



# Inclusive Education 44 Learning Services Handbook

# 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 Indigenous 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 inclusive education, the fundamental principles can be applied to other areas of diversity.

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 inclusive 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

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



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 diverse needs. We are proud to be working with you



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

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 inclusive 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 inclusive 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.

## What is Inclusive Education?

Inclusive Education is a broad term used to describe specially designed learning opportunities to meet the unique needs of exceptional learners. Inclusive Education services enable students to have equitable access to learning opportunities to ensure they achieve the goals of their Inclusive 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 exceptionailities are significant, have a Ministry Special Education identification.

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

- learning standards that are different from, or in addition to the expected learning standards set out in the MOE 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 identification, there may be a Teaching to Diversity Checklist and/or 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 diverse needs is considered on a continuum that will maximize each student's participation in a classroom setting with his/her peers.

Inclusive 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.

## What is Inclusive Education?

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 may work with classroom teachers in the delivery of inclusive education services.



Together we are better



# Assessment, Intervention and Review of Student Progress



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 Inclusive 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 (RTI), 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 Curriculum Hub  
<http://nvsd44curriculumhub.ca/assessment/>

## Assessment Terms

For more information please refer to the North Vancouver School District Site  
<http://nvsd44curriculumhub.ca/assessment/>

assessment      The systematic gathering of information about students' learning.

assessment for learning  
(Formative Assessment)

Assessment that occurs throughout the learning cycle 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 adjust their instruction and provide targeted feedback to students.

assessment as learning

Assessment that involves students in setting personal goals for learning and monitoring their progress through self-assessment practices. 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  
(Summative Assessment)

Assessment that is summative in nature is generally done at the end of a unit of learning to document achievement. These assessments are designed to provide information for confirming the knowledge, skills and understanding that has been attained by the student.

baseline

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.

## Formal Assessment

Formal standardized assessment measures a student's ability and achievement relative to a group of students the same age. Information from formal achievement tests may be required to determine appropriate interventions or prior to a psycho-educational assessment. Results of achievement tests show areas of strength and need used to help plan for instruction.

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 Level B	Test of Phonological Awareness	Teachers with training	all elementary schools
DIBELS Level B	Dynamic Indicators of Basic Early Literacy Skills	Teachers with training	all elementary schools
K NUMERACY	Curriculum Based Screening Assessment	Teachers	All elementary schools
WJ IV Level B	Woodcock – Johnson IV Tests of Achievement	School Psychologist and Teachers with training	FOS leaders
BASC	Behaviour Assessment System for Children	Psychologists, Counsellors and Teachers with training	School Psychologists
PPVT-IV Level B	Peabody Picture Vocabulary Test – Fourth Edition	Speech and Language Pathologist (SLP)	Speech and Language Pathologist
WISC V 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	School Psychologists

## Functional Behaviour Assessment

A Functional Behaviour Assessment provides an evaluation of how a student functions within the school environment. The assessment may include interviews with parents/guardians, interviews with school staff, a file review, direct observations, and data collection. The results of the Functional Behaviour Assessment will inform the development of the Positive Behaviour Support Plan; this document will be shared with the parents/guardians and school staff and placed in the student's school file.

The Positive Behaviour Support Plan outlines strategies aimed at enhancing the student's behaviour and participation in learning throughout the school day. The plan will include ecological/setting, preventative, teaching, and reinforcement strategies designed to decrease challenging behaviour and increase positive behaviours and learning. The plan will also be feasible for, and a good fit with, the school team supporting the student.

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

The FBA and Positive Behaviour Support Plan will inform the development of the IEP.

# Collaborative Support and Case Management

Each classroom teacher has overall responsibility for all students in their class. Classroom Teachers work in partnership with Learning Services Teachers to support the needs of all learners within the classroom. Using a Universal Design for Learning (UDL) framework the LST becomes partners with classroom teachers by co-planning, co-teaching and co-assessing instructional programs.

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. Physiotherapists, Occupational Therapists, Youth Outreach Worker.

Responsibility of Classroom Teacher *	Responsibility of Learning Services Teachers
<ul style="list-style-type: none"> <li>• planning, implementation, assessment of students' educational program</li> <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>

## Case Managers

The teacher who coordinates a student's inclusive education program is identified by the School Based Resource Team (SBRT). This teacher is known as the Case Manager. The Case Manager, in collaboration with the classroom teacher, 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 diverse needs.

