



SUPPORTING STUDENTS WITH DIVERSE LEARNING NEEDS IN SCHOOL DISTRICT 8 (KOOTENAY LAKE)

A PARENT/GUARDIAN GUIDE TO INCLUSIVE EDUCATION

Updated: November 2021

INTRODUCTION & ACKNOWLEDGEMENT

School District No. 8 (Kootenay Lake) values the relationship between school and home. By working together, we maximize the success of our students.

We hope that this resource guide will support you, as a parent &/or guardian, by helping you understand how Inclusive Education supports are provided to students in School District No. 8. The information in this document is consistent with the guidelines and criteria of the Ministry of Education for Special Education services within the province.

We would like to acknowledge the work of School District No. 83 (North Okanagan-Shuswap) for providing the foundational work that created this guide.

We would also like to acknowledge, respect and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Indigenous people residing within the boundaries of School District #8.

We hope that you find this resource guide useful. If you have any questions or feedback that will help improve this guide, please feel free to contact us.

Our Mission: We focus on excellence for all learners in a nurturing environment.

Our Vision: Focus. Learn. Excel.

Our Goals: Learning, Organizational Excellence, Engagement, Relationships

Inclusive Education

Email: clerical.inc@sd8.bc.ca

Phone: (250) 505-7054

INCLUSIVE EDUCATION SUPPORTS in SCHOOL DISTRICT NO. 8

Our District is committed to the philosophy of inclusion which is founded on the belief that all students should be educated in their neighbourhood schools, in regular classrooms and in age appropriate settings to the maximum extent possible. We embrace the philosophy that diversity is the norm, not the exception, and we celebrate the gifts and talents that we believe all students possess.

Providing programs and services within neighbourhood schools are based on tiers of support including curricular adaptations to instructional practice that will meet the needs of individual students. The School District believes that classroom teachers are best supported through a school-based collaborative problem-solving model where assistance may be brought to the classroom level from the School-Based Team and District Specialists who are part of the Inclusive Education team.

While decisions around student programming are always made on an individual basis, we hope that you will find this resource document helpful as a reference guide in your journey with your child through our educational system. This document is meant to serve as a starting point for the ongoing home and school communication and consultation focused on the success of your child. We believe that when there is a strong home and school relationship, student success is maximized and our common goal of graduation for all students may be achieved.

Please consider this handbook as our invitation for you to learn more about Inclusive Education supports in School District No. 8, so that we may work together to create positive and collaborative educational programs and experiences for all children.

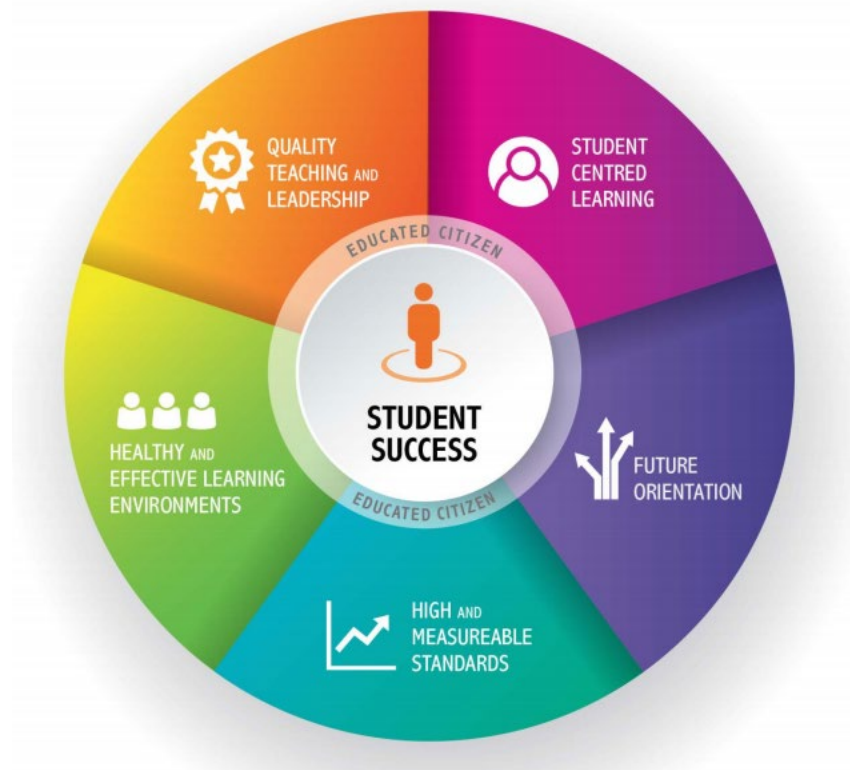
If you have any questions about your child's educational program, please let us know.

We gratefully acknowledge the work of School District 83 (North Okanagan-Shushwap) in the creation of the original document from which this handbook was derived.

Deanna Holitzki
Director of Instruction, Inclusive Education
(250)505-7012
deanna.holitzki@sd8.bc.ca

B.C. MINISTRY OF EDUCATION - POLICY FOR STUDENT SUCCESS

Creating educated citizens is the primary focus of British Columbia's Policy for Student Success. Success is not simply defined by how well students score on assessments or what letter grades they receive in specific subject areas. Success is defined by how well all students are succeeding in life, regardless of their background or where they live in B.C. This commitment depends on using evidence to make decisions, having the courage to adjust and improve programs and policies to optimize learning for students, enabling equity of access to quality education for every student, aligning resources and energy into programs and strategies that clearly demonstrate better outcomes, and leading through innovative approaches.



1. Quality teaching and leadership - Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student's life will be constantly evolving to adapt to the rapidly changing context in children's lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. School leaders and teachers will focus on practices proven to achieve results, including experiential learning and technology in their classrooms, personal learning opportunities for every student, robust assessments, and time allocated for collaboration with other educators and professional development.

2. Student-centred learning - Students benefit from more flexibility and choice of how, when, and where their learning takes place. This requires maintaining provincial-level consistency in policy design and funding allocation, while enabling the most flexibility as possible to organize and deliver programs within schools. This will become increasingly important as B.C. takes a more inclusive approach to education, ensuring all students - regardless of ability or background - benefit from a learning environment tailored to maximize their potential. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.

3. Future orientation - Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, encourage the use of technology, and be prepared for graduation with practical expectations informed by employers and post-secondary institutions.

4. High and measurable standards - Having a modern and well-developed curriculum that reflects our values and expectations for skills, knowledge, and competencies will be effective for students only if it is complemented by rigorous and consistent learning standards and province-wide assessments. Evidence and international best practice conclude that using information on learning outcomes, especially feedback to learners from assessments, is critical to student success. British Columbia will endeavour to maintain our already high standards on learning outcomes, with a focus on literacy and numeracy, which evidence indicates offers all learners, regardless of background, the best opportunity to succeed in life and contribute to prosperous economy.

5. Healthy and effective learning environments - We foster inclusive learning environments where all students feel that they are safe and belong - physically and emotionally -and where all students are inspired to explore their personal strengths and interests. To offer healthy learning environments where students, families, and educators can focus on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition.

Ref: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/understanding_the_bc_policy_for_student_success.pdf

INCLUSIVE EDUCATION:

“All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.”

(B.C. Ministry of Education)

Link: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/inclusive-education>

What is inclusion?

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. 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. The inclusive education system is built on a values-based approach to accepting responsibility for all children and students. Our overall goal for our students is 100% Graduation, with school experiences in an inclusive setting.

Guiding principles:

- 1) All children are welcome at school
- 2) Every child should experience a sense of value and belonging at school
- 3) Meaningful programming needs to be provided within a child’s learning community
- 4) Whenever possible, children should be educated with their peers in a common space (for the majority of the time)

School District No.8 (Kootenay Lake) is committed to providing an inclusive learning environment where all students are meaningfully included and embraced as part of their school’s learning community. **Students are included and taught in a regular classroom and participate in typical class activities with peers of their age to the greatest extent possible.**

Inclusive learning environments provide opportunities for all students to experience success and where curriculum is planned, developed and implemented with the aim of teaching *to* the diverse learning needs of *all* the students in a class. We embrace the notion that diversity is the norm, not the exception, and we strive to celebrate the gifts and talents that we believe all students possess.

We are a learning organization committed to continuously reviewing, refining, and reflecting upon our practice to provide the best possible outcomes for students. Inclusive Education in

School District 8 provides both direct and indirect support to our students with exceptionalities and their educational teams.

