

Part Three

Taking “Ownership” of All Students

Creating a Resource Model

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The movement toward full inclusion of students with special needs into regular classrooms precipitated an examination of teachers' roles. Classroom teachers began to say, "I can't meet with all these different support people about students in my classroom." The classroom teacher might have to meet with many different resource people: the learning assistance teacher; the English as a Second Language (ESL) teacher; the reading teacher; the counselor; members of the autism team; the First Nations Support Worker; teachers of students with learning disabilities, hearing impairments, visual impairments, behavior disorders, mental challenges, multiple handicaps; the occupational therapist, the physical therapist, the physiotherapist, and/or the nurse. Teachers were becoming overwhelmed by the support contacts.

Many resource personnel also began to question the effectiveness of their roles. A learning assistance teacher might have forty-five students on a caseload and twelve classroom teachers to consult with. Many learning assistance teachers would say: "I'm only bandaging," "I have no time to talk with teachers," "There is no carryover to the classroom." As budgets decreased, an additional concern was frequently raised: "I am stretched so thin that I have time to deal with only the students with the most significant learning needs. I never seem to get to see the students who need short-term assistance or general adaptations to their programming in order for them to be successful. These students are falling through the cracks."

Resource staff began to compare roles and wonder how they could assist each other. For example, in schools where the teachers of students with significant learning challenges might work with ten children, and the learning assistance teacher might work with forty-five children, discussions began as to whether or not they could combine their resources and share the load more effectively.

The Move toward a Non-Categorical Resource Team Model

Many teams now work generically. The time allotted to the school for ESL, learning assistance, high-incidence support (learning disabilities, behavior, mild mental challenges, gifted and talented), and low-incidence support (e.g., more significant mental and behavioral difficulties, multiple handicaps, autism) is combined and used to hire teachers and special education assistants who can work with all students — those with identified special needs *and* all the other students in the classroom. There is a philosophical shift when you make this move to a non-categorical model.

Resource Team Staffing	
learning assistance	.7
ESL	.7
special education (low-incidence, behavior, etc.)	.5
gifted/talented	.1
Total Teaching Staff	2.0

To the left is an example of how you might staff a resource team. The school begins by looking at the amount of staffing they are given and adding all of the time allotments together. For example, the school might have the equivalent of two full-time resource teachers. In some districts, it might have the flexibility to make choices, such as 1.5 teachers and a full-time teaching assistant. The decision of how to allocate staffing is decided based on strengths and needs and on the context of the school and district.

Elementary

In an elementary school where there are two full-time resource teachers and fourteen classes, the resource teachers might choose to organize their service delivery in some of the following ways:

- Each teacher has seven divisions.
- One teacher is responsible for primary, the other for intermediate.
- The school-based team (after a class review) might look at the needs of each classroom and decide that one teacher will have six divisions, because there are more needs in those classes, while the other teacher has eight.
- They may look at their own expertise: the teacher with more expertise in ESL might take the classes with the greatest number of students who are new Canadians; the teacher with more expertise in supporting behavior concerns might take the classrooms where there are more students with behavioral challenges; the resource teacher who has strengths working with new teachers might take the classrooms with new teachers.

Secondary

In a secondary school with two full-time resource teachers, they might decide to organize their service delivery in some of the following ways:

- One teacher might take grades 8 and 9 while the other teacher takes Grades 10–12.
- One teacher might focus on the humanities classes while the other focuses on the science/math classes. Electives are divided between the two teachers.

- The teachers may combine either of the above options with a daily skills block and a daily tutorial block. They might both choose to be present in the skills block to directly teach the skills and strategies necessary for the skills development of those students assigned to that block (i.e., life skills, basic reading, writing and math skills, job-related skills). They might choose to have only one teacher present in the tutorial block and to use senior students as tutors.
- They might decide to co-teach a math class with a math teacher, and co-teach an English class with an English teacher.
- They might decide to alternate their focus grades so they can monitor their caseload over several years.

In all cases, the resource team would meet weekly to share their expertise, ideas, and concerns. The key, of course, to all successful teacher collaboration is that it be built on strong relationships, mutual trust, and respect. The resource teacher actively works to cultivate these relationships.

