



# Inclusive Education 44 Learning Services Handbook



North Vancouver  
School District  
the natural place to learn®

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# Introduction

Inclusive Education in School District #44 is a celebration of the many ways in which diversity is expressed in our classrooms and throughout our school communities. This rich expression of diversity includes, but is not limited to, differences in physical, cognitive, social, emotional and behavioural abilities, socioeconomic status, race, religion and culture, sexual orientation and gender. Our diversity is also richly enhanced by our students of aboriginal ancestry. North Vancouver School District is steadfastly committed to celebrating and supporting diversity at the classroom level and throughout our school communities by promoting meaningful differentiation to curriculum, instruction and assessment. While this handbook focuses on special education, the fundamental principles can be applied to other areas of diversity.

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. 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 educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and interaction with others.

BC Ministry of Education: A Manual of Policies,  
Procedures and Guidelines

This document articulates the values and beliefs of the North Vancouver School District. It outlines a framework for support that maximizes success and independence for all learners by:

- encouraging all students to reach their full potential
- engaging all students in challenging programs
- providing opportunities for access to all areas of the curriculum
- recognizing and acknowledging personal achievements of all learners

Our model for the delivery of special education services focuses upon:

- the strengths of individual students
- supports that build upon the individual students' strengths
- the classroom as the primary site of educational programs
- clear tangible supports for the classroom teacher
- recognition and celebration of the teaching-learning process
- decision making through consultation and collaboration
- home, school and community partnerships

We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to **learn, share** and **grow**.



Our Inclusive Education Handbook reflects the dedication of our parents and staff in support of all students, particularly those with special needs. We are proud to be working with you.

*Julie Parker - Director of Instruction and  
Vince White - District Principal, Inclusive Education*

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# Section 1: Overview

## Information for Parents, Teachers, Support Staff and Administrators

This resource outlines policies, procedures and guidelines that support the delivery of special education services in North Vancouver schools. These policies and procedures reflect those outlined in the BC Ministry of Education Special Education Services Manual of Policies, Procedures and Guidelines. <http://www.bced.gov.bc.ca>

The purpose of this resource is to provide a single point of reference regarding BC Ministry of Education and North Vancouver School District policy and best practices, to assist schools with the development of Inclusive Education. The information is intended for use by parents, principals and school based teams. It may also be of interest to social (service) and health care providers, and to local community agencies. Since local school districts are responsible for ensuring that special education services are an integral part of the whole school system, this resource should be read in conjunction with others that are not specific to inclusive education. Links to key documents can be found in Section 7 of this resource. Other documents can be found at [www.sd44.ca](http://www.sd44.ca) and at <http://www.bced.gov.bc.ca>

In order to reflect ongoing developments in the field of Inclusive Education, this resource is updated regularly to indicate any changes in practice and personnel. The aim is to ensure that all school district staff and the local community are aware of the special education services available. This includes:

- procedures used to identify, assess and plan for students
- procedures used to include parents and other service providers
- reporting procedures and monitoring of student progress using IEPs
- a description of district services and special programs
- specialist staff assignments and job descriptions

The North Vancouver School District promotes an inclusive education system in which each student is a fully participating member of a community of learners.

Research shows that most students (80%) will not require special education services. Up to 20% will require targeted instructional support at some time during their school years. A few students (1% - 5%) will require more intensive interventions throughout their school career.

While the concept of inclusive education is linked to the integration of students with special needs, Inclusive Education is not simply a Special Education issue. It concerns all students and adults, everywhere and all of the time. Successful learning for all students cannot be addressed by groups of professionals working in isolation. It requires genuine collaboration at every level of the organization. This requires mutually respectful learning among all those involved. We are a "Tribes Learning Community". For more information on this see: [www.tribes.com](http://www.tribes.com)

*Together we are better* 

## What is Special Education?

Special Education is a broad term used to describe specially designed learning opportunities to meet the unique needs of exceptional learners. Special Education services enable students to have equitable access to learning opportunities to ensure they achieve the goals of their Individualized Education Plans. Education Plans can include academic, social, emotional and behavioural learning.

According to the BC Ministry of Education: “students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.” In BC, the students whose exceptionalities are significant, have a Ministry Special Education designation.

These students have an Individual Education Plan (IEP) that includes:

- learning outcomes that are different from, or in addition to the expected learning outcomes set out in the BC Ministry of Education curriculum, including those from a different grade level
- a list of support services
- a list of adapted/modified materials, instruction and assessment methods

Prior to a student having a Ministry designation, there may be a Student Support Plan in place for a student who requires classroom adaptations and/or adaptations to the regular curriculum.

The emphasis on educating all students in local neighbourhood schools with same age peers does not preclude the appropriate use of resource rooms, or community- based programs. Support for students with special needs is considered on a continuum that will maximize each student’s participation in a classroom setting with his/her peers.

Special Education services are designed to:

- complement regular education services
- support the needs of a diverse range of students
- provide assessment that links to effective intervention
- identify students’ strengths and provide opportunities to build on these
- consider resource requirements for ongoing planning and development
- support collaborative decision making among teachers/parents/others involved

Collaborative decision making is a democratic interactive practice that focuses on enabling students to achieve success. Collaborative practice involves team members sharing their thinking and taking responsibility for their work to achieve success. Students themselves, and their parents are part of this team.

The collaborative decision-making process includes:

- assessment of the student’s strengths as a learner
- assessment of the learning environment
- analysis of the instructional content and techniques
- selection of intervention strategies that provide opportunities for success

Learning Services Teachers and Education Assistants typically work with classroom teachers in the delivery of special education services. The term Learning Services Teacher is referred to in this document to indicate all types of Learning Services Teachers employed by the school district, e.g. Learning Assistance, Support, Resource Teachers. The term Education Assistant is similarly used to refer to all types of Special Education Assistants and support workers.

## Assessment, Intervention and Review of Student Progress

### Assessment

Assessment is an ongoing process of collecting data to guide teaching instruction and to evaluate student learning. Assessment is a collaborative process that can involve the student, parents, school staff, and community agencies. Assessments help teachers identify strengths and needs for the purposes of determining what educational interventions would be most appropriate for a student. Information from assessments enable teachers to differentiate instruction and to develop Student Support Plans or Individual Education Plans (IEPs). Sometimes a Teaching to Diversity checklist is used to record adaptations implemented to support student success.

For some students assessments may involve Learning Services Teachers. They may also involve other agencies e.g. mental health clinician. The assessment process may include:

- conducting classroom observations to determine student strengths and challenges
- interviewing the student, teachers, parents, and others involved to determine multiple perspectives on the students' strengths and challenges
- planning with the classroom teacher and/or school staff to decide which assessments will be used to identify students who are at risk, or who may need interventions for learning and/or behaviour reasons;
- planning with the classroom teacher, and/or school staff to decide which assessments will be used to monitor students' progress and gauge the effectiveness of research-based practices and interventions;
- planning with the classroom teacher and/or school staff to decide which curriculum based measurement (CBM) will be used. These help teachers to assess a student's skill level in reading, math, spelling, and written expression, to monitor students' response to interventions, and to make informed instructional decisions;
- administering, gathering and/or synthesizing information from a variety of sources to determine the complexity and severity of students' learning needs. This typically results in a file review that may include:
  - ~ information from report cards
  - ~ student observation summary
  - ~ work samples, informal tests and checklists
  - ~ diagnostic tests e.g. Test of Phonological Awareness (TOPA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Functional Behaviour Assessment (FBA)
  - ~ standardized assessments
  - ~ summary of reports from other agencies
- using norm-referenced (where students achievements are measured against the "average" student for their age) or criterion-referenced assessments as appropriate to answer questions about how best to provide instruction or support

For further information about assessment practices please refer to the North Vancouver School District [Communicating Student Learning K-12: Handbook for Assessment, Evaluation and Reporting](http://www.sd44.ca/Board/Achievement/AER/Documents/HandbookforAssessmentEvaluationandReporting.pdf)

<http://www.sd44.ca/Board/Achievement/AER/Documents/HandbookforAssessmentEvaluationandReporting.pdf>

## Assessment Terms

For more information please refer to the North Vancouver School District [Communicating Student Learning K-12: Handbook for Assessment, Evaluation and Reporting Handbook](#)

assessment	The systematic gathering of information about students' learning.
assessment for learning  (Formative Assessment)	Assessment that gives teachers information to differentiate teaching and learning activities. Educators use results to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers use this information to provide feedback to students to help them advance their learning.
assessment as learning	Assessment that focuses on the role of the student as the critical connector between assessment and learning. It occurs when students monitor their own learning and use the feedback to make adjustments, adaptations, and even major changes in what they understand.
assessment of learning	Assessment that is summative in nature and helps teachers confirm student knowledge, measure achieved curricular outcomes, and occasionally, is used to place students in relation to others. This is often related to grades.
baseline data	Data collected prior to the initiation of an intervention that is used for comparison with data collected during or after intervention implementation.
classroom observation	Information about how the student responds to instruction, and of the match between the curriculum, instruction and the student's learning.
curriculum-based assessment	Assessment that mirrors instructional procedures related to the curriculum, resulting in ongoing monitoring of progress through adjustments in instruction, remediation, adaptations, or modifications provided to the students.
curriculum-based measurement	A standard procedure to track and record student progress in a specific area (e.g. reading, mathematics, spelling, written expression). Teachers use brief, simple, timed tests that are determined by the school curriculum.
standardized testing	An objective test that is given and scored in a uniform manner. Tests have a manual giving complete guidelines for administration and scoring. The administrative conditions are consistent. Scores are norm-referenced.
summative assessment	Evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. Outcomes are the culmination of a teacher/learning process for a unit, subject, or a years' study.

## Formal Assessment

Formal assessment is standardized assessment that measures a student's ability and achievement relative to a group of students the same age. Information from formal achievement tests, like the Woodcock-Johnson III, may be required prior to a psycho-educational assessment. Results of achievement tests show academic areas of strength and need used to help plan for instruction. Schools use some types of assessment to group students for instruction or to track student progress over time.

Standardized tests are categorized as Level A, B or C depending on their complexity and the qualifications of the test administrator. Tests listed as A or B can be administered by teachers with training. Tests listed as category C must be administered by those individuals who have taken advanced training in testing and interpreting. Those people could be speech and language pathologists, school psychologists or in some cases, counsellors. Some of the tests and assessments in common use are:

Test	Description	Who Administers	Who Has It?
FSA	Foundation Skills Assessment	Grades 4 and 7 teachers	all elementary schools
TOPA	Test of Phonological Awareness	teachers with training	all elementary schools
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	teachers with training	all elementary schools
K NUMERACY	Curriculum Based Screening Assessment	teachers	all elementary schools
GRADE 6/8 NUMERACY	Curriculum Based Screening Assessment	teachers	all elementary schools
WJ III	Woodcock – Johnson III Tests of Achievement	school psychologist teacher with training	-FOS leaders -some schools
KTEA Level B	Kaufman Test of Educational Achievement	teacher with training	FOS leaders
BASC	Behaviour Assessment System for Children	psychologists, counsellors and teachers with training	-psychologists -FOS leaders
PPVT-III Level B	Peabody Picture Vocabulary Test – Third Edition	speech and language pathologist (SLP) teacher with training	speech and language pathologist
WISC IV Level C	Wechsler Intelligence Scale for Children Revised	school psychologist	school psychologist
BRIGANCE	Observational Assessment tool used with students who have developmental disabilities	teachers with training	-psychologists -FOS leaders



## Functional Behaviour Assessment (FBA)

The FBA is a process for gathering information that can be used to maximize the effectiveness and efficiency of behavioural support. The process of gathering broad and specific information gives team members insight into the reasons why a student may engage in challenging behaviours. The two primary methods for gathering this information are interviews and direct observation. The primary purpose of a functional assessment is to highly individualize and structure the student's learning environment in order to support them in meeting their educational goals.

Functional Behavioural Assessment aims to:

- describe and verify the seriousness of the problem
- refine the definition of the problem behaviour
- collect information on possible functions of the problem behaviour
- analyze using data "triangulation" (synthesizing data from multiple sources) and/or problem pathway analysis
- generate a hypothesis statement regarding the probable function of the problem behaviour

Developing the IEP following assessment aims to:

- test the hypothesis statement regarding the function of the problem behaviour by identifying goals and strategies to support and remediate these behaviours
- develop and implement an IEP that clearly focuses on strategies to address these behaviours
- monitor the implementation of the plan
- evaluate effectiveness of the plan
- modify the plan as needed

Traditionally, teachers have dealt with student behaviour that interferes with classroom instruction by using various kinds of consequences e.g. verbal reprimands, time-out, and suspension. The goal, of course, has been to reduce, if not eliminate the immediate problem. However, experience has shown that these usually are not the most effective or efficient means to eliminate problem behaviour. "Reactive" approaches that follow inappropriate behaviour, such as punishment, are not only time consuming, but they fail to teach the student acceptable replacement behaviours and also may serve to reinforce the inappropriate behaviour e.g. suspension for reasons of non-attendance reinforces the non-attendance.

The success of an intervention hinges on:

- understanding why the student behaves in a certain way
- replacing inappropriate behaviour with a more socially acceptable behaviour
- recognizing the links between academic and behavioural learning
- working in partnership with community agencies when appropriate

Students requiring a FBA will likely have an IEP which reflects the need for Ministry Special Education designation due to social, emotional, behavioural and/or mental health challenges. These students may also need a Safety Management Plan.

For more information see the North Vancouver School District Safe and Caring Schools Binder and:

[www.pbis.org](http://www.pbis.org)

<http://www.teach-nology.com/tutorials/teaching/fba/example1/>

## Intervention

Each classroom teacher has overall responsibility for all students in his/her class. At times they work with Learning Services Teachers to provide additional interventions for students with special needs. Learning Services Teachers who provide special education services are variously known as Learning Assistance Teachers, Learning Support Teachers or Resource Teachers. In some schools the Learning Assistance Teacher works predominantly with students who have learning disabilities or challenges with literacy skills development. In these schools there may also be a Learning Support Teacher or resource room teacher who works predominantly with students who have developmental disabilities such as Autism or Down Syndrome. In other schools these roles may be combined and even include English Language Learners Services.

In addition to Learning Services Teachers, each school has a school psychologist and counsellor as part of their School Based Resource Team (SBRT). Elementary schools also have a speech and language pathologist. At times this team may also include personnel from other agencies e.g. Physio and Occupational Therapists, youth outreach worker.

Responsibility of Classroom Teacher *	Responsibility of Learning Services Teachers	Intervention Examples
<ul style="list-style-type: none"> <li>• all students in the class including those with IEPs</li> <li>• all students in an area of assessed need that is collaboratively determined by staff</li> <li>• targeted groups of students identified through assessment and collaborative dialogue</li> <li>• individual students and groups of students who need intensive intervention</li> </ul>	<ul style="list-style-type: none"> <li>• additional assessment and observation</li> <li>• co-planning and coordinating initiatives</li> <li>• working with the administrator and SBRT to coordinate support</li> <li>• helping classroom teachers to differentiate instruction</li> <li>• sharing information about research based practices</li> <li>• providing small group instruction in/out of class</li> <li>• modeling strategies for EAs</li> <li>• liaising with community supports/agencies</li> <li>• collaboratively developing Individual Education Plans</li> </ul>	<ul style="list-style-type: none"> <li>• preparing file reviews to help determine interventions</li> <li>• developing student profiles</li> <li>• facilitating behaviour assessments &amp; Safety Plans</li> <li>• peer tutoring</li> <li>• restitution</li> <li>• group reading</li> <li>• early intervention initiatives</li> <li>• guided reading</li> <li>• co-teaching</li> <li>• differentiating curriculum content/process/product</li> <li>• trained EA supports use of technology e.g. Kurzweil</li> <li>• social skills groups</li> </ul>

\*Note: in Secondary Schools it is often the Grade Counsellor or Case Manager who assumes the roles and responsibilities of the Teacher.

## Case Managers

The teacher who coordinates a student's special education program is identified by the School Based Resource Team (SBRT). This teacher is known as the Case Manager. The Case Manager liaises with parents and others involved, ensures adaptations are used, writes the IEP and monitors student progress. Principals have the authority to determine the most appropriate case manager for a student with special needs. Ideally students will have the same case manager over extended periods e.g. Grades 8 - 12.

## Learning Services Teachers

The roles and responsibilities of Learning Services Teachers are diverse and may change throughout the year. Their support may be either direct or indirect.

Direct support may include:

- providing direct instruction in skills and concepts to individuals or small groups (in class and beyond the classroom)
- providing whole group instruction using differentiated instruction while the class teacher works with small groups or individuals
- providing intense and explicit short term instruction for individuals/groups
- supporting positive behaviour support plans
- offering weekly tutorials focusing on specific skills (more in Secondary Schools)
- assessing and observing students to gather data within the classroom and other locations
- modeling specific teaching strategies for the classroom teacher or EA
- planning/co-teaching with teachers /Education Assistants (EAs)
- supporting the classroom teacher to adapt and modify instruction
- communicating with parents in order to ensure the consistency of home-school approaches

Indirect support may include:

- acting as a Case Manager to support the classroom teacher in the development and implementation of the IEP
- ensuring 1701 BC Ministry of Education data is collected, complete and accurate for both Ministry reporting periods (October and February) - see FAQ on 1701.
- working with the administrator to facilitate team/transition meetings
- supporting school-wide initiatives (e.g. peer tutoring, restitution)
- co-planning and collaborating with classroom teachers to ensure Ministry designated students meet their IEP goals and objectives and successfully participate in the community of the classroom
- providing resources and articles to support best practices
- consulting with district learning support staff and community agencies (e.g. Children's Services Resource Team, Provincial Outreach Programs, etc.) to provide support to staff and students
- communicating with the school, the home and outside agencies to coordinate support, organize meetings, and facilitate transitions

### Learning Services Teacher Training and Skills

Learning Services Teachers such as Learning Assistance/Support teachers, Vision/Hearing teachers, Counsellors, Psychologists and Speech Pathologists must have Masters level training and skills. According to Ministry guidance they must be able to:

- use criterion referenced or norm referenced assessment to inform instruction e.g. DIBELS, BRIGANCE.
- undertake Level B assessment and evaluation e.g. KTEA and WJ III tests
- collect behavioural data for a Functional Assessment of Behaviour
- synthesize information from parents, student records and other service providers e.g. health, to aid the assessment and intervention process
- demonstrate effective consultation and collaboration skills to enable them to advise other teachers about appropriate curriculum differentiation
- take a lead role in the IEP process

## IEP Review, Consultation & Progress Reporting

The Individual Education Plan order states that schools

- (a) must ensure that the IEP is reviewed at least once each school year following the year the IEP is developed and, where necessary, it is revised, or cancelled, and (b) must offer a parent of the student, and where appropriate, the student the opportunity to be consulted about the preparation of an IEP.

Case managers recognize the value of IEP progress reporting as:

- ongoing and whenever necessary if one or more objectives in a student's IEP requires attention (either because there is an inadequate response to an intervention or the short term objective has been achieved)
- formal or informal as deemed appropriate (i.e., progress report, phone call to home, meeting with parent and classroom teacher.)
- integrated wherever possible into classroom-based reporting

The following links to Ministerial Orders relate to Reporting on Student Progress:

BC Ministry of Education Policy Document: Reporting Student Progress  
<http://www.bced.gov.bc.ca/policy/policies/> (scroll down list to student reporting)

Student Progress Report Order  
<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m191-94.pdf>

Required Areas of Study in an Educational Program  
<https://www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf>

Curricular Competencies are provided for each curriculum area and grade level to provide teachers with guidance on the expected learning outcomes. For students with special needs some Core Competencies need to be differentiated.