# Case Management Calendar

September	October	November
<p>Start-up Activities</p> <ul style="list-style-type: none"> <li>Participate in class review/profile meetings</li> <li>Assess students to establish baseline</li> <li>Establish meeting dates for school based and extended resource teams and inform participants</li> <li>Prioritize classroom/student support based on class review</li> <li>Determine service delivery model</li> <li>Review Ministry paperwork - 1701 (Sept. 30th deadline)</li> <li>Start working with core caseload</li> <li>Get permission forms signed for targeted small group pull out intervention</li> <li>Secondary LSTs adjust LST schedule following review/summer school/failure lists</li> <li>Connect with families</li> </ul>	<ul style="list-style-type: none"> <li>Start collaborative planning for IEPs</li> <li>Schedule IEP meetings</li> <li>All LST programs underway</li> <li>Monitor/assess student response to intervention and make necessary adjustments</li> <li>Secondary - begins transition planning process to include work experience and MCFD/CLBC colleagues as appropriate</li> <li>Plan transition to graduation review Insight referrals with SBRT for students in Grades 4-7</li> </ul>	<ul style="list-style-type: none"> <li>Chair IEP collaboration meetings</li> <li>Assess for IEP development</li> <li>File IEP's in student's file</li> <li>Monitor/assess student response to intervention and make necessary adjustments</li> <li>Review potential candidates for Literacy Centre (elementary)</li> </ul>
December	January	February
<ul style="list-style-type: none"> <li>Support with parent/teacher conferences</li> <li>Monitor/assess student response to intervention and make necessary adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Screening - TOPA-enter results into MyEd</li> <li>Monitor/assess student response to intervention and make necessary adjustments</li> <li>Secondary LSTs work with Counsellors to make applications for post secondary programs and work experience</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for second reporting term/ begin assessments</li> <li>TOPA Kindergarten early intervention begins</li> <li>Re-work schedule to build in Kindergarten intervention</li> <li>Review Ministry Identified students for second 1701</li> <li>Monitor/assess student response to intervention and make necessary Adjustments</li> <li>Review Insight referrals with SBRT for students in Grade 3</li> </ul>
March	April	May
<ul style="list-style-type: none"> <li>Communicate IEP progress</li> <li>Support parent/teacher conferences</li> <li>Prepare for Grade 7/8 transition planning/assessment</li> <li>Monitor/assess student response to intervention and make necessary adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Continue transition planning</li> <li>Re-visit IEP goals, strategies, etc. on IEP</li> <li>Secondary - organize schedule of exam supports</li> <li>Monitor/assess student response to intervention and make necessary adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Begin year-end assessment</li> <li>Update IEPs as needed</li> <li>Continue transition planning</li> <li>Collect names for Literacy Centre from Grade 2 teachers for following year</li> <li>TOPA: retest K students who have been receiving intervention</li> <li>Monitor/assess student response to intervention and make necessary adjustments</li> </ul>
June	Ongoing	
<ul style="list-style-type: none"> <li>Prepare final progress report</li> <li>Complete assessments</li> <li>Ensure all TOPA, DIBELS, other assessment information is entered into MyEd and/or documented on the student file</li> <li>Assist in organizing students into classes for September</li> <li>Review Grade 7/8 articulation notes to plan for transition</li> <li>Review files</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of students</li> <li>Re-prioritize caseload and/or schedule</li> <li>SBRT and ESBRT meetings - agendas, follow-up on action items</li> <li>Assessment for transition</li> <li>IEP development and review</li> <li>Submission of Ministry paperwork for identified students</li> <li>Update/re-prioritize psych-ed list/Speech and Language referrals</li> <li>Attend LST meetings</li> <li>Connect with SLP, Counsellor re LST students on their caseloads</li> <li>Monitor student response to intervention and adjust</li> </ul>	

Adapted for NVSD 44 from 'The Vital Link' - LATA Handbook 2002

## 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:

- co-planning, co-teaching, co-assessing with the classroom teacher and Education Assistants to support diversity within the classroom
- 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
- assessing and observing students to gather data within the classroom and other locations
- modeling specific teaching strategies for the classroom teacher or EA
- 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 (September and February) - see FAQ on 1701.
- working with the administrator to facilitate team/transition meetings
- supporting school-wide initiatives
- co-planning and collaborating with classroom teachers to ensure 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. Child and Youth Mental Health, 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, Vision/Hearing teachers, Counsellors, Psychologists and Speech Pathologists must have specialized training and skills, generally a Masters Degree.

According to Ministry guidance they must be able to:

- use criterion referenced or norm referenced assessment to inform instruction.
- undertake Level B assessment and evaluation
- 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

## 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.

Like many other school districts, North Vancouver students come from different cultural backgrounds. We are proud to have students of Indigenous ancestry, students who are English Language Learners, students of all sexual orientations and gender identities and students with diverse 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.

Indigenous Education in the North Vancouver School District is based on pedagogy that Indigenous knowledge, perspectives and worldview is part the fabric of the success of the school district. The term Indigenous includes the distinct Canadian terms Aboriginal, First Nations, Métis, and Inuit and reflect the diverse, complex, and evolving nature of Indigenous identities in Canada.

The time is right for a concerted and cooperative effort that creates transformational education, and contributes to the well-being of Indigenous students and their families. The vision is that Indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish in the North Vancouver School District.

Inclusive Education in the North Vancouver School District promotes multiple partnerships with Indigenous partners; and values the diversity of Indigenous knowledge and ways of knowing and learning. The understanding of Inclusive Education includes Indigenous perspective and knowledge as a central component in all schools, for all learners.

*"The correct and powerful narrative of Canada's origins will become part of the shared story of every Canadian for generations to come. It will open up possibilities for genuine and lasting Reconciliation. Finally, it would be a moment for the ages, that all Canadians, including our peoples, could finally celebrate, in the true sense of the word, the founding of Canada. Our country."* - Chief Phil Fontaine

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 diverse needs doesn't negatively affect classmates' education.

Like all other students, students with diverse 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: <http://www.cast.org/our-work/about-udl.html#.XsV1Xi3Mz-Z>

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.