The Evolving Roles of Resource Teachers

A resource person following this non-categorical model works very closely with classroom teachers in trying to meet the needs of *all* of the students in their classrooms. Their work is influenced by the belief that collaborative planning, teaching, and assessing better addresses the diverse needs of students by creating ongoing effective programming in the classroom. It allows more students to be reached. It also focuses on the ongoing context for learning for the students, not just on specific remediation of skills, removed from the learning context of the classroom. And, finally, it builds a repertoire of strategies for classroom teachers to support the range of students in their classes when the resource teacher is not in the classroom. This collaboration is easier to manage using a non-categorical model because each resource teacher's time is devoted to fewer teachers. Instead of trying to talk and plan with every staff member, the resource teacher has a more limited number of teachers with whom to work closely.

Traditionally, resource teachers gave a battery of assessments and wrote many special programs and report cards. In this model, it is more common for resource teachers to write individual reports on classroom-based adaptations in collaboration with others. They observe students regularly and use assessment techniques that connect with the classroom. No longer are individual students routinely pulled out of the classroom as the first method of intervention.

Service Delivery as a Reflection of Inclusiveness

Non-categorical resource teachers work collaboratively with the classroom teacher to meet the teacher's and the students' needs. How they

might do this is limited only by the teachers' combined creativity. The following menu describes in detail some of the roles a resource teacher might take.

Menu for Resource Teachers

Co-planning with the classroom teacher is essential in all the roles a resource teacher plays, whether service delivery is in the classroom or in the resource room. The teachers must communicate in order that a student's program be connected in meaningful ways, and that the learning goals for the student be mutually reinforced by all the adults who are working with him/her. It is imperative that the most vulnerable students have the most consistent program.

A. Co-teaching

"One rationale for co-teaching is that when two people have planned the lesson with the group and individuals in mind, then the lesson is usually richer and the activities are adapted and modified for individual students. Both teachers then know what they are going to do and what students may need individual assistance to begin their work."

— Margaret Dixon, principal

"Every few weeks, I send an e-mail to the staff reminding them of my Learning Resource-in-the-Classroom Block(s). In general, I try to be consistently in the same classroom for about a month (or a unit). At times, there might be a block where my assistance might not be needed. By having my e-mail out there, I can head to another classroom that asked for some help whenever I was available. As a resource teacher, this keeps me busy and in many classrooms — just my goal!"

— Barb McLaughlin, resource teacher

1. The resource teacher and classroom teacher may schedule in weekly blocks of time when they teach together in the classroom. This can look many different ways:

- The two teachers may divide the lesson, each teaching different parts. In an elementary class, one teacher might introduce a class novel or a picture book, while the other teacher models a think-aloud with the text. In a secondary class, one teacher might present information orally and visually, while the other teacher models how to take notes on the presentation using an interactive whiteboard, a projector and a computer, or an overhead projector.
- One teacher may teach the lesson, the other taking a role that includes monitoring student behavior, scribing on the overhead or chart paper, supporting specific students, and adapting the instructions or expectations of the assignment.
- One teacher may model a lesson for the other teacher on a current learning strategy or a graphic organizer.
- Together, the teachers may conduct a reading or writing assessment to monitor student growth and to inform future plans for teaching. When two teachers are co-teaching, there are twice as many opportunities for students to receive descriptive feedback on their learning. This feedback is more likely to be personal and timely, thus having a great impact on improving learning (Black & Williams, 1998; Hattie & Timperley, 2008).

At the middle and secondary levels, being visible in the classroom helps the resource teacher demystify his/her work and build relationships with more students. Then, when the resource teacher is in his/her room during a resource block, students who are not on the targeted list are more likely to come for assistance, as they already know the resource teacher.

2. The resource teacher and classroom teacher may take separate groups of students:

- The resource teacher may take one group to work on a specific skill, such as adding to ten; the classroom teacher may take a group of students working with numbers to 100.

- The class may be working on two novels, and each teacher takes one group of students.
- In a primary language arts class, both teachers may work with guided reading groups. As the students' needs change, the teacher might work with literature circles, while the resource teacher works with a group of students who need guided reading. In an intermediate, middle, or secondary English class, one teacher may read the least-challenging book in the literature circles collection and work with the students reading that book, while the other teacher works with the students reading the other book choices.
- Each teacher may take a group of students to do small-group or individual assessment.
- During the writing process, one teacher may be working with most of the class while the other conferences with individual students.

B. Working with small groups or individual students

Notice that the learning need determines the grouping, not the designation of the student.