Special Needs Student Order  
<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m150-89.pdf>

North Vancouver School District Policy 203 – Evaluation of Student Achievement  
<http://www.sd44.ca/Board/PoliciesProcedures/Pages/default.aspx>

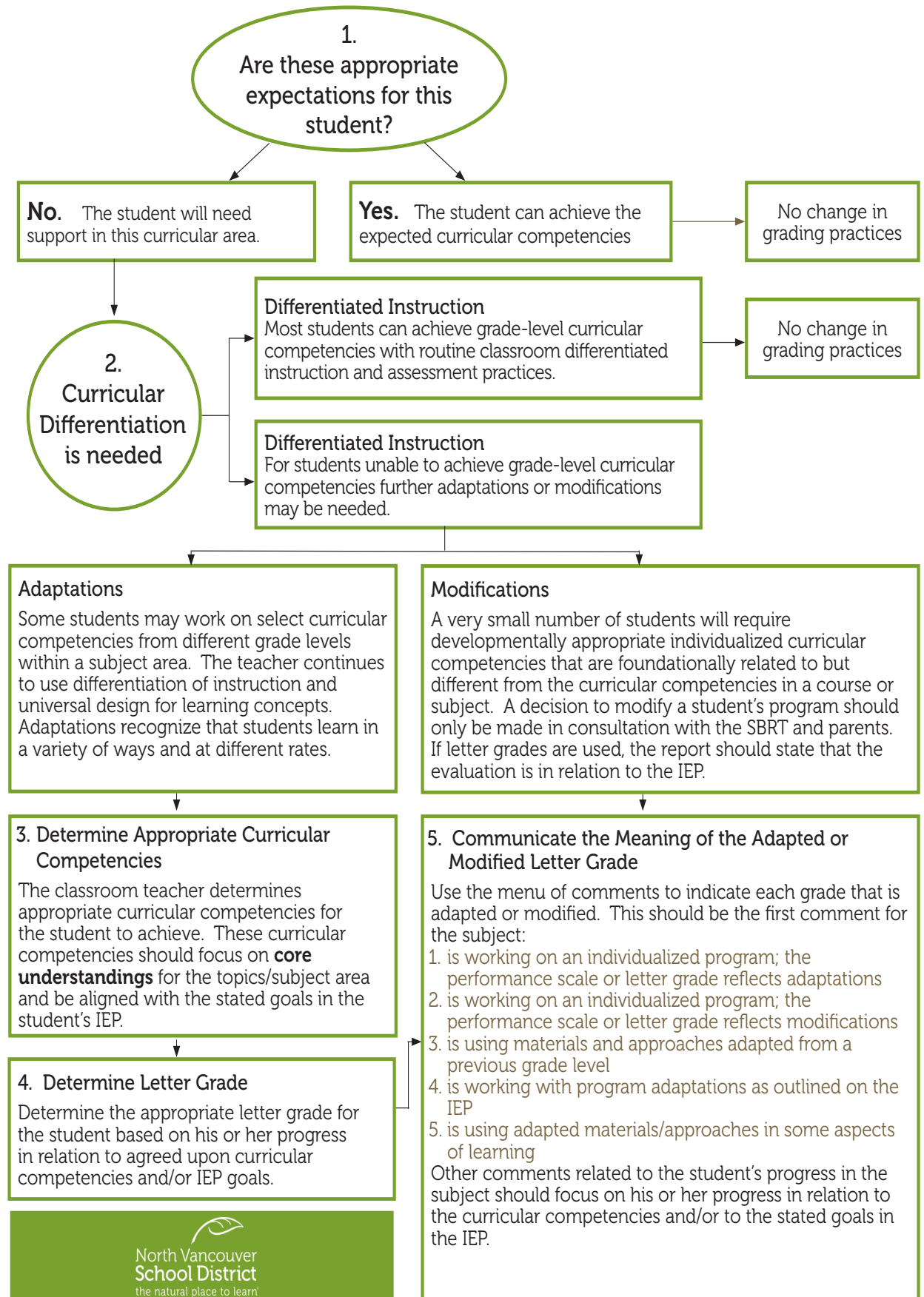
The purpose of reviewing student progress according to the IEP goals is to ensure there is a good match between what the student needs to learn and the strategies used to differentiate instruction. Students with special needs require differentiated assessment and intervention methods. Differentiated instruction recognizes students' varying background knowledge, readiness, language, preferences in learning, and interests. Letter grades can be used for students on both adapted and modified programs in accordance with BC Ministry of Education guidelines. The letter grade reflects a student's progress with their IEP goals rather than a comparison with the achievements of same aged peers.

For more information see:  
[http://www.bced.gov.bc.ca/graduation/docs/completion\\_appb.pdf](http://www.bced.gov.bc.ca/graduation/docs/completion_appb.pdf) and  
<http://www.bced.gov.bc.ca/policy/policies/> (scroll down list to Graduation Requirements)

Differentiated instruction is a process of teaching and learning that acknowledges and addresses the differing abilities of students within the same class. The links between Differentiated Instruction, Assessments and Grading are outlined in the following flow diagram.

# Model for Differentiated Learning, Assessment and Grading

For each set of Curricular Competencies for a course or subject ask:



## Celebrating Diversity

There is no question that Canada is a country with an increasingly diverse population. Schools are being challenged as never before to respond to a complex range of needs while building classrooms and school yards that are safe and inclusive. This raises challenges for teachers as there is a critical need for mutual respect and understanding.

Diversity in B.C. Schools

Like many other school districts, North Vancouver students come from different cultural backgrounds. Some students come to school knowing little English. We are proud to have students of Aboriginal ancestry, students who are English Language Learners, and students with special needs in all of our schools. With such student diversity, we have developed a range of structures and services to assist all student and adult learners to gain from their experiences in our inclusive schools.

The concept of diversity refers both to our uniqueness as individuals and to our sense of belonging or identification with a group, or groups. For further information regarding the students we welcome into our schools, please visit the BCTF Teaching to Diversity website <http://www.bctf.ca>.

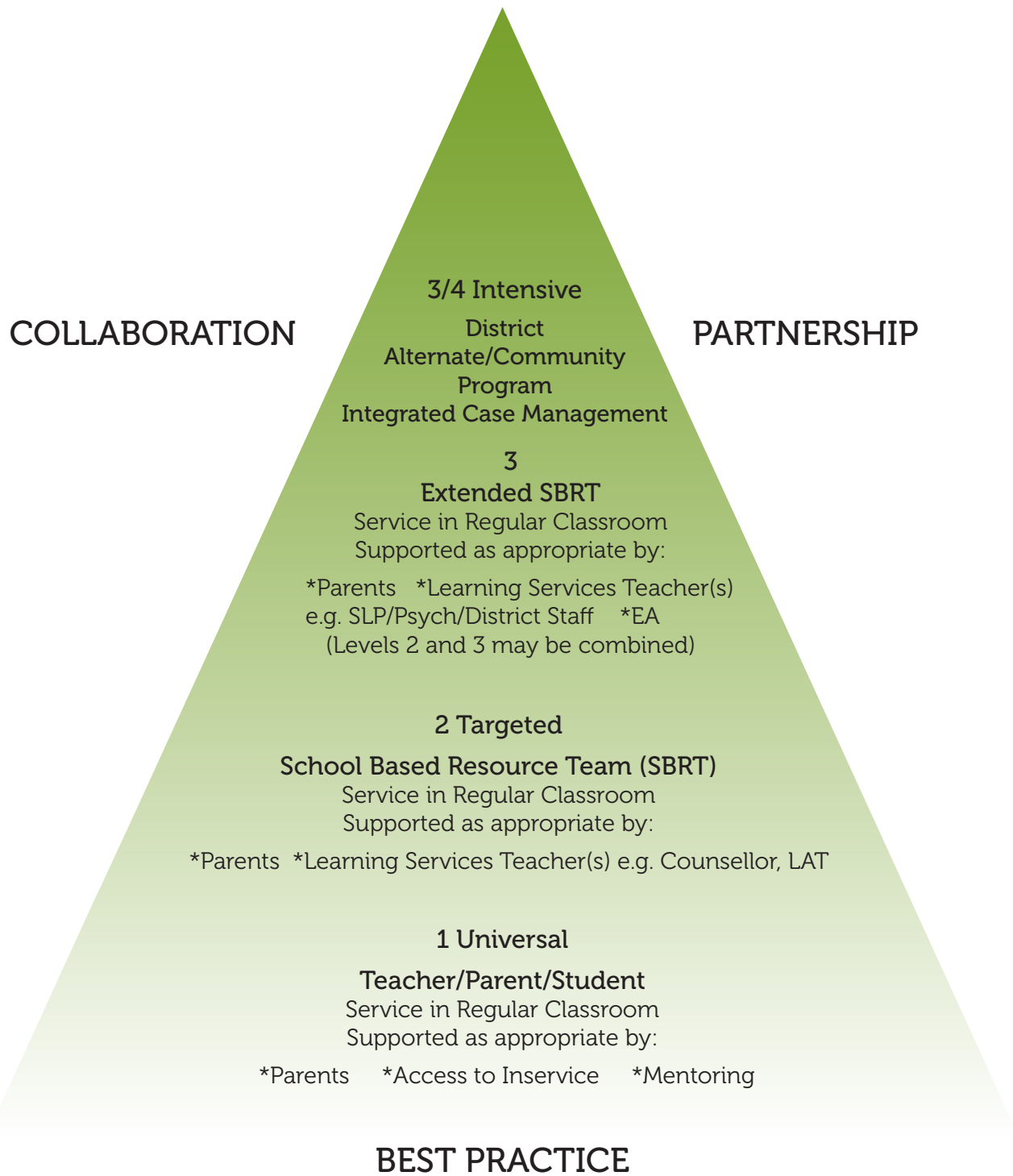
The British Columbia Ministry of Education Resource Guide: (*Diversity in BC Schools: A Framework*), provides an overview of policy and practices as relates to equitable participation and an appreciation of the contributions of all people. [http://www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf) Research has shown that the inclusion of students with special needs doesn't negatively affect classmates' education.

Like all other students, students with special needs may come from different cultural and/or linguistic backgrounds. This may require them to have learning plans that need to be considered alongside their IEP.

With the increasing student diversity in BC's classrooms, teachers are developing new ways of working with students. This does not mean that each student has a different educational program, but rather a "Universal Design for Learning" (UDL) is used to plan for all students. This may require accommodations using multiple means of representation, expression and engagement. For more information on UDL: [www.cast.org/teachingeverystudent](http://www.cast.org/teachingeverystudent)  
[www.threeblockmodel.com/dr-jennifer-katz.html](http://www.threeblockmodel.com/dr-jennifer-katz.html)

It is important for all schools to develop inclusive education systems that celebrate diversity. Teachers must plan instruction that meets the learning styles of all students. This should include arrangements made for recess, lunch times and after school activities.

# Section 2: Framework for Service Delivery



## Service Delivery Model:

This chart depicts the delivery of Special Education Services at four levels along a continuum. Placement outside of the regular classroom would occur by consensus of parents and team members at Level 3/4. The pyramid shape of the figure reflects the relative number of students at each level of the model.

## School Based Resource Team

The framework for the School Based Resource Team (SBRT) is outlined in *BC's Special Education Services: A Manual of Policies, Procedures and Guidelines*. The SBRT has a formal role to play as a problem-solving unit to develop and implement instructional strategies and to coordinate support for students (BC Ministry of Education, 1996). It is through this collaborative problem-solving process that educators and parents can ensure students have equitable access to learning in all aspects of their education.

The SBRT is comprised of a group of regularly attending members including:

- principal or vice principal
- Learning Services Teacher(s)
- classroom/referring teacher
- counsellor

Parents must be informed if their child is to be discussed at the SBRT.

On a case-by-case basis the SBRT could also include:

- the student's referring teacher(s)
- the student
- the student's parents or guardians
- appropriate district learning services staff e.g. Psychologist, Resource Teacher
- representatives from community agencies or other ministries

The SBRT can provide:

- extended consultation on instructional/management strategies
- planning and coordination of services for a student
- planning school wide assessments used to determine e.g. which students need to access a small group remedial intervention
- access to additional school, district, community or regional agencies
- planning and co-ordination of services in the school, and for transitions to other programs

The SBRT meets at least once monthly to consider specific student and whole school issues. There is a set schedule of meetings, written agenda and minutes. There is typically a SBRT Referral Form (see the Portal) which includes:

- information about the students' history and current assessments
- reason for referral
- adaptations already tried
- communication with parents and appropriate agencies

SBRTs may also discuss specific special educational issues e.g. mental health issues, attendance rates of a group of students, literacy teaching initiatives, use of technology.

In some North Vancouver schools there is a two-tier approach to SBRTs which requires bi-weekly meetings:

- SBRT for Level 1 and 2 concerns involving school based staff only
- Extended SBRT for Level 3 and 4 concerns involving district staff



## SBRT Roles and Responsibilities

Administrator ensures:

- team meets regularly
- chairperson is assigned
- appropriate personnel are involved
- Case Managers are assigned
- specific school based special education issues are addressed
- all SBRT processes meet FIPPA requirements (see page 64)

Classroom teacher (or in Secondary Schools the Counsellor/Case Manager) ensures:

- parents are informed their child will be discussed
- collaboration with SBRT colleagues
- suggested curricular adaptations can be carried out in the regular classroom
- SBRT suggestions meet the needs of the student(s) and themselves

Parent ensures:

- collaborative problem solving with teacher
- all relevant information is made available to classroom teacher and principal
- participation in SBRT or in a separate meeting as appropriate

Case manager ensures:

- ongoing links with classroom instruction
- referral forms/information on SBRT process is provided
- interpretation of pre-referral assessments
- appropriate differentiated instruction is suggested
- files are reviewed and updated
- liaison with parents

### Process for School Based Resource Team

SBRT/Extended SBRT	During the Meeting	After the Meeting
<p><b>Level 1/2 SBRT:</b></p> <ul style="list-style-type: none"> <li>• teacher (Counsellor/Case Manager) discusses concerns with parent/guardian, previous year's teacher, and, when appropriate, the student</li> <li>• teacher discusses concerns with school based Learning Services Teachers</li> <li>• teacher implements strategies discussed (e.g. adaptations, schedule changes, peer support...)</li> <li>• student file review</li> </ul> <p><b>Level 3/4 Extended SBRT</b></p> <ul style="list-style-type: none"> <li>• teacher (Counsellor/Case Manager) and Learning Services Teacher complete SBRT referral form (District Portal)</li> <li>• they gather data (e.g. assessments, observations)</li> <li>• the teacher informs parents/guardians of the referral to SBRT and invites them to attend the SBRT meeting as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• student concerns are discussed</li> <li>• recommendations are made by the team</li> <li>• Case Managers are assigned if necessary</li> <li>• an action plan and review date are agreed</li> <li>• any school wide issues that may arise e.g. need for ProD on use of technology to support writing skills development, Freedom of Information and Protection of Privacy Act Issues (FIPPA) are considered</li> </ul>	<ul style="list-style-type: none"> <li>• SBRT Referral Form is filed in a team binder and on the student's file</li> <li>• minutes are filed in a team binder</li> <li>• copies of minutes are sent to appropriate team members (with their responsibilities highlighted)</li> <li>• follow-up meeting date is recorded in the SBRT calendar</li> <li>• teacher and/or Learning Services Teachers follow through on the action plan</li> <li>• parent is informed of SBRT agreed action plan</li> <li>• ongoing assessment to demonstrate student response to suggested interventions</li> </ul>

## Level 1: Collaborative Problem Solving – student, parent and teacher

### Purpose:

- secure meaningful contact with the student and the home
- describe the learning and behaviour profile of the student as observed in the classroom
- compare the teacher's perceptions with those of the student and the parent
- develop rapport with the student and the parent
- propose more comprehensive classroom assessment
- introduce a simple preliminary plan
- the teacher (Counsellor/Case Manager) may complete a file review (with support if needed)

### Membership:

- Classroom teacher/Counsellor/Case Manager
- Parent
- Student
- Learning Services Teacher as appropriate

### Roles and Activities:

- the teacher describes, models and reinforces one or more learning and/or behavioural strategies for the student to practice
- the teacher introduces variations in instructional approaches
- the teacher introduces simple classroom adaptations such as:
  - ~ breaking assignments into manageable chunks
  - ~ reducing the workload
  - ~ allowing extra time for completion of tests or assignments
- the teacher reflects upon the success of the interventions
- the teacher consults with the student and the parent regarding the success of the interventions
- the teacher can suggest to the parent that:
  - ~ the student has vision and hearing screening
  - ~ the student visit the family doctor to rule out a medical problem
  - ~ there is a need to support more regular school attendance or reading/homework practice
- the teacher can review the intervention outcomes with colleagues
- if the problem persists, the teacher can consider referral to SBRT for discussion with other school based staff

### Notes:

Classrooms have at least one student whose behaviour/learning differences may be considered as being on the attention deficit and/or learning disabilities continuum. For most of these students, their learning challenges can be accommodated through appropriate curriculum differentiation. All teachers are responsible for providing differentiated/personalized learning in response to student diversity. Differentiated instruction benefits all students.

In Secondary Schools where a number of different teachers are involved with each student, it is often the Counsellor or assigned Case Manager who assumes the roles and responsibilities that an elementary classroom teacher would assume.

## Level 2: Collaborative Problem Solving – student, parent, teacher, school staff

If the problem(s) persist(s) then Level 2 intervention may be required. The teacher will refer the student for discussion at a SBRT Meeting.

### Purpose:

- to consider whether exceptionalities in learning and behaviour are specific or general, chronic or acute, school based and/or home based, academic and/or social/emotional
- provide a central forum for case management and program decisions
- provide support for possible classroom strategies
- assist classroom teachers to develop and implement instructional and/or management strategies
- address the individual needs and enhance the total school experience of referred students
- co-ordinate intervention arrangements for students
- identify a Case Manager who uses the Teaching to Diversity checklist and becomes the IEP writer when this becomes necessary

### Membership:

- Classroom teacher/Counsellor/Case Manager
- Principal and/or vice principal
- Learning Support Teacher
- Learning Services Teachers, as appropriate
- Parents, as appropriate
- Student, as appropriate

### Roles and Activities:

- meet with student to determine if the presenting concern is specific to curriculum, classroom context, learning difficulties, social/emotional issues
- meet with parents for in-depth consultation
- collaborate with parents to strengthen home/school relationships and use of shared strategies
- undertake a file review to summarize previous assessments or interventions
- refer student to a community agency for further social/emotional support
- arrange for further assessment by school based resource team personnel
- develop a Learning Assistance Plan for behavioural management, or to formalize classroom adaptations
- work collaboratively with the classroom teacher
- initiate, when appropriate, a referral to the extended School Based Resource Team to secure more specialized input
- hold regularly scheduled meetings

### Level 3: Collaborative Problem Solving – Student, Parent, School and District Staff Extended School Based Resource Team (ESBRT)

#### Purpose:

- to provide intensive problem solving on behalf of students whose difficulties have persisted, in spite of the best efforts to implement interventions at Levels 1 and 2 of the framework
- to seek and obtain further assessment services on behalf of these students
- to develop intervention plans based on additional assessment information
- to facilitate and monitor the implementation of intervention plans within the classroom and the school
- to consider the need for Ministry Special Education designation
- to consider the need for Integrated Case Management

#### Membership:

- Classroom teacher/Counsellor/Case Manager
- Case Manager (if not the Classroom teacher)
- Administrator(s)
- Family of Schools Leader
- FOS Teacher Leader as appropriate
- Counsellor
- Learning Services Teacher(s) and District staff as appropriate e.g. psychologist
- Others as appropriate - including parents and students

#### Roles and Activities

- to provide specialist consultation/in-service on classroom adaptations
- to plan for and coordinate specialist services for the student
- to provide access to necessary school resource services
- to provide access to additional district services, for example, referral to:
  - ~ School Psychologist for extended level C assessment
  - ~ In-school specialist programs/alternative pathways
- to consult with parents regarding accessing additional community or regional services, for example, assessment at:
  - ~ Health and/or Ministry of Children and Families
  - ~ Children's Hospital or Sunnyhill
- to provide assistance to the Case Manager in coordinating services
- to provide assistance to the Case Manager in clarifying issues
- to provide assistance to the Case Manager in the review of the IEP
- to provide support for the classroom teacher when implementing the IEP
- meet once a month
- to inform the grade-to-grade transition, elementary to secondary transition and secondary to post secondary transition processes

## Level 4: Collaborative Problem Solving – Student, Parent, School, District Alternate and Community Services – Integrated Case Management (ICM)

### Purpose:

For a very small number of students, where all options including the recommendations of an ICM, have been tried, a referral to the District Resource Team (DRT) may be appropriate. DRT referrals are received by the Director of Instruction. DRT meetings include representative principals and counsellors. DRT is focussed on the needs of secondary students and on occasion students transitioning from Grade 7 to Grade 8.

