Inclusive Education - Programs, Admission & Delivery Policies

Flex Response to Intervention (RTI) Model

Flex Academy uses a Response to Intervention (RTI) framework, utilizing formative assessment to regularly collect data to make instructional decisions in a multi-tier model. While valuing prevention and early intervention, teachers use ongoing assessment to inform teaching practice and allocate instructional resources to provide appropriate, evidence-based interventions.

Central elements of all RTI models include early screening of all students to identify those at risk for academic difficulties, implementing research-based interventions matched to student needs and increasing the intensity of intervention when needed.

RTI also involves continuous monitoring and recording of student progress during interventions to guide decisions for both the student (e.g. further assessment, individualized planning) and the teacher (e.g. using small group or one- to-one learning contexts, topics for professional development).

Although RTI originates from inclusive education, it is intended for use with all students in general education. For further details, consider Tiered Approaches to the Education of Students with Learning Disabilities.

Tier 1: Universal Programming

> Tier 1 may include admin and Inclusive Education staff monitoring those students who are minimally meeting expectations but whose needs are being managed by teachers with minimal Inclusive Education Manager involvement.
>
> Depending on the teacher's training and experience, they may ask the IE Manager for suggestions. If the teacher asks and there seems to be reason for concern, then the student will be considered to be on IE Monitoring status as a LS or Universal + Student

Tier 2: Targeted Interventions

> Tier 2 students comprise approximately 5-15 percent of the student population. They are typically in one of two categories.

LS & U+ Student

LS and U+ students are struggling to minimally meet or are not meeting expectations. They have been referred to the Inclusive Education Team and their teachers are receiving regular consultations through the School Administration & Inclusive Education Manager on how to help these students and families.

These are non-designated students who have adaptations in place in the Educational Supports module. For students requiring significant support, an Individual Education Plan (IEP) may be considered along with diagnostic assessment; these students are expected to have regular or adapted courses.

If needed, students may receive a small subsidy for therapy or investigative assessment (e.g. Speech and Language Pathologist (SLP) assessment for speech impediment, psycho-educational testing for programming direction, etc.).

High Incidence Students

High Incidence students have been designated according to Ministry of Education guidelines, whether K: Mild Intellectual Disabilities, P: Gifted, Q: Learning Disabilities, or R: Students Requiring Behaviour Support or Students with Mental Illness. While these designations do not receive additional funding support from the Ministry, these students may need significant support.

These students' programs are overseen by the Inclusive Education Manager in order to receive graduated support. The IE Manager ensures an IEP is in place; students may also receive funded supports based upon their individual needs.

Tier 3: Low Incidence Inclusive Education (IE) Students

Inclusive Education (IE) students with an A-H (funded) category designation are placed on the IE Manager's caseload and receive a substantial needs-based student budget to meet their proposed IEP goals.

Programs, Admissions, and Delivery

Learning Support (LS) and Universal + Services

Our school administration and Inclusive Education team work to equip teachers to serve the needs of their Tier 1 and Tier 2 students.

Internal Admission

To provide equitable access to all students, teachers should confirm student learning needs with the IE Manager and School Administration if they have concerns. From there, teachers might be directed to fill out the Student Support Referral Form (SSRF). Upon receiving that form from the teacher, the IE Team will decide whether to request further screening (numeracy and literacy achievement and cognitive skills, social-emotional functioning, behavior, etc.),

parent forms, medical documentation, etc. to triage supports for the student.

Program and Delivery

Flex provides students with teacher-directed personalized programs comprised of a combination of in-house resources and community-based professional support. Teachers who have a U+ or LS student on their caseload are encouraged to consult with the Inclusive Education Manager. Consultations offer practical support for individualized LS/IE related strategies, adaptations, modifications, resources, screening and/or programming assessments, appointments/therapies, and IEP creation.

Designated Inclusive Education Support

Teachers work with Tier 3 students assigned to their classes, directing programs to meet the educational needs of students in collaboration with the student's IEP team, which includes administration, the IE Manager, IE Coordinator, parents/guardians, education assistants, learning coaches, and community-based professionals.

External Admission

1. Flex Academy conducts two program intakes annually: September and January
2. To indicate interest, the parent fills out the Flex Academy application at the Flex Academy website.
3. The Director of Flex Academy arranges a tour and interview for prospective students.
4. If there is potential for a good fit, the IE Manager calls the parent to discuss IE program requirements, IE funded categories, and documentation necessary for Flex to apply for supplemental funding for a category designation.
5. If the parent, Director and IE Manager agree that Flex is a good fit for the family, then the IE student is conditionally accepted.
6. After the IE Office has received all supporting documentation from the parent and the IE administration is able to approve an IE category designation, then the student is accepted into Flex.

Program and Delivery

The IEP is key to understanding the personalized programming and delivery of support services to each IE designated student. Generally, the class teacher(s) directs the learning program, engages in ongoing communication with the parent, develops the IEP supports and with the IE Manager assesses IEP goals and gather/observes samples and progress, engages in weekly communication with education assistants (EAs). The IE Manager ensures there is at least one progress report per year from Service Provider(s) if the student is receiving external supports. External supports are tailored directly to the IEP goals, which are discussed with external service providers before services begin with a Flex student. Reporting ensures that services remain aligned with student needs, supporting greater success in their overall educational experience.

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