1. One teacher works with a select group of students while the other teaches the whole class:
 - A small group may be working on a specific project to extend their learning.
 - A small group may need some pre-teaching of vocabulary that will be introduced in the upcoming theme/unit/chapter.
 - A small group may need some work in specific skills, such as decoding, study strategies, and note-taking.
2. One teacher works with a student, targeting the instruction to the goals outlined on this student's Individual Education Plan.
3. One teacher works with an individual or small group of students, collecting assessment data necessary to monitor student progress and to plan further intervention.

No matter where the intervention is occurring, it has been co-planned. This co-planning is critical. It does not preclude pullout as an intervention, but the results of the pullout program **must** bridge to and show up in the classroom.

C. Consultation

1. In many cases, the co-planning or consultation is all that is required. Often, if the classroom teacher and resource teacher work together to co-plan a unit of study and outline ways to adapt and modify for individual students, decide on criteria, or develop assessment tools, the classroom teacher feels comfortable teaching the unit alone.
2. The resource person may conduct MAPS sessions for individual students (see chapter 11).

D. Peer/Parent/Tutor programming

1. Many resource teachers block out periods of time to train peer and/or parent tutors and then include the tutors in student programming. Resource teachers who have been successful in this area find they are able to meet a wider range of student needs.

E. Special Education Assistants

1. The resource teacher helps in the development of, and monitoring of, programs for the special education assistants, who give specific support to students on individual education plans.

Collaborating with the Classroom Teacher

Notice that the menu does not indicate the location of service delivery. The location is omitted purposefully because, often when teachers and resource teachers meet, the *first* item on the agenda is where the service will take place rather than what service is needed.

If the conversation focuses on the learning goals of the teacher and students, rather than on the location, the planning process changes dramatically. The question of whether the service will take place in the classroom or as a pullout program is really the last and least important question to be asked. If it's the first one, then the teachers would be obliged to figure out who they should pull out and why. Non-categorical resource teachers prefer to talk about what classroom teachers and their students need and then decide how the teachers can work together. They might very well choose to pull some kids out, with either the resource teacher or the classroom teacher teaching the class.

When teachers understand there are many options and begin to work with them, the decision of pullout versus in-class delivery becomes irrelevant. The *plan*, based on the discussion of needs, is the critical element. As our colleague Leyton Schnellert says, "No plan, no point."

We can remember the nightmare of having a full schedule of pullout programs and thirty referrals for new students sitting in our letter trays. As learning assistance teachers, we listened to our colleagues talk about their caseloads and about the stress: "How will I be able to see all these kids? What am I going to do?" "I change my schedule over and over again and still I can't see all the kids." "I don't see the kids often enough to make a difference." "I feel guilty asking the teachers to do anything more because I know they are so busy, but my students really need more time practicing what I am teaching them and that needs to happen in the classroom as follow-up."

Thirty new referrals meant that you needed to talk to teachers, observe students, assess and evaluate students, plan programs, and somehow get some children off your caseload in order to put new students on. It was the old cure mentality. We needed to cure the ones we were working with first, in order to take on new children. No wonder we worried all the time, because we managed to cure so few! We need to be more strategic and focus on increasing lifelong learning skills and helping students become more independent learners, more socially able, more collaborative, and better personal advocates.

When working as a non-categorical resource teacher in the classroom, you get to know all of the students and their classroom teachers very well. You and the classroom teacher are in constant conversation about the students, you discuss adaptations and modifications, you figure out ways to enrich the program for some students. Because you better know all of the students and the curricular expectations; because you see

"The single most important thing I can do when I co-teach in a classroom and I don't yet know the clientele well is to do a sample/demo lesson. I spend the time frontend loading some information and vocabulary so they can ALL be thinking and feel like they now know something about it before we begin a lesson. This definitely helps with belonging in a classroom."

— Kim Boettcher

them doing daily work; because you are in the classroom watching them struggle with writing, make inappropriate comments during carpet time, lose focus or disengage, or rise to a challenge; you are doing formative assessment all the time. You and the classroom teacher now discuss what is happening for individual students in the classroom's learning context more comfortably. Adaptations are made with much more ease because you know the context, the academic and social environment, and the student. Rarely now are you asked to "assess" a child the way you used to, using a standardized battery of tests. And when you are, you are not canceling your pullout groups to do it, but seamlessly assessing during your scheduled classroom time.

