

Education Support Services

District Education Council

April 25, 2024

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2024

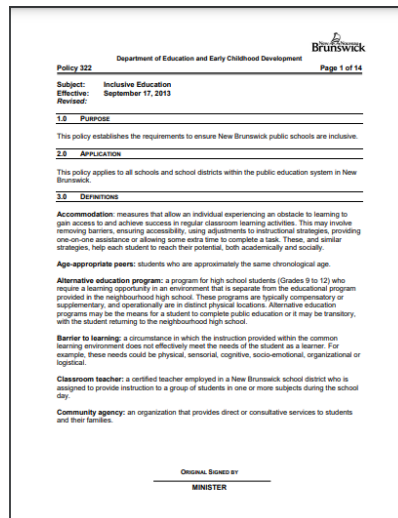
- Part 1
- Inclusion – Policy 322 Update

- Part 2
- Response to Intervention (RTI) - a model for improving educational outcomes for all students

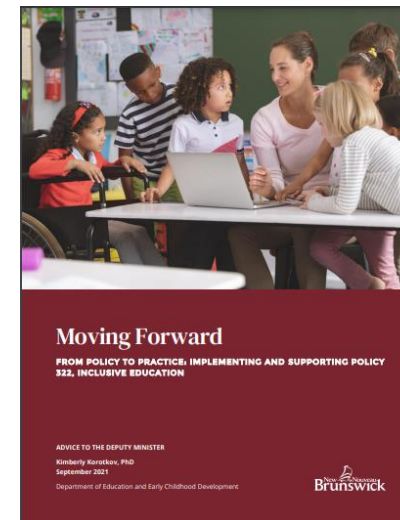
NB Inclusive Education Evolution

1986 – Bill 85 – formally legislating inclusive education in NB

2013 – Release of Policy 322 *Inclusive Education*



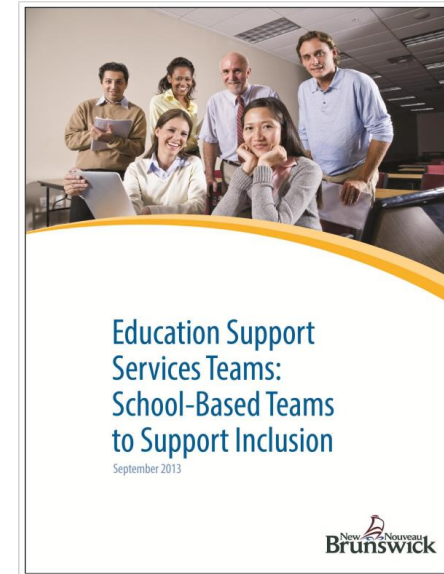
2021 – Release of Moving Forward – From Policy to Practice: Implementing and Supporting Policy 322, Inclusive Education