The Social Responsibility Support Program (SRSP) has a similar forum which includes other agencies, on Fridays at noon at SRSP Eastview.

Level 4 of the Service Delivery Model will include staff from the extended SBRT as well as the District Learning Services Resource Team and community agencies. This provides:

- recommendations concerning the very few individual cases that cannot be serviced at Levels 1, 2, and 3 of the framework
- recommendations of a systematic nature that affect the deployment of resource personnel, programs, and services within the FOS and District
- a forum for links with community agencies and other ministries

### District Resource Team Membership:

- Parents
- Student's Case Manager
- Family Services Worker
- Therapist(s)
- Social Worker
- Psychiatrist
- Director of Instruction
- Learning Services Teachers
- Medical Doctor
- ESL Specialist
- Probation Officer
- Aboriginal Education Consultant
- Administrators
- Others, as appropriate

### Roles and Activities:

- a high level of problem solving and decision making regarding difficult problems that cannot be solved at Levels 1, 2 and 3
- particular attention to involvement of community agencies and provisions of the Freedom of Information and Protection of Privacy Act (FIPPA)
- opportunities to consult with the Directors of Learning Services
- recommendations for redeployment of specific resources
- recommendations regarding mentoring and in-service for staff
- recommendations regarding systemic issues to be addressed
- engagement of appropriate services: school, district, community levels
- review of previous assessments and interventions
- sensitivity to any specific cultural, linguistic and experiential facts potentially impacting assessment and intervention practices

Further information on Integrated Case Management can be found at:

~ [http://www.mcf.gov.bc.ca/reports\\_publications.htm](http://www.mcf.gov.bc.ca/reports_publications.htm)

~ [http://www.mcf.gov.bc.ca/icm/pdfs/icm\\_user\\_guide\\_2006.pdf](http://www.mcf.gov.bc.ca/icm/pdfs/icm_user_guide_2006.pdf)

School Based Service Delivery Model for Inclusive Education: Best Practice

Principles	Not Evident	Emerging/Developing	Evident	Exemplary
<b>Inclusionary Practice</b>	All learners receive educational programming primarily in a special education classroom, a resource room or a therapy room; special education and regular education operate as separate enterprises.	All learners receive educational programming primarily in a special classroom, a resource room or therapy room, are in process of being transitioned into regular classroom setting with support and relevant programming.	All learners receive instruction in heterogeneous groups in the regular classroom and other school settings with support and relevant programming; specialized programming outside of the regular classroom is utilized when learner outcomes not achieved within classroom setting.	All learners supported in age-appropriate classrooms in neighborhood schools; sufficient supports exist within regular classroom for successful achievement of appropriate curricular outcomes for all learners; classroom teachers engage in instructional planning based on inclusionary practices and beliefs.
<b>Differentiated Instruction</b>	Awareness of differentiated instructional practices is not evident; student achievement valued as acquisition of factual knowledge; assessment confined to summative information; special learners seen as outside of regular planning for classroom of students; special learners viewed as the responsibility of the Special Education Teacher or the EA.	Classroom teachers recognize the need for differentiated instruction; attempts at programming do not reflect consistency of planning; little enunciation of process by which to facilitate various levels of content for intended student products; learners accommodated through parallel activities related to activities of regular class.	Differentiated instruction is a component of school strategic planning; adaptations made for student differences; modifications to content, process, and product; instructional strategies and curriculum linked; strategic planning for differentiated instruction crosses student commonalities and differences; evidence of efforts to effect successful curricular, interpersonal, and technology outcomes.	School plans to support differentiated instruction are comprehensive and successfully implemented; all learners are accepted unconditionally; all learners' work focuses on essential concepts and skills generalized across curricula and reflecting differing learning modalities, pacing and complexity; assessment, classroom management, and instruction interconnected; learners' participate in work that supports their identity and are partners in collaborative learning; learners learn from work aimed at their competencies; materials are used flexibly and there is adapted pacing.
<b>Parental/ Caregiver Involvement</b>	Parent/caregivers are not involved in selecting, developing, contributing to, and/or monitoring learner outcomes; parents/caregivers feel there has been no effort to communicate, listen or provide information.	Parents/caregivers have familiarity with multidisciplinary team members; parent/caregiver input sought in monitoring learner outcomes; contact occurs less frequently than reporting periods; procedures that foster equal partnership with parents/ caregivers and the school based team are encouraged.	Interest, willingness to invest time/ energy in developing relationship with parents/caregivers evident; involvement of parents/caregivers, parallel to the reporting periods, in contributing to, and/or monitoring learners' outcomes; procedures that foster equal partnership with parents/ caregivers and the school based team are initiated.	Regularly scheduled involvement of parents/ caregivers, in addition to the reporting periods, in meetings focused on selecting, developing, contributing to, and/or monitoring learner outcomes; procedures that foster equal partnership with parents/caregivers and the school based team are common accepted practice; shared responsibility for supporting learner outcomes.

Principles	Not Evident	Emerging/Developing	Evident	Exemplary
Assessment	Assessment focus on deficits; norm-referenced assessment instrument data preferred; assessment information is outdated; students referred for supports prior to assessment and/or development of individualized programming; progress related to activities rather than objectives.	Diagnostic and summative assessments conducted; limited evidence of programming based on special learner strengths; limited informal assessment occurring to guide ongoing programming; annual goals developed by assessment information not directly linked; some norm-references assessments current.	Majority of norm-referenced assessments are current; informal and formal assessment promoted; consistent effort made to make programming decisions based on special learner's demonstrated current level of performance; annual goals, assessment information and program planning directly linked.	Informal and formal assessment is common practice and used to direct programming adaptations to content, process and products; assessment data from variety of sources used as basis for annual update of program planning.
Team/ Collaboration	Supporting professionals provide services in isolation from regular classroom; each identifies, plans, monitors, reviews learner outcomes based on own discipline; students, classroom teachers supported through single or consecutive consultative response(s); protocols to connect interagency supports are not developed.	Supporting professionals consult with teacher on ad hoc basis; no shared responsibility and accountability; some planning, monitoring and reviewing of learner outcomes occurring; need for collaborative interaction identified but no training; reactive multidisciplinary responses prevalent: protocols are in development to connect interagency supports.	Collaboration occurs among multidisciplinary teams to identify, plan, monitor and review learner outcomes on scheduled basis; completion of initial inservice training on multidisciplinary collaboration; broader-based assessments; students, classroom teachers supported through proactive multidisciplinary responses; protocols are developed to connect interagency supports.	Interdependence exists among interdisciplinary team members: mutual goal(s) and shared report writing; systematic approach to collection/analysis of diagnostic information; clear, effective decision making/ planning process: interdisciplinary trust; clear role definitions and accountability parameters; supporting professionals involved with student in regular classroom: team members support complementary skills of each other; team members learn new skills and help one another to communicate accurately; conflicts are resolved.
Fostering Independence and Self Advocacy	Special learner has one-on-one support for entirety of school day: allocation of support focuses on responding to current level of dependency.	Special learners provided with consistent one-on-one supports for significant portion of school day; multidisciplinary team, including classroom teacher; in process of assessing potential reduction in time allocation in developmentally appropriate sequence; transition planning in process.	Program planning and staffing allocations address change in needs for independence for special learners; attention is paid to developmentally appropriate dependence/ independence: IEP outlines transition steps to greater independence.	Special learner accesses staffing allocation for physical or academic support only if required; regular monitoring of level of need occurs: appropriate skills are taught to special learner to facilitate independence in own decision making: student is able to navigate the educational environment with minimal individual or group support; positive interdependence with peers fostered to provide support for inclusive activities as needed; independent living needs considered.

Principles	Not Evident	Emerging/Developing	Evident	Exemplary
Assistive Technology	Individual assistive technology not explored; knowledge of types or uses or advantages of assistive technology not known; no evidence of school district plan to enhance access.	Limited individual assistive technologies considered; school district plan to enhance access to variety/applicable assistive technologies in development but limited pilot implementation; limited or no training provided to staff.	Assessments by qualified personnel to determine appropriate assistive technology conducted for particular special learners; school district has developed comprehensive plan to enhance access to variety of assistive technologies for special learners; requests individually submitted – are congruent with school division plan; some level of training provided to school based personnel.	Individual requests for assistive technology are reviewed, fulfilled and updated on on-going basis; comprehension plan to facilitate and enhance access to a range of assistive technologies to support educational outcomes for special learners is communicated and implemented; technical support is available to special learners and school personnel.
Referral Process	A clear set of procedures is not established; pre-referral processes are not required, or not documented, or communicated by classroom teacher, and parents not notified. District forms and portal resources not used.	A set of school district procedures has been established; inconsistent use and documentation of pre-referral processes; parents are notified of referral; results of formal assessments are communicated to parents/caregivers.	District-wide referral process established and followed; pre-referral processes practiced as part of referral process when uncertain of presence of needs; results of formal assessments are communicated to parents/caregivers. Very few District Resource Team referrals are necessary.	School based implementation guidelines established for district-wide referral process, including pre-referral; classroom teachers knowledgeable of, and alert to students unresponsive to classroom interventions; parents are part of assessment process; assessment plans are developed and communicated and monitored to parents/caregivers; all forms of assessment results communicated to parents/caregivers; assessment plans for monitoring progress established.
Individual Education Plans (IEPs)	Development process for IEP not established at division/school levels; no procedures for review process in place; IEP developed by resource teacher.	Development process of IEP and yearly review expectations established at division level; development process and review inconsistent in implementation; IEP developed by classroom teacher and resource teacher; IEP communicated to parents/caregivers; IEP reviewed by school based personnel at end of school year.	School based team part of IEP development meeting with parents/caregivers; assessment information presented; programming needs outlined; services and support are identified, included in IEP; team-identified priority annual outcomes are established and meet the standards identified by the Ministry of Education; review dates for IEP determined.	IEP development meeting held among in-school team, supporting professionals, parents/caregivers, outside agency personnel; team-identified priority annual outcomes are established and align with areas within the standards identified by the Ministry of Education.



Principles	Not Evident	Emerging/Developing	Evident	Exemplary
Transition Planning	No school district process or procedures outlined for transition planning to the next environment; transition considered a separate event.	School district process and procedures for transition outlined; implementation at school level inconsistent transition planning from grade to grade, between schools, into grade one from Kindergarten, as well as post-school.	School district process and procedures translated into guidelines at school level; consistent on-going process for transitioning into school, from grade to grade, between schools, as well as post-school; parents/caregivers involved in process; critical factors that must be in place identified.	School process and procedures of transitions integrated as common practice at school level; indicators of successful transition developed and monitored.
Service Coordination	No common philosophy, language, perspective or focus; no evidence of interagency coordination.	Agency groups providing services and programs documented; information shared between school and agencies; gap analysis of needs completed followed by identification of resources available; referrals to other complementary agencies made if necessary; separate procedures, policies, activities determined but are complementary.	Agency and school based personnel work together to complete a gap analysis and align resources effectively and efficiently; case management strategies evident.	Protocols are mutually developed and implemented with shared leadership among agency and school based personnel; joint planning for the identification and elimination of gaps occurs on a regular and predetermined basis; shared case management strategies evident. School staff have skills to coordinate Integrated Case Management (ICM) meetings.
Special Education Teacher Qualifications	Less than 50% of special educators have special education qualifications according to Ministry of Education requirements.	At least 50% of special educators have special education qualifications according to Ministry of Education requirements.	At least 75% of special educators have special education qualifications according to Ministry of Education requirements.	All school district special educators have special education qualifications according to Ministry of Education requirements.

# Section 3: Planning for Student Learning

## Partnership with Parents

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel.

Parents are entitled under the School Act (Section 7 (1) and (2)) to be informed of a student's attendance, behaviour and progress in school. Ministerial Order 150/89, the special needs Students Order, requires that parents be consulted regarding the placement of their student with special needs. This includes accessing learning assistance or counselling, as well as placement in an Alternate Program.

Parents of Students with special needs know a great deal about their children, and this can be helpful to school personnel in planning educational programs. Schools are therefore advised to involve parents in the planning, development and implementation of educational programs for their children. This collaboration should be sought in a timely and supportive way, and the input of parents respected and acknowledged.

Parents also have a responsibility to support the education of their children. They must enroll their school-aged child in an educational program in a school district or independent school or register the child prior to September 30th in a home schooling or regional correspondence program (School Act, sections 3 (1). At the request of the teacher or administrative officer, a parent must consult with respect to the student's educational program (School Act, Section 7 (2)).

School staff need to be aware of any special factors which may place a special needs child or other children at risk. Districts structure their registration procedures to ensure that parents are given an opportunity to inform staff of any such special factors on a need-to-know basis, without violating the privacy of the individual or the family.

Consultation and collaboration is the process of ongoing communication that necessarily occurs between school staff and families of students with special needs. Collaboration is an ongoing process not a single event.

Further information on the consultation and collaboration process can be found:

- ~ BCCASE Publication: Meaningful Consultation with Parents  
[www.bc-case.org](http://www.bc-case.org)  
[www.bced.gov.bc.ca/legislation/schoollaw/](http://www.bced.gov.bc.ca/legislation/schoollaw/)

*North Vancouver School District  
embraces partnerships with parents*

## Family of Schools (FOS) Teams

A Professional Learning Community is an extended learning opportunity to foster collaborative learning among colleagues. It is often used in schools as a way to organize teachers into work groups and to encourage collective learning.

Hargreaves, A. (2007), *Sustainable Learning Communities*  
Stoll, L. and Louis, K., Professional Learning Communities:  
Divergence, Depth and Dilemmas

North Vancouver School District promotes the use of “Professional Learning Communities”(PLC) in the way it uses SBRTs and the Family of Schools (FOS) model.

A Family of Schools is comprised of a Secondary school, the feeder Elementary schools and Special Education staff who are wherever possible, assigned to schools within a single FOS. The aim is to create a learning community which focuses on learning rather than teaching, works collaboratively and holds itself accountable for the results of its decision making. A key principle of PLCs, is that adult learning and teamwork are important determinants of student learning.

The FOS team is a professional learning community. Students and parents are key participants in the PLC. Each FOS team has assigned two Teacher Leaders, who work across the Kindergarten to the Grade 12 range. The FOS Leader has specific expertise in special education and the teacher leader in curriculum development.

Reporting to the Director of Instruction for Learning Services, the FOS leaders and teacher leaders share a key leadership role in assisting with achieving high quality learning for students. As outlined on Page 50 this includes direct work within their own area of expertise, coordination of activities within a Family of Schools (FOS), and involvement in district-wide initiatives, including collaborative inquiry projects.

FOS Leaders support Inclusive Special Education practices. They aim to:

- develop leadership and capacity through collaborative practice across Elementary and Secondary schools, and community agencies
- share research based strategies for implementation by school staff
- facilitate and chair FOS/department/group meetings
- promote understanding of the full range of students with special needs
- facilitate differentiated instruction for all learners
- assist teachers in adapting and modifying curriculum
- promote collaborative problem solving through leadership at SBRT meetings
- support teachers in the IEP process
- assist with identification of students for Ministry purposes
- assist with meeting in-service and mentoring needs of teachers/EAs

FOS Teacher Leaders aim to be involved as above and:

- provide specific expertise with regard to curricular initiatives
- promote co-teaching, coaching and mentoring arrangements
- support teachers and EAs in the development of adapted and modified curriculum arrangements

## Community Connections

### Health

Health professionals are contracted by the Ministry of Children and Family Development to the North Vancouver School District, to provide Nursing, Physiotherapy and Occupational Therapy services to school aged children. Children who require ongoing health assistance typically have a physical disability, a moderate to severe developmental delay and/or complex medical needs.

These health professionals assist with the inclusion of children with special needs into the school system. They provide consultation and training for school based staff during the educational process, transition planning and the development of IEP goals. Some services are provided in the home, school and community to these children and their families e.g. physiotherapy.

As consultants, healthcare staff develop Care Plans to ensure the students are managed safely, to maximize mobility and foster independence in daily activities. Care plans are created for specific procedures that must be carried out at school and are delegated tasks for Nursing, Occupational Therapy and Physiotherapy staff. The specific procedures require training by a health care professional to ensure that safe practices are used for the child's management. These care plans are developed in consultation with parents and school staff. The care plan will also identify any training needs for Educational Assistants.

### Occupational and Physiotherapy

Health professionals such as occupational therapists and physiotherapists, offer limited consultation for children who may or may not have a special education designation and who have a sensory or movement based learning disability. SBRTs prioritize and make referrals as appropriate. Parents must sign the referral form (District Portal) which has relevant assessment information attached.

For students with fine motor and written output difficulties the Fine Motor Screening Tool (District Portal) is completed and attached. All referrals are forwarded to the Learning Services Department to ensure all relevant information is attached. The Learning Services Department then forwards the information to the relevant service provider who prioritizes the referrals on the basis of both student need and referral date. The Occupational and Physiotherapy departments send a letter to parents confirming receipt of the referral. As a result of some health assessments, additional equipment or technology is recommended. Sometimes this can be provided by the professional involved or sometimes equipment can be purchased through the Learning Services Department.

## Child and Adolescent Program (CAP)

For students with social, emotional, behavioural and mental health challenges, early intervention is particularly important. SBRTs should follow the same processes at levels 1 and 2 of the Service Delivery Model (Page 15). Trained Counsellors, Behaviour Support Workers, Youth Engagement Workers and Youth Outreach Workers are likely to be involved. Regular communication with parents is essential. Early signs of these challenges include a drop off in school attendance rates, skipping classes, non-compliance with school demands and challenges with friendships/other social communication skills.

Some students require access to services provided through the Ministry of Children and Families (MCF) and Vancouver Coastal Health (VCH) due to social, emotional, behavioural and/or mental health challenges.

SBRTs suggest referrals to external agencies as appropriate, parents may also self-refer to CAP. Parents are encouraged to liaise with school staff if they know their child is involved with these external agencies. The school counsellor will be involved with students referred to the Child and Adolescent Program (CAP). They will recommend appropriate referral routes and types of intervention available. Referrals to the Child and Adolescent Program are prioritized through the CAP intake process.

Students requiring this type of intervention are likely to have a Special Education designation. At times they may be supported through the Elementary Social Responsibility Support Program or the Secondary "Choices" or other Alternate and Community based Programs.

## Community Agencies

For some students with special needs there are social circumstances which can create challenges with respect to their ability to learn. For example, there may be involvement with the Ministry of Children and Families (MCF), Aboriginal Services, Youth Justice, Addictions Services, North Shore Connexions, Child and Adolescent Psychiatry or Disability Resource Centres. North Vancouver School District staff have extensive links with local community agencies in order to provide appropriate "wrap around" support for students both in and out of school. This includes Youth Outreach Workers attached to schools. A Youth Services Directory of the North Shore is available at: <http://www.cnv.org/>

Services such as Centre for Ability, Community Living BC (CLBC) and North Shore Supported Child Development Program (NSSCD), provide specific supports for students with disabilities and for pre-school aged children. At each transition stage there is a close liaison between parents, community partners and school based staff. Community based programs and support arrangements are an integral part of some students' IEPs. This multi-agency approach is reflected in B.C.'s Children and Youth with Special Needs - A Framework for Action. More information on this is available at:

- ~ [www.communitylivingbc.ca](http://www.communitylivingbc.ca)
- ~ [www.gov.bc.ca/mcf/](http://www.gov.bc.ca/mcf/)
- ~ [www.nsscdp.com](http://www.nsscdp.com)
- ~ [www.centreforability.bc.ca](http://www.centreforability.bc.ca)

## Community Programs

Some students have access to a range of community based instructional programs that are agreed as part of their Individual Education Plans. Specific learning outcomes for each community program need to be identified on the student's IEP.

The purpose of Community Programs is to provide experiences and learning outcomes that are virtually impossible to achieve in a classroom setting. By exposing students to real world opportunities they learn a variety of specific life skills that are part of both their short term and long term goals. The aim is to improve the overall quality of life for these students.