## SOGI 123

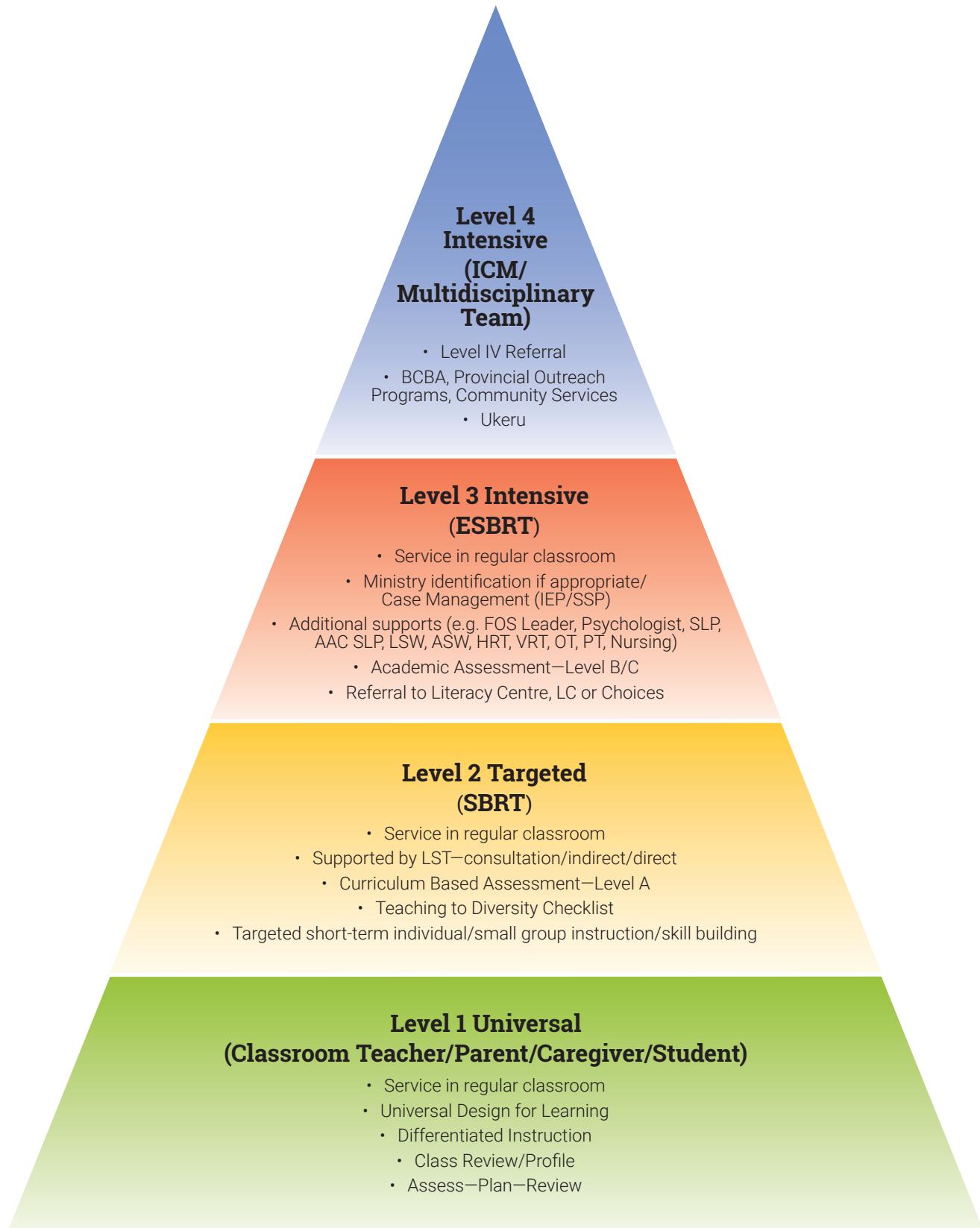
The North Vancouver School District is strongly committed to recognizing and supporting the many ways in which diversity is expressed in our classrooms and throughout our school communities. Students, staff, and their family members who are Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Queer and Queer Questioning (LGBT2Q+) richly enhance all aspects of our school district. The NVSD is committed to establishing and maintaining a safe and inclusive learning and working environment for all students, employees and their respective families regardless of real or perceived sexual orientation or gender identity and/or gender expression. The District will provide a safe environment, free from harassment and discrimination, for all members of the school community, while also supporting pro-active strategies and guidelines to fully include and recognize the rich contributions of this diverse community of people within our society as a whole.

All LGBT2Q+ students, employees and their respective families have the right:

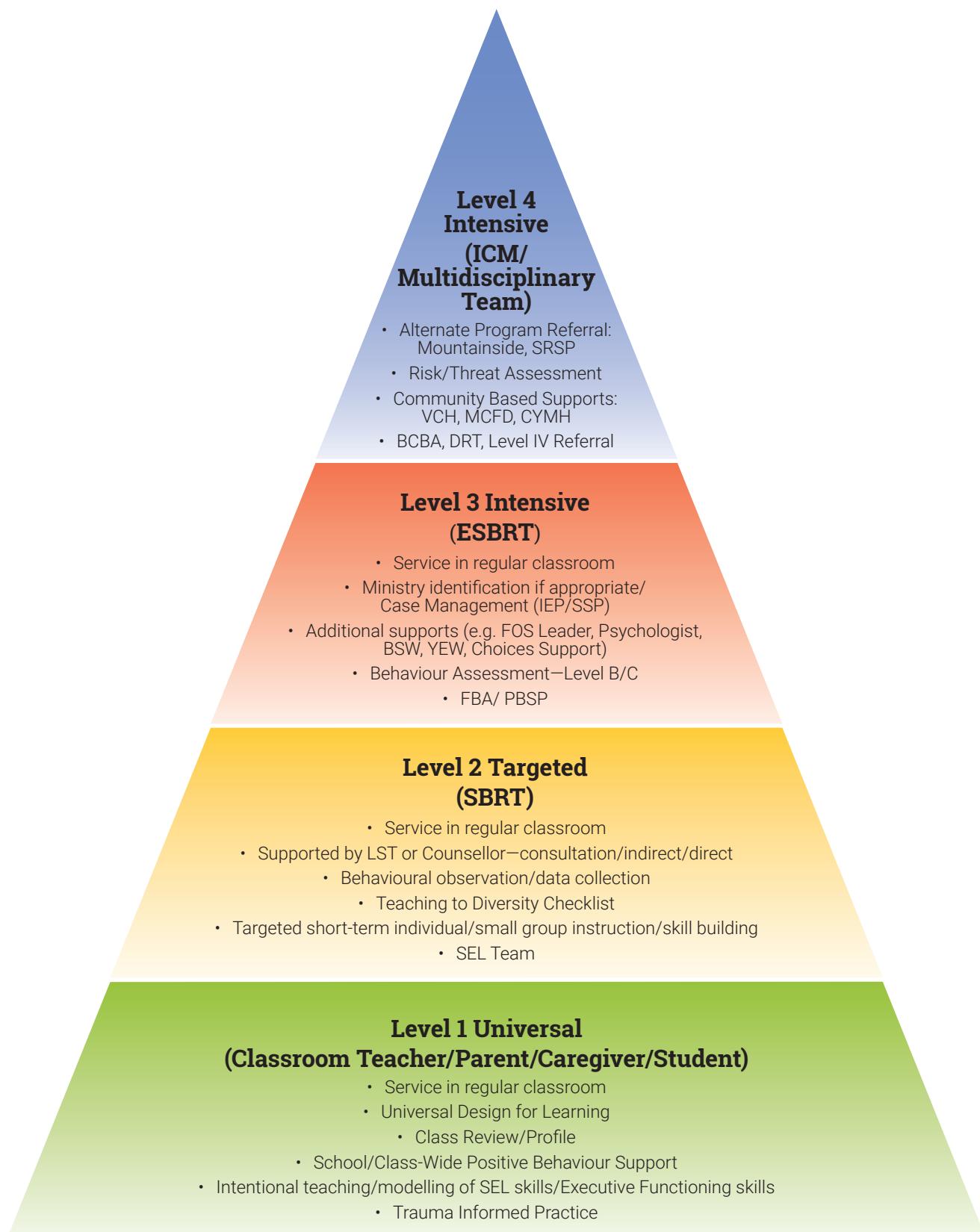


- To have their confidentiality protected and respected;
- To self-identification and self-determination; and
- To have their identities, families and communities represented, respected and recognized within all aspects of the school environment

# Supporting Students with Diverse Learning Needs



# Supporting Students with Behaviour/Mental Health Needs





## 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 collaborative problem-solving unit to develop and implement instructional strategies and to coordinate support for students (BC Ministry of Education, 2016). 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.

The SBRT could also include:

- appropriate district Learning Services staff e.g. Psychologist, Family of Schools Leader, Speech and Language Pathologist
- representatives from community agencies or other ministries

The SBRT collaborates on:

- classroom strategies and supports
- planning and coordination of services for a student
- planning school wide assessments used to determine additional supports for individuals or groups of students
- access to additional school, district, community or regional agencies
- planning and co-ordination of services in the school, and for transitions to other programs
- identifying a case manager

The (E)SBRT meets twice a month to consider specific student and whole school issues. There is a set schedule of meetings, written agenda and determined actions. There is an SBRT Referral Form (see the Portal) which includes:

- information about the students' strengths and stretches
- 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 inclusive education issues e.g. mental health issues, attendance rates of a group of students, literacy teaching initiatives, use of technology etc. 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 inclusive education issues are addressed
- all SBRT processes meet FIPPA requirements

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/environmental 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 meetings as appropriate

Case manager ensures:

- referral forms/information on SBRT process is provided
- interpretation of pre-referral assessments
- appropriate differentiated instruction is suggested
- files are reviewed and updated
- communication and follow up with parents

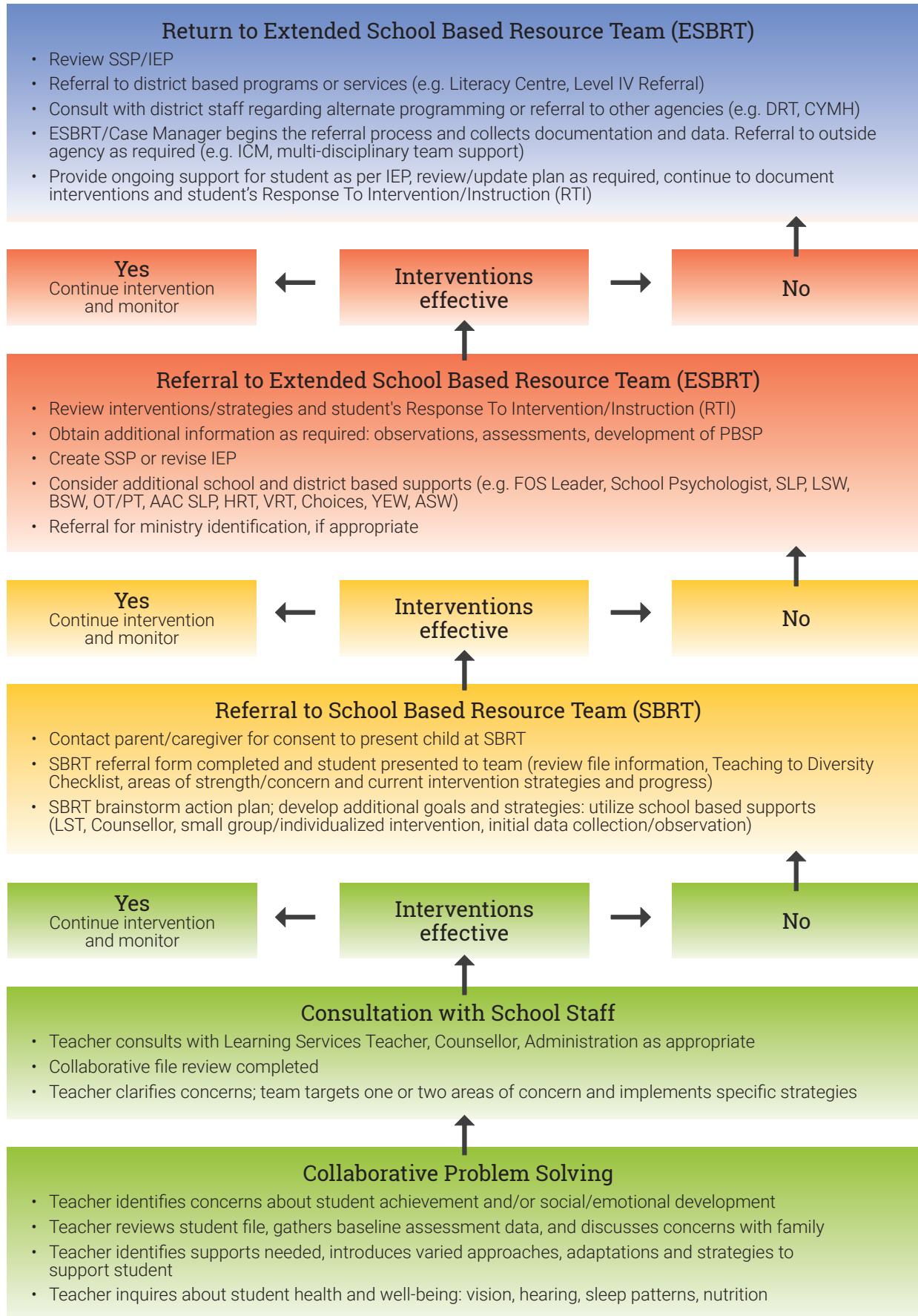
Prior to an SBRT referral, collaborative problem solving should occur that ensures:

- teacher discusses concerns with parent/ guardian, previous year's teacher, and, when appropriate, the student
- teacher discusses concerns with school based Learning Services Teachers
- teacher implements strategies discussed (e.g. adaptations, schedule changes, peer support...)
- student file review

## Process for School Based Resource Team

SBRT/Extended SBRT	During the Meeting	After the Meeting
<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 determines method of follow up</li> </ul>	<ul style="list-style-type: none"> <li>• student strengths and areas of concern 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 copied and kept in a team binder and the original added to the student's file</li> <li>• follow-up meeting date is recorded in the SBRT calendar (when necessary)</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 occurs to demonstrate student response to suggested interventions</li> </ul>

# School Based Resource Team Collaborative Support Model



Intensive Level 4

Intensive Level 3

Targeted Level 2

Universal Level 1

## 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

### Collaborative Problem Solving:

- 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
  - ~ front loading expectations and providing a visual schedule
  - ~ 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:

For most students, their learning and social/emotional needs can be accommodated through appropriate curriculum differentiation and planning. All teachers are responsible for providing differentiated/personalized learning in response to student diversity. Differentiated instruction benefits all students.

## Level 2: Collaborative Problem Solving – Student, Parent, Teacher, School Staff



If challenges persist 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
- if adaptations are needed, complete the Teaching to Diversity checklist
- identify a Case Manager if needed

### Membership:

- Classroom teacher
- Counsellor
- Principal and/or Vice Principal
- Learning Services Teachers
- Parents, as appropriate
- Student, as appropriate

### Collaborative Problem Solving:

- meet with student to determine if the presenting concern is specific to curriculum, classroom context, learning difficulties, social/emotional needs
- meet with parents for in-depth consultation
- collaborate with parents to strengthen home/school relationships and use of shared strategies
- complete 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
- formalize classroom adaptations through the Teaching to Diversity Checklist, Functional Behaviour Assessment or Positive Behaviour Support Plan
- 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

Teachers use the [School Based Resource Team Student Referral form](#) to refer a student to SBRT. Actions agreed at the meeting are entered onto the form and copies placed in the SBRT binder and student file.

## 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 identification
- to consider the need for Integrated Case Management

### Membership:

- Classroom teacher
- Counsellor
- Learning Services Teachers
- Administrator(s)
- Family of Schools Leader
- FOS Teacher Leader as appropriate
- District staff as appropriate e.g. Psychologist, Speech and Language Pathologist
- Others as appropriate - including parents and students

### Collaborative Problem Solving:

- 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
  - ~ BC Children's Hospital or Sunnyhill Health Centre for Children
- 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
- to inform the grade-to-grade transition, elementary to secondary transition and secondary to post secondary transition processes

SBRT referrals often result in additional services being assigned. The [Learning Services Parent Consent form](#) must be completed with a projected start date entered.

## 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) or Level IV Consultation and Support 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. Level IV Consultation and Support referrals are coordinated through the Family of Schools Leader and the Director of Instruction.

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 whose needs have exceeded services 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

### Membership:

- |  |                                   |
|--|-----------------------------------|
| • Parents  | • Learning Services Teachers      |
| • Student's Case Manager                                       | • Medical Doctor                  |
| • Family Services Worker                                       | • ELL Specialist                  |
| • Therapist(s)   | • Probation Officer               |
| • Social Worker  | • Aboriginal Education Consultant |
| • Psychiatrist   | • Administrators                  |
| • District Principal of Safe and Caring Schools                |                                   |
| • Occupational Health and Safety/ Human Resources              |                                   |
| • Directors of Instruction                                     |                                   |
| • District Principal and Vice-Principal of Inclusive Education |                                   |
| • District Psychologist  |                                   |
| • Board Certified Behaviour Analyst                            |                                   |
| • 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 Instruction
- 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
- initiate referrals to agencies such as POPARD, POPFASD, SETBC

## School Based Service Delivery Model for Inclusive Education: Best Practice

Principles	Not Evident	Emerging/Developing	Evident	Exemplary
Inclusionary Practice	All learners receive educational programming primarily in a special education 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.	
Differentiated Instruction	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.
Parental/Caregiver Involvement	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.

