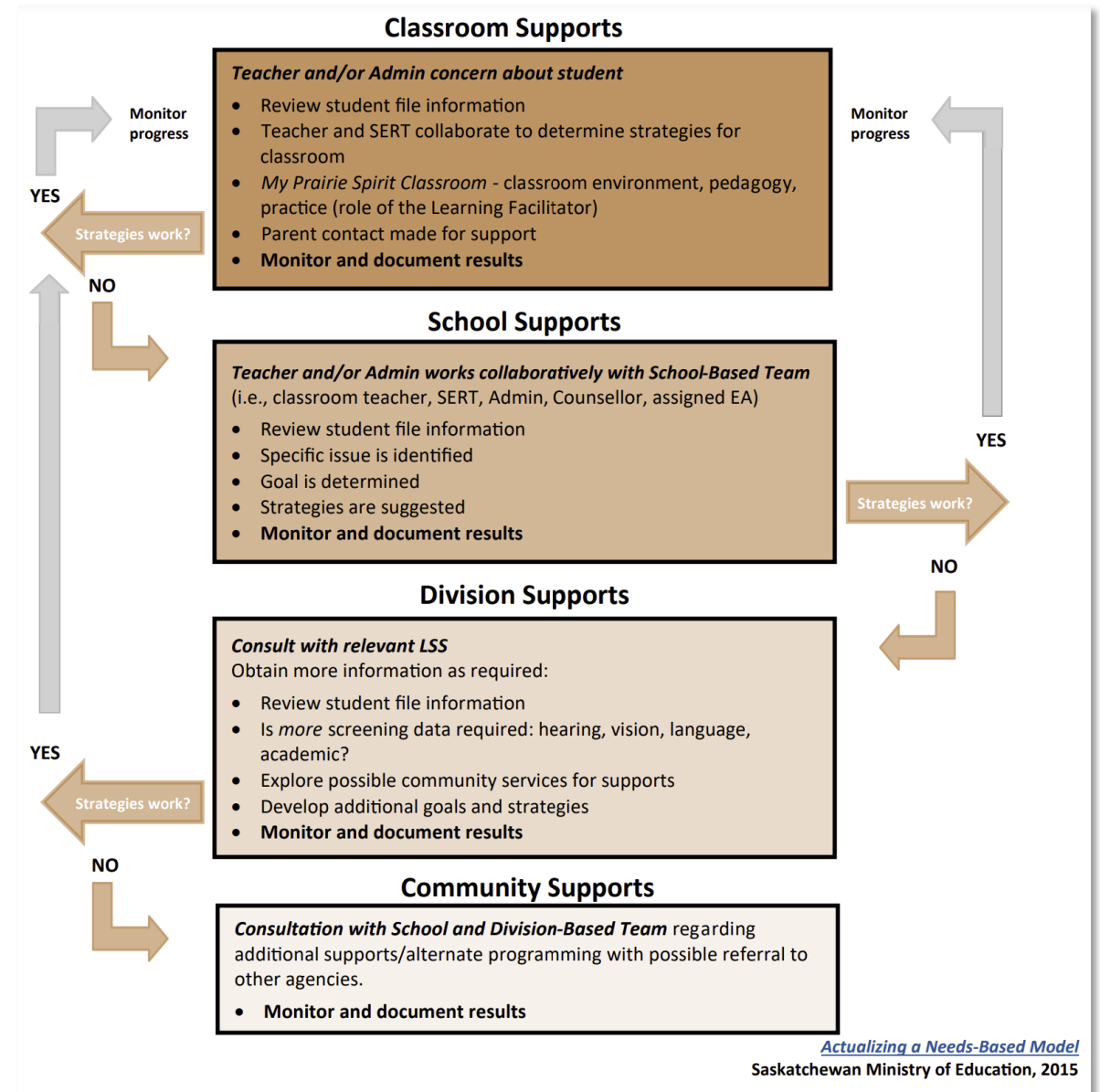
Factors that can be considered in determining whether the point of undue hardship has been reached may include:

- Financial cost to the school division.
  - Financial cost alone is not usually sufficient to show undue hardship.
  - The size and financial resources of the school division will be significant.
  - External sources of funding may limit the school division's financial capacities.
- The availability of other school placements.
- Disruption to other school division staff.
- Impact on students.
  - It is insufficient for the school division to simply allege that a possible accommodation is not “in the best interest of students”.
  - The impact on other students must be balanced with the accommodation obligation taking into account the student's obligation to cooperate.
- The student's return to school poses a real and immediate risk of relapse or aggravation.
- The nature of the student's studies.
- The number of school division staff and their interchangeability including location.
- The need to replace a staff member with special skills.
- A significantly increased workload for other school division staff

# Student Supports

In Prairie Spirit School Division, we believe that every individual has the right to feel accepted, valued, and safe. How the school promotes the moral, social, emotional, cultural, intellectual, and physical growth of all learners is central to the development of an inclusive environment.

Supports are provided for students whose needs are so severe or profound that they require adult assistance for a set amount of time over the course of a day to function in the school setting.



# Behaviour Programming

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From time to time, students behave in negative or hurtful ways because they could not consider another choice and/or they have lagging skills.

**PSSD expects that all interventions on behalf of students reflect the dignity of the individual, natural justice and a focus on forgiveness and restitution.**

Effective behaviour plans are based on the following principles:

- The problem behaviour serves a purpose.
- The need to teach an alternative or replacement skill that serves the same function.
- Examination and modification of antecedents and environmental controls as needed.

# High School Programming

Student programming in high school is determined by **ability**, as identified by a variety of assessment data.

Program options include:

- Core Curriculum (courses end in 0).
- Locally Modified Basic Course (courses end in 1).
- Alternative Education Courses (courses end in 8).
- Functional Integrated Programs (no courses).

The Adaptive Dimension is designed to assist students to meet the outcomes of all approved curricula, courses, and programs. The Adaptive Dimension for Saskatchewan K-12 Students.	Regular Education Programs	Designed and approved as individual course options	Core Curriculum 10, 20, 30	100% of core provincial curriculum outcomes.	
		Successful completion of credit requirements provides a <b>Regular Saskatchewan Grade 12 Transcript of Secondary Level Achievement</b>	Locally Modified Advanced 10A, 20A, 30A	100% of core provincial curriculum outcomes PLUS school division developed advanced outcomes.	
			Locally Modified Basic Course 11, 21, 31	At least 50% of core provincial curriculum outcomes PLUS school division developed outcomes.	
			Locally Developed Courses of Study 10L, 20L, 30L	Contains original outcomes not found in provincially developed curricula and designed to meet local needs that are not met in existing provincial courses.	
	Additional Education Programs	Alternative Education Programs	Designed and approved as individual courses.	Alternative Education Courses 18, 28 and 38	A course would contain less than 50% of Core provincial curriculum outcomes and/or school division developed outcomes appropriate for student's strengths and needs.  Credit requirements may be fulfilled by various combinations Alternative Education and Regular Education Program courses.
			Designed and approved as a complete program.	Inclusion and Intervention Plan (Functional Integrated Programs are not described as individual courses)	Areas of focus as referenced in <i>Inclusion and Intervention Guidelines, 2022</i> .
Functional Integrated Programs	Transcript indicates the completion of an approved <b>Functional Integrated Program</b> .	Important consideration: students registered in this program may participate and engage in outcomes personalized to meet unique needs across various settings in the school.			
Time Allocations and Credit Policy (1.1) section in the <i>Registrar's Handbook for School Administrators</i> .					

Students are supported through the following key principles of a needs-based approach: inclusionary philosophies, and beliefs; responsive instruction, interventions and supports; and interprofessional collaboration. *Actualizing a Needs-Based Model*.

# Inclusion & Intervention Plans

A student with complex or intensive needs qualifies for an IIP only if the following conditions are met:

- Does the student have intensive and frequent needs that impact on 3 or more areas of development (ex: Task Completion, Personal/Social Well-being, Communication, etc.).
- Does the student have support in at least 2 of the 3 source categories (School Team, School Division Team, Other Agency Supports) that are occasional or frequent?
- Does the student have supporting documentation from a qualified practitioner (LSS or Other Agency) that provides Intensive Supports category information?