Located at various North Vancouver schools and community recreation centres, students may participate in specifically designed programs for students with special needs. These are subject to change in response to the changing needs of individual students and/or groups of students.

Community based instructional programs for students with complex special needs aim to provide opportunities to develop social skills, functional life skills, motor skills and leisure skills. These typically include:

- Gymnastics/Fitness/Athletics
- Swimming
- Hiking
- Shopping and Cooking
- Music
- Art
- Dance
- Snoezelen Room (at North Shore Connexions)
- Supported work experience
- Bowling

All students with special needs are fully included in opportunities with their peers at the Cheakamus Centre. Where this may require the attendance of an Educational Assistant, school principals liaise with the Director of Instruction for Learning Services regarding arrangements for any additional staffing required.

Some students may also belong to local recreation centre clubs and to Vancouver Adaptive Sports clubs. More information on this is available from: <http://www.vass.ca/>

## Special Education Outreach Programs

The BC Ministry of Education funds the Provincial Outreach Programs, including:

- POPARD Provincial Outreach Program for Autism and Related Disorders
- POPFASD Provincial Outreach Program for Fetal Alcohol Spectrum Disorder
- POPDHH Provincial Outreach Program - Deaf and Hard of Hearing
- PRCVI - Provincial Resource Centre for the Visually Impaired

Their aim is to provide consultation, training, and support services to districts and schools, and to increase the capacity of school and district staff to support students with these conditions.

The process for student referrals is coordinated in consultation with the District Partners and the Director of Instruction for Learning Services, as follows:

- SBRTs determine the need for referral to POPARD or POPFASD.
- Case Manager and School Based Resource Team consults with the parents and FOS Leader and student needs are made known to the District Partner
- District Partner screens the referral and prioritizes requests for services
- District Partner completes required forms and gathers required documentation to include current IEP, assessments, and File Review
- District Partner in consultation with Director of Instruction for Learning Services determine Outreach Program priorities for the District

Further information can be found at:

- ~ [www.autismoutreach.ca](http://www.autismoutreach.ca)
- ~ [www.fasdoutreach.ca](http://www.fasdoutreach.ca)
- ~ [www.bced.gov.bc.ca/specialed/ppandg.htm](http://www.bced.gov.bc.ca/specialed/ppandg.htm) (Section F4)

## Special Education Technology-British Columbia (SET-BC)

Special Education Technology – British Columbia (SET-BC) is a BC Ministry of Education Provincial Resource Program established to assist school districts with educating students whose access to the curriculum is restricted primarily due to physical disability, visual impairment and/or autism. SET-BC's mandate is to lend assistive technologies (reading, writing, and communication tools) to ensure students' access to educational programs and to assist districts with the provision of training for students and educators in the use of these technologies.

Referrals to SET-BC are through the District SET-BC partner and Director of Instruction for Learning Services. The Case Manager/school based team forwards the District Screening Checklist to the School District SET-BC partner. The District SET-BC Planning Team meets three times a year to discuss students who have been referred by their school based team. The SET-BC partner will contact the Case Manager if/when the student has been accepted for SET-BC services. SET-BC has a specific mandate to develop UDL initiatives. Further information can be found on the SET-BC website. [www.setbc.org](http://www.setbc.org)

## Accessible Resource Centre - British Columbia (ARC-BC)

ARC-BC is a BC Ministry of Education service providing digital or alternative formats to print for BC classrooms - for more information see: [www.arc-bc.org](http://www.arc-bc.org)

## The Individual Education Plan Process

The Individual Education Plan process helps to guide, develop and document specially designed instruction for each student's unique academic, social and behavioural needs. The pedagogical foundation of the IEP is a student centered approach. The student centered approach fosters a sense of community, with each student working in the classroom at her or his own level, acquiring self-confidence and independence. Through a student centered approach teachers take into account the student's readiness and current level of development. Each student's present level of performance is used as the basis for developing IEP goals and objectives that aim to:

- value the uniqueness of each student; their strengths and needs
- create partnerships with the home and community
- support diversity as a natural and inherent condition of schools
- strive to create an effective, inclusive learning environment for all students
- provide access to appropriate educational environments that meet the individual strengths and needs of each student

Who needs an IEP?

- all students with a Ministry Special Education designation, except those Ministry identified students who require only minor adaptations, whose program is not modified and who are receiving in any one school year, 25 hours or less remedial instruction by a person other than the class teacher

It is not necessary for students without a Ministry designation receiving regular Learning Assistance to have an IEP. For some students without a designation, whose needs are ongoing, individualized and exceptional, it may be in the best interests of the student to use a Teaching to Diversity checklist or a Student Support Plan (SSP). The SSP process follows exactly the same process as the IEP process - the only difference is that the student has no Ministry Special Education identification.

The IEP meeting:

- takes place in preparation for a Ministry request for designation
- routinely takes place in September or early October in order to allow progress to be monitored by the First Report Card period in November
- involves parent, student, classroom teachers, Learning Services Teacher, principal (if possible), EA (if appropriate). Depending on individual circumstances, it may involve other professionals e.g. Speech and Language Pathologists (SLP), Occupational Therapist (OT), Behaviour Consultant or other outside agency therapist
- provides an opportunity for collaborative planning
- needs a clear agenda and timeline for completion

### Communicating with Parents:

Arrangements for ongoing communication with parents needs to be agreed as part of the IEP process. The Individual Education Plan (IEP) is used to summarize the assessment(s) and planned interventions for Students with special needs. The IEP does not outline the entire curriculum for a student, but focuses on prioritized goals and objectives that are additional to or different from what most other students in the class may be doing. It is often the Learning Services Teachers who are the case managers responsible for writing the IEPs.

The IEP must note a specific meeting date (not simply the school year) and must provide evidence of parental consultation.



## The IEP:

- has required components e.g. specific date, evidence of parental involvement
- uses the IEP Central format to ensure complete information
- may have attachments e.g. Health/Behaviour Plan
- has specific, measurable, achievable, and relevant objectives
- has a review date and progress reports linked to the 3 reporting periods
- is copied for the parent and the student file

The IEP is a working document accessible to teachers at all times. Students should know what their IEP goals are. IEP progress reports are typically prepared for those students with complex needs whose progress cannot be adequately described on a report card. IEP progress reports and report cards will need to be written collaboratively by those involved. [www.bced.gov.bc.ca/specialed/iepsn.htm](http://www.bced.gov.bc.ca/specialed/iepsn.htm)

## Checklist for the IEP Case Manager

- review previous IEP to determine if it is still relevant
- obtain and review current assessments/reports
- provide parent participation forms in advance of the IEP meeting date
- set a date/venue for the IEP meeting and invite appropriate personnel
- make appropriate file review and progress reports available
- circulate current IEP to staff
- prepare an IEP meeting agenda
- consider whether current Ministry designation continues to be appropriate or not
- summarize the IEP discussion
- within a week of meeting, write the IEP and obtain signatures as appropriate
- for complex IEPs, attach any IEP progress reports to Report Cards 3 times annually

## Role of the Parent in the IEP Process

The BC Ministry of Education, the Provincial Parent Advisory Council and the North Vancouver School District together recognize the vital role parents have in planning for the education of their children. It is expected that the parents will work in partnership with the school in planning, developing and implementing their child's Individual Education Plan. "Parents of Students with Special Needs know a great deal about their children that can be helpful. Collaboration should be sought in a timely and supportive way, and the input of parents respected and acknowledged" (*BC Ministry of Education, A Manual of Policies, Procedures and Guidelines, Section B4*).

## Role of the Student in the IEP Process

The BC Ministry of Education, the Provincial Parent Advisory Council and the North Vancouver School District together recognize the importance of student participation in the IEP process.

Many students who require an IEP "can contribute to the process of assessment and planning for their own educational programs, and provide an evaluation of the services available to them" (*BC Ministry of Education Special Education Services: - A Manual of Policies, Procedures, and Guidelines, Section B5*).

Goal setting is an important life skill and the IEP process offers an opportunity for students to be involved in setting personal goals and measuring their progress. Where appropriate, the student must be offered the opportunity to be consulted about and participate in the preparation of their IEP (BC School Act, Section 168 2a).

## Universal Design for Learning and Differentiated Instruction

In BC three principles of learning guide the differentiation of instruction, assessment methods and/or materials. This applies to all students, not just students with special needs. Differentiated instruction and assessment and the principles of Universal Design for Learning (UDL) are now recognized practices for all teachers. More information on UDL can be found at [www.cast.org/teachingeverystudent](http://www.cast.org/teachingeverystudent)

Both differentiation and universal design provide systematic approaches to setting goals, choosing or creating flexible materials and media and assessment. To undertake differentiation and universal design, teachers need to be aware of the range of accommodations (multiple means of representation, of expression and/or of engagement) that may be necessary to help each student in the classroom succeed. These accommodations may take the form of adaptations and/or modifications.

For more information please refer to:

A Guide to Adaptations and Modifications – August 2009

[www.bced.gov.bc.ca/specialed/docs/iepssn.pdf](http://www.bced.gov.bc.ca/specialed/docs/iepssn.pdf)

Developed in consultation with BCCASE, LATA, EA and the BCTF

### Adaptations for Students Graduating with a Dogwood Diploma

- are teaching and assessment strategies
- are used to accommodate student learning needs
- are designed to help student achieve the learning outcomes
- are 'best practice' in teaching
- create a flexible learning environment
- include a range of different accommodations such as scribe (writing for the student, or using technology), graphic organizers (a template to help the student organize their work), computers, audio tapes, etc.
- also include students who are working on provincial learning outcomes from a lower grade level

### Modifications for Students Graduating with a School Completion (Evergreen) Certificate

- are individualized learning goals that are significantly different from the learning outcomes of a course or subject
- include functional life skills, foundational academic skills
- should be considered for those who are unable to access the curriculum
- students who have limited awareness, may have fragile mental/physical health, or have medical/cognitive/multiple challenges
- should be a rare practice
- may comprise only part of an educational program
- need not be a permanent or long term solution
- need not be agreed until grade 10
- should be carefully and thoughtfully agreed in consultation with parents, administration, and other professionals
- should address longer term education, career, and life goals

It is important for all staff and parents to understand the specific use of Adaptations and Modifications as relates to the Graduation outcomes for students. The following rubric provides an overview of the Graduation implications.

## Adaptation

Who	Students requiring significant changes to instruction and assessment but course goals continue to be drawn from the Curricular Competencies.
What	Differentiated instruction that is routinely part of planning for all students. Significant adaptations are outlined on an IEP e.g. use of readers, special technology, calculator. These adaptations are necessary for specific purposes as they allow the student to demonstrate learning in alternate ways. <i>Dogwood Graduation is the goal.</i>
When	Assessment information indicates the student is not able to follow the curriculum in the usual way e.g. needs to use different approaches in areas where the student consistently demonstrates difficulty in achieving the Curricular Competencies e.g. Math and Language Arts where a calculator or Neo are routinely used.
Where	In class, groups, individually and for both teaching and assessment purposes. The assessment is graded with the adaptation e.g. students take Provincial exams with technology, calculator – the assigned grade reflects the content with the adaptation .
Why	Students have general abilities within the “average range”. They have age appropriate skills in other areas e.g. language and social skills. A psycho-educational assessment indicates e.g. LD rather than intellectual impairment.

## Modification

Who	Students assessed as having medical, language, cognitive, social/emotional behavioral/needs that significantly impact their ability to meet the Curricular Competencies.
What	When an alternative curriculum and alternative teaching, learning and evaluation strategies are used to meet alternative learning outcomes e.g. life skills curriculum that teaches puzzles instead of geometry and washroom signs instead of novel reading. <i>The goal is a School Completion Certificate.</i>
When	The student will likely be in a life skills program at secondary school. As young adults they may not be completely independent. They are likely to require ongoing services through health and/or MCFD.
Where	In most if not all curriculum areas. The student consistently has difficulty meeting the Curricular Competencies despite the use of significant levels of adaptation. Functional life skills need to be taught. Learning Services Teachers and therapists are likely to be involved.
Why	There is a psycho-educational assessment that indicates intellectual disabilities. The student requires a curriculum that builds functional skills for a meaningful life. Modifications take place in a combination of inclusive and small group settings.

### Note:

- students may require adaptations in some subjects but modifications in others very few students require a fully modified program – approx 1%
- the IEP must clearly indicate a modified program and parents must have agreed to this

\*Based on a model used in the Sea to Sky School District #48

## Other Resources

Students with special needs may require Examination Adjudication Arrangements. Information on the criteria and processes are available at:  
[www.bced.gov.bc.ca/exams/adjudication/](http://www.bced.gov.bc.ca/exams/adjudication/)

Career/Life Transitions for Students with Diverse Needs: A Resource Guide for Schools. Published by the BC Ministry of Education, available at:  
[www.bced.gov.bc.ca/specialed/docs/moe\\_clt\\_resource\\_rb0144.pdf](http://www.bced.gov.bc.ca/specialed/docs/moe_clt_resource_rb0144.pdf)


A Student's Guide to the IEP is a publication of The National Dissemination Center for Children with Disabilities. Available at:  
<http://www.parentcenterhub.org/?s=a+student%27s+guide+to+the+iep>

BC Ministry of Education. (2004). Individual Education Planning for Student's with Special Needs. Special Education Branch. Victoria: Province of British Columbia, Ministry of Education. Retrieved June 2004. Available at:  
[www.bced.gov.bc.ca/specialed/ppandg.htm](http://www.bced.gov.bc.ca/specialed/ppandg.htm)

Individual Education Plans - A Guide for Parents. Available at BC Confederation of Parent Advisory Councils  
<http://www.bccpac.bc.ca/resources/individual-education-plans-guide-parents>

Supporting Students with Learning Disabilities - A Guide for Teachers  
[http://www.bced.gov.bc.ca/specialed/docs/learning\\_disabilities\\_guide.pdf](http://www.bced.gov.bc.ca/specialed/docs/learning_disabilities_guide.pdf)

NVSD44 uses the following planning framework to plan instructional practices for all students at the "universal" level, for some groups of students at the "targetted" level and for individual students who have IEPs at the "intensive" level. These levels are linked to provide a continuum of curriculum planning for all students.

 <span style="float: right;">Four Pillars of Educational Practice</span>				
	A. Curriculum Design	B. Instruction	C. Assessment and Reporting	D. Social / Emotional Learning
UNIVERSAL				
TARGETED				
INTENSIVE				

# Section 4: School Based Services

Schools have routines that assist in making the school year successful for all students. Staff schedules may not be agreed and finalized until the end of August. This can be an anxious time for some parents. However, with effective planning, student learning can be optimized. A typical timeline is as follows:

## Planning for the School Year

School Start	<p>Principals:</p> <ul style="list-style-type: none"> <li>• Review and complete Special Education student lists</li> <li>• Co-ordinate class placements and staff support</li> <li>• Agree with timetables and schedules for all staff</li> <li>• Circulate SBRT meeting times for the year – identify chair and recorder</li> <li>• Confirm 1701 data with Learning Services by September 30 BC Ministry of Education count</li> <li>• Organize teaching groups e.g. LAC, LSW, Work Experience</li> <li>• Confirm Ministry 1701 data, reviewing files as needed</li> </ul>
	<p>Learning Services Teachers:</p> <ul style="list-style-type: none"> <li>• Agree to dates to develop IEPs for students</li> <li>• Review files and share information with teachers</li> <li>• Observe in class to get to know new students</li> <li>• Coordinate Care Plan supports as needed</li> <li>• Submit new designation packages to Learning Services</li> <li>• Referrals to Community Based Programs and other support services</li> <li>• Begin all pull-out programs e.g. LAC, Community Programs</li> <li>• Share IEP information with teacher(s) and EA(s)</li> </ul>
October	<p>Principals:</p> <ul style="list-style-type: none"> <li>• Agree to assessment schedules with LAT, psychologist etc.</li> <li>• Ensure IEP meetings are completed by first report card period</li> </ul>
	<p>Learning Services Teachers:</p> <ul style="list-style-type: none"> <li>• Continue with IEP meetings</li> <li>• Ensure all IEPs are completed before first report card</li> <li>• Undertake ongoing assessment to inform instruction</li> </ul>
November - December	<p>Principals:</p> <ul style="list-style-type: none"> <li>• Inform Learning Services of any staffing adjustments</li> <li>• Kindergarten registration process begins (for following year)</li> <li>• Considerations for following year staffing begins</li> </ul>
	<p>Learning Services Teachers:</p> <ul style="list-style-type: none"> <li>• Participate in structured conversations with staff regarding students</li> <li>• Observe and assess student to inform reporting</li> <li>• Complete report cards and IEP progress reports</li> </ul>

January - February	<p>Principals:</p> <ul style="list-style-type: none"> <li>• Confirm 1701 data for February count with Learning Services</li> <li>• Support school and class wide structures</li> <li>• Collaborate with the SBRT to review student needs and prioritize requests for assessments/service</li> <li>• Ensure TOPA assessments are done and results entered in MyEd</li> </ul>
	<p>Learning Services Teachers:</p> <ul style="list-style-type: none"> <li>• Review IEPs and prepare progress reports for reporting</li> <li>• Provide intensive and explicit short term instruction for targeted individuals or groups as determined through SBRT</li> <li>• Provide learning strategies instruction (co-teaching, small groups/individual instruction, consultation, training volunteer/peer tutors)</li> <li>• Model specific teaching strategies for classroom teachers and EAs</li> <li>• Undertake ongoing assessment to inform instruction</li> </ul>
March-April	<p>Principals:</p> <ul style="list-style-type: none"> <li>• Review and list staffing for September startup</li> <li>• Consider need for special equipment/funding alterations</li> <li>• Participate in Secondary Transition meetings for current students</li> <li>• Receive September projections of students and staffing from Learning Services</li> <li>• Confirm any grade transition anomalies e.g. requests for Grade 13 year</li> </ul>
	<p>Learning Services Teachers:</p> <ul style="list-style-type: none"> <li>• Organize transition meetings (pre-school to Kindergarten and Grade 7 to 8) with parents and classroom teachers</li> <li>• Monitor student progress and adjust practice</li> <li>• Co-plan/Co-teach and provide direct instruction</li> <li>• Support differentiated instruction in the classroom</li> <li>• Support the classroom teachers and EAs with implementing/monitoring IEPs</li> </ul>
May-June	<p>Principals:</p> <ul style="list-style-type: none"> <li>• Ensure transition plans are completed (particularly Kindergarten, Grade 7, Grade 10 and Grade 12)</li> <li>• Ensure Graduation requirements are met (Dogwood and Evergreen)</li> <li>• Plan EA staffing for September to identify possible need for EA surplus positions</li> <li>• Participate in class placement meetings for current students and incoming Kindergarten students</li> <li>• Check all student files are complete and up-to-date. (Working with office staff and the school's 1701 student list)</li> <li>• Ensure TOPA assessments are done and results entered in MyEd</li> </ul>
	<p>Learning Services Teachers:</p> <ul style="list-style-type: none"> <li>• Visit/observe new Kindergarten students in current preschool settings (May/June)</li> <li>• Participate in intake meetings for incoming students with special needs (particularly at Grade 7/8 Transition)</li> <li>• Undertake ongoing assessment to inform instruction</li> </ul>

## Transition Planning

Over the course of the school year, particular care needs to be taken when students transition from home or daycare to Kindergarten, from grade to grade, school to school, from school district to school district, and from school to post-secondary or work situations.

Key Transition Points are:

- ~ Entry to Kindergarten
- ~ Elementary to Secondary
- ~ Exit from Secondary

School principals and Learning Services Teachers will follow transition planning guidelines as follows:

- upon receiving notification that a student with special needs is enrolling in the school, the administrator has a preliminary discussion with parents
- the school administrator shares information with the School Based Resource Team (SBRT)
- the SBRT requests and gathers information about the student including records, previous placement, and educational needs. An observation of the student in his or her current setting is arranged for the classroom teacher (if known), a member of the SBRT, Learning Services Teacher, and/or appropriate support personnel (e.g. Speech Language Pathologist, School Psychologist, Autism Support Worker). This is particularly important for students who have significant behaviour challenges as it enables more effective planning, thereby reducing the potential for behaviour escalation
- the principal or Case Manager, if known, coordinates an intake meeting. The intake meeting is an opportunity for professionals and parents/guardians to share vital information to support a smooth transition of services

The school district website provides information about specific dates for Kindergarten registration, school transfer requests, visits and parent meetings.