The purpose of our Inclusive Education department is consistent with those of the School District at large, as reflected in the philosophy of inclusive education.

District-wide competencies related to academic success, creativity & imagination, citizenship and resiliency of students with exceptionalities are addressed through the support of trained specialists comprising of Inclusion Support teachers, School Psychologists, Occupational Therapist and Physiotherapist services, Teacher of the Deaf and Hard of Hearing, Teacher of the Visually Impaired, Speech Language Pathologists, Speech Language Pathologist Assistant, and services for students requiring assistive and augmentative technology.

From Shelley Moore:

We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something. The difference in teaching to diversity, however, is that we don't start with our deficits; we start with our strengths...

Link: www.blogsomemoore.com

From SET-BC:

INCLUSION IS NOT A PLACE, BUT RATHER A PHILOSOPHY THAT ALL STUDENTS DESERVE TO EXPERIENCE SUCCESSFUL ACADEMIC AND SOCIAL PARTICIPATION SIDE-BY-SIDE WITH PEERS.

Link: <https://www.setbc.org/>

From the Provincial Inclusion Outreach Program:

<https://www.inclusionoutreach.ca/>

Five Quality of Life Outcomes



These outcomes identified by John O'Brien have been used as a framework for planning and accountability in the student's school program. These outcomes focus on relevant GOALS that reflect the student's values and those of the family.

According to the Five Quality of Life Outcomes:

Presence is the sharing of the ordinary places that define community life.

Choice is the experience of autonomy both in small, everyday matters and in large, life-defining matters. Personal choice defines and expresses individual identity.

Competence is the opportunity to perform functional and meaningful activities with whatever level or type of assistance required.

Respect is having a valued place among a network of people and valued roles in community life.

Inclusion is the experience of being part of a growing network of personal relationships that includes close friends.



With thanks to SD33, Surrey Schools, for the above Graphic by @Kwiens62

IS IT INCLUSION?

YES	NO
<ul style="list-style-type: none">• Child spends the majority of the day in the general education classroom.• Child's desk is included with the other groups of desks.• Child has access to and is included in class lessons and activities that are adapted to meet their needs.• Child attends outside activities with class such as field trips, assemblies, and recess.• Child is a valued and respected member of the class, and has regular meaningful interactions with peers.• The Education Assistant facilitates access to the curriculum and classroom activities.• The Education Assistant encourages independent work to the greatest extent possible, providing support only when necessary.• Child receives specialist support with minimal disruption to the class routine and programs.• Teacher is able to identify the child's strengths and needs.• Child can name classmates and has many common classroom experiences.	<ul style="list-style-type: none">• Child spends the majority of the day in the special education classroom and goes to the general education classroom for one or two periods.• Child's desk is away from the other groups of desks.• Child works on their own curriculum.• Child is given alternative activities and options with other students with special needs.• Child is looked upon as dependent, and mostly interacts with adults.• Education Assistant determines access to the curriculum and class activities.• The Education Assistant does not allow child to work independently and "hovers".• Child is pulled from the classroom to receive specialist support, so misses class routines and programs.• Teacher refers to the specialists and Education Assistants regarding child's progress.• Child cannot name classmates and does not have many common classroom experiences.

(With thanks to Surrey School District: Adapted from: [The Inclusive Class 2019](#))

SCHOOL DISTRICT 8, KOOTENAY LAKE INCLUSIVE EDUCATION

1. INCLUSIVE EDUCATION SERVICE DELIVERY

There are specific Ministry criteria and documentation requirements that must be met in order for a child to be designated as a student with special needs. The specific requirements are outlined in *Special Education Services: Category Checklists - 2010* and can be found on the Ministry of Education website in the [Special Education Services Manual](#). Please refer to this Ministry website for specific descriptions of each category as well as examples of diagnoses.

The Category designations are:

Level One:	Category A	Physically Dependent
	Category B	Deaf/Blind
Level Two:	Category C	Moderate to Profound Intellectual Disability
	Category D	Physical Disability or Chronic Health Impairment
	Category E	Visual Impairment
	Category F	Deaf & Hard of Hearing
	Category G	Autism Spectrum Disorder
Level Three:	Category H	Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness
High Incidence:	Category K	Mild Intellectual Disability
	Category P	Gifted
	Category Q	Learning Disability
	Category R	Students Requiring Moderate Behaviour Support or Students with Mental Illness

Categories A through H are known as “*low incidence*” Special Education designations because there is a relatively low incidence of students in these categories compared to the general school population. Categories K through R are known as “*high incidence*” Special Education designations because there is a comparatively higher prevalence of students in these categories.

2020-21 Supplemental Funding provided to school districts by the Ministry of Education (*Subject to change):

- **Level One** (Categories A and B) provide **\$43,000*** for each full-time student
- **Level Two** (Categories C, D, E, F and G) provide **\$20,400*** for each full-time student
- **Level Three** (Category H) provides **\$10,300*** for each full-time student
- **High Incidence** (Categories K, P, Q, R) provides **NO ADDITIONAL FUNDING** for students.

The funding provided by the Ministry is allocated to the District which is, in turn, distributed to schools. School District No. 8 allocates funding to schools through a student needs assessment (Individual Needs Assessment for Designated Students, also known as INADS). This funding is to be used to provide specialized supplemental services to enable students with diverse learning needs to access educational programs. This may come in the form of specialized teachers, programs and/or education assistants. **Ministry funding is *not* attached to specific students.**

Supplemental Services:

Specialized supplemental services may include one or more of the following (depending on the level of student need and the Ministry designation):

- Educational Assistants (typically shared support in the classroom)
- Youth & Family Workers
- Inclusive Education Staff (i.e. Inclusion Support Teachers, Teacher of the Visually Impaired, Teacher of the Deaf & Hard of Hearing, Occupational Therapists, Physiotherapists, School Psychologists, SLPs, SLPAs, Mental Health and Addictions Coordinator, etc.).

The programming offered through these supplemental services will vary depending on the educational needs of each student. Most students will receive support within the classroom; others may receive some services outside the classroom in one-on-one or small group settings. Sometimes indirect service and resources are provided to the Classroom Teacher with no direct service to the student.

The *Individual Education Plan* (IEP) will outline the supports for your child.

District Itinerant Staff provide support based on referrals made through the school's School Based Team. Referrals to District staff are made after the school staff have learned as much as they can about a student: eg: staff have tried a variety of interventions, have discussed challenges with the student and with parents/guardians, have reviewed the student's file and previous assessments, and have potentially developed a student support plan. Referrals to the District are prioritized based on demonstrated need and availability of resources. The level of individual student need is always the focus of discussion when allocating supplemental services.

For example, while two students may be similar in that they both meet the criteria for Category G (Autism Spectrum Disorder), their needs may be markedly different. One student may be on the high functioning end of the spectrum while the other may be lower functioning and will therefore require a higher level of school and district support.

The Individual Needs Assessment for Designated Students (INADS) helps determine the level of support the school requests for each designated student. The overall goal for student support is to promote the development of independence and self-efficacy - not to promote dependence.

2. INDIVIDUAL EDUCATION PLANS (IEPs)

The *Individual Education Plan (IEP)* is the main document that outlines how the school and other community agencies (where appropriate) will support a student's learning needs. All students with a Ministry designation must have an IEP if they are receiving 25 hours or more each school year of specialized support. Our district creates IEPs that are based on the Core and Curricular Competencies, as outlined in the B.C. curriculum. These are known as CBIEPs (Competency-Based Individual Education Plans).

The CBIEP:

- Is a plan for your child's program that outlines the type of **extra** supports your child needs to be successful;
- Is a set of learning outcomes, goals and objectives that are **different from/in addition to** the expected learning outcomes;
- Developed **collaboratively** with you and the staff who support your child at school;
- **Helps teachers** understand your child's needs so that they can provide meaningful learning opportunities that take your child's needs into consideration;
- Reflects the **core and curricular competencies** of the B.C. curriculum;
- Helps to ensure **continuity** in your child's program in the event that you move away.

Your child will have an Inclusion Support Teacher (IST) who will coordinate the development and implementation of your child's CBIEP. You (and your child if they are over the age of 12) will be included as part of this process. The CBIEP meeting is the time for you to provide meaningful input into the goals, objectives and supports for your child. You will also review and discuss your child's progress in relation to the goals and objectives in the CBIEP.