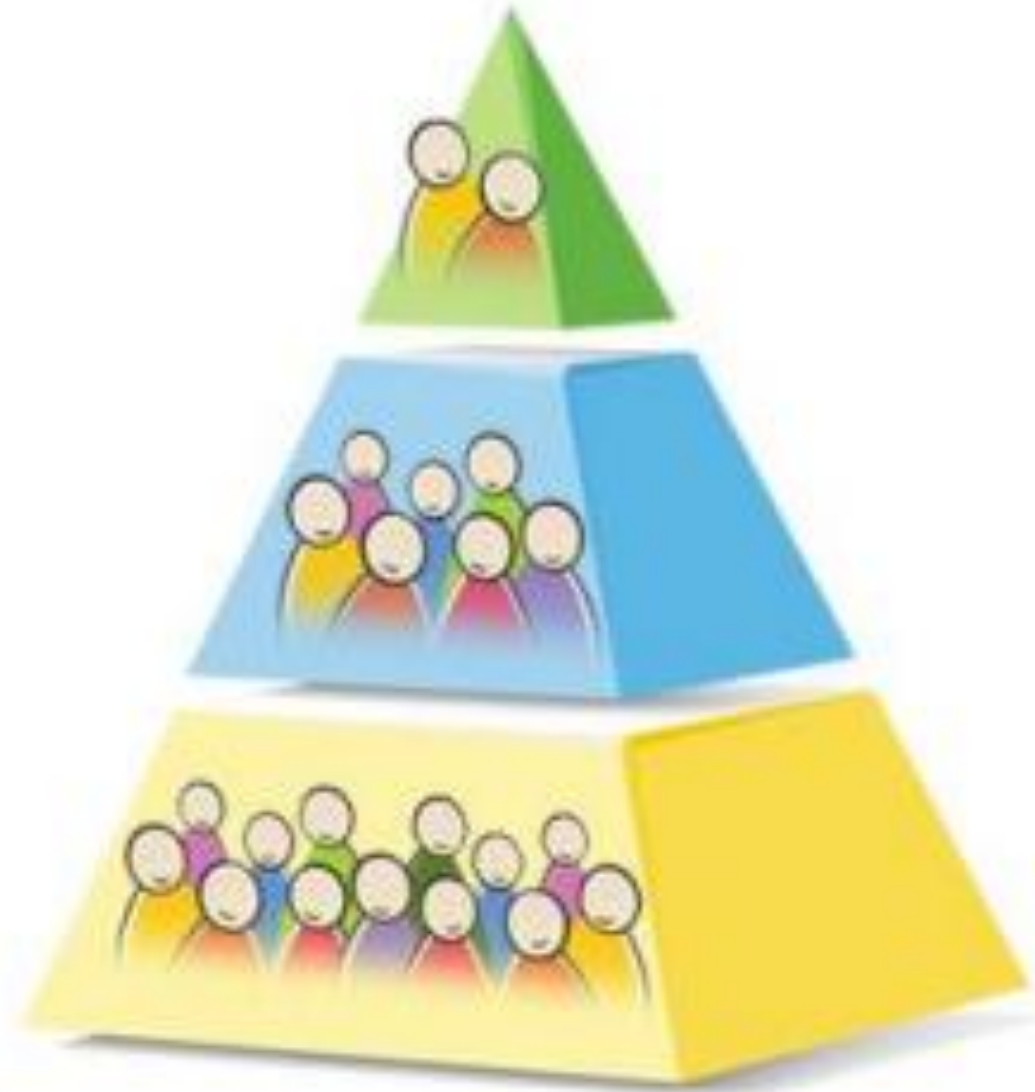
2024 – Where are we now?

From 2023

- Education Services Teams
- Who they are
- What they do



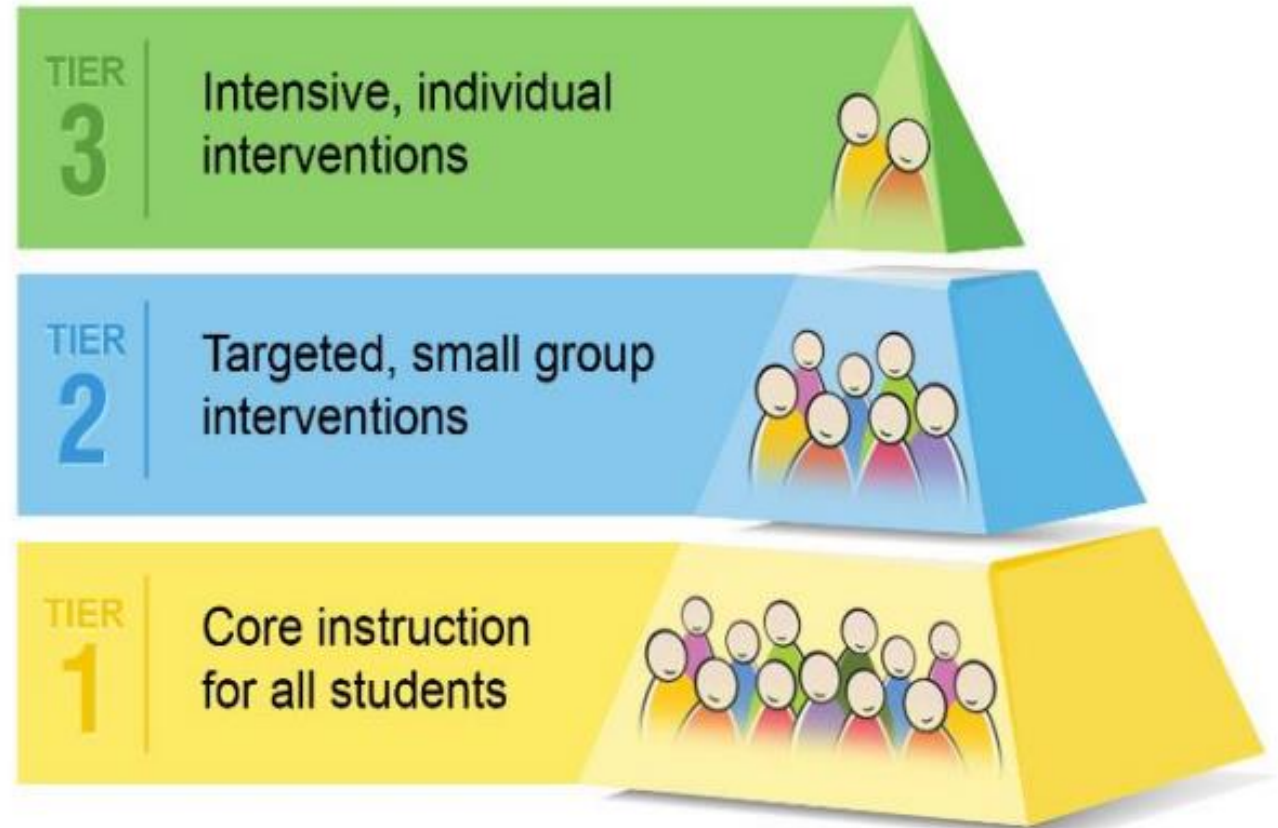
How does an ESST attempt to keep *each* student moving forward academically and behaviourally?