For further information on secondary school to adult services transition, please refer to the [Transition Planning Handbook for Students in Grades 10 to 12 with Special Needs](#). This is available from the secondary special education teachers.

### Grade 13 Year 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 SBRT and community partners (typically the CLBC Facilitator). Schools must inform Learning Services by spring break if the plan is to retain any student for a Grade 13 year. During the last year of schooling, students may be in the community for an increasing amount of the school day.

The North Vancouver School District is very much 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.

## Overview of Kindergarten Intake Process for Students with Special Needs

Timeline	Learning Services	Schools	Parents
September/ December	<ul style="list-style-type: none"> <li>LSS arranges introduction to Kindergarten meeting for parents</li> <li>Receives registration form from Central Registration</li> </ul>	<ul style="list-style-type: none"> <li>make arrangements for current Kindergarten students</li> </ul>	<ul style="list-style-type: none"> <li>Attend the Centre for Ability/Supported Childcare/MCFD Kindergarten Transition meeting</li> <li>Register their child at local/preferred school</li> </ul>
January/ February	Registration confirmed Meet with: <ul style="list-style-type: none"> <li>Centre for Ability, Supported Childcare, Ministry of Children and Family Development</li> <li>Develop student profiles for identified students</li> <li>Identify neighbourhood/preferred schools and potential Case Managers</li> </ul>	Registration confirmed <ul style="list-style-type: none"> <li>Create a confidential file</li> <li>Ensure that parents have sent pertinent medical reports to the school</li> <li>Determine the school based Case Manager</li> </ul>	Registration confirmed <ul style="list-style-type: none"> <li>Attend Parent Information Night(s)</li> <li>Ensure copies of relevant medical reports and assessments are at school with registration form</li> </ul>
March/ April	Meetings and Visits <ul style="list-style-type: none"> <li>Case Manager (if district based) contact parents to:               <ul style="list-style-type: none"> <li>~ Ask permission to visit the preschool</li> <li>~ Ask parents to sign <i>Consent Form</i>, and provide copies of medical reports</li> </ul> </li> <li>Provide school staff with information gathered to date</li> </ul>	Meetings and Visits <ul style="list-style-type: none"> <li>Case Manager (if school based) contacts parents to:               <ul style="list-style-type: none"> <li>~ Ask permission to visit the preschool</li> <li>~ Ask parents to sign <i>Consent Form</i>, and provide copies of medical reports</li> </ul> </li> <li>Ensure the appropriate personnel Support Services are invited</li> <li>Arranges the Intake Meeting</li> </ul>	Visiting and Sharing Information <ul style="list-style-type: none"> <li>Begin discussions with child's Case Manager               <ul style="list-style-type: none"> <li>~ Specialized programs/equipment</li> <li>~ Support teachers</li> <li>~ Therapy services</li> </ul> </li> <li>Check with the school principal to see if you can visit the school. It may be possible to meet the teacher who will be enrolling your child next year, and to visit the Kindergarten classroom</li> <li>Collect information that you may wish to share with the school e.g. your child's likes/dislikes, strengths and needs, assessment documents</li> </ul>
May/June	Meetings and Visits <ul style="list-style-type: none"> <li>Complete visits to the preschools and daycares</li> <li>Complete intake meeting</li> </ul>	Meetings and Visits <ul style="list-style-type: none"> <li>Complete intake</li> <li>Invite parents to the school's Kindergarten orientation process</li> <li>Attend Supported Child Development transition</li> </ul>	Meetings and Visits <ul style="list-style-type: none"> <li>Attend a school based intake meeting</li> <li>Bring your child to the Kindergarten orientation meeting. Meet the teacher(s), and the children who will be in the class(es)</li> </ul>



## Overview and Timeline of Transition from Elementary to Secondary Schools

Timeline	Learning Services	School	Parents	Student
September/ December	<ul style="list-style-type: none"> <li>Students who will require a detailed Transition Plan based on accessibility issues are identified e.g. Ministry categories A, B, C, D, E, F, G, H</li> </ul>	<ul style="list-style-type: none"> <li>Learning Services Teachers begin a process to ensure all students with significant challenges have assessment updates</li> <li>School based Resource Team (SBRT) identifies students who require a detailed Transition Plan</li> <li>Case Manager includes transition goals and objectives in the student's current IEP</li> </ul>	<ul style="list-style-type: none"> <li>Meet with your child's school to discuss the transition process from elementary to secondary school (part of IEP)</li> </ul>	<ul style="list-style-type: none"> <li>Develop IEP goals for your upcoming transition with your parents and the school</li> <li>Begin gathering information for your Student Portfolio</li> </ul>
January/ February	<ul style="list-style-type: none"> <li>Set dates to meet with elementary staff to begin/agree dates for articulation process</li> </ul>	<ul style="list-style-type: none"> <li>Teachers refer parents to the resources to help them prepare their child for the transition to secondary</li> </ul>	<ul style="list-style-type: none"> <li>Begin discussions with child about the upcoming transition to secondary school</li> <li>Attend Grade 7/8 Transition parent meeting</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work on your portfolio</li> </ul>
March/ April	<ul style="list-style-type: none"> <li>Begin articulation meetings</li> <li>Principals determine if any accessibility issues have been identified</li> <li>Alert Learning Services regarding building structural changes needed</li> </ul>	<ul style="list-style-type: none"> <li>SBRT begins articulation meetings</li> <li>Case Manager arranges for the student and accompanying staff to begin informal visits to the secondary school</li> <li>SBRT continues to help student work toward transition goals of the IEP</li> <li>Begin to plan for life after high school</li> </ul>	<ul style="list-style-type: none"> <li>Attend Grade 7 Parent Night at the secondary school. (stay before/after this meeting to meet with regard to specific special education issues)</li> </ul>	<ul style="list-style-type: none"> <li>Begin informal visits to the secondary school (if appropriate)</li> </ul>
May/June	<ul style="list-style-type: none"> <li>FOS leader invites incoming student and parent/guardian to visit the secondary school to meet peer and/or adult mentor</li> <li>FOS Leader circulates information gathered from the feeder schools to the secondary school based resource team</li> </ul>	<ul style="list-style-type: none"> <li>Case Manager arranges a visit for student(s) to share their portfolio with the secondary school</li> <li>Case Manager and teachers plan for the Grade 7 Orientation</li> <li>Case Manager ensures transportation form is completed and sent to Learning Services</li> <li>Case Manager updates files: sends to secondary</li> </ul>		

## Secondary to Adulthood Transitions for Students with Special Needs

Prepare & Plan Age 14-16	Accessing & Applying Age 17	Putting the Plan in Place – Age 18	Ongoing Planning Age 19 & Beyond
<p>Case Managers, in consultation with student, parents and others involved assists the transition team as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a vision for life after high school</li> <li><input type="checkbox"/> Network with others who have recently experienced transition or are currently in transition planning</li> <li><input type="checkbox"/> Learn and gather information</li> <li><input type="checkbox"/> Team building – make community connections.</li> <li><input type="checkbox"/> Apply for Social Insurance Number <a href="http://www.servicecanada.gc.ca/en/sc/sin">www.servicecanada.gc.ca/en/sc/sin</a> or go to nearest Service Canada centre listed on website</li> <li><input type="checkbox"/> Birth Certificate/Proof of Citizenship</li> <li><input type="checkbox"/> Discuss with the school the inclusion of transition goals in the IEP (Individual Education Plan), and be sure to review these goals annually</li> <li><input type="checkbox"/> Check student age and grade level to plan for Grade 12 Completion</li> </ul>	<p>Case Managers, in consultation with student, parents and others involved assists the transition team as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact CYSN for information about a Psychological Assessment which may be required to prove eligibility for Community Living Services</li> <li><input type="checkbox"/> Clarify college options and other post secondary education entry requirements and eligibility criteria</li> <li><input type="checkbox"/> Make arrangements to visit Community Living service agencies in your community (day programs, supported employment, or volunteer programs - see Resource Guide)</li> <li><input type="checkbox"/> Apply for BC I.D. card <a href="http://www.icbc.com/licensing">www.icbc.com/licensing</a></li> <li><input type="checkbox"/> At age 17 ½ - apply for Persons with a Disability (PWD) benefits with Ministry of Housing &amp; Social Development (see page 11 of Resource Guide)</li> <li><input type="checkbox"/> Open a bank account for Persons with a Disability (PWD) benefits deposits</li> <li><input type="checkbox"/> Contact a Facilitator from Community Living BC (CLBC) at your local Community Living Centre office to discuss planning options for life after high school. Identify and include requests for CLBC Community Living supports and services as well as community resources. More information is available at <a href="http://www.mcf.gov.bc.ca/spec_needs/pdf/transition_planning_protocol.pdf">http://www.mcf.gov.bc.ca/spec_needs/pdf/transition_planning_protocol.pdf</a> and at <a href="http://www.communitylivingbc.ca/">www.communitylivingbc.ca/</a></li> </ul>	<p>Case Managers, in consultation with student, parents and others involved assists the transition team as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One month before child's 18th birthday, Ministry of Housing &amp; Social Development will confirm Disability Benefit eligibility, followed by an intake meeting</li> <li><input type="checkbox"/> At Home Program medical coverage ends</li> <li><input type="checkbox"/> Persons with a Disability (PWD) benefits medical coverage begins</li> <li><input type="checkbox"/> Celebrate school graduation</li> <li><input type="checkbox"/> If eligible, connect with Ministry of Health, re: CSIL Program for respite and home support</li> <li><input type="checkbox"/> Build community connections: volunteering, working, social network, leisure and recreation</li> <li><input type="checkbox"/> Develop a personal portfolio/resume on work and volunteer experience</li> <li><input type="checkbox"/> Apply for bus pass for persons with disabilities by calling 1-866-866-0800</li> <li><input type="checkbox"/> Consider whether to prepare a "Representation Agreement" (When children turn 19, parents are no longer their legal guardians). Call the Resource Centre at 604-408-7414, or visit their website at <a href="http://www.nidus.ca">www.nidus.ca</a> for more information.</li> </ul>	<p>Case Managers, in consultation with student, parents and others involved assists the transition team as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Celebrate beginning of new adult life</li> <li><input type="checkbox"/> At Home Program respite ends at 19</li> <li><input type="checkbox"/> If eligible, CLBC Program for respite and home support takes effect</li> <li><input type="checkbox"/> Continue to build social networks; pursue hobbies and opportunities for leisure and recreation</li> <li><input type="checkbox"/> Explore self advocacy opportunities</li> <li><input type="checkbox"/> Future Steps (housing)</li> <li><input type="checkbox"/> Continue to develop a "life plan" rather than an IEP</li> </ul>

## Graduation Requirements for Students with Special Needs

### British Columbia Certificate of Graduation (Dogwood Diploma)

A student who meets the applicable graduation requirements is entitled to receive a British Columbia Certificate of Graduation. In order to graduate with a Dogwood, every student in the Graduation Program has to pass certain required courses (e.g. English, Mathematics, Science), electives, and graduation transition courses.

### British Columbia School Completion Certificate (Evergreen Certificate)

The British Columbia School Completion Certificate is awarded to students who meet the goals of their educational program other than Dogwood graduation. This can include students with Individual Education Plans, or students who meet other criteria established by their Board of Education. School Completion Certificates are intended to recognize the accomplishments of students, including students with special needs, who have succeeded in meeting the goals of their educational program. They are provided to students who follow a fully modified program or to students who have a combination of both adapted and modified courses. Depending on their age, some students may be able to begin their Adult Graduation Certificate while in grade 12. The student transcript outlines specific courses followed.

### British Columbia Adult Graduation Certificate

Some students with special needs may take longer than usual to meet the graduation requirements. Students who completed some modified courses may also wish to return to school at a later date to follow an adult graduation course. Credit can be given for courses previously credited on the School Completion Certificate. The following link provides more information on graduation requirements.

<http://www.bced.gov.bc.ca/graduation>

### Distributed Learning (DL)

Students with special needs may also complete some or all of their coursework through Distributed Learning (DL) programs. DL courses can be made available at every school. They can be supported in the same way as classroom based courses, with learning assistance and/or EA support. For more information see Appendix H in the Special Education Manual.

Adapted practice e-exams (provincial exams) information regarding all ministry exams can be found at:

<http://www.bced.gov.bc.ca/exams/>

## School Based Learning Services Teachers and Services

### Learning Services Teachers and Services

School Based Learning Services Teachers are often referred to as Learning Assistance, Learning Support, Counsellors or Learning Services Teacher. A Learning Services Teacher's role is to give assistance to classroom teachers and EAs, as well as provide short-term interventions to a full range of students with learning and/or behavioural needs. Their aim is to:

- assist classroom teachers in planning, assessing (to level B), adapting, and modifying programs through an understanding of appropriate instructional and assessment techniques
- facilitate the implementation of programs for students with special needs
- assist teachers in developing or accessing materials for students with diverse learning needs
- support teachers in developing the skills to facilitate differentiated instruction within the classroom
- act as Case Manager or co-Case Manager for Ministry identified special education students which includes planning and facilitating IEP meetings, writing IEPs, and conducting IEP reviews
- provide short-term intervention for students identified by the School Based Resource Team
- support early intervention programs
- assist the School Based Resource Team with the provision of functional behaviour assessments
- assist other Case Managers in the development of IEPs and behaviour plans
- support EAs in the development of skills and strategies
- support the transition process for special needs students entering Kindergarten
- organize and supervise community based instructional programs
- provide support in situations requiring crisis management
- provide support to families with special needs students
- consult and liaise with parents, classroom teachers, administrators and outside agencies
- complete necessary paperwork and follow-up referrals to external agencies
- liaise with the FOS leader and/or teacher leader for assistance as required

## Learning Assistance/Support/Resource Teachers

According to BC Ministry of Education guidelines, specialist teaching services are school based, non-categorical resource services designed to support classroom teachers and their students who have difficulties in learning and behaviour. These teachers provide a co-ordinated and integrated set of support services that include school based consultation, collaborative planning and co-ordination with the school based Resource Team, and instruction. Learning Services Teachers typically help to organize, maintain, and integrate services in the school and, as part of a school based team, provide the major link with support services available at the district level.

Some schools combine learning assistance and/or learning support with other special education services to create a 'resource teacher' model. Where this model is used, it means that one resource teacher works with a number of classroom teachers to provide support for all students in their classroom. Unlike the more traditional model where different Learning Services Teachers worked with differently diagnosed students, there are no territorial lines drawn in service delivery. The Ministry considers this appropriate provided the supports available to the students served are consistent with guidelines and appropriate to the needs of students.

Consultative services include:

- collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials;
- advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or a group of students;
- consulting with parents and students regarding learning strategies and organization skills; and
- consulting with district and community resource personnel

Assessment and Instruction services include:

- criterion-referenced or norm-referenced assessment as appropriate to answer questions about how best to provide instruction or support;
- undertaking Level B assessment such as KTEA, WJIII, Insight to provide baseline information from which to monitor student progress;
- undertaking Functional Assessments of Behaviour and/or supporting other staff in taking on this responsibility;
- systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours;
- synthesis of information from parents, student records, other service providers, and health-related information to aid the assessment process;
- in-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies
- direct teaching of individuals, small groups and whole classes as appropriate
- modelling of differentiated instruction for classroom teachers and EAs

3 key questions for all Learning Services Teachers, include

- what is my role - is this clearly communicated to staff and parents?
- what is the focus of my instruction - how is this linked to classroom practice?
- how do I support classroom teachers with the differentiation of instruction in the classroom?

For more information please see the [Learning Assistance Handbook](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/LearningAssistanceHandbook.pdf) at <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/LearningAssistanceHandbook.pdf>

## Counsellors

Every school has a counsellor who provides consultation and counselling services for students with academic, social, emotional, behavioural or mental health concerns. Success in the classroom is their primary goal. They collaborate with teachers, parents and additional specialist personnel including personnel from other Ministries and agencies to promote consistency.

Secondary School Counsellors also provide educational planning and career counselling. This may involve consideration of alternative program/school placement as part of the School Based Resource Team decision making process.

The role of the Counsellor dealing with student's social, emotional, behavioural and mental health needs is to:

- provide individual and small group counselling on issues such as: academic progress, transitions and change, social skills, communication skills, self-esteem, emotional difficulties, depression, and grief and loss
- consult with parents to facilitate communication between students, their parents, the school, and community resources
- consult, support, and collaborate with classroom teachers
- provide direct support for the ongoing implementation of the Personal Planning Program in all elementary schools
- act as Case Managers or co-Case Managers for students with social, emotional and/or behavioural special needs
- facilitate IEP meetings, write IEPs and conduct IEP reviews
- undertake Functional Assessments of Behaviour in order to plan appropriate interventions
- support the implementation of specific programs to enhance students' Social Emotional Learning
- provide coordination of resources within the district and facilitate the provision of community services within our schools
- facilitate and assist in staff development initiatives that focus on social and emotional needs within the school community
- assist schools with student behaviour issues
- provide direct support for the NVSD Safe and Caring Schools initiative

Counsellors are routinely involved in the delivery of school wide prevention programs such as Friends, Roots of Empathy and Mind Up. Specific information on these programs is available from school counsellors and from the appropriate websites.

For more information please see [Counselling Services](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/CounsellingServices.pdf) at <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/CounsellingServices.pdf>

## Choices

Choices provides secondary school-based support for at-risk youth in their local secondary school. Students with social, emotional and behavioural challenges receive the additional support they need to learn and develop a sense of place within their local school community. Choices staff include a Learning Services Teacher, counsellors, Behaviour Support Workers and Youth Engagement Workers.

Services include:

- on-site behavioural support for students to be able to maintain attendance at their local secondary school
- personalized, flexible support to meet individual social/emotional and behavioural issues
- access to the wide range of elective and extra-curricular opportunities available at a mainstream secondary school
- access to community agencies as appropriate

The role of the Choices teacher is to support the student socially, emotionally and academically. Advocacy for the student stems from active communication with administration, teachers, counsellors, district staff, parents/guardians and community partners. Other responsibilities include:

- co-case management with other school personnel where appropriate to facilitate the design and implementation of IEPs, submit ministry identifications, and implement interministerial plans
- connecting with high-risk youth in a non-judgemental, patient and enthusiastic manner
- collaborating with school-based staff, district staff, parents, students, community partners
- assisting classroom teachers with adapting curriculum to meet the needs of students
- implementing a variety of assessment practices to measure and monitor student progress effectively
- coordinating and scheduling the BSW and YEW, based on student needs

For more information see the [Choices Handbook](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Choices/Documents/ChoicesHandbook.pdf) at <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Choices/Documents/ChoicesHandbook.pdf>

## English Language Learners

Each school has access to Learning Services Teachers who are additionally trained to teach ELL learners.

ELL Teacher responsibilities include:

- separate ESL (or FLS) instruction to students by specialists
- additional co-teaching or team teaching services within a mainstream classroom
- consultative support to the classroom teacher
- collaborative support to a classroom teacher
- direct skill-building instruction to an individual learner or class
- adapted and/or supplementary curriculum materials
- direction to a classroom assistant or teaching assistant
- provide ongoing review of the student's progress with periodic sample of student's unedited writing, assignments, and tests related to comprehension of content
- promote an environment which values diversity, bridges cultures, and works to eliminate racism for students, their parents, and staff

## Education Assistants

Education Assistants/Aides (EAs) work under the direction of a teacher to support the teacher, curriculum differentiation and individual students or small groups of students. All schools have EAs assigned for this purpose. The amount of EA time allocated to each school is based on the special education student population of the school. The amount of time changes over the course of the year and particularly at the beginning of each school year. The school principal, in discussion with SBRT, is responsible for allocating EA time to classes within the school. Education Assistants may be moved between schools as the needs of schools change from year to year.

Some EAs have additional training and skills in the areas of: Sign Language (Sign Language Interpreters SLI); Autism (Autism Support Worker ASW); Behaviour (Behaviour Support Worker BSW); Literacy (Learning Support Worker LSW), Community and Mental Health Services (Youth Engagement Worker YEW) and Work Experience (Work Experience Facilitators WEX). These specialist EAs work with students who require additional support in these areas.