IEP meetings are typically held once each year with the purpose of updating the goals in your child's IEP. You can also expect an update once or twice during the school year, typically coinciding with the school's regular reporting periods. Your child's Inclusion Support Teacher may encourage you to prepare for the IEP meeting by completing a "Learner Profile" which helps us understand your child's strengths and challenges.

IEP meetings can contain a great deal of information. Many parents bring a notebook to keep track of questions, ideas and concerns. When you come to your child's IEP meeting, you might wish to write your thoughts and questions down in advance. You, as parents/guardians are the experts with regards to your children; your input is valued and important at the IEP meeting. Although home and school environments differ significantly, consistent strategies used in both places can support your child's growth.

Your child’s Inclusion Support Teacher will incorporate the input from you and your external team members, and build a plan that will be effective and consistent between home and school.

3. ADAPTATIONS and MODIFICATIONS

As a province, we are in the process of shifting our language from older terminology (*Adaptations and Modifications*) to newer terminology (*Universal, Targeted and Essential Supports*). You may hear both sets of terminology used interchangeably.

A student working on core and curricular competencies at any grade or course level may be supported through the use of adaptations (*universal, targeted or essential supports*). Students may also have Supplemental Goals or Replacement Goals, which are focused on building skill in a domain in which they are struggling.

Supplemental	Replacement
Goals <i>in addition to</i> the grade level curriculum	Goals that are <i>instead of</i> grade level curriculum
Students DO NOT have and cognitive disability	Students DO have a cognitive disability
e.g. A reading fluency goal in addition to the Language Arts curriculum	E.g. Developmentally appropriate literacy goal in place of Language Arts curriculum

Universal Supports: good for all learners

- Different teaching strategies such as visual cues and/or breaking tasks into smaller parts;

Targeted Supports: a choice for all learners to use

- Different ways of demonstrating learning such as oral assessments, visual representation and/or extra time;

Essential Supports: specific support that is essential for one student

- Different formats for resources to enable students to receive information, such as Braille and/or text-to-speech software;
- Environmental adaptations such as using headphones, sitting near a teacher or having sensory breaks.

Adaptations are described by the ***Special Education Services: A Manual of Policies, Procedures and Guidelines*** as:

“teaching and assessment strategies especially designed to accommodate a student’s needs so he or she can achieve the learning outcomes / standards of the subject or course and to demonstrate proficiency of concepts”

If your child is receiving *targeted* or *essential* supports, they *may* be working on core or curricular competencies from a different grade level than their peer age class. When this is the case, the student will be:

- assessed and will receive credit for the grade level course/subject they are working on;
- **and** the report card will reflect their success at that grade/level.

It is possible for a child who is in a grade 7 classroom to be working on curricular competencies at both the grade 7 and/or the grade 5 level in specific subject areas – and this can change from day to day, depending on the child’s needs.

Graduation and Modified Programs:

Students who are accessing *universal*, *targeted*, or *essential supports* are typically working towards the same *Dogwood Graduation Diploma* as their peers. A *Dogwood Graduation Diploma* recognizes the successful completion of the B.C. curriculum.

If your child is working on core or curricular competencies at a level lower than their peer age group, they may (but not always) **take longer** to achieve their *Dogwood Graduation Diploma*. Students may have supplemental goals in their IEP, but will still be making progress on core and curricular goals, just at a different pace. In such cases, students will receive a transcript listing the courses completed and credits earned towards graduation.

Students with designations may remain in the public school system for an extra school year if they have not completed the goals of graduation or the goals of their CBIEP, provided they have not turned 19.

Modified Programs:

Modified programming is for students whose learning needs are such that they are unable to meet the requirements of the core and/or curricular competencies. These students will typically have **replacement goals** as part of their educational program.

For example:

- students with limited awareness of their surroundings;
- students with fragile mental/physical health;
- students who are significantly medically and cognitively challenged.”

A student’s program cannot be modified without meaningful consultation with the student themselves, and with parents/guardians.

A modified program is described by the **Special Education Services: A Manual of Policies, Procedures and Guidelines** as one where:

“Instructional and assessment-related decisions are made to address a student’s educational needs that consist of individualized learning goals as opposed to provincial learning outcomes”.

If your child is on a modified program, they are assessed in relation to the goals and objectives established in their Individual Education Plan (IEP). Some students spend an extra year in public school to complete the goals in their IEP.

If your child is on a modified program, they will not be eligible for the standard *Dogwood Graduation Diploma*. Instead they will receive a *School Completion Certificate* (also known as an *Evergreen Certificate*) that recognizes their accomplishments in attaining their *Individual Education Plan (IEP)* goals.

In some cases, students are on a partly modified program (e.g. students with physical disabilities who cannot take Physical Education). If your child is on a partly modified program, it may still be possible for them to receive a *Dogwood Graduation Diploma*. Please talk to your child’s Secondary School Counsellor for more information. In the majority of cases, the decision to officially modify a child’s program is not made until the end of Grade 9.

For more specific information regarding the B.C. Graduation Program, please see the Ministry website: <https://curriculum.gov.bc.ca/graduation>

4. PERSONAL WORKSPACES

School District No. 8 is committed to providing students with educational programs in an inclusive setting. Inclusion means that most students remain in the traditional classroom setting 100% of the time, but that some students may work in different spaces for some or all of the time. For some students, small group settings are an effective part of a student's individualized educational program. In all cases, student need is the primary consideration when determining where a student works, and parents/guardians must be consulted by the school if students are being "pulled out" of the regular classroom setting.

There may also be instances where, in addition to small group settings, the individual needs of some students indicate they be provided with "personal workspaces". Prior to such determination, parents must be consulted by the school staff.

The purpose of the use of these spaces is to:

- Decrease sensory input if a student is feeling overwhelmed;
- Support student self-regulation and co-regulation;
- Provide a quiet workspace to complete tasks and work on IEP goals;
- Provide a space for individual sensory, occupational therapy, physiotherapy, and/or speech/language programming.

Students using personal workspaces are:

- Always supervised by a staff member (often working side by side or in close proximity and in visual range);
- Never locked in a room alone
- Never prevented from leaving a personal workspace.

5. HOME - SCHOOL COMMUNICATION

If you have a question or concern about your child's IEP or educational program, you should talk to your child's Classroom Teacher.

The classroom teacher(s) are ultimately responsible for the educational program for your child, so it is vitally important that they know directly from you what questions or concerns you may have. Depending on the needs of your child, the Inclusion Support Teacher may be more "front line" with your child's educational program and therefore could be a good first contact. This can be discussed with your child's school team.

You can typically contact your child's classroom teacher or Inclusion Support Teacher at the school by telephone or through e-mail (email addresses can be found on the school website).

You may wish to work with your child's classroom teacher to set up a daily communication system between home and school. Daily communication might include:

- For school staff to inform you of school activities and any unusual occurrences and,
- For you to inform the school of activities at home and anything unusual that may affect the school day (for example, situations where your child hasn't slept well).

In the rare situation that you find that your questions or concerns have not been addressed by the classroom teacher or Inclusion Support Teacher, your next point of contact is the School Principal or Vice-Principal. If you feel you require discussion beyond the school level, you can contact the Director of Instruction (Inclusive Education) directly.

6. CONFIDENTIALITY

All school confidential documents (e.g. medical documents related to any diagnosis, formal assessment results, any other documents) are stored in a specialized binder (called the Red Binder) that is part of the student's regular file. Student's CBIEPs are stored securely in our online student information system (MyEdBC) and are available to parents/guardians through the Parent Portal. If a student has had specialized support from Inclusive Education Itinerant staff, they will also have information securely stored in our confidential digital Laserfiche files.

If a student moves to a new school within our school district, all your child's records are sent directly to the new school to promote continuity of service.

If a student moves to a public school in another district, all your child's records are transferred to the new school when they contact us and request a record transfer.

7. DISTRICT POLICY ON RESTRAINT AND SECLUSION

School District No. 8 has a specific Policy and Administrative Procedure regarding the use of physical restraint and seclusion. Please refer directly to *Policy 451: Physical Restraint and Seclusion in School Settings* located at:

https://www.sd8.bc.ca/sites/default/files/451%20Physical%20Restraint%20and%20Seclusion%20in%20School%20Settings_0.pdf

and to the Administrative Procedure at *AP451.1: Physical Restraint and Seclusion in School Settings* located at:

https://www.sd8.bc.ca/sites/default/files/AP%20451.1%20Physical%20Restraint%20and%20Seclusion%20in%20School%20Settings_2.pdf

8. CURRICULUM-BASED ASSESSMENTS VS. FORMAL STANDARDIZED ASSESSMENTS

Curriculum-based Assessments

Curriculum-based assessments are conducted by classroom teachers to identify areas of student strengths and/or weaknesses. Examples include school-wide reading and writing assessments and on-going classroom assessment activities.