You find that referral forms are no longer needed because you know the children and are continually problem-solving. You no longer feel like you are totally responsible for "saving" children who previously were names on a referral form. True collaboration is an incredible stress reducer, as you and your colleagues share the load and witness the difference your collaboration makes to learners.

Of course, no referral forms does not imply that there is no paper work to be done. Individual Education Plans remain essential, but many resource teachers have found that the nature of the IEP changes dramatically due to the shift in service delivery. The IEP, now classroom-based, is a living document that the resource teacher, the classroom teacher, and the special education assistant can use *daily* to support learning.

Making the Service Delivery Menu Work

When teachers see there is a menu of choices, their thinking on how to best work with a resource person often changes. Many classroom teachers have experienced working with special education or ESL resource people in only one way — pullout programs where the resource person does something to "fix" the student. If you ask classroom teachers what they want or need, many will still respond by saying, "I'd like you to assess and work with these three or six or ten kids," because this is all they have known.

Resource teachers may wish to structure their first meeting with a classroom teacher in such a way that it takes the focus off individual students and puts it on the teacher, the class, and the goals for the class. Individual learning needs are then addressed, starting within the context of that classroom environment rather than as an add-on. Alternatively, the classroom teacher may be the catalyst for change by requesting a different type of service from a resource person who has traditionally offered only one way of service delivery. Classroom teachers may want to consider the questions that appear in Checklist for Assessing the Nature of Service Delivery, on page 107.

Basic prerequisites to successful collaboration are trust, flexibility, and good communication skills. For two people to work closely together, share their needs safely with each other, teach in front of each other, and

Checklist for Assessing the Nature of Service Delivery

The classroom teacher is ultimately responsible for the educational programming of the students in his or her classroom. Bearing this in mind, review the following questions:

1. Can you account for or explain what is happening to support the students' learning while they are out of the room with a specialist (teacher, counselor, etc.)?
2. Is the program set up by the specialist in concert with the learning program of your classroom and of the designated student?
3. Were you part of the planning of the program and the decision of where service delivery takes place?
4. Have you ever questioned where service delivery is taking place?
5. Have you invited your learning assistance teacher, your ESL teacher, or a reading teacher into the classroom to work with your students in collaboration with you?
6. Do you think there is a transfer of what is being taught outside the classroom to work situations inside your classroom?
7. Are the students becoming more independent as learners as a result of your combined efforts?

make plans work, they must feel confident that what takes place in the classroom may be celebrated elsewhere but is not critiqued elsewhere.

There are a variety of ways for the resource teacher to make a timetable. Some of them are outlined below. See a sample elementary timetable on page 112 and a sample middle/secondary timetable on page 113.

Build a collaborative timetable

One resource teacher we know calls together the classroom teachers she is working with. They briefly describe their needs and wishes, then all of them make up the timetable. The resource teacher leads the discussion and speaks about the varying needs in the classrooms, but lets the teachers make most of the decisions. She has found over time that, for the most part, the teachers are very responsive to each other's needs. Teachers may not have their wishes met, but they understand why this is so, are more aware of the bigger picture, and have taken part in the decision-making process.

Create flexible timetables

Many resource teachers make up flexible timetables. They put a schedule in place for a period of time, such as a six-week period or from October to December. They may spend more time with a few teachers or focusing on development of a specific skill in this period, and then switch to spending more time with a different few in January.

Administer school-wide or grade-wide performance-based reading assessments to guide instruction

In some elementary schools, the second week of September is reading assessment week. All the students from K–7 work with a whole-class performance-based reading assessment that is organized by the resource team. Classroom teachers sign up for the two periods (generally running between forty-five and sixty minutes) they would like to use to administer the assessment. Resource teachers, administration, librarians, and other non-enrolling staff join the classroom teacher, so no teacher is administering the assessment alone. In some cases, the resource teacher leads the assessment; in others, the classroom teacher does. All participating staff follow the common protocol, listen to students read, and interview the students about their reading. At the completion of the assessment, all information is collected — the running record, the interview, the student's response paper. At a convenient time, such as a professional development day, all staff meet to code the assessments in teams and design class or grade action plans, based on the strengths and needs shown by applying the performance standards. This information is shared with the staff so all know one another's goals and plans. The assessment is repeated within a six- to eight-week period, goals are monitored, and new goals are established.