Response to Intervention (RTI)

- Evidence-based
- A multi-tiered model of support
- For both prevention and intervention for each student
- ESST and classroom teachers work collaboratively using the RTI framework

Pyramid of Interventions

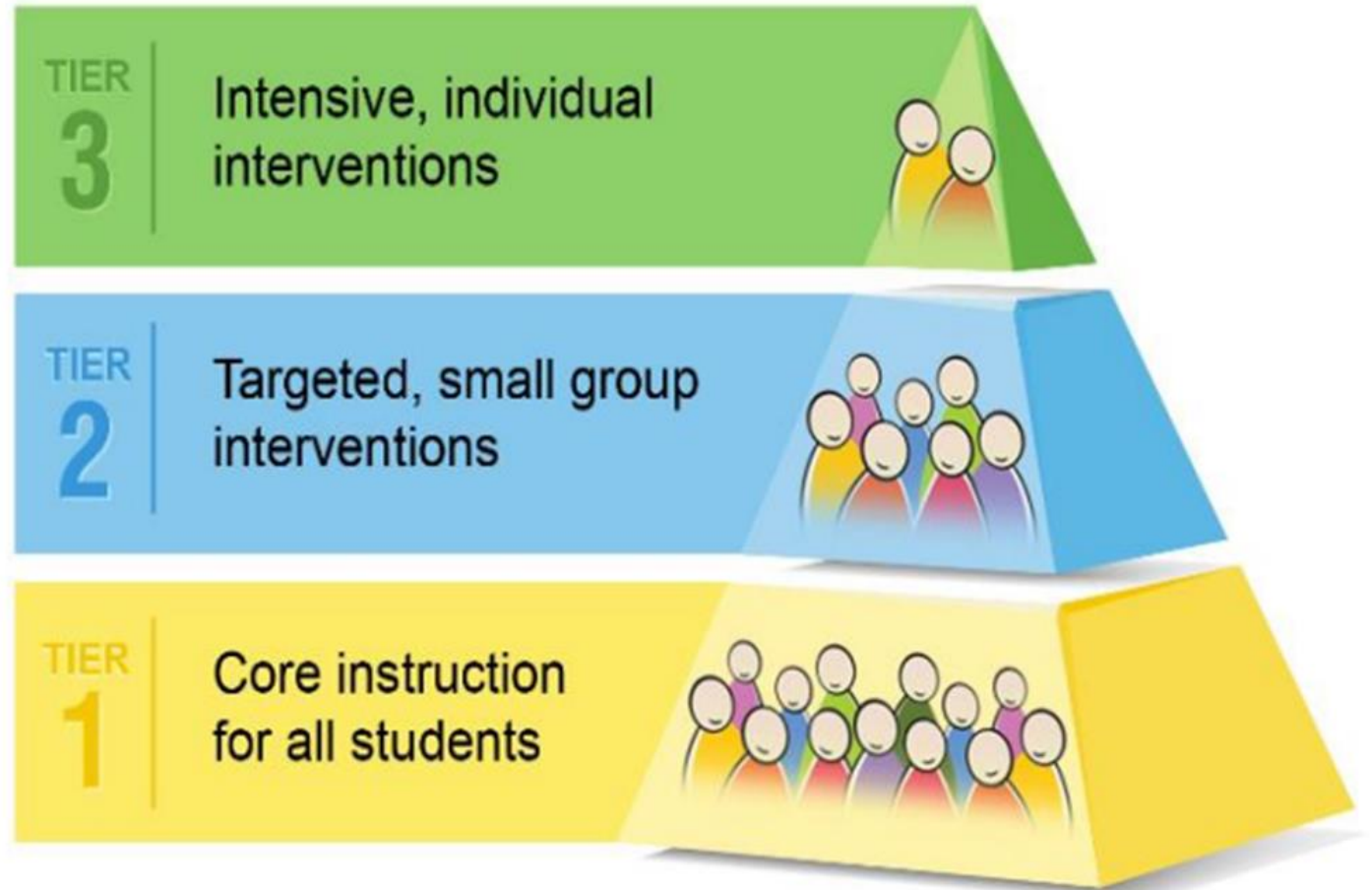


Tier 1