If a teacher is concerned about your child's level of achievement and/or rate of skill acquisition, after trying a variety of classroom based interventions, they may discuss your child with the school's Inclusion Support Teacher (IST). The IST will likewise try a variety of interventions in the classroom, and if these are not successful, the IST may refer your child to the *School-Based Team*. The *School-Based Team* will offer additional strategies and accommodations for use in the classroom. Where there is a need for further information, the *School-Based Team* may refer your child for specialized assessment by the school or district.

If you are concerned about your child's level of achievement and/or rate of skill acquisition, you should consult your child's Classroom Teacher.

Formal Standardized Assessments

Level A and Level B school-based formal assessment includes standardized assessments of:

- Achievement;
- Adaptive skills;
- Visual-motor integration; and,
- Receptive and expressive language processing.

These assessments are called "standardized" because the administration process is consistent and the resulting scores are compared to other representative students the same age called the "norm group." Level B assessments are typically administered by Inclusion Support Teachers or other specialists, and require the completion of specialized post graduate university coursework and/or in- service training.

Level C assessment is further specialized and is administered by the District School Psychologists to determine your child's ability in various domains, such as (but not limited to):

- Verbal comprehension;
- Perceptual reasoning;
- Fluid reasoning;
- Working memory; and
- Processing speed.

Level C assessments are also standardized and require post-graduate level university coursework in clinical and/or school psychology. District School Psychologists are qualified to provide Level C assessments. They determine whether a child has an intellectual or learning disability that will require specialized supports and programming. In addition, Level C assessment can assist teachers and parents/guardians in understanding the child's learning profile.

Together, Levels A, B, and C assessments make up a complete psychoeducational assessment. Not all students require a complete psychoeducational assessment for school programming. For most students, Level A and/or Level B assessment provides adequate information for student programming.

A **Psychoeducational Assessment** can also be referred to as an **Educational Assessment**. This assessment will be completed by a Certified School Psychologist or Registered Psychologist. These assessments will typically include standardized assessments of cognitive skills, academic achievement, adaptive functioning, and behaviour, as required. Results of these assessments may be diagnoses of intellectual challenges or Learning Disabilities. The results of these assessments may also be used for transitions into adulthood for senior secondary students with identified Intellectual Disabilities.

Process for Requesting a Formal Psychoeducational Assessment:

If a student is struggling in school over a period of time, a classroom teacher conducts a full file and academic and/or behavioural review of the child's performance in school. If the student continues to struggle, the classroom teacher will consult with the school's Inclusion Support Teacher, the District's Inclusion Support Teacher, and the District Psychologist who may coordinate a further review and may provide various classroom-based interventions. If these interventions do not prove successful, after further consultation with the District Inclusive Education team, the school's *School-Based Team* may request a possible referral for formal assessment based on your child's performance in school (please refer to the section "*School-Based Team*" for more information).

If, as a parent, you have concerns about your child's success at school, there are a variety of interventions and various assessments that may be considered at the classroom and school level. The first step is contacting your child's classroom teacher who will review your concerns and your child's academic and behavioural performance. If classroom level interventions are not successful, the classroom teacher may then discuss your concerns with the Inclusion Support Teacher and after trying various interventions, may then bring your child's name forward to the *School-Based Team* for problem-solving and possible school-based assessment.

Private Formal Assessments

The school district may accept assessments that have been conducted privately, as long as the formal assessment has been completed by a qualified and registered psychologist (College of Psychologists of BC Registrants or out of province assessments registered in their province), is complete, and the report meets the guidelines and criteria of the Ministry of Education for a designation in one of the special education categories. Private assessments must be submitted to the District in English, and have been conducted within the past 5 years to be considered as part of a student's portfolio for Ministry designation.

In all cases, School District staff (Inclusion Support Teacher, School Psychologist, and Director) together make the final determination with regards to whether or not a student meets the Ministry criteria to be designated as a child with special needs.

9. PROBLEM-SOLVING

It is always our goal to work with parents/guardians in the best interests of our students. We want to keep the lines of communication open and we value our relationship with you. More often than not, issues that may arise are the result of either a lack of communication or a miscommunication. Please let your child's classroom teacher know right away if you have any concerns so they can work with you to address them.

It can be overwhelming for parents/guardians to hear for the first time that school staff believe their child may have some unique needs. In cases such as these, it may be helpful for you to ask questions such as:

- What are the specific reasons that school staff believes my child may have some different learning needs?
- Why do staff believe my child is struggling more than their peers?
- What have school staff done to get to know my child's strengths and challenges?
- Does my child struggle in some situations/topics and not in others?
- Where does my child sit in the class?
- What have school staff implemented in the way of interventions/methods of instruction?
- What is the next course of action that school staff would recommend?

If you wish to seek out a diagnosis or formal assessment (either private psychoeducational or medical) to ascertain any identifiable special needs, the school and the Inclusive Education Team may be able to support and assist you through the process. We understand that this may be completely new to you, and we are here to help.

During the time it takes to seek out a diagnosis or administer formal assessments, the school should begin providing extra supports to help your child. Providing support to students, including the provision of adaptations, does not require a diagnosis or designation.

There may also be situations where parents/guardians disagree with the school or the District about a child's needs. In cases such as these, a meeting with school and District staff (an expanded *School-Based Team* meeting) may be helpful (please see the section "*expanded School-Based Team*" for more information). Ultimately, while the school and the District Team have the right to implement services that in our professional opinions are best for the student at that time, parents/guardians do have the right to refuse services for their child. If parents/guardians do choose to refuse services, the District must remove the student's Ministry designation, as we would not be meeting audit criteria if we weren't providing supports.

In some situations, the School-Based Team may determine that a student with a diagnosed special need may not require an IEP (ie - not require a designation). The Ministry recognizes such cases, as long as:

- the student requires little to no adaptations to materials, instruction or assessment methods;
- the expected learning outcomes have not been modified;
- the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.

(Special Education Services: A Manual of Policies, Procedures and Guidelines. p3)

In some situations, parents/guardians may have concerns about their child's progress and a specific diagnosis has not been obtained. The classroom teacher is available to discuss learning support opportunities for your child.

Can I bring a support person to school meetings?

Yes. We want parents/guardians to feel comfortable and have their voice heard at meetings with school and district staff. Support persons may include a social worker; elder or knowledge keeper; a District Parents' Advisory Council advocate, family worker, advocate, etc.

Private Home-based Specialists, Therapists, and Other External Supports

You are welcome to invite your private home-based specialist or therapist to school meetings so they are part of the team communication about your child. If you are planning to include a home-based specialist (eg: Behaviour Interventionist or other specialist), please have the specialist contact the Inclusion Support teacher at the District for your school prior to the meeting - this helps with communication for the school, District Team and the specialist.

It is important to recognize that recommended therapeutic interventions can differ depending on the agency involved. Please be aware that some interventions are effective in home-based or very controlled environments (i.e. clinical or one-to-one settings), and may not be advisable or feasible a classroom setting.

Please note that home-based specialists may not work directly with students or staff in our schools, and may not direct the work of school staff; however, the home-based specialists are welcome to attend school meetings.

10. ROLE DESCRIPTIONS

a) Inclusion Support Teacher (IST) - School Based:

The Inclusion Support Teacher:

- consults with the Classroom Teacher on all matters related to the *Individual Education Plan (IEP)*;
- works with you, as the parent, and the *School-Based Team* to develop the *Individual Education Plan (IEP)*;
- works closely with the Classroom Teacher to implement, monitor and review the *Individual Education Plan (IEP)*;
- provides direct service to students in classrooms, small groups, the community and individual settings as appropriate; and,
- oversees the daily work of the Educational Assistants and Youth and Family Workers along with the Classroom Teacher and the Learning Support Teacher

The Inclusion Support teacher (along with the classroom teacher) is the person who understands your child's strengths and needs and, working with you, the classroom teacher(s) and the *School-Based Team*, understands how to best support your child.

b) School Counsellor

The *School Counsellor* is an integral member of the School-Based Team and facilitates your child's educational program and personal development by providing a variety of individual, group or classroom-based services; for example:

- Group or classroom-based services may include prevention programs (e.g., child abuse prevention, substance abuse awareness, etc.);
- Individual-based services may include support to students with issues that are affecting their social-emotional wellbeing. An example may include helping the child through challenging peer relations or conflict situations.