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 by working in collaborative partnership with educators and other service personnel.

Parents 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.

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

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 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 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.

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

- ~ BCCAISE Publication: Supporting Meaningful Consultation with Parents  
<https://www.surreyschools.ca/departments/EDSC/Documents/meaningful%20consultation%20with%20parents%20-%20BC%20CASE.pdf>

## 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 Inclusive 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 inclusive education and the FOS Teacher Leader in curriculum and assessment.

Reporting to the Director of Instruction, the FOS Leader and FOS Teacher Leader share a key leadership role in assisting with achieving high quality learning for students. 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 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 diverse 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 and development of programming
- assist with identification of students for Ministry purposes
- assist with meeting in-service and mentoring needs of teachers/EAs



## Family of Schools (FOS) Teams

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 implementation of Universal Design for Learning

## 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, contracted from Vancouver Coastal Health and BC Centre for Ability, assist with the inclusion of children with diverse 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. physical therapy.

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 and teaching staff.

### Occupational and Physiotherapy

Health professionals such as occupational therapists and physiotherapists, offer limited consultation for children who have a low incidence special education identification.

Occupational Therapist support is provided for:

- specialized equipment ( classroom positioning – floor/desk; adaptations for participation in daily activities; seating; assistive technology; washroom – equipment, change tables etc)
- consultation or specific staff training (e.g. feeding and complex self-regulation)
- consultation on building accessibility (school and home)
- self-help skills

Physical Therapist support is provided for:

- specific training around mobility / lifting/ transferring/equipment use / orthotics
- consultation regarding use/fit/function/safety around equipment use, mobility, stairs, lifts, transfers, participation in PE or playground use
- equipment needs: wheelchairs/walkers/standing frames/orthotics/adapted bikes/crutches



## Community Connections

Based on specific criteria for referral, SBRTs prioritize and make referrals as appropriate. The referral form (on District Portal) is signed by parents and relevant assessment information is included or attached. All referrals are forwarded to the Learning Services Department to ensure all relevant supporting information has been provided. The Learning Services Department then forwards the information to the service provider who prioritizes the referrals on the basis of both student need and referral date. After service is initiated and initial assessment has occurred, additional equipment or technology may be recommended. This may be provided through a School District Therapy Equipment loan or it may be purchased by 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. 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 VCH – Child and Adolescent Program (CAP) in North Vancouver. 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.

Students requiring this type of intervention are likely to have a Special Education identification. At times they may be supported through the elementary Social Responsibility Support Program (SRSP), for secondary aged students Choices or other Alternate and Community Based Programs.

## Community Agencies

For some students with diverse 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 Family Development (MCFD), Indigenous 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 (CFA), 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/)
- ~ <https://www.nsnh.bc.ca/nssc/>
- ~ [www.centreforability.bc.ca](http://www.centreforability.bc.ca)

## Community Based Instruction

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.

Community Based Instruction for complex learners provides an opportunity for students in Grades 1-12 to participate in programs that support their social/emotional development, physical learning and build independence. The primary focus for any child is building relationships within their classroom and school community. Community Based Instruction is supplemental programming that further supports IEP goals and objectives. 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 build independence, community access skills, and 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 diverse 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 could include:

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

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/>

## Cheakamus Centre

All students with diverse 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 regarding arrangements for any additional staffing required.

## Provincial 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.

The process for student referrals is coordinated in consultation with the District Partners and the Office of Inclusive Education as follows:

- SBRTs determine the need for referral
- 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 the Office of Inclusive Education 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)

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

SET-BC is a BC Ministry of Education Provincial Resource Program established to assist BC school districts in educating students who require or would benefit from using technology to access their educational programs. SET-BC services to school districts include consultation and collaboration; Professional Development and training; classroom and student resources; and technology loans.

SET-BC:

- collaborates with district teams to provide professional development activities focused on the use of technology to support diverse learners in the classroom
- assists school districts in training district and school teams on specific technologies used to support their students' access to educational programs
- lends technologies (participation, communication, and learning tools) to school districts to support their students' access to their curriculum



Referrals to SET-BC are through the District SET-BC partner. 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 once 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 Inclusive Education Plan Process

The Inclusive Education Plan process helps to guide, develop and document specially designed instruction for each student's unique academic, social and behavioural needs. Through a student-centered strength-based 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 stretches
- 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 identification, 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 identification receiving regular Learning Services to have an IEP. For some students without an identification, 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 formal Ministry Special Education identification.

### The IEP meeting:

- routinely takes place in the Fall to develop the goals and objectives for the school year
- 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 Inclusive Education Plan (IEP) is used to summarize the assessment(s) and planned interventions for students with diverse 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 in collaboration with classroom teachers.

The IEP must include evidence of parental consultation and ongoing communication.

The IEP:

- has required components e.g. specific date, evidence of parental involvement
- includes student voice: interests, learning preferences, what you need to know about me
- has specific, measurable, achievable, and relevant objectives
- has a review date and progress reports linked to the 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.

### Checklist for the IEP Case Manager

- review previous IEP to determine if it is still relevant
- obtain and review current assessments/reports to determine baseline and to monitor progress
- provide parent feedback forms in advance of the IEP meeting date – carefully consider family/student perspective
- 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 identification continues to be appropriate or not
- summarize the IEP discussion

### 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 Inclusive 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. Differentiated Instruction (DI) 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 teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know.

To undertake Differentiation and Universal Design for Learning, 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.

## Adaptations for Students Graduating with a Dogwood Diploma

All students can access adaptations to support their learning. Adaptations:

- are curriculum, instruction and assessment strategies
- are used to accommodate student learning needs
- are designed to help student achieve the learning standards
- are 'best practice' in teaching
- create a flexible learning environment
- are design practices that offer students choice in their expression, representation and engagement with the curriculum and may include: multiple and diverse texts; flexible seating arrangements, multiple and varied working spaces; scaffolded learning; visuals and graphic organizers; extended time; assistive technology; or scribing.