## Guidelines for assigning EAs

Inclusive education aims to promote intellectual growth, social skills development and independence. EAs must therefore ensure their work reflects these goals. Principals must use the EA Allocation Handbook for guidance to:

- ensure there is a match of EAs skills for the school's current students
- accommodate health and safety reasons by prioritizing EA support towards the most complex students first
- group the students for teaching purposes in ways that maximize EA support
- organize EA support in ways that promote independence and peer relationships rather than adult dependence
- plan with staff to scaffold and fade out the EA support as appropriate to the needs of individuals and groups of students

## Teachers and Education Assistants – Joint Working Arrangements

The teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student.

Teachers are expected to design programs for students with special needs. Education Assistants (EAs) play a key role in many programs for students with special needs, performing functions which range from personal care to assisting the teacher with instructional programs. Under the supervision of a teacher they may play a key role in implementing the program.

While EAs may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents.

The roles and responsibilities of teachers and EAs are outlined in the following table. More information is available in the BCTF/CUPE Joint paper.

~ [www.bctf.ca](http://www.bctf.ca)

~ [www.cupe.bc.ca](http://www.cupe.bc.ca)



TEACHER	SHARED	EDUCATION ASSISTANTS
<ul style="list-style-type: none"> <li>• Designs instructional program</li> <li>• Develops IEPs in collaboration with case manager</li> <li>• Identifies responsibilities of individual members of student specific support teams in terms of participating in the development, implementation and monitoring of the programs as described in the IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss learners' strengths and weaknesses and consider best possible areas of program focus</li> <li>• Attend program planning meetings, based on school and district policies, to assist with developing IEPs and transition plans for children and youth with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• Shares relevant information about the performance and behaviour of individual learners to support IEP, transition and program design</li> </ul>
<ul style="list-style-type: none"> <li>• Plans learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss objectives/ goals</li> <li>• Discuss and clarify the ways in which the teacher assistants can assist the teacher with instructional programs, classroom management and expectation setting for students</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers relevant information through working with student or students to provide feedback into the planning process</li> </ul>
<ul style="list-style-type: none"> <li>• Determines appropriate adaptations and modifications in line with IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Work together to adapt/ modify curriculum and resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts strategies to accommodate individual learner needs/styles</li> </ul>
<ul style="list-style-type: none"> <li>• Provides instructional learning resources</li> <li>• Monitors and advocates for the appropriate resources necessary for the teacher assistant to carry out his/her duties</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate in setting priorities for learning resource development</li> </ul>	<ul style="list-style-type: none"> <li>• Assists with development of instructional learning resources</li> </ul>
<ul style="list-style-type: none"> <li>• Reviews and reinforces learning activities for concept and skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Review learning resources together to clarify and share experiences and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help students master concepts and skills</li> </ul>

\*Note: In Secondary Schools the roles and responsibilities of the teacher may be assumed by a Counsellor or Case Manager.

TEACHER	SHARED	EDUCATION ASSISTANTS
<ul style="list-style-type: none"> <li>Develops school based learning goals for individual and groups</li> </ul>	<ul style="list-style-type: none"> <li>Plan activities to meet goals</li> </ul>	<ul style="list-style-type: none"> <li>Assists students with learning activities and/or independent study projects developed by teacher/team</li> <li>Monitors and reports to teacher/team on the implementation of the program</li> </ul>
<ul style="list-style-type: none"> <li>Designs learning and skill development goals for worksites and other community-based settings</li> </ul>	<ul style="list-style-type: none"> <li>Plan activities to meet goals</li> <li>Share resources and concerns</li> </ul>	<ul style="list-style-type: none"> <li>Supports learning and skill development activities in worksite and community-based settings</li> </ul>
<ul style="list-style-type: none"> <li>Establishes work plan priorities</li> </ul>	<ul style="list-style-type: none"> <li>Review plan daily and weekly. Set consultative meeting times</li> </ul>	<ul style="list-style-type: none"> <li>Follows priority plan</li> <li>Keeps teacher up-to-date on the implementation of the program</li> </ul>
<ul style="list-style-type: none"> <li>Provides the education assistant with the requisite information regarding the classroom management structure, discipline plan and expectations for students</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify classroom management structure, discipline plan and expectations for students</li> </ul>	<ul style="list-style-type: none"> <li>Carries out work within developed structures and plans, being consistent with expectations for students (IEP)</li> </ul>
<ul style="list-style-type: none"> <li>Instructs, supervises and facilitates student learning</li> </ul>	<ul style="list-style-type: none"> <li>Discuss successful practice</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates student learning individually in small groups and whole class activities</li> </ul>
<ul style="list-style-type: none"> <li>Develops individualized, appropriate, behavioural program</li> <li>Models techniques for teacher assistants to use in providing instructional and behavioural assistance</li> </ul>	<ul style="list-style-type: none"> <li>Discuss specific philosophy, techniques, strategies and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Implements the techniques and strategies as demonstrated</li> <li>Documents, monitors and reports to teacher/team on implementation of the program</li> </ul>
<ul style="list-style-type: none"> <li>Defines the use of specific techniques, strategies and appropriate language, as required in individual situations</li> </ul>	<ul style="list-style-type: none"> <li>Discuss specific techniques, strategies, and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Implements specific techniques, strategies, and appropriate language</li> </ul>
<ul style="list-style-type: none"> <li>Seeks assistance of administrative officer to provide a workplace for the education assistant</li> </ul>	<ul style="list-style-type: none"> <li>Discuss workplace settings</li> <li>Plan for within class rather than hallway work</li> </ul>	<ul style="list-style-type: none"> <li>Monitors effectiveness of workplace settings and reports changes to teacher and/or administrative officer</li> </ul>

## Section 5: District Based Services and Programs

The Director of Instruction for Learning Services is responsible for all Special Education Services to the North Vancouver School District. The Director works in collaboration with schools, district staff, the senior management team and community agencies. The Director works closely with school principals, Learning Services Teachers, education assistants and community agencies to promote best practices in support of Inclusive Education for all students with special needs.

Parents who have any concerns about services provided for their child, should first discuss these with their child's teacher and school principal. At times it may also be helpful to contact the Family of Schools special education leader.

### Family of Schools Special Education Leaders and Teacher Leaders

The position of Learning Services: FOS Leader aims to enhance implementation of the District Vision and Special Education Service Delivery Model. Six FOS Leaders are each assigned to a FOS where they work within their specialty areas (e.g. a school based position as a counsellor or other Learning Services Teacher) and provide support for the implementation of FOS and District initiatives (a district based position).

The responsibility of the six Teacher Leaders in collaboration with their FOS teams is to work with Learning Services Teachers/Classroom Teachers and EAs by providing consultation, assessment, resources, in-class modeling and direct instruction with a focus on curriculum development within their specialty areas (e.g. as a school-based math teacher) who may also lead a district math project or FOS collegial inquiry project.

These teachers and FOS Leaders have demonstrated leadership skills across the K-12 age range. They promote both adult and student learning in the following key areas:

1. The new BC Curriculum, Universal Design for Learning, Differentiated Instruction, Adapting and Modifying Curriculum and writing IEPs.
2. Social, Emotional and Behavioural Learning, including the use of Functional Assessments, Social Responsibility Curriculum and Positive Behaviour Support.
3. Understanding of the full range of Ministry special needs categories with associated assessment and intervention to promote student progress (K-12).
4. Organization and provision of in-service and mentoring with administrators, teachers and EAs.
5. Coordination and review of K-12 projects in areas as identified by schools, the FOS and District.

The FOS and teacher leaders can provide a key link across the transition stages: pre-school to Kindergarten, elementary to secondary and secondary to adult services.

## Speech/Language Pathologists

Speech and Language Pathologists (SLP) provide a continuum of services to schools. This includes assessment, consultation, and direct therapy to students who have expressive and/or receptive language difficulties. Priorities for SLP Services are determined by the student's extent of speech intelligibility and fluency. SLP services are accessed through the School Based Resource Team. Each SLP provides between a day and two full days service for each elementary school. They may also provide consultancy services to secondary schools.

The role of the Speech/Language Pathologist is to:

- assess the communication skills of individual students
- interpret assessment results and suggest recommendations to parents, classroom teachers, School Based Resource Teams, and IEP teams
- in collaboration with case managers, develop goals and strategies for the student's Individual Education Plan
- provide appropriate programming and materials for students with language, learning, articulation, voice, or fluency disorders
- provide direct intervention individually or in small groups
- collaborate with school staff, parents, and community agencies to address the individual needs of the student
- attend School Based Resource Team meetings to discuss referrals and consult with other team members
- provide materials for teachers, EAs or parents

## Augmentative Communication Specialists

The Augmentative Communication Specialists provide support to students who require an augmentative communication system due to complex communication needs. They are the district link with SET-BC (Special Education Technology BC). They are also the district teachers who provide the district technology team with recommendations about technology applications (hard and software) that may require purchase and/or support.

The role of the Augmentative Communication Specialist is to:

- develop non-technical augmentative communication systems for expressive communication
- work with school personnel to provide visual supports for comprehension
- work with school personnel and parents to implement augmentative communication systems at school and in community activities
- update augmentative communication systems on an ongoing basis
- program technical voice-output communication tools
- provide assistive technology support for written output
- train school teams in a range of assistive technologies

For more information see [Speech and Language Services](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/SpeechAndLanguageServices.pdf) at <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/SpeechAndLanguageServices.pdf>

## School Psychologists

School Psychologists provide consultation to teachers and support for students who demonstrate diverse learning needs. The Psychologist will collaborate and consult with school personnel to assess the learning situation for a referred student and make recommendations for appropriate programming. Occasionally a psycho-educational assessment is required and the School Based Resource Team will prioritize referrals for full assessments.

Most schools a full day of school psychology services each week. It is important for each school to prioritize referrals through SBRT. As each assessment will take between 2 and 4 days to complete (includes file review, observation, assessment and follow up meetings) schools need to ensure that no time is lost waiting for parental consent to be agreed.

The assessment role of the School Psychologist is to:

- undertake comprehensive psycho-educational assessments for students referred by the SBRT to gain further understanding of their cognitive, psychological, academic, social-emotional, and behavioural functioning, and to identify barriers to student achievement
- diagnose and/or identify specific learning difficulties, when appropriate
- recommend interventions such as adaptations, modifications, and/or accommodations that may be implemented by students, parents, teachers and/or district staff to the benefit of the referred student
- interpret assessment results for students, parents, and teachers by means of a written report accompanied by a post-assessment discussion
- assist with the development of school and district assessment tools.
- maintain current knowledge of best practice in School Psychology

The consultative role of the School Psychologist is to:

- participate in extended school based Resource Team meetings
- consult, upon request, with students, parents, teachers, school administrators, and members of the School Based Resource Team, regarding the academic, intellectual, social, and emotional needs of individual students
- consult with teachers regarding instructional practices and classroom management
- assist with programming and development of IEPs, as appropriate
- assist with School Based Resource Team and parents in understanding assessments from outside agencies
- maintain contact with community agencies and private practitioners to support individual students and to facilitate referrals
- work with the SBRT case managers to select students for referral to the District Literacy Centre

For more information see [School Psychology Services](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/SchoolPsychologyServices.pdf) at <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/SchoolPsychologyServices.pdf>

## Vision Resource Teachers

Students who are blind or who have low vision require unique adaptations to their learning environment. The Vision Resource Teacher provides alternate material, assistive technology and teaching strategies to assist the regular classroom teacher in the management of the program for these students. This also includes orientation and mobility training for students who need this. Vision services are accessed through the School Based Resource Team. More information is available from the Provincial Resource Centre for the Visually Impaired at [www.prcvi.org/visualimpairment](http://www.prcvi.org/visualimpairment)

The role of the Vision Resource Teacher is to:

- provide a functional vision assessment
- participate as a member of the student's IEP team
- provide adapted or modified materials, as appropriate
- provide instruction in areas, such as braille, visual aids, keyboarding
- provide instruction for students in social skills, life skills, and self-advocacy skills
- provide instruction for EAs in braille transcription, adapting maps/diagrams
- provide in-service for school staff and students on visual impairment
- consult with outside agencies and act as the direct contact for services from the Provincial Resource Centre for the Visually Impaired (PRCVI) and (SET-BC)
- provide instruction in the use of assistive technology
- consult with CNIB for provision of Orientation and Mobility training
- collaborate with teachers, parents, other staff regarding students' learning needs

For more information see [Resource Services for the Visually Impaired](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/VisuallyImpairedServices.pdf) at <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/VisuallyImpairedServices.pdf>

## Hearing Resource Teachers

Resource Teachers for the deaf and hard of hearing provide direct or consultative services for students who have a diagnosed hearing loss. They can help plan alternate teaching strategies, provide information on assistive listening devices and liaise with community agencies and support groups. Resource Teachers for the deaf and hard of hearing also provide district and school based in-services on hearing loss and related issues.

The role of the Hearing Resource Teacher is to:

- assess the student's auditory functioning, speech, language development, and academic achievement
- interpret audiological reports and explain the educational implications
- support the care, use, and performance of assistive listening devices
- provide counselling in hearing loss management
- provide instruction in the areas of auditory training, speech, speech reading, language development, social skills, self-advocacy, and behaviour management
- provide instruction in visual language
- develop an Individual Educational Plan for each student, as required, and support each student's classroom program
- liaise between home, school, outside agencies, and hospital teams
- provide vocational and career guidance
- initiate referrals for audiometric testing
- consult with SBRTs in support of students who are deaf or hard of hearing

For more information see [Hearing Resource Services](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/HearingResourceServices.pdf) at <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/HearingResourceServices.pdf>

## Gifted and Talented Resource Services

The District's Gifted Resource Services provide assistance to schools for students who require enrichment programs. This includes school based support for teachers and students as well as "Zone Programs and/or Challenge Centres" and Advanced Placement in Secondary Schools. Programs may be based at the child's home school, in another school within the district, or at other community locations. Elementary students may attend a zone program within their Family of Schools (FOS). These are currently based at:

- Boundary
- Canyon Heights
- Sherwood Park
- Braemar
- Eastview

Elementary and secondary programs offer opportunities for students to meet with their gifted peers and work in a fast paced setting. Each program has a specific focus and is offered for specific periods during the year. Eligibility to these programs is through referral from the School Based Resource Team. In consultation with the District's Gifted Resource Services, secondary schools develop their own enrichment opportunities for students. Information about opportunities available for these students are routinely circulated to all schools.

There are a number of support groups and resources available at:

- ~ [www.bced.gov.bc.ca/specialed/gifted/whoare.htm](http://www.bced.gov.bc.ca/specialed/gifted/whoare.htm)
- ~ <http://lowermainlandgiftedcontacts.weebly.com/index.html>

## Hospital Homebound Services

The purpose of homebound education services is to provide instruction to students who are temporarily unable to attend school for medical or mental health reasons. The Homebound Teacher works closely with classroom teachers, medical personnel and parents to assist students in continuing their studies while confined to home or hospital. Instruction is available at the student's home, at Lions Gate Hospital or at an alternative location if necessary. A parent must be present at home when the Hospital Homebound Teacher visits.

Authorization from a physician or public health nurse should be received prior to services being provided to students. The medical note should indicate the medical reason for absence and how long the student is expected to be unable to attend school. Their services can be accessed through the principal of each school and the School Based Resource Team. Referrals are forwarded to the Director of Instruction for Learning Services.

The Hospital Homebound Teacher collaborates with the students' regular teachers to enable appropriate curriculum materials to be accessed. Student supports are typically twice weekly for an hour. The aim is to provide as seamless a return to regular schooling as possible.

On occasion this service may be used for students who are suspended from school. However, this would be exceptional as students who are suspended need to be transitioned back to their own or an alternative school according to procedures outlined in The School Act.

## Literacy Centre - Elementary

The Literacy Centre provides short-term services to a small group of grade three students who have intensive learning needs due to diagnosed Learning Disabilities, and who require extensive remedial literacy and numeracy experience. Specific approaches used include Orton Gillingham, Readwell, and Phonographix. The Literacy Centre is a district-based program, currently located at Montroyal and Sherwood Park Elementary Schools.

Referral to the Literacy Centre originates through the school based Resource Team. Following the completion of a psycho-educational assessment, a candidate's application will be forwarded to the selection committee, comprised of psychologists and Learning Services Teachers. There are three intakes each year (September, January and April). Students attend for approximately 10 weeks and then return to their home school.

The role of the Literacy Centre Teacher is to:

- provide assessment of current achievement levels
- provide direct and individualized programs of instruction to increase the literacy level of each student
- promote the development of independent work habits, learning skills, and learning strategies
- promote the student's awareness of his/her own learning strengths and challenges
- collaborate with teachers and parents regarding the student's ongoing learning needs
- include assistive technologies to support instruction e.g. Kurzweil
- write a progress report at the end of the 10-week period

Students who attend the Literacy Centre must be registered at a North Vancouver School District Elementary School. Students must have received Learning Assistance/ Services Teacher and Learning Support Worker services and have a Student Support Plan or IEP in place prior to being considered for Literacy Centre referral.

For more information see [Literacy Centre](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/LiteracyCentre.pdf) at <http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/LiteracyCentre.pdf>



## Elementary Social Responsibility Support Program

This district program is available to Grade K-7 students who require extensive support with their social, emotional and behavioural skills. There are a maximum of 16 children enrolled in the program. Students usually remain in the program for 12-16 weeks. The School Based Resource Team selects students for half day sessions throughout the school year. The students attend the centre four mornings or afternoons, returning to their home school for the other half of the day and for the full day on Fridays. Linked services through the Ministry for Children and Family Development and Vancouver Coastal Health, enables a more intensive teaching/learning experience. Parental involvement in behavioural management plans for their child is mandatory. The program is currently based at Eastview Elementary School.

All students are referred according to the guidelines established in the North Vancouver School District Service Delivery Model with a School Based Resource Team review of previous services. When the SBRT determines that a referral is appropriate, a referral form is forwarded to the Director of Instruction for Learning Services. An interview and assessment through the Child and Adolescent Program (CAP) also precedes intake. Students typically have a Ministry designation as a student with special needs that prioritizes social, emotional and behavioural learning.

SRSP is staffed by a Learning Services Teacher and two Behaviour Support Workers. Their role is to provide:

- support to students requiring additional social, emotional, behavioural assistance
- direct instruction in social skills, anger management, and socially responsible behaviour
- individual and small group teaching for students who may have mental health issues
- support for cooperative working and transition between the program, the students' home school and other agencies involved
- a "wrap-around" approach to students and families experiencing social, emotional, behavioural and mental health issues

The Social Responsibility Support Program provides individual and group counselling and therapy through the Child and Adolescent Program. Throughout the program a psychiatrist provides consultation and monitors progress. It is the responsibility of the school district staff to review all academic progress and monitor the IEP. The aim is to provide a continuum of services, in collaboration with the community, to support children and their families.

Upon completion of the program, a re-entry plan includes consultation with and support for the receiving school. Effective strategies are shared and the staff provides on-site support for transition back to the regular school setting.

Students who attend SRSP must be registered and attend part-time at a North Vancouver School District Elementary School.

For more information see:

[www.srsp.weebly.com](http://www.srsp.weebly.com)

[www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/SocialResponsibilitySupportProgram.pdf](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/SocialResponsibilitySupportProgram.pdf)

## Secondary Alternate Program - Mountainside

In 2010 the BC Ministry of Education revised its policy on Alternate Programs. The full policy is available at:  
<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/alternate-education-program>

Alternate education school programs focus on the educational, social and emotional issues for those students whose needs are not being met in their local school. Alternate education provides support through differentiated instruction, personalized program delivery and enhanced counselling and community services. Students who attend alternate programs are most often the most vulnerable population in the school system. The aim is to offer an opportunity for these vulnerable and at-risk students to experience success.

Students attending the North Vancouver School Districts' Secondary Alternate Program will be in Grades 9 to 12 and will have previously received support within their local secondary school, perhaps through the school's *CHOICES* pathway. *CHOICES* provides additional services to students in their local school. The services reflect those outlined for students who have a Ministry Special Education designation of R (requiring moderate behaviour support/mental health support) or H (requiring intensive behaviour interventions/mental health support). Referrals are made through the SBRT or directly from VCH to the Learning Services District Resource Team.