Elementary School Counsellors support students struggling with behaviour regulation and a range of social-emotional needs including anxiety, self-regulation and peer relationships. For serious mental health concerns, school counsellors will facilitate the referral to the District Psychologist or other support services or outside agencies.

Secondary School Counsellors primarily provide advice and assistance with the selection of courses leading to a successful transition to post-secondary settings. Like Elementary School Counsellors, Secondary School Counsellors support students struggling with a range of social-emotional needs and also make referrals to other services such as the District Psychologist or other support services or outside agencies.

c) Education Assistants (EAs)

EAs work in the support of students primarily in the classroom setting, under the direction of the Classroom Teacher and/or Inclusion Support Teacher to:

- Support a student in becoming an independent learner by implementing strategies in the classroom as directed by the Classroom teacher;
- Implement learning accommodations developed by the Classroom teacher and/or Inclusion Support Teacher (as outlined in the Individual Education Plan);
- Prepare materials for specific children, where appropriate, such as picture exchange communication systems or countdown strips; and,
- Document observed behaviours and/or demonstrations of a child's learning for review as part of the IEP planning process.

While the EA is a very important member of your child's school team, if you have any questions about your child's educational program, you should talk directly to your child's Classroom Teacher(s). They may then consult with the Inclusion Support Teacher and *School-Based Team*.

Classroom Teacher(s) are ultimately responsible for the educational programming of your child in their classroom, so it is vitally important that they know directly from you what questions or concerns you may have. Depending on the level of need of your child, the Inclusion Support Teacher may be more "front line" with your child's educational program and therefore could be a good first contact. This can be discussed with your child's school team.

Assignment of Educational Assistants (EAs) to Students:

Educational Assistants are not formally assigned to individual students. They are assigned to schools based on overall student need; the School Principal in conjunction with the Inclusion Support Teacher determines EA schedules in schools.

EA allocations are part of the staffing process for all schools in the District. The Director of Instruction first reviews each school's Individual Needs Assessment for Designated Students (INADS) that has been completed for each designated student. This provides the **preliminary** allocation of EA hours that is assigned to schools. The Director of Instruction then reviews the preliminary allocations with the School Principal, discussing allocations for both individual students and for the school. Adjustments to the preliminary allocations to schools may be made in September, based on students who are *actually* in attendance at the school (students often move in/out of the District over the summer), as well as any other changes over the summer.

Following the initial allocation of support and review process with the Director of Instruction, the School Principal works with Human Resources to determine staffing needs for Educational Assistants. The School Principal determines the class placement and assignment of EA allocations provided to the school, although this is typically done collaboratively with the Inclusion Support Teacher, Classroom teacher(s), and other staff.

The level of individual student need is always the focus of discussion when allocating EA time to classrooms. For example, while two students may be similar in that they both meet the criteria for Category G (Autism Spectrum Disorder), their needs may be markedly different. Our focus is always on building independence and self-efficacy. One student may require significantly more or less direct support than the other. A special needs designation does not guarantee EA support.

Changes in EAs:

Your child's Classroom teacher, Inclusion Support Teacher or Principal is likely to be the one to inform you of changes of EAs for your child. While we do our best to prevent changes of EAs during the school year, sometimes it is inevitable as staff go on leaves for various reasons or there may be other reasons for changes of EAs. The District encourages schools to have more than one EA working directly with students in order to foster reduced dependency on one staff member and tolerance for change (although seldom would there be more than one EA working with a student at any given time).

Occasionally there may be a change to your child's EA due to illness. For students with complex special needs, schools try to ensure that there is a "back-up" EA who knows your child's program in the event of the illness of the "regular" EA. This is to maximize consistency in your child's educational program. There are also EA Binders in the schools that highlight the key features of your child's *Individual Education Plan* (IEP) for the replacement EA. When there is a more permanent change of EA (due to a leave, change of job, or resignation), the position is filled according to qualifications and seniority, in accordance with the CUPE Collective Agreement.

d) Youth & Family Workers (YFW):

The *Youth & Family Worker* trained to work with students with a range of social-emotional and/or mental health challenges. Most often, YFWs or ESWs are assigned to support students in *Category R: Moderate Behaviour Intervention* or *Category H: Intensive Behaviour Intervention / Serious Mental Illness*.

YFWs provide support to students individually or in small group settings, in and outside the classroom throughout the school day. They work with classroom teachers, counsellors, Inclusion Support Teacher to support students in attaining the social-emotional and/or behavioural goals of the child's *Individual Education Plan*. Counsellors are an important part of School-Based Teams.

e) School-Based Teams

The *School-Based Team* typically includes:

- The Principal (or Vice Principal)
- Inclusion Support Teacher
- School Counsellor
- A member of the District-Based Team
- Classroom Teacher (if required)
- Other staff as required (i.e. EA, Ab Ed Liaison Worker, Ab Ed Coordinator, Indigenization Teacher, YFW, etc.)

The *School-Based Team* meets regularly to:

- Play a formal role as a school-based problem-solving team to assist Classroom Teachers in developing and implementing instructional, environmental and/or behavioural management strategies for students who do not have an *Individual Education Plan* (IEP);
- Problem-solve, review and/or coordinate resources for students who already have an IEP;
- Assist with access to additional resources in the District or the community where needed.

For students without a formal *Individual Education Plan* (IEP), depending on the age of the student and the support(s) that may be discussed, the parent may be contacted about recommendations at the *School-Based Team* that go beyond regular classroom strategies or accommodations.

For students with a formal *Individual Education Plan*, the parent will be informed of all significant changes related to their child's educational program (made at the *School-Based Team* level or through other means) through the regular IEP review cycle and communication process.

f) “Expanded” School-Based Team

The *School-Based Team* may be expanded to include:

- Parent/guardian and the child (in the case of older students);
- Outside service providers contracted by the family;
- Inclusive Education staff
- Representatives from community services or government ministries. Community services that may send representatives include the Ministry of Children and Family Development, community-based counselling service providers, etc. depending on the nature of the child's needs.

The role of the *Expanded School-Based Team* is similar to the *School-Based Team* in that it is a collaborative problem-solving and planning team. The only difference is that a broader range of expertise and available resources is brought to the team.

The school invites parents/guardians to an Expanded School-Based Team meeting when there is an aspect of the child's programming that is of concern and requires the expertise of a wider group of individuals in order to effectively problem solve. Since you know your child best, your involvement in this process is very important.

g) District Inclusive Education Staff:

The Inclusive Education team is comprised of highly specialized professionals who travel from school to school throughout the District to consult with school staff and provide direct or indirect service to students. Inclusive Education staff are available to consult with Inclusion Support Teachers and Classroom Teachers in the development of CBIEP goals, objectives and accommodations for your child.

In some cases, Inclusive Education staff may offer direct services to your child within their area of expertise. Referrals to these professionals come through the Inclusion Support Teacher and the School-Based Team. Students are assigned these services based on the success of previous interventions, the priority of individual student need, the age/grade of the student, the willingness of the student and parents/guardians in the process, and the suitability of the service(s) being requested for the student.

- **Elementary Counsellors:** support students struggling with a range of social-emotional needs including anxiety, self-regulation and peer relationships. They also facilitate the referral to other support services or outside agencies;
- **Health Promoting Schools Coordinator:** supports school teams with student wellness and with strategies to help students improve health and wellness in school.
- **Mental Health and Addictions Coordinator:** supports school teams with Social Emotional Learning, as well as with students who have or are at risk for addictions.
- **Occupational Therapists:** provide services to students with orthopedic, neurological, muscular, spinal, joint or sensory dysfunction as well as those with cognitive and complex neuro-behavioural conditions;
- **Physiotherapist:** supports students who have significant physical or sensory-motor limitations that impact their activity and participation in school;
- **Psychologist:** provides formal specialized educational assessment services and expert consultation related to student learning and behavioural needs;
- **Speech and Language Pathologists:** identify and support students whose educational and/or social progress is affected by language and/or communication difficulties;
- **Speech and Language Pathology Assistant:** supports the implementation of strategies to assist students with language and/or communication difficulties;
- **Teacher of the Deaf & Hard of Hearing (TDHH):** provides support to students who are deaf or hard-of-hearing; and
- **Teacher of Students with Visual Impairments (TSVI):** provides support to students who have a range of vision, orientation and mobility impairments.