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

Modifications change what a student learns in relation to peers.

Modifications:

- are individualized learning goals that are significantly different from the learning standards of a course or subject
- are required to be identified in an IEP
- 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. Dogwood Graduation is the goal.
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 word processor 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 tests using 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 functional financial literacy and washroom signs instead of novel reading. The goal is a School Completion Certificate.
When	The student will likely have a life skills component to their 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

## Best Practice Approach to Modified Educational Programs

### Essential Understandings:

1. The principal of the school is responsible for the implementation of the educational programs (School Act, School Regulation 5(7)).
2. The teacher is responsible (School Act, Section 17 (1)(2) and Regulation 4) for designing, supervising and assessing the educational program for all students. Where the student requires specialized instruction, this is best done in consultation with resource personnel available, with parents and with the student. (Special Education Services: A Manual of Policies, Procedures and Guidelines, Pg. 9.B.3)
3. Many students with diverse needs can contribute to the process of assessment and planning for their own educational programs, and provide an evaluation of the services available to them. Students should be involved in planning for their high school transition and consult in the development of their Individual Education Plan (IEP Order, School Act, section 168 (2) (a)).
4. Parents play a vital role in the education of their children by working in partnership with educators and other service personnel. Parents of students with diverse needs know a great deal about their children that can be helpful to school personnel in planning educational programs. Districts are therefore advised to involve parents in the planning, development and implementation of educational programs for their children. (Special Education Services: A Manual of Policies, Procedures and Guidelines, Pg. 10.B.4)
5. The decision to use modifications should be based on the same principle as adaptations—that all students must have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. Before modifying the outcomes for a student, schools should review all instructional interventions tried and consider assessment information, utilizing a process that is ongoing and consultative. (BC Ministry of Education, A Guide to Adaptations and Modifications, 2009)
6. In many cases, modifications need only form part of an educational program for a student with diverse needs, and they need not be a permanent or long term solution. Whether to use modifications should be reviewed on a regular basis. Decisions about modifications should be subject or course specific wherever possible.

The decision to transition a student to a modified subject or educational program requires the collective wisdom of educational professionals in consultation with families. When thoughtful collaboration takes place with a view to what is in the best interest of the student, clarity often emerges naturally.

## Important Considerations When Modifying an Educational Program:

- review of student file (i.e. academic records, inclusions, plans and assessments, attendance history)
- prior to Grade 10, history of being on a significantly adapted education program and/or history of receiving significant adaptations (curricular, environmental, etc.)
- evidence of intensive, targeted instruction
- evidence that student is not able to meet curricular competencies despite the provision of intensive, targeted instruction
- the student has a formal ministry identification in a low incidence category
- assessment used to inform decision-making (i.e. assessment of adaptive functioning, mental health, intellectual abilities, academic abilities)
- assessment confirms the student has a significant cognitive impairment and/or significantly limited adaptive functioning
- consultation with school psychologist
- history of problem-solving and planning at school-based team level
- current or history of collaborative case management (may or may not include community-based partners/services)
- evidence of ongoing collaboration and consultation with the student and parent/caregiver
- the parent/caregiver and student is involved in the educational review process, and signs an Informed Acknowledgment of Modification and its related student outcomes (e.g., Evergreen Certificate)  
<https://my44.sd44.ca/Forms/Documents/Request%20to%20Place%20a%20Student%20on%20a%20Modified%20Program.pdf#search=modified>
- consent of the principal and possibly other administrator(s)
- ongoing consultation and review of decision to modify

## 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.

Progress monitoring on every goal / short-term objective in the IEP should be ongoing, and reported to parent(s) no less than once per term. Evidence of this must be recorded in MyEd-IEP within the section: "Current Ability."

Examples of showing evidence include:

"Please see Report Card for progress monitoring of this short term objective."

"Please see IEP Progress Report for monitoring of this short term objective."

"Feb 12, 2020 - Meeting with parent to report progress on this short-term objective."

The appropriate method of reporting progress is best determined by the nature of the goal / short-term objective. These methods include:

1. Integrated within the Report Card through consultation with the classroom teacher. This is ideal for goals that are academic in nature and should reflect student performance on learning related activities with the support of adaptations to curriculum, instruction and/or assessment.
2. Within the MyEd IEP in the section: "Current Ability." This is ideal for progress reporting that exceeds the space available on the report card, but does not require more extensive documentation. Please note that a date must be included alongside the information recorded (Example: "Feb 12, 2020 – Student consistently remains on task for longer than 10 minutes when engaged in a group learning activity; 1-2 redirections required; Has responded well to self-monitoring checklist."
3. Meeting with Parent(s). At a minimum, evidence of this form of progress reporting must be recorded in the IEP in the section: "Current Ability" including the date when the meeting took place.
4. Within the MyEd IEP Progress Report in the section: "Current Performance Level." This is ideal for progress reporting related to specialized IEP goals that do not align with a specific core curricular area. When using this method, a copy of the IEP progress report must go home and a copy provided to the records custodian to add to the student file.
5. Any report of assessment issued by a service provider that indicates a student's progress as it relates to one or more goals in the IEP. Evidence of this form of progress reporting must be recorded in the IEP section indicating "Current Ability".

6. A full review of the IEP. This can occur at any time of the year, and generally involves establishing new baselines for current level of performance as it relates to any new or existing goals for the student. Immediately following the full review of an IEP, a copy of it must be sent home to parents and a copy must be given to your custodian of school records to place in the student's file.