At middle or secondary school, the resource team, sometimes in conjunction with the literacy team, chooses a common class period or a common subject for all incoming students to participate in the reading

assessment. A similar pattern is followed: the resource and literacy teams help administer the assessment; no teacher assesses or codes alone; goals and plans are made and shared with the entire staff, based on the results of the formative assessment. The resource team can then help design appropriate strategies for different subject areas to assist teachers in developing specific skills, common across the grade, with their students. At the middle and secondary level, it is more common for subsequent formative assessments to be conducted in individual teachers' classrooms, often with resource support. A summative assessment at the end of the year or the end of the semester must be of a parallel, performance-based format in order to gauge whether the teaching is making a difference. (For more information on designing and using these kinds of assessments, see Brownlie and Schnellert, 2009; Brownlie, Feniak and Schnellert, 2006; or <http://insinc.com/ministryofeducation/20041007/archive.html>).

Prioritize needs and wishes

Some resource teachers invite the teachers they are responsible for to give them their classroom timetables marked with the periods they wish the resource teacher would be available to work with them. They prioritize the areas by color or number. The resource teacher then works with the timetables like a jigsaw puzzle, trying to meet as many high-priority needs as possible.

Develop mini-units based on staff need

In one school, the intermediate staff decided they needed to work with students on study strategies. Instead of each intermediate teacher developing the strategies, they brainstormed for the most important ideas and developed an outline together. The resource teacher then co-taught the unit with each classroom teacher, adapting and changing the unit based on the experiences she was having in each classroom. At the end of the unit, the teachers had developed a mini-course that each of them could then use every year in their classrooms.

In a similar instance, a resource teacher and a classroom teacher developed a number of lessons to introduce and use during buddy reading in the classroom. The resource teacher and classroom teacher then offered to work with any teacher in the school who also wanted to use the unit.

Resource teachers who do this on a regular basis generally block out a period of time each week and offer that period on a rotating basis to anyone on staff. This type of service delivery needs to be discussed and agreed to by the staff as a whole.

Co-plan

Especially at the middle and secondary levels, some resource teachers save a period to co-plan with teachers. At this time, if they are not meeting together and co-planning, the resource teacher collects materials, creates assignments or assessment rubrics, and creates adapted or modified material, assignments, or assessments. Resource teachers are also avail-

able at this time to go into different classes and monitor how their materials, assignments, and adaptations are working. They might also get a heads-up from the teacher on their next unit, so students in the resource block can be introduced to key vocabulary and graphic organizers, and appropriate background knowledge can be built.

Holding the Resource Team Model Up to the Light

Resource teachers need to be actively involved with students and teachers in September. However, some resource teachers spend September (and even October) assessing at-risk and ESL students and doing IEPs, and then canceling programs again in January and June to update IEPs or to reassess. When resource teams choose to do this they communicate negative messages:

- that effective programming cannot happen in the classroom until their particular assessments have been completed;
- that paper work is more important than working with students and teachers;
- that identification of students “to get more money” is the ultimate goal, secondary to making real changes for those students; and
- that intervention cannot happen for students with special needs until an IEP is written.

Working with teachers and students to make changes for students in a visible, collaborative way, on a regular basis, is the highest priority — and needs to come first. Classroom teachers have a great deal of paper work to do, especially around report card time. Resource teachers have a great deal of paper work to do throughout the year. Both classroom teachers and resource teachers do need time to talk and plan and write IEPs together. However, it is detrimental to the image of the team, and to service delivery for students, when resource teams cancel programs to do their paper work.

Often, in September, it is not possible to write up a timetable for resource teachers such as those on pages 112 and 113. Class reviews have not taken place, needs have not been established, and teacher timetables are in flux. September is a great month for resource teachers to be in classrooms, getting to know teachers and their new students. During this time there are many options for them, including these:

- observing individual students who had been identified the previous year;
- assisting in the transition for some students moving from one teacher to another;
- modifying behavior programs for students so that the transition is more easily made;

- working closely with classroom teachers receiving students who need major adaptations or modifications so that the teacher can assist the student from the start;
- modeling strategies that worked for particular students;
- working side-by-side in the classroom with the teacher, getting to know the style of the teacher, the expectations of the teacher, the triggers of the teacher, the classroom context and its various social groupings; and
- teaching the whole class while the teacher gets to know students individually.