11. TRANSITIONS

Transition planning is the preparation, implementation and evaluation required to enable students to make major transitions during their lives - from home or pre-school to school; from class to class; from school to school; from school district to school district; and from school to post-secondary, community or work situations. As your child moves into and through the K-12 education system, there will be a number of transitions to navigate.

a) Kindergarten Transition

If your child is supported through the Creston Early Learning Program (CELP), you will be invited to a joint Kindergarten Transition meeting with CELP and School District No. 8. The Creston Inclusion Support Teacher and other Inclusive Ed staff will help manage the transition to school for Kindergarten students in Creston already identified with diverse learning needs, in conjunction with your child's school staff.

If your child is identified with diverse learning needs in other areas of the District, the connected Inclusion Support Teacher and other Inclusive Ed staff will help manage the transition to school for Kindergarten students, in conjunction with your child's school staff.

Parents/guardians of incoming Kindergarten students are encouraged to register their child as soon as registration opens in the New Year of the year your child turns 5 years old. Parents/guardians are encouraged to attend "*Ready, Set, Learn*" and Kindergarten orientation events in the school that are held each spring for children attending Kindergarten in the fall. Please ask your child's school when these events will take place when you register your child for school.

b) Transitioning from One Grade to the Next:

Each spring, schools begin reviewing their projected enrolment for the following September. Before the end of the school year, plans are already underway for the placement of students with diverse needs in classrooms.

Your school principal (or sometimes vice-principal) works closely with your child's Inclusion Support teacher, and Classroom Teacher(s) to determine which classroom will best suit the learning needs of your child for the following school year.

The exact classroom placement is finalized during the first weeks of school in September. If you have questions or concerns about placement of your child in a classroom, please contact your child's school Principal directly.

c) Changing Schools within School District No. 8

If your child is moving to the next level of school within our school district (e.g. middle school or high school), transition planning is initiated by staff in the early spring (or sometimes earlier if your child has complex needs).

Transition planning typically involves your child's Inclusion Support Teacher and Classroom Teacher connecting with the receiving school's Inclusion Support Teacher and Classroom Teacher - along with the District's Inclusion Support Teacher for the school(s) and possibly other members of the District's Inclusive Education Team - to share your child's *IEP* and to discuss the specific learning needs of your child. Arrangements are often made for your child to visit the receiving school in the spring and to meet the new Classroom Teacher, Inclusion Support Teacher, Principal and other school staff. The receiving school's staff will generally contact you for information about your child's learning needs prior to transition meetings and/or prior to your child moving to the next school. You may attend transition meetings for your child - please contact the school's Inclusion Support Teacher if you wish to attend.

As with all transition planning, school staff work closely to determine which classroom will best suit the learning needs of your child the following school year. The receiving school's Inclusion Support Teacher will invite you to an *IEP* meeting as early as possible in the fall to meet and consult with you on your child's educational program.

d) Changing Schools Outside of School District No. 8

If your child is going to a new school outside our district, our staff work cooperatively with the new school to provide the information needed to plan a smooth transition. Your child's regular file is shared with the new school district, and depending on your wishes about sharing information with others, your child's Inclusive Education Red Binder may be copied and sent to the new district. Please contact your school to discuss file forwarding if you are moving districts.

e) Transitioning from Grade 12 to the Community (Post-Secondary or Work)

Transitioning your child into adulthood requires coordination and planning. It is important that parents/guardians prepare for this transition well before your child turns 19 years of age. In some cases, there are arrangements that need to be made with *Community Living BC (CLBC)* and other agencies to ensure that a smooth transition takes place. It is recommended by the Ministry of Education that this planning begin when your child turns 16 years of age (at the end of Grade 10 or into Grade 11).

School staff can assist with your child's transition by including specific goals within your child's CBIEP. There is also a parent information meeting that takes place annually at our secondary schools (LVR and PCSS), where individuals from community-based agencies (such as CLBC, Selkirk College, College of the Rockies, WorkBC, etc.) answer questions and provide information related to this important time in your child's life.

The Ministry of Children and Family Development has two documents that may assist parents/guardians in the planning process:

- *Your Future Now: A Transition Planning and Resource Guide for Youth with Special Needs and Their Families*

http://www2.gov.bc.ca/assets/gov/family-and-social-supports/support_guide.pdf

- *Cross-Ministry Transition Planning Protocol for Youth with Special Needs*

http://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-special-needs/2012_ytpp_protocol.pdf

f) Requesting a Grade 13 for Students with Complex Developmental Disabilities

For a very few students with the most complex special needs, remaining in school for a further year (the year in which they turn 19) may be beneficial. The decision to provide a Grade 13 year is made by the District Based Team (DBT), with input by the School Based Team and community partners (typically the CLBC Facilitator). Schools make a formal request to the DBT by spring break to request the retention of any student for a Grade 13 year. During this last year of schooling, students will be in the community for an increasing amount of the school day. School District 8 is committed to supporting students in their efforts to successfully complete secondary school and their transition to adult life. To this end, the school district will always be open to the possibility that a student may require additional time in an educational program beyond Grade 12 to further support transition related goals. Extensions of this nature are carefully considered through a meaningful consultation process with parents and the community based agencies that are involved in supporting a student beyond their school experience.

APPENDIX A: GLOSSARY of COMMON TERMS

Accommodations are individualized strategies and resources provided to students so they can learn according to their educational needs. More formalized accommodations take the form of adaptations and/or modifications depending on the level of student need.

Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning standards of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. Most adaptations can be provided to any student who needs them; a special education designation is not required. A student working on learning standards of any grade or course level may be supported through use of adaptations.

Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, set goals, and results in the identification and implementation of selected educational strategies.

Collaborative consultation is a process in which people work together to solve a common problem or address a common concern. A successful collaborative process is characterized by the following features: it is voluntary; there is mutual trust and open communication among the people involved; identification/clarification of the problem to be addressed is a shared task; the goal is shared by all participants; each participant's contribution is valued equally; all participants' skills are employed in identifying and selecting problem-solving strategies; and there is shared responsibility for the program or strategy initiated.

A **guardian** of a person (in the wording of the *School Act*) "...when used in reference to a student or child, means guardian of the person of the student or child within the meaning of the *Family Relations Act*".

Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

An **Individual Education Plan (IEP)** is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

Integration is one of the strategies used to achieve inclusion. With integration, students with special needs are included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations determined on an individual basis, to enable them to be successful there. The principle of "placement in the most enabling learning environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms, or assigned to an alternate placement.

Learning Standards (core or curricular competencies and content) describe what students are expected to know, understand, and do at each grade level in each subject area of the BC Curriculum. <https://curriculum.gov.bc.ca/>

Mainstreaming is a term which was in use during the early years of the movement toward integration of students with special needs, but which has been replaced by the term "integration" (see definition for integration above).

Modifications are instructional and assessment-related accommodations made to address a student's educational needs that consist of individualized learning goals and outcomes that are substantially different than learning standards of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.) Using the strategy of modifications for students not identified as special needs should be a rare practice.

Parent (in the wording of the School Act) "...means, in respect of a student or of a child registered under section 13, a) the guardian of the person of the student or child; b) the person legally entitled to custody of the student or child; or c) the person who usually has the care and control of the student or child."

<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>

Positive Behaviour Intervention and Support PBIS is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

A **School-Based Team** is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting Classroom Teachers to develop and

implement instructional and/or management strategies and to co-ordinate support resources for students with special needs within the school.

Special educational needs are those characteristics which make it necessary to provide a student undertaking an educational program with resources supplemental and/or different from those which are needed by most students. Special educational needs are identified during assessment of a student; they are the basis for determining an appropriate educational program (including necessary resources) for that student.

Strategies are specific techniques that are implemented to support student learning needs.

Transition is the passage of a student from one environment to another at key points in his or her development from childhood to adulthood.

Glossary of Terms taken from the Ministry of Education website at:

http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf#page=5



(Graphic from Change.org)

APPENDIX B: COMMUNITY RESOURCES for PARENTS/GUARDIANS

1) PROVINCIAL RESOURCE PROGRAMS

In addition to the regular block of funds allocated to school districts for the provision of public education, the Province also funds a group of education alternatives known as Provincial Resource Programs (PRPs). These programs are intended to assist districts to meet the educational needs of students in exceptional circumstances.