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

BC Ministry of Education Policy Document: Reporting Student Progress

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/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>

Learning standards are provided for each curriculum area and grade level to provide teachers with guidance on the expected learning outcomes. For students with diverse needs some learning standards 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>

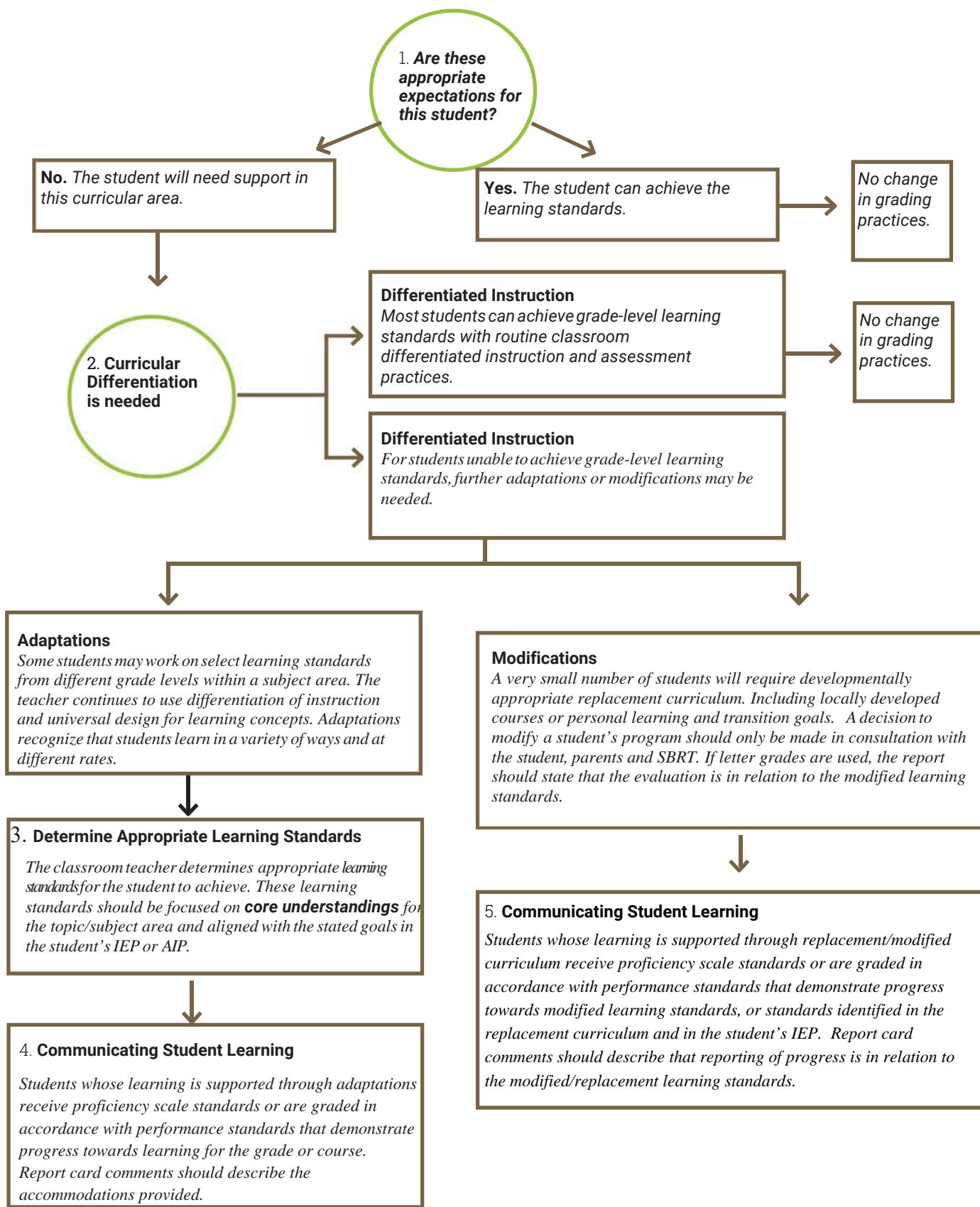
The purpose of reviewing student progress according to the IEP goals is to ensure there is a good match between what the student needs to learn and the strategies used to differentiate instruction. Students with diverse needs require differentiated assessment and intervention methods. Differentiated 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 adaptations as outlined in their IEP, rather than a comparison with the achievements of same aged peers.

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.

For more information see:  
<http://www.bced.gov.bc.ca/graduation/docs/completion/appb.pdf>

# Model for Differentiated Learning, Assessment, and Grading

For each set of learning standards in a course or subject ask:



## 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. (2020). Special Education Branch. Victoria: Province of British Columbia, Ministry of Education.

Available at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/special-education?keyword=Individual&keyword=education&keyword=plan>

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 "Targeted" 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.

Four Pillars of Educational Practice				
	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><b>Principals:</b></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. LC, LSW, Work Experience</li><li>• Confirm Ministry 1701 data, reviewing files as needed</li></ul> <p><b>Learning Services Teachers:</b></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 identification packages to District Screening Committee</li><li>• Referrals to Community Based Programs and other support services</li><li>• Begin in-class support and small group/individualized instruction</li><li>• Share IEP information with teacher(s) and EA(s)</li></ul>
October	<p><b>Principals:</b></p> <ul style="list-style-type: none"><li>• Agree to assessment schedules with LST, psychologist etc.</li><li>• Ensure IEP's have been reviewed</li></ul> <p><b>Learning Services Teachers:</b></p> <ul style="list-style-type: none"><li>• Continue with IEP meetings</li><li>• Ensure all IEPs are reviewed and contact has been made with families</li><li>• Undertake ongoing assessment to inform instruction</li></