What does tier 1 look like?

- Teaching expectations
- Establishing classroom routines
- Offering choices
- Simplifying instructions
- Including a variety of activities in each lesson

Pyramid of Interventions

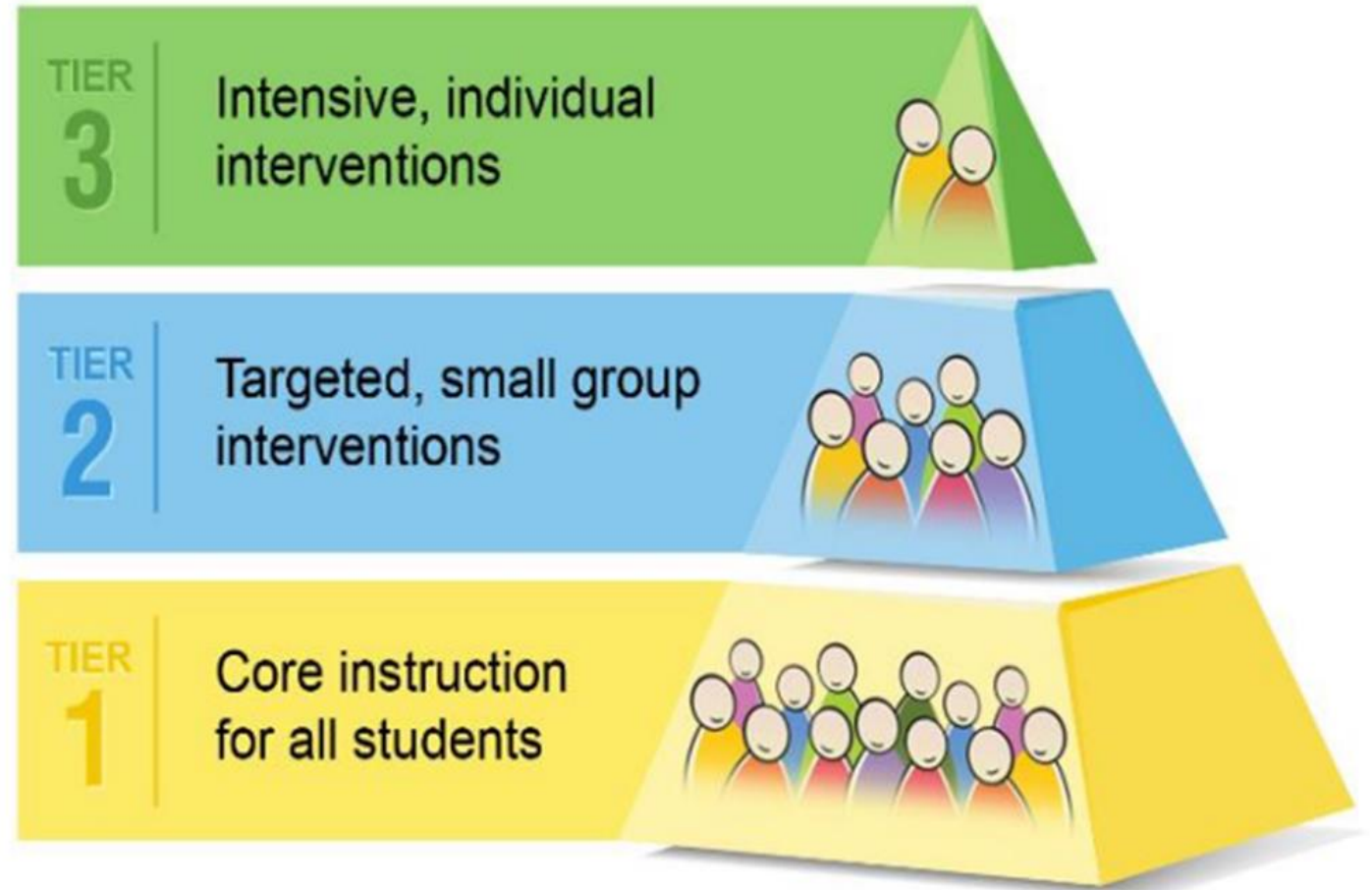


Tier 2

What does tier 2 look like?