PRPs are operated by host school districts and are located throughout the province to serve approximately 10,000 school-aged individuals. Some of these programs are operated in co-operation with other provincial ministries, including the Ministry of Children and Family Development and the Ministry of Health. PRPs enable students to continue learning while in hospitals, treatment centres or containment centres. Other PRP facilities provide specific services for students with special needs throughout the province, either on an outreach basis or within a provincial centre.

Each year, the Ministry of Education establishes a budget for the operation of PRPs. Districts submit their proposed budgets for the coming school year, including anticipated operating expenditures. A PRP review committee comprising ministry staff considers all budget requests submitted by school boards, on an individual program basis.

For a full listing of the Provincial Resource Programs, please see the linked [Special Education Services: A Manual of Policies, Procedures and Guidelines](#) on the Ministry of Education Website.

ACCESSIBLE RESOURCE CENTRE BC (ARC-BC)

The **Accessible Resource Centre - British Columbia** is a BC Ministry of Education funded response to the growing demand for digital accessible format alternatives to hard-copy print learning materials. The goal of ARC-BC is to provide BC students with perceptual (or print) disabilities and their educational teams with high quality digital alternate format materials that align with [British Columbia's K-12 curriculum](#).
<https://www.arc-bc.org/>

BC CHILDREN'S HOSPITAL - ADOLESCENT PSYCHIATRIC UNIT (APU)

The primary focus of the unit school program is to assess student ability academically, functionally and emotionally. Patients/students attend school five days a week for assessment, assignments, unstructured activities and social development.
<http://www.bcchildrens.ca/our-services/mental-health-services/adolescent-psychiatry>

BC CHILDREN'S HOSPITAL - CHILD PSYCHIATRIC UNIT

The BCCH: Child Psychiatry Unit provides a comprehensive assessment, which includes psychology, education, occupational therapy and speech/language evaluations, as well as diagnostic clarification and medication review. It also includes individual therapy, family therapy and behaviour management education for the caregivers. The ultimate goal is a comprehensive multi-disciplinary assessment and treatment plan, which is then shared in a discharge planning conference with those professionals involved in the community.

<http://www.bcchildrens.ca/our-services/mental-health-services/child-psychiatry>

BC CHILDREN'S HOSPITAL - EATING DISORDERS INPATIENT AND DAY TREATMENT PROGRAM

The objective of the Learning Resource Centre in the Eating Disorders Inpatient Program and the Therapeutic Academic Program in the Eating Disorders Day Treatment Program is to provide academic instruction and support for patients admitted into those program at BCCH.

<http://www.bcchildrens.ca/our-services/mental-health-services/eating-disorders>

BC CHILDREN'S HOSPITAL - SCHOOL PROGRAM

The program objectives are: to help patients continue with their regular school work while in the hospital, to provide normalcy and routine to their days, and to help students stay connected to their home schools.

<http://www.bcchildrens.ca/our-services/support-services/school-services>

CANUCK PLACE - PALLIATIVE SERVICES FOR FAMILIES

The desired outcome is to provide the normality of services for children with life-threatening illnesses who come to Canuck Place for palliative care services.

<http://www.bcchildrens.ca/our-services/support-services/palliative-care>

CHILDREN'S LOW VISION PROJECT OF BC (CLVP-BC)

CLVP-BC brings together professionals trained in Ophthalmology, Optometry, Orientation and Mobility, Assistive Technology and Education. The team evaluates each child, prescribes and dispenses low vision devices, and makes recommendations to support the child, their family, teachers, schools and other professionals working with the child.

<http://www.clvp-bc.com/>

Peak House, located in Vancouver is a voluntary, ten-week, live-in treatment program for youth seeking freedom from problematic substance use. The Ministry of Education's Provincial Resource Program at Peak House serves as a therapeutic school program by providing academic continuity and re-engagement opportunities and transition support for youth while they attend treatment for substance use.

<http://peakhouse.ca/>

PROVINCIAL OUTREACH PROGRAM FOR AUTISM AND RELATED DISORDERS (POPARD)

POPARD provides resources and training opportunities to support children, families and educators working with children with Autism and related disorders.

<https://www.actcommunity.ca/provincial-outreach-program-for-autism-and-related-disorders-popard>

PROVINCIAL RESOURCE CENTRE FOR THE VISUALLY IMPAIRED (PRCVI)

PRCVI's role is to provide learning resources, leadership, information, training and consultation to support school districts' goals of equitable access and enhanced educational opportunities for students with visual impairments.

<https://www.prcvi.org/>

SET-BC

SET-BC assists BC school districts in using technology to support the educational programs of students with physical, sensory, communication and learning challenges and to provide support to BC school districts in building their capacity to use technology to support students with diverse needs in the classroom setting.

<https://www.setbc.org/>

SUNNY HILL - HEALTH CENTRE FOR CHILDREN

Children who attend Sunny Hill (moving as of August 2020 to BC Children's Hospital) range in age from birth to 19 years and often have complex medical, physical and developmental needs. Some of the children have conditions affecting physical, motor or sensory development or have acquired brain injury, prenatal exposure to alcohol or other drugs, cerebral palsy, or autism. The unique nature and complexity of their needs may make it difficult to find all the support they need at home or in their community. Sunny Hill provides academic assessment and remediation for inpatients and outpatients specifically for acquired brain injuries and liaises with and supports their home schools to provide appropriate support services.

<http://www.bcchildrens.ca/our-services/sunny-hill-health-centre>

2) OTHER RESOURCES FOR PARENTS

ACT - Autism Community Training

<http://www.actcommunity.ca>

ACT provides excellent information and training, in accordance with international best practices. Their goal is to enable parents/guardians, professionals and para-professionals to support children and adults with Autism Spectrum Disorder to live productive, satisfying lives within their families and communities.

ANXIETY CANADA

<http://www.anxietycanada.com>

Anxiety Canada provides a rich resource of self-help information and programs, as well as resources for parents and caregivers. Our mission is to increase awareness, promote education and improve access to programs that work.

AUTISM SOCIETY OF BC

<http://www.autismbc.ca>

Autism Society of BC strives to promote understanding, acceptance, and full community inclusion for people **with autism** in British Columbia while providing support for the realization of the rights and informed choices of individuals **with autism** and their families.

AUTISM SPEAKS

<http://autismspeaks.org>

100 Day Kit for Young Children

BC CONFEDERATION OF PARENT ADVISORY COUNCILS

<http://www.bccpac.bc.ca>

BC CPAC strives to advance the public school education and well-being of children in the province of British Columbia and carry on activities to promote and enhance meaningful parent participation in an advisory role at the school, school district, and provincial levels.

BC EPILEPSY SOCIETY

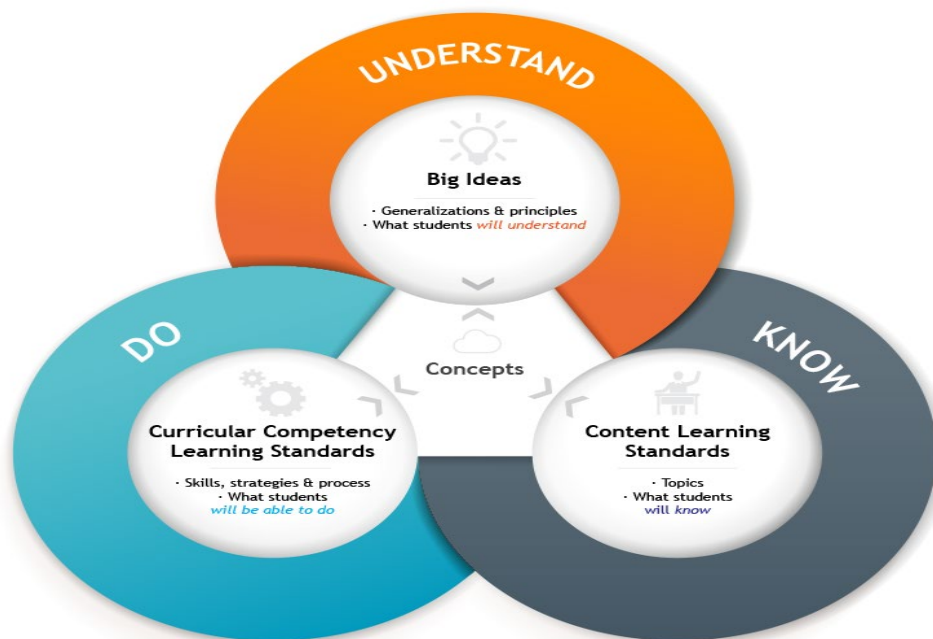
www.bcepilepsy.com

A non-profit, charitable organization dedicated to serving the well-being of people living with epilepsy.