Each student must have:

- an Individual Education Plan (IEP) created by the school that clearly outlines assessment information, the objectives for the student, additional services provided as required, progress made, and any transition plans
- an exit strategy to facilitate the student's transition either back into the regular school system, continuing education centre, graduation or to work and to post secondary training and education
- evidence of additional services as required by the student population (i.e. youth workers, drug and alcohol counsellors and/or sessions, etc.)
- self referrals can also be made through Central Registration. All referrals are considered by the District Resource Team which aims to ensure the best placement is made for each individual student. The District Resource Team includes Directors of Instruction, a Counsellor and a School Based Administrator

### The Learning Together Program

The Learning Together Program is a program for young mothers based at Mountainside Secondary School. The aim is to help young mothers access housing and employment as well as to complete their schooling. Child Care facilities are provided in conjunction with North Shore Neighbourhood House. The curriculum includes a focus on child and health care for young mothers and their children. The program is individualized and self-paced. For more information contact North Shore Neighbourhood House at 604-987-8138.

# Section 6: Ministry Designations

## Overview of the Ministry of Special Education Designation Process

The purpose of this section is to guide School Based Resource Teams in understanding the BC Ministry of Education's process of identification of students with special needs and funding allocation for the specific categories. It also explains the designation process used in the North Vancouver School District.

Funding categories are established to assist school districts in identifying the needs of students and providing appropriate resources and educational programs to them.

These categories are designed to focus on the educational needs of students regardless of the original cause(s) of those needs.

For example, a student who is hard of hearing should receive the appropriate services, regardless of the cause of the hearing impairment. Similarly, if a student presents atypical behaviours, Fetal Alcohol Spectrum Disorders (FASD), or intellectual impairment, it is the intensity of the disability and the interventions provided that dictate the category in which the student is reported for funding purposes. For example not all students with an FASD diagnosis will be identified as category D - chronic health impairment and not all students with a diagnosis of Learning Disability (LD) will need to be identified in a Ministry Category at all. As noted in the BC Ministry of Education guide, "Supporting Students with LD - A Guide for Teachers", most students with LD can have their needs met without a Ministry designation as the supports and services they require are already in place at the school. For more information on learning disabilities, see the following link [www.bced.gov.bc.ca/specialed/docs/learning\\_disabilities\\_guide.pdf](http://www.bced.gov.bc.ca/specialed/docs/learning_disabilities_guide.pdf)

Students will be identified according to the following general guidelines as outlined in the Ministry Special Education Manual (P. 40):

- the current 'categorical' system is not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student's needs and educational program
- a medical diagnosis by itself does not determine the appropriate special needs category or service required
- identifying and reporting students for funding purposes should involve careful determination of the nature, extent and impact of their disabling condition(s) and the nature and extent of educational interventions required
- students with diagnosed conditions should be identified for funding purposes in the educational category that best reflects the type and intensity of educational interventions documented in the IEP
- students who have an identifiable ability, disability or diagnosis, whose needs are addressed through the support of the regular classroom teacher and/or the typical school based services of learning assistance, counselling, speech-language pathology, should not be reported in a category that generates funding

## Ministry Designation Categories and Criteria

Students reported in any of the Special Education categories will have additional assessments over time. All students receive continuous assessment. For detailed information about the assessments used, please refer to the [Communicating Student Learning K - 12: Handbook for Assessment, Evaluation and Reporting](#) at <http://www.sd44.ca/Board/Achievement/AER/Documents/HandbookforAssessmentEvaluationandReporting.pdf>

Students with a significant level of additional needs are assessed and categorized as follows:

A	Physically Dependent
B	Deaf/Blind
C	Moderate to Profound Intellectual Disability
D	Physical Disability/Chronic Health Impairment
E	Visual Impairment
F	Deaf or Hard of Hearing
G	Autism
H	Students Requiring Intensive Behaviour Interventions or Students with Serious Mental Illness
K	Mild Intellectual Disability
P	Gifted
Q	Learning Disability
R	Students Requiring Moderate Behaviour Support or Students with Mental Illness

Categories A, B, C, D, E, F and G are commonly referred to as Low Incidence categories. Categories K, P, Q and R are referred to as High Incidence categories. Category H is between the two groups. More detailed information regarding the above categories and criteria for designation in each category can be found on the BC Ministry of Education website at <http://www.bced.gov.bc.ca/specialed/ppandg.htm>

The BC Ministry of Education Category Checklists can be found at: [http://www.bced.gov.bc.ca/independentschools/is\\_resources/se\\_cat\\_chklst.pdf](http://www.bced.gov.bc.ca/independentschools/is_resources/se_cat_chklst.pdf)

These are also available on the District Portal (The North Vancouver School District Server where all forms used by teachers, support staff and administrators are stored).

Parents need to be aware that a medical or educational diagnosis in itself does not determine the designation. The purpose of the designation is not to label a student, but rather to ensure that additional resources and support arrangements are made available to meet the students' needs.

The BC Ministry of Education special education designation and funding system is a formula funding mechanism. School Districts establish their own arrangements for distributing additional special education resources in ways that are effective and efficient for all students. These arrangements will vary and change over time according to the changing needs of students and schools.

## Referral Process

The Ministry Special Education designation process is a joint process that begins with the classroom teacher and parent, and extends to include SBRT, District Learning Services staff and at times other community professionals (e.g. Pediatrician, Psychiatrist, Children's Hospital). This is outlined in Section 2 (page 15) of this handbook.

All students who are being considered for Ministry designation must have documented evidence of assessments and interventions carried out at each level of the Service Delivery Model (as outlined in Section 2). For some students the assessment information indicates immediate consideration of a student's needs requiring a higher level of intervention (e.g. level 3 or 4). For most students this is a more gradual process. The process for designating a student is therefore not necessarily sequential but it is essential that all of the steps be covered.

The following steps must be completed before referring to Learning Services:

1. Parent has been contacted by classroom teacher/school based personnel to discuss concerns and a referral to SBRT using the referral form on the District Portal. Teacher needs to review the student file and use the Teaching to Diversity checklist prior to SBRT referral.
2. Student has been referred to SBRT and discussed (must be recommended by SBRT to submit for designation).
3. A Case Manager will be temporarily assigned. Case Managers play a central role. Who the Case Manager is depends on the particular student/service being considered e.g. counsellor when anxiety/behaviour is the main concern. Case Managers are responsible for writing SSPs/IEPs and for collecting all information on a student that may need to be shared with SBRT and for the designation process.
4. Concerns regarding the student (behavioural or academic) have been addressed with interventions (i.e. behaviour plan, adaptations).
5. Observations and/or assessments have been conducted (assessments may be made by School District staff or by outside mental health or medical professionals).
6. A Student Support Plan must be written. Goals in the plan must be in accordance with the category to which the student is being submitted.
7. Case Managers send the designation request package to the Director of Instruction for Learning Services ensuring that the FOS Department Head is aware that this has been done.
8. The complete submission package to the FOS Director of Instruction should include:
  - Learning Services Request for Identification Form
  - Ministry Identification Checklist
  - SSP/IEP
  - Support Planning Tool for the appropriate category
  - All supporting documentation (i.e. assessments, proof of Ministry/mental health involvement, File Review, Teaching to Diversity Checklist)

All of the forms mentioned above can be found on the District Portal. Additional letters from the principal or teachers are not required.

Please note that a designation is not necessarily for life. At each IEP review meeting, the IEP team should consider whether or not the designation continues to be necessary. A request for delisting form can be found on the District Portal.

## Referral Process (continued)

The FOS Director of Instruction for Learning Services reviews the requests and makes a decision. If approved, the school receives confirmation of the decision by return of the original request/confirmation form and supporting documentation that is then placed in the student's file. The school's 1701 data is then updated by Learning Services and the school is informed.

In cases where the decision remains unclear, the FOS Director of Instruction for Learning Services will confer with a second administrator or with appropriate Learning Services or school based personnel. Case Managers are encouraged to confer with the FOS Director of Instruction for Learning Services prior to requesting designation, if the referral information or decision remains unclear for the School Based Resource Team.

When designation is not approved, a note is added to the request/confirmation sheet to provide a brief explanation and to suggest some additional course(s) of action. Case Managers are encouraged to discuss these cases directly with the FOS Director of Instruction for Learning Services and SBRT.

### Note Regarding Learning Disabilities:

In BC the number of students identified as receiving services for learning disabilities (LD) is reported to be about 3% of the student population. Students with mild to moderate learning disabilities will often have their learning needs met within regular learning environments without supplementary special education services. If students do not receive special services, they are not reported to the Ministry as a designated student (page 8 - Ministry LD Guide)

This is in line with the new DSM-V learning disability criteria i.e. only students with the more severe type of LD will require Ministry Designation.

Requests for designation packages can be sent to Learning Services at any time of the year. For additional funding purposes, the 1701 count is completed in the beginning of October and February.

The information placed in the student's file following designation is somewhat dependent on the Ministry designation category. Under the Freedom of Information and Privacy Act, parents may view the student file at any time. It is therefore important to avoid placing sensitive information and emails that may be helpful for a teacher's file, in the Student's Permanent Student Record. The following chart outlines key documents for the student file.

## Student File Contents - with specific reference to students with special needs

<p>Left side Arranged chronologically in 4 sections: Assessment, IEP, Progress, Other docs.</p>	<p>Right side Arranged in chronological order with most recent information at the top</p>
<p>Ministry Category Checklist: 1 only at top File Review immediately under Checklist Request for Ministry designation form</p> <ul style="list-style-type: none"> <li>Assessment/diagnosis reports includes medical, MCFD and education reports e.g. from Sunny Hill, Childrens' Hospital, CAP, Psychologists, SLPs, Counsellors. LAC/teacher reports and individualized assessment e.g. fine motor screen, WJIII, functional assessment of behaviour</li> <li>Individual Education Plans (IEP). The most recent copy at the top. Support Planning Tools. Transition Plan. Other support planning information such as Integrated Case Management meeting minutes that document agreed plans</li> <li>Progress Monitoring IEP progress reports / monitoring reports. Additional progress monitoring using tools such as the ABLLS curriculum, curriculum summaries, Brigance, updated assessments of progress by medical/other professionals</li> <li>Other Documents Referrals for additional assessment, letters from other agencies involved. Interagency and parent contact logs. Referrals to District Resource Team. Consent forms. Any pertinent SBRT minutes for the student</li> </ul>	<ul style="list-style-type: none"> <li>Registration form or MyEd student information verification form</li> <li>Proof of residence/birth certificate (staple to cover)</li> <li>Transfer form (most recent)</li> <li>All Report cards</li> <li>Other reports e.g. band &amp; strings put behind corresponding report card</li> <li>Medical Alert Information</li> <li>Threat Assessment</li> <li>Formal letters of suspension/discipline</li> <li>Legal/Custody order document</li> </ul> <p>For Non-Ministry Identified Special Education Students place the following in an inclusions wrapper:</p> <ul style="list-style-type: none"> <li>Student Support Plan</li> <li>Referrals for services (parent consent)</li> <li>Progress reports e.g. SLP, Lit Centre</li> <li>Assessment reports e.g. SLP, doctor, other agencies</li> <li>Referral forms e.g. counselling, SLP, Psych</li> </ul> <p>At the end of each school year documents can be stapled together. Keep separate important documents e.g. custody orders or reports needed for student planning the following year</p> <p>If/when the student obtains a Ministry Special Education identification, all Sp.Ed.documents (including the Special Education Designation Request Package) from that time on, should be placed on the left side of the file/in the red file and should not be stapled</p>
<p>The file review (single page) placed below the checklist aims to provide a summative ongoing log of key information from the student file for each class teacher to note. Student Files have specific retention requirements.</p>	<p>Do not put personal notes, test protocols, work samples, emails, field trip, internet, FIPPA documents in the file. Parents are permitted to review the file in the school office. Staff should read the files in the school office or they must sign out the file if removed from the secure location.</p>

### Note:

Students with Special Needs have a single red file. If the student is also of Aboriginal Ancestry a purple dot is added to the file. If the student is using English as a Second Language, a green dot is added to the file.

## Student File and Permanent Student Record

The Permanent Student Record (PSR) documents the history of a student's educational program. The PSR consists of two parts:

- form 1704 (may be stored in electronic or paper format) *and*
- a minimum of the two most recent years of Student Progress Reports (including documentation to support orally communicated letter grades) or an official copy of the Transcript of Grades

In addition to the Permanent Student Record, a Student File is maintained for each student. The Student File contains copies of current records used in the planning and administration of the student's education program. For convenience, school districts may choose to store permanent student records in the Student File. The content of a Student File will differ with each individual student. However, at a minimum, the Student File will contain the following:

- current student record inclusions as listed on form 1704
- a copy of the student's current Student Support Plan (if applicable)
- a copy of the student's current IEP (if applicable)

From July 2011 onwards, all IEPs will be automatically archived electronically over the summer vacation period. From this date onwards, only the current and previous years' IEP need to be kept on the student file. All School Psychology and Speech Language Assessment Reports are also electronically archived each year.

The district has a legal obligation to ensure the confidentiality of information contained in student records under the Freedom of Information and Protection of Privacy Act (FIPPA).

Therefore, Personal Student Information

- should not be placed in staff mail boxes or left anywhere in public view
- should not be discussed in any public setting
- should not be faxed or emailed
- may be disclosed to a third party if the parent/guardian has provided written consent (can include other staff members, non-custodial parents, community agencies)

Student File Information is confidential

- do NOT remove files from the school
- sign out procedure must exist to remove files from the school office
- student files do not reside in the classroom
- include verifiable information only
- all contents signed and dated
- if parent requests file, refer to administration for procedure

In shared custody cases ensure both parents are informed of:

- teacher's concerns
- formal discussions of issues with school/district personnel (SBRT)
- purpose for special/direct interventions and assessments

For more information see:

[www.bced.gov.bc.ca/classroom\\_assessment/psr\\_instruct.htm](http://www.bced.gov.bc.ca/classroom_assessment/psr_instruct.htm)



## Allocating Additional Special Education Resources

### Funding for Students

The BC Ministry of Education funds students with special needs in two ways. In addition to general enrolment funding, the Ministry provides school districts (not individual students) with supplemental funding for students with special needs identified in categories A, B, C, D, E, F, G, and H.

These students are considered “low incidence” (typically <1% of the student population). Funding for these categories is as follows:

Level	Category	Description	Funding
1	A	Physically Dependent	\$36 600
2	C D E F G	Moderate to Profound Intellectual Disability Physical Disability/Chronic Health Impairment Visual Impairment Deaf or Hard of Hearing Autism	\$18 300
3	H	Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness	\$9 200

School Districts and schools have the flexibility to utilize this funding in ways that best serves all students with special needs. The district uses a formula based on the level of student need in the school, to allocate additional resources to schools.

Students considered in “high incidence” categories are identified as follows:

- K - Mild Intellectual Disability
- P - Gifted
- Q - Learning Disability
- R - Students Requiring Moderate Behaviour Support or Students with Mental Illness

There are some students whose special needs could be considered in two or even three different categories e.g. Gifted and Learning Disabled. However, for Ministry designation and funding purposes a single category is identified. However, the IEP will include goals from other aspects of the student’s learning profile.

Funding to support these students and other special education services (e.g. counselling, psychology, speech and language therapy, learning assistance) is included in the general student enrolment funding.

## FAQs

- 1. Does a designated student always receive EA time?**  
No, designation alone does not determine the level of EA support that a student needs. The level of support that a student receives is determined by a number of factors including both the number and type of designated students in the school and the complexity/demonstrated need in the total school population. Some students require additional technology and access to teacher time rather than EA time.
- 2. A child/student is having problems at school - what do I do?**  
First talk to the classroom teacher - then you may also wish to talk to a Special Education Teacher e.g. Learning Assistance, discuss with SBRT and/or the principal.
- 3. What is the difference between diagnosis and designation?**  
A diagnosis is made by a trained specialist who provides a description of the student's exceptionality. Diagnosis does not in itself determine designation as Ministry criteria includes evidence that the diagnosis has a significant impact on student learning and achievement.
- 4. Who determines the designation?**  
SBRT agree whether or not to request a designation and district staff determine this.
- 5. Why do students have a Special Education designation?**  
These students have specific learning, behavioural or disabling challenges that require educational interventions that are in addition to or different from routine adaptations provided by all classroom teachers.
- 6. What is a 1701?**  
A 1701 data report is required by the BC Ministry of Education. It documents the designated students in a School District and the name of the school that they are currently registered in. This information is re-calculated twice a year, in the Fall (October) and in the early Spring (February).
- 7. What happens when a student with a designation transfers from another District/Province/Country?**  
When a student arrives from another School District the receiving school's SBRT agrees on the appropriate Case Manager. If after reviewing the file, and discussing the student at SBRT, the staff feel that the student should be submitted for designation, i.e. the designation needs to be confirmed, then the appropriate documentation is sent to the Director of Instruction for Learning Services. Note that all IEPs are subject to annual review. It is therefore necessary to review all designations on an annual basis as part of the IEP review process.
- 8. Can a designation be removed?**  
If a student no longer meets the requirements for a specific designation, the SBRT will agree to request the designation be removed. The Request for Change/Removal of Designation Form is forwarded to Learning Services. School and Ministry 1701 reports are adjusted accordingly. Note that this decision reflects effective working by school staff as students are clearly being successful. The request for removal of a designation should therefore be celebrated.

# Section 7: References and Weblinks

A Parent's Guide to Individual Education Planning

<http://www.bcssa.org/media/4921/IEP.pdf>

Acquired Brain Injury

[www.bced.gov.bc.ca/specialed/docs/moe\\_abi\\_resource\\_rb0116.pdf](http://www.bced.gov.bc.ca/specialed/docs/moe_abi_resource_rb0116.pdf)

ACT - Autism Community Training

<http://www.actcommunity.ca/>

Adaptations and Modifications - A Guide

[http://www.bced.gov.bc.ca/specialed/docs/adaptations\\_and\\_modifications\\_guide.pdf](http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf)

All Kinds of Minds

[www.allkindsofminds.org](http://www.allkindsofminds.org)

ASCD, (2008) Differentiated Instruction in Action Video Series. Available from:

<http://shop.ascd.org/productdisplay.cfm?productid=608050>

Awareness of Students with Diverse Learning Needs: What the Teacher Needs to Know  
(Scroll down list for various topics)

[www.bced.gov.bc.ca/specialed/awareness](http://www.bced.gov.bc.ca/specialed/awareness)

British Columbia Centre for Ability

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

British Columbia Learning Assistance Teachers Association. (2002). Learning assistance:  
The Vital Link Handbook. British Columbia: British Columbia Learning Assistance  
Teachers Association.

British Columbia Teachers' Federation

[www.bctf.ca](http://www.bctf.ca)

BCTF Teaching to Diversity

[www.bctf.ca/IssuesInEducation.aspx?id=10568](http://www.bctf.ca/IssuesInEducation.aspx?id=10568)

Center for Effective Collaboration and Practice (CECP)

<http://cecp.air.org>

Center for Effective Collaboration and Practice (CECP) - An Introduction to a series addressing Functional Behaviour Assessment)

The Series:

Part I - An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plans

<http://cecp.air.org/fba/problembehavior/main.htm>

Part II - Conducting a Functional Behavioral Assessment

<http://cecp.air.org/fba/problembehavior2/pdf.htm>

Part III - Creating Positive Behavioral Intervention Plans and Supports

<http://cecp.air.org/fba/problembehavior3/main3.htm>

Community Living BC

<http://www.communitylivingbc.ca/>

Conducting a Functional Behavioral Assessment

[www.teach-nology.com/tutorials/teaching/fba](http://www.teach-nology.com/tutorials/teaching/fba)

Delta School District Resources – The Kids in My Class

I. Students with Diverse Needs in Regular Classrooms

[http://web.deltasd.bc.ca/files/835\\_\\_KidsinmyClassI.pdf](http://web.deltasd.bc.ca/files/835__KidsinmyClassI.pdf)

II. The Kids in My Class: Students with Low Incidence Special Needs in Regular Classrooms

[http://web.deltasd.bc.ca/files/836\\_\\_KidsinmyClassII.pdf](http://web.deltasd.bc.ca/files/836__KidsinmyClassII.pdf)

III. The Kids in My Class: Students with Challenging Behaviour in Regular Classrooms

[http://web.deltasd.bc.ca/files/837\\_\\_KidsinmyClassIII.pdf](http://web.deltasd.bc.ca/files/837__KidsinmyClassIII.pdf)

ESL Kids in My Class: Students with Diverse Language Needs in Regular Programs

[http://web.deltasd.bc.ca/files/839\\_\\_ESLKidsInMyClassFAQs.pdf](http://web.deltasd.bc.ca/files/839__ESLKidsInMyClassFAQs.pdf)

The Aboriginal Kids in My Class: Students with Diverse Culture and Language Needs in Regular Classrooms

[http://web.deltasd.bc.ca/files/1975\\_\\_Aboriginal\\_Kids\\_In\\_My\\_Class.pdf](http://web.deltasd.bc.ca/files/1975__Aboriginal_Kids_In_My_Class.pdf)

Developing Communication Systems

[www.lburkhart.com/pics.html](http://www.lburkhart.com/pics.html)

Do2Learn

<http://www.do2learn.com/>

Families Organized for Recognition and Care Equality (F.O.R.C.E.)