In PSSD, an IIP **is not** the “gateway to supports”. It is a Ministry-recognized tool that can help identify supports for some students.

An IIP is	An IIP is Not
<ul style="list-style-type: none"> <li>• A holistic individual student plan that considers the student as a whole person with strengths, abilities, needs and preferences.</li> <li>• A plan that is informed by the reflections and contributions of those who know the student best as well as professionals with specific expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• A plan that is limited to the student’s needs and gaps in learning in a limited context.</li> <li>• A plan that is informed by limited input.</li> </ul>
<ul style="list-style-type: none"> <li>• Developed, implemented and monitored collaboratively by an interdisciplinary team that includes parents/guardians, the student (as appropriate), teachers, supporting professionals, educational assistants and when applicable includes personnel from outside the school division, such as health providers, human service agencies and community organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed in isolation and presented to other team members such as parents/guardians, classroom teachers.</li> </ul>
<ul style="list-style-type: none"> <li>• A coordinated and integrated plan that reflects shared responsibility among all team members.</li> <li>• A plan that enhances accountability and optimizes student functioning and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• A plan that depends primarily on a few individuals.</li> <li>• A plan that can be ignored.</li> </ul>
<ul style="list-style-type: none"> <li>• A plan that focuses on key areas of development that will have the most impact on student success during the current school year.</li> </ul>	<ul style="list-style-type: none"> <li>• A complete, detailed description of the student’s educational program.</li> </ul>
<ul style="list-style-type: none"> <li>• A flexible, adjustable plan that is reviewed and revised by the team on an on-going basis in order to respond to the student’s changing strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• A document that is produced and filed without on-going review.</li> <li>• A document that is reviewed and revised without team input.</li> </ul>
<ul style="list-style-type: none"> <li>• A plan that prolongs student dependence on the support of adults.</li> <li>• A plan that sets the student apart from peers.</li> <li>• A plan that remains the same from year to year.</li> </ul>	<ul style="list-style-type: none"> <li>• A plan that is confusing with outcomes that are difficult to understand and measure.</li> </ul>
<ul style="list-style-type: none"> <li>• A plan that is written using respectful, judgement-free language.</li> </ul>	<ul style="list-style-type: none"> <li>• A plan that uses opinionated and/or subjective language.</li> </ul>
<ul style="list-style-type: none"> <li>• A plan that prioritizes the elimination of barriers to success and nurtures the student’s independence, personal empowerment, self-determination and peer interactions.</li> <li>• A plan that supports the student to function in the classroom, school, community and wider society.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

# An example to consider...

## Grade 11 student, Moderate ID diagnosis, weak fine motor skills

- Enjoys cooking, music, and animals.
- Extremely friendly with peers and strangers, at times their contact with others can be inappropriate.
- History of leaving school grounds, potential for self-harm.

What might inclusion look like for this student?

How might a teacher explore the Adaptive Dimension?

How might a school division respond to medical restrictions with the Accommodation Process?

What classroom supports, school supports, division supports, or community supports might be appropriate?



# Scenario #1

## Grade 2 student, ASD diagnosis

- Enjoys using building blocks, is very good at working with numbers, and maintains impeccable personal hygiene.
- Medical information indicates an extreme sensitivity to light and sound.
- Appears to be uninterested in any interactions with peers.

What might inclusion look like for this student?

How might a teacher explore the Adaptive Dimension?

How might a school division respond to medical restrictions with the Accommodation Process?

What classroom supports, school supports, division supports, or community supports might be appropriate?

# Scenario #2

## Grade 5 student, no diagnostic or medical information

- Loves watching Disney movies, shows excitement when seeing familiar adults, and smiles frequently.
- Has had incidents involving significant aggression toward staff and students.
- Transitions can be very challenging, unable to collect any academic assessment data.
- Living in care.

What might inclusion look like for this student?

How might a teacher explore the Adaptive Dimension?

How might a school division respond to medical restrictions with the Accommodation Process?

What classroom supports, school supports, division supports, or community supports might be appropriate?