B.C. SCHOOL ACT

http://www.bclaws.ca/civix/document/id/complete/statreg/96412_02#section7

Individual Education Plan Order



From the BC Ministry of Education (curriculum.gov.bc.ca)

CANADIAN NATIONAL INSTITUTE FOR THE BLIND (CNIB)

www.cnib.ca

Provides adjustment to blindness services for all ages including counselling; orientation and mobility; free Braille and talking book library; and, eye safety programs. Works with people who are experiencing any degree of low vision.

CEREBRAL PALSY ASSOCIATION OF BC

www.bccerebralpalsy.com

Services include education, advocacy, information and resources, lending library and a bi-monthly newsletter.

CHILD & YOUTH WITH SPECIAL NEEDS (CYSN)

<https://www2.gov.bc.ca/gov/content/family-social-supports/youth-and-family-services/special-needs-supports-for-families>

Helps primary caregivers, parents or guardians who have children or teens with special needs to access extra support to maximize the quality of life for their child and family.

COLLEGE OF PSYCHOLOGISTS OF BRITISH COLUMBIA (CPBC)

<https://collegeofpsychologists.bc.ca/>

Should a parent/guardian seek out a private psychoeducational assessment, they must ensure that the clinician of their choosing is registered in the CPBC to meet Ministry of Education's practice guidelines for Psychologists working in BC.

COMMUNITY LIVING BC (CLBC)

www.communitylivingbc.ca

Community Living BC (CLBC) delivers supports and services to adults with developmental disabilities and their families in BC. CLBC works to create communities where people with developmental disabilities have more choices about how they live, work and contribute.

DEAF CHILDREN'S SOCIETY OF BC

www.deafchildren.bc.ca

Offers a family-centered approach to support deaf and hard of hearing children and their families by improving the ability of the family to develop and advocate for opportunities to maximize their child's development.

DOWN SYNDROME RESEARCH FOUNDATION

www.dsrf.org

Mandate is to empower people with Down syndrome to achieve their potential; lead independent and fulfilled lives; and participate fully in the communities in which they live.

FAMILY NETWORK FOR DEAF CHILDREN

www.fndc.ca

Goal is to gather and share information with deaf and hard of hearing youth, their families as well as the professional communities that support them. FNDC's primary goal is to gather and share information with deaf and hard of hearing

FOUNDRY BC

<https://foundrybc.ca/>

Foundry offers young people ages 12-24 health and wellness resources, services and supports - online and through integrated service centres in communities across BC.

GIFTED CHILDREN'S ASSOCIATION OF BC

<https://giftedchildrenbc.wordpress.com/>

Dedicated to providing support and advocacy for gifted children and their families.

PROVINCIAL INCLUSION OUTREACH PROGRAM

<https://www.inclusionoutreach.ca/>

This website is designed to assist school teams and families in developing meaningful and functional programs for B.C. students with severe cognitive and multiple physical disabilities within inclusive schools K-12. The strategies, learning modules and other resources in this website are provided to maximize student learning.

INTERIOR HEALTH CHILDREN'S ASSESSMENT NETWORK (IHCAN)

<https://kelowna.cioc.ca/record/KNA0700>

Provides assessment and diagnosis clinic for children and youth living in the Interior Health region who demonstrate significant impairment in a number of domains of functioning, including development and learning, mental health, adaptive and social skills, or biomarkers such as prenatal substance exposure.

KELTY MENTAL HEALTH (BC CHILDRENS HOSPITAL)

<https://keltymentalhealth.ca/>

Helps families navigate the mental health system, listens and offers peer support, and connects families to resources and tools.

LEARNING DISABILITY ASSOCIATION

www.ldabc.ca

Provides effective programs and services throughout the years starting at pre-school. Services include recommended interventions, social skills development, tutoring and advocacy.

MINISTRY OF CHILDREN & FAMILY DEVELOPMENT

www.gov.bc.ca/mcf/

Provides information and support services for people with developmental disabilities and their families. The *Child and Youth with Special Need Social Worker* can be reached at the New Westminster Children's Centre at 604.521.8078 (extension 329).

MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT: MENTAL HEALTH

www.mcf.gov.bc.ca/mental_health/

Provides community mental health services for children under 19 years of age. They offer a multi-disciplinary approach to community service with the objective being to help families with children who are experiencing mental health difficulties. Services may be direct and indirect through contracts, consultation to individuals, families, agencies and the general public.

MINISTRY OF EDUCATION: SPECIAL EDUCATION SERVICES MANUAL

The purpose of this manual is to provide a single point of reference regarding legislation, ministry policy and guidelines to assist Boards of Education in developing programs and services that enable students with special needs to meet their educational goals.

[Special Education Services: A Manual of Policies, Procedures and Guidelines.](#)

MUSCULAR DYSTROPHY CANADA

www.muscle.ca

Muscular Dystrophy Canada's mission is to enhance the lives of those affected with neuromuscular disorders by continually working to provide ongoing support and resources while relentlessly searching for a cure through well-funded research.

A PARENT'S HANDBOOK: YOUR GUIDE TO AUTISM PROGRAMS (MCFD)

https://www2.gov.bc.ca/assets/gov/health/managing-your-health/autism/autism_handbook_parents_guide.pdf

Handbook for parents and caregivers of children and youth who may have, or have been diagnosed with, Autism Spectrum Disorder (ASD). It provides information on ASD, intervention, and programs available for children and youth with ASD and their families. The Ministries of Children and Family Development (MCFD), Education and Health work closely to coordinate assessment, diagnosis, intervention and support services for children and youth with ASD and their families.

SERVICES TO ADULTS WITH DEVELOPMENTAL DISABILITIES (STADD)

<https://www.communitylivingbc.ca/what-support-is-available/preparing-access-clbc-supports/services-to-adults-with-developmental-disabilities-stadd/>

Services to Adults with Developmental Disabilities (STADD) offers Navigator services for transitioning youth and their families in 145 communities across B.C. Navigators act as the primary point of contact for individuals in coordinating transition planning and access to supports and services through the transition period of 16-24 years old. Navigators help organize a youth's transition planning team and develop a person-centered transition plan. STADD encourages and supports information-sharing between government and community resources, and leads the coordination of all involved. Once your child is deemed eligible for CLBC-services, you can request the services of a STADD Navigator or contact 1-855-356-5609 to self-refer.

SPECIAL OLYMPICS - BC (SOBC)

<https://www.specialolympics.ca/british-columbia>

Through the power and joy of sports, people with intellectual disabilities discover new strengths and abilities, skills and success. Special Olympics athletes find joy, confidence, and fulfillment - on the playing field and in life.

Building a Routine at Home



Try using this template to fill out your daily tasks and goals, and make a plan for your day!

BREAKFAST ☀️	THINGS I WOULD LIKE TO ACCOMPLISH TODAY <i>(include 2 goals; e.g. drinking 5 glasses of water)</i>	MY DAILY PLAN
	<p><i>Examples: clean my bedroom, call a friend, make healthier food choices, complete my workout</i></p> <p>✓ Goal 1:</p> <p>✓ Goal 2:</p>	<p>8:00 a.m.</p> <p>9:00 a.m.</p> <p>10:00 a.m.</p> <p>11:00 a.m.</p> <p>12:00 p.m.</p> <p>1:00 p.m.</p> <p>2:00 p.m.</p> <p>3:00 p.m.</p> <p>4:00 p.m.</p> <p>5:00 p.m.</p> <p>6:00 p.m.</p> <p>7:00 p.m.</p> <p>8:00 p.m.</p> <p>9:00 p.m.</p> <p>10:00 p.m.</p>
LUNCH 🍔		
DINNER 🍴		
SNACKS 🍌		
<p>5 glasses of water</p> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div>	<p>5 fruit and veggies:</p> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div>	<p>Today's workout:</p> <div style="display: inline-block; border: 1px solid black; width: 15px; height: 15px; margin: 0 5px;"></div>

TETRA SOCIETY OF BC

<https://www.tetrasociety.org/>

Tetra recruits volunteers who work with clients to design and build assistive devices that are custom-made for the individual - these are devices that are often not available commercially or cost prohibitive. Clients range in age, medical conditions and needs and the breadth of gadgets span from the work place, at-home modifications, and for sport and leisure as well. As a non-profit organization, Tetra raises funds to deliver this program, including covering the costs of volunteer travel and materials for devices up to \$500 per project.