- Small group instruction
- Targeted academic supports
- Extra practices
- Teaching replacement behaviours

Pyramid of Interventions

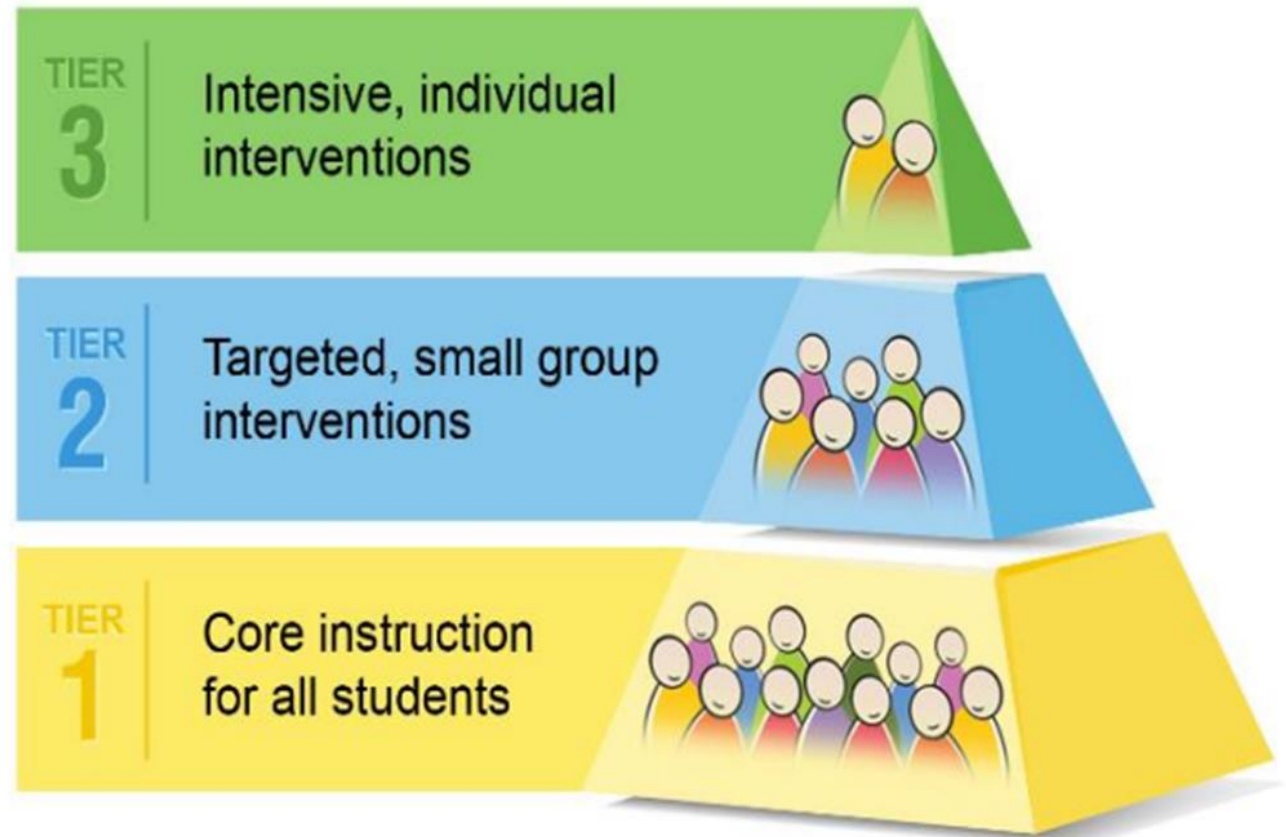


Tier 3

What does tier 3 look like?

- Intensive interventions
- Individualized instruction
- PLP planning

Pyramid of Interventions



Using RTI

- To prepare for a fire drill
- To teach academics
- To establish classroom expectations
- To support student self-management



The Goal of RTI

The right support, at
the right time, and the
right intensity, and in
the right environment.