<http://www.forcesociety.com/>

Friend 2 Friend Social Learning Society

[www.friend2friendsociety.org](http://www.friend2friendsociety.org)

## Graduation Concerns:

1. Adjudication:  
[www.bced.gov.bc.ca/exams/handbook](http://www.bced.gov.bc.ca/exams/handbook)
2. Graduation Program:  
[www.bced.gov.bc.ca/graduation/grad\\_certificate.htm](http://www.bced.gov.bc.ca/graduation/grad_certificate.htm)
3. Dogwood Diploma for students currently in Gr. 10, 11, 12 enrolled in the Graduation Program and are on a path leading to a Dogwood Diploma:  
[www.bced.gov.bc.ca/graduation/grad\\_certificate.htm](http://www.bced.gov.bc.ca/graduation/grad_certificate.htm)
4. Adult Dogwood Diploma: the student must be at least 19 years of age and must take at least three of the their courses leading towards graduation as an adult:  
[www.bced.gov.bc.ca/graduation/adult\\_graduation.htm](http://www.bced.gov.bc.ca/graduation/adult_graduation.htm)
5. Student Completion Certificate (see below in this glossary for explanation):  
<http://www2.gov.bc.ca/gov/topic.page?id=0A69678FB8784A2B8F98A7D488502706>

Gregory, G. (2003). Differentiated Instructional Strategies In Practice: Training, Implementation, and Supervision. Thousand Oaks, CA: Corwin Press.

Hall, Tracey. (2002) Differentiated Instruction. Wakefield, MA: National Centre on Accessing the General Curriculum.

Available: [http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html)

Hard of Hearing and Deaf Students: A Resource Guide to Support Classroom Teachers  
[www.bced.gov.bc.ca/specialed/hearimpair/toc.htm](http://www.bced.gov.bc.ca/specialed/hearimpair/toc.htm)

### IEPs

[www.bced.gov.bc.ca/specialed/iepsn.htm](http://www.bced.gov.bc.ca/specialed/iepsn.htm)

### Instructional Support Planning Tools

[www.bced.gov.bc.ca/specialed/asd\\_instr\\_supp\\_plan\\_tool.pdf](http://www.bced.gov.bc.ca/specialed/asd_instr_supp_plan_tool.pdf)

[http://www.bced.gov.bc.ca/specialed/docs/physical\\_disabilities\\_chronic\\_health.pdf](http://www.bced.gov.bc.ca/specialed/docs/physical_disabilities_chronic_health.pdf)

[www.bced.gov.bc.ca/specialed/docs/behaviour\\_intervention.pdf](http://www.bced.gov.bc.ca/specialed/docs/behaviour_intervention.pdf)

[www.bced.gov.bc.ca/specialed/docs/ld\\_instructional\\_support\\_tool.pdf](http://www.bced.gov.bc.ca/specialed/docs/ld_instructional_support_tool.pdf)

### Learning Assistance Teacher's Association (LATA)

<http://www.latabc.com/>

### Learning Disability

Refers to a number of disorders that may affect the acquisition, organization, retention, understanding or use of verbal or non-verbal information. The disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning, As such, learning disabilities are distinct from global intellectual disabilities.

<http://www.bced.gov.bc.ca/specialed/ppandg.htm>

### Learning Disabilities: Supporting students with LD - A Guide for Teachers

[http://www.bced.gov.bc.ca/specialed/docs/learning\\_disabilities\\_guide.pdf](http://www.bced.gov.bc.ca/specialed/docs/learning_disabilities_guide.pdf)

Ministry of Education  
[www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)

Parents Documents  
[www.bced.gov.bc.ca/parents.htm](http://www.bced.gov.bc.ca/parents.htm)

Special Education Services  
<http://www.bced.gov.bc.ca/specialed/ppandg.htm>

Resource Guides for Schools

- Gifted Education
- Awareness of Chronic Health Conditions
- Teaching Students with Attention Deficit/Hyperactivity Disorder
- Students with Intellectual Disabilities
- Students with Visual Impairments
- Teaching students with Autism Website
- Hard of Hearing and Deaf Students
- Teaching Students with Fetal Alcohol Syndrome/Effects

North Shore Community Resources  
<http://www.nscr.bc.ca>

North Shore Connexions Society  
[www.nsconnexions.org](http://www.nsconnexions.org)

North Shore Disability Resource Centre  
<http://www.nsdrc.org>

North Shore Neighbourhood House  
[www.nsnh.bc.ca](http://www.nsnh.bc.ca)

Positive Behavioral Interventions and Supports (PBIS)  
[www.PBIS.org](http://www.PBIS.org)

Preparing for My Future  
[www.bced.gov.bc.ca/preparing\\_for\\_my\\_future.htm](http://www.bced.gov.bc.ca/preparing_for_my_future.htm)

Provincial Inclusion Outreach Program (formerly the Provincial Integration Support Program) (PISP)  
[www.pisp.ca](http://www.pisp.ca)

Provincial Outreach Program for Autism and Related Disorders (POPARD)  
[www.autismoutreach.ca](http://www.autismoutreach.ca)

Provincial Outreach Program for Fetal Alcohol Spectrum Disorders (POPFASD)  
[www.fasdoutreach.ca](http://www.fasdoutreach.ca)

Provincial Resource Centre for the Visually Impaired (PRCVI)  
[www.prcvi.org](http://www.prcvi.org)

Roles and Responsibilities of Teachers and TA/EAs  
<http://www.bctf.ca/uploadedFiles/Public/Issues/InclusiveEd/RolesandResponsibilitiesTeachersTAs.pdf>

Sileo, J. (2003). Inclusion: Celebrating Diversity. Inclusive and Supportive Education Congress International Special Education Conference. Available:  
[http://www.isec2005.org.uk/isec/abstracts/papers\\_s/sileo\\_j.shtml](http://www.isec2005.org.uk/isec/abstracts/papers_s/sileo_j.shtml)

Special Education Technology- BC (SET/BC)  
[www.setbc.org](http://www.setbc.org)

Teaching Students Who Are Gifted  
[www.bced.gov.bc.ca/specialed/gifted](http://www.bced.gov.bc.ca/specialed/gifted)

Teaching Students with Fetal Alcohol Syndrome/Effects  
[www.bced.gov.bc.ca/specialed/fas](http://www.bced.gov.bc.ca/specialed/fas)

Teaching Students with Mental Health Disorders  
[www.bced.gov.bc.ca/specialed/docs/depression\\_resource.pdf](http://www.bced.gov.bc.ca/specialed/docs/depression_resource.pdf)

Teaching Students with Mental Health Disorders: Resources for Teachers: Volume 1  
(Eating Disorders)  
[www.bced.gov.bc.ca/specialed/edi/welcome.htm](http://www.bced.gov.bc.ca/specialed/edi/welcome.htm)

Winner, Michelle  
[www.socialthinking.com](http://www.socialthinking.com)

## GLOSSARY

This glossary has been compiled and adapted from the following sources, each of which offers more comprehensive glossaries: Special Education Services: A Manual of Policies Procedures and Guidelines (<http://www.bced.gov.bc.ca/specialed/ppandg.htm>); the British Columbia Teachers' Federation website ([www.bctf.ca](http://www.bctf.ca)); and the Learning Assistance Manual: The Vital Link (<http://www.latabc.com/>)

**1701 count: Student Data Collection:** An electronic file that is prepared to calculate Full Time Equivalent (FTE) students for public schools. The FTE values are then used to determine funding levels for schools.

**Adaptations:** An education program with adaptations retains the learning outcomes of the regular curriculum, and is provided so the student can participate in the program. Adaptations are teaching and assessment strategies made to accommodate a student's special needs, and may include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Students with education programs that include adaptations are assessed using the standards for the course/program and can receive credit toward a Dogwood certificate for their work.

**Adjudication:** The process that determines if a student qualifies for adaptations on their provincial exams.

**Aegrotat Standing:** A medical certificate of illness providing evidence to be used to excuse students from courses and/or exams.

**Applied Behavioural Analysis (ABA):** Specific teaching approach based on Functional Assessment of Behaviours, commonly used for students who have an Autistic Spectrum Disorder.

**Articulation:** The process of identifying the needs of students transitioning from grade 7 to 8 to facilitate academic success at the secondary level.

**BAA (Board Authority/Authorized Courses):** An elective course for credit toward graduation that is part of an educational program offered by the school board.

**Differentiated Instruction:** A teacher's response to learners' needs. Guided by general principles of differentiation, teachers can differentiate content, process, product and environment according to students' readiness, interests, and learning profile through a variety of instructional strategies, and flexible classroom management.

**District Resource Team (DRT):**

District meeting to consider exceptional arrangements for the most complex students who require multi-agency "wrap around" services. This includes students being considered for placement in an alternate program.

**ELL (English Language Learner):** A person who is in the process of acquiring English and has a first language



**IEP (Individual Education Plan):** 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.

**Modified Education Program:** Has learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the student's special needs. For example, a Grade 9 student in a modified math program could focusing on functional computational skills in the context of handling money and personal budgeting. Or, in language arts, a Grade 5 student could be working on recognizing common signs and using the phone. To enable achievement, a student's program may include some courses that are modified and others that have adaptations.

**Psycho-Educational Assessment:** A process of assessment that informs instruction. The process involves gathering specific information to understand how individual students think and learn. Psycho-educational assessments may include testing of cognitive ability, academic achievement, psychological processing, language skills and behaviours.

**Response to Intervention (RTI):** RTI provides a process and structure for school teams in designing, implementing, and evaluating educational interventions. It is an array of procedures that can be used to determine how students respond to changes in instruction.

**School Based Resource Team (SBRT):** 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 coordinate support resources for students within the school.

**Screening:** A step taking by school personnel early in the school year to determine which students are "at risk" for not meeting grade level standards or those who have behavioural or emotional problems that may interfere with their learning. Screening can be accomplished by reviewing academic or behavioural screening assessments that are administered to all students in a given grade level. Those students whose screening results fall below a certain cut-off are identified as needing more specialized academic or behavioural interventions.

**Transition Planning:** The preparation, implementation and evaluation required to enable students to make major transitions during their lives - from home of preschool 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.

**Universal Design for Learning (UDL):** A framework for designing classrooms and curricula that enables all individuals to gain knowledge, skills, and enthusiasm for learning. A way of thinking about the organization of supports and instruction for students.

## Acronyms

ARC-BC	Accessible Resource Centre BC
BCCASE	BC Council of Administrators for Special Education
BCTF	British Columbia Teachers Federation
CSRT	Children's Services Resource Team
DL	Distributed Learning
DRT	District Resource Team
EA	Education Assistant
CUPE	Canadian Union of Public Employees
FBA-P	Functional Behavioural Assessment with Planning
FIPPA	Freedom of Information and Protection of Privacy Act
FOS	Family of Schools
ICMP	Integrated Case Management Plan
IEP	Individual Education Plan
LAC	Learning Assistance Centre
LSS	Learning Support Services
PBSP	Positive Behaviour Support Plan
PISP	Provincial Integration Support Program
POPARD	Provincial Outreach Program for Autism and Related Disorders
POPFASD	Provincial Outreach Program for Fetal Alcohol Syndrome Disorders
PSR	Permanent Student Record
SBRT	School Based Resource Team
SET-BC	Special Education Technology
VCH	Vancouver Coastal Health

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FOS LEARNING SERVICES INCLUSIVE EDUCATION TEAMS 2015-2016 District Principal Vince White									
FOS DIRECTOR	SCHOOLS	FOS Leader FOS Teacher Leader	PSYCHOLOGISTS	SPEECH & LANGUAGE PATHOLOGISTS	ELEMENTARY COUNSELLORS	SECONDARY COUNSELLORS	ELEMENTARY LEARNING SERVICES TEACHERS	SECONDARY LEARNING SERVICES	SECONDARY DEPARTMENT HEADS
<b>Argyle</b>	Argyle		TBA			Kelly Greene		Tom Inkster	Tom Inkster
Monty Bell	Boundary	<i>Kelly Greene</i>	Nikki Hearle	Lyla Rempel	Desiree Blume	Paul Ruben	Letitia Lipp, Brad Prevett, Janet Campbell	Tricia Landry	Daniel Royer
	Lynn Valley	Brigette Gerandol	TBA	Lyla Rempel	Jane Pike	Kathy Kosman	Marija Bonner, Molly Longinotti, Melissa Schooling	Tracey England	Jordan Peters
<b>HR Manager</b>	Ross Road		Mary Tennant	Lyla Rempel	Natacha Sadafi	Erin Malone	Chantry Conn, Rhiannon Wellbelove &	Lauren Dey	Milan Buljuncic
Xenio O'Brien							Daniel Zellweger		
	Upper Lynn		Nikki Hearle	Lyla Rempel	Desiree Blume	Katherine Sigurdsson Shawn White	Natalie Anderson/Iлона Wardas		
<b>DISTRICT Vision - Betty Noble, Kendra Anderson</b>								ELL Lisa Sandberg	
							Gifted Zone - Boundary - Johneen Harris		
<b>Sutherland</b>	Sutherland		Selena Chong			Marion Gargiulo			
Monty Bell	Brooksbank	<i>Doreen Berg</i>	Selena Chong	Kim Ohashi	Mary Sparks	Chris Nielsen	Colleen Camplin	Natalie Hagarty	Jeff Aw-Yong
	Eastview	Colleen Camplin	Selena Chong	Kim Ohashi	Mary Sparks	Sandy Kirkwood	Leslie Mason, Cindy Hudson	Heather Fowler	TBA
<b>HR Manager</b>	Queensbury		Selena Chong	Kim Ohashi	Kat Robb		Lise Smith, Alysha Dutchak	Dave Cox	Tanya Virani
Xenio O'Brien	Ridgeway		Selena Chong	Stephanie Chamut	Kat Robb		Joel Streat, George Polymenakos, Samantha Way	Doreen Berg	
	SRSP				Mary Sparks				
<b>DISTRICT SRSP (Eastview) TBA, Sherri Agosti, Anna Coffin, DISTRICT Hearing Rhena Tevendale, Gaynor Stone, Maureen Clarke</b>								Gifted Zone - Eastview - Vicky Milner	ELL Celine Kaufman
<b>Carson</b>	Carson Graham		Karen Mortimer			Mary Fletcher		Kate Blyth	
Julie Parker	Braemar	<i>Shannon Sharp</i>	Veronica Shim	Nina Cole	Enza Tavormina	Rob Watson	Martha Molls, Anami Naths, Brenda Lee	Pam Craven	Stephanie Strandt
	Capilano	Corrine Kinnon	Karen Mortimer	Judi Israel	Sara Hart	Eva Ratzburg	Nicole Paiuk, Amanda Szabo, Jennifer Hoodless	David Cadman	Christopher Bley
<b>HR Manager</b>	Carisbrooke		Karen Mortimer	Erin Boswell	Deb Walsh	Gayle Weyell	Janet Friesen, Nicole Wong	Patricia Summers	Jen Tische
Christina Tse	Larson		Karen Mortimer	Nina Cole	Deb Walsh	Karen Marshall	Monica Higgins, Jenny Crowe, Maria Lenart	Jayne Chappell	Jamie Ireland
	Norgate		Veronica Shim	Judi Israel	Marnie Bates	Julia Cross	Louise McCormick, Trina Kienzle	Nicole Macpherson	
	Queen Mary		Veronica Shim	Judi Israel	Marnie Bates		Vicki Gilbert, Paul Wright	Stephanie Mackie	
	Westview		Veronica Shim	Erin Boswell	Kelly Harris		Melissa Kwok, Sarah Gushue	Brian Brady	
	Mountainside						Gifted Zone - Braemar - Anami Naths		
<b>DISTRICT Aboriginal - Heather Myhre, Jessica Welder - DISTRICT Aug. Communication - Reiko Anderson, Erin Boswell</b>								<b>DISTRICT Autism Team - Morag Kelly, Fortunata Plastino, Robyn Campbell</b>	
<b>Handsworth</b>	Handsworth		Sandra Waddle			Sue Jecks		Justin Wong	
Julie Parker	Canyon Heights	<i>Morag Kelley</i>	Sandra Waddle	Karen Koroluk	Sarekha Neel	Stacey Schwegler	Christy McKenna	Meghan Burns	Erica Toombs
	Cleveland	Cheryl Ham	Sandra Waddle	Karen Koroluk	Natacha Sadafi	Marianne Macario	Catherine Hamilton, Hiroki Matsukawa	TBA	Louise Owen
<b>HR Manager</b>	Highlands		Sandra Waddle	Karen Koroluk	Sara Hart	Jay Prepchuk	Barb Oswald-Allen, Morag Kelley	Ken Pickthall	Meghan Burns
Christina Tse	Montroyal		Sandra Waddle	Karen Koroluk	Sarekha Neel	Sandra Congdon	Sally Pelton	Keith Gallant	David Beare
							Gifted Zone - Canyon Hts - Christy McKenna	ELL Titina Reyes	
<b>DISTRICT Lit Centre- Susan McLean and Karen Hayton- Montroyal</b>									
<b>Seycove</b>	Seycove		Bev Beckingham			Ruby Willems	Julian Hansell		
Joanne	Cove Cliff	<i>Tim Ireland</i>	Bev Beckingham	Nicky Braund	Mary Fletcher	Margie Arnold	Meagan Stoker	Dave Crowe	Bryan Hughes
Robertson	Dorothy Lynas		Bev Beckingham	Nicky Braund	Tim Ireland	Jennifer Elkan	Katelyn Compton	Shirley Lempriere	Paul Shtenko
<b>HR Manager</b>	Sherwood Park		Bev Beckingham	Diana Lamare	Lisa Jaakkola		Anne Lawson, Pam McLeod, Darlene Sulis	Heather Zerr	Ryan Earl
Jessica Hudson		DISTRICT ELL George Monkman						ELL Chan Kish	
<b>DISTRICT Lit Centre -Vanessa Advocaat and Jane S. Shaak- Sherwood Park</b>								Gifted Zone - Sherwood Pk - Darlene Sulis	
<b>Windsor</b>	Windsor		Megan Rogers			Brooke Townsend		Joanne Drew	TBA
Joanne	Blueridge	<i>Diana Kilby</i>	Megan Rogers	Stephanie Chamut	Jennifer Muller	Mancy So	Brenda Lee, Diana Kilby	Melanie Ballou	Sarah Best
Robertson	Lynnmour	Tristan Crowther	Megan Rogers	Phyllis Ferguson	Enza Tavormina	Steve Martin	Karen Sihota	Heather Peacock	Andrew Shobridge
<b>HR Manager</b>	S. Heights		Megan Rogers	Phyllis Ferguson	Jennifer Muller	Sarah Best	Ann Copp, Haida Gaede	Diana Kilby	
Jessica Hudson								Patrick Ryan	
		DISTRICT French - Stephanie Weller						Gifted Zone - Sherwood Pk - Darlene Sulis	ELL Katie Black

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