More permanent schedules can begin to form after class reviews have taken place and the resource teachers have been in the classes, working with and getting to know students, and listening to teachers' needs.

Reflecting on the Value of the Non-categorical Resource Teacher Model

When staff in a school “walk the talk” of collaboration, a model is set for students. Students no longer see an “expert” model where students are whisked down the hall for “special” programs. Rather they see ongoing decision-making and problem-solving as professionals employ the best of their practice to create positive learning environments for all students. Students see teachers reflecting alone and together on their practice. They learn to respect differences and to employ the social aspects of learning. Since labeling and pullout programs are less common, students are not set up by their differences or the places where they receive their programming. Belonging in the classroom increases their feelings of security and hence, the ability to learn (Kim Schonert-Reichl, 2006).

**Sample Elementary Day, Non-categorical
Resource Teacher Timetable**

8:15–8:45	School-based team meeting
8:45–9:30	Grade 6/7 Literature Circles: The resource teacher and the classroom teacher each meet with a group of students who are reading a common book while other students are writing their responses or reading.
9:30–10:15	Grade 1/2 Guided Reading: Class is divided into four homogeneous reading groups. Each teacher takes two groups and works with one group while the other group reads silently for about 20 minutes. Groups are redefined and moved between the teachers every six weeks.
10:15–10:30	Recess
10:30–11:15	Grade 2/3 Math: Provide support in the math classroom and, when needed, take out a small group for review and/or further instruction.
11:15–12:00	Grade 3/4 Writing: Since the classroom teacher is new to this grade level, often the resource teacher introduces new writing strategies. At other times, they co-teach and conference with the students.
12:00–12:50	LUNCH
12:50–1:35	Kindergarten Writing Co-teaching: This happens three times/week. Together, with student input, the teachers draw a picture, write labels and simple sentences on chart paper. All students date their page and use pictures and their writing to tell a story. One work table (out of five) becomes the quiet table, where one teacher works and supports those students. The other teacher circulates and supports the remaining students.
1:35–2:20	Grade 6/7 (same class as the morning): Focus on individuals needing additional support. Some small-group skills-focused pullout in math, reading, or writing, on a needs basis, especially focusing on new ESL learners. These needs may be common or not. Monitor the work created by the resource teacher for a student with significant cognitive delays; this work is completed when the student cannot work with the class. However, the classroom teacher has become increasingly adept at including this student, having him draw a picture after a science experiment, act as class photographer when students are working on experiments or projects.
2:20–3:00	DPA (daily physical activity): Either participate or use this time for paperwork.

Sample Middle/Secondary Non-categorical Resource Teacher Timetable, Semestered School

8:40–9:45	Resource Room: The Resource Room is open all day and is always staffed by a resource teacher, an educational assistant, and at least one Grade 11 or 12 peer tutor. A maximum of seventeen students have this block in their timetable (typically high-incidence students or students who need additional monitoring and support). Other students can drop in for assistance. Students check in at the beginning of the class and establish personal goals for the day. Mini-lessons are conducted partway through the block, based on student goals — using scientific calculators, balancing equations, planning an essay, integrating quotations into their writing. Students report out at the end of the class: what needs to be completed for homework, something they want help with in the next class. The goal-setting helps the resource teacher see when he/she needs to touch base with a subject area teacher and builds community.
9:45–10:15	BREAK
10:15–11:35	Support Block: This block is available for co-teaching with teachers with whom the resource teacher collaborates. Sometimes the block is divided in half so two classes can be attended to. New classes are chosen on a monthly basis. On days when it is known that the resource teacher will not be needed, an e-mail alerts other teachers on his/her caseload that he/she is available for support in the classroom.
11:35–11:55	Uninterrupted Silent Reading, school-wide: Attend different classes to read. Ensure that targeted students have an appropriate text with them.
11:55–12:38	LUNCH
12:38–1:53	Skills Block (for students with low-incidence funding): Five or six students per block, with an educational assistant present as well. Skills focus on life skills, toileting, basic literacy and numeracy, individual social and behavioral goals, building a sense of community and belonging.
1:53–2:00	BREAK
2:00–3:15	Co-teaching Science 10 (every second day, alternating with Math 8): These classes have been chosen because data indicated that more students were found vulnerable in these content areas at these grades than in others. Co-plan, co-teach, and co-assess with one classroom teacher who also teaches at least one other block of Science 10 or Math 8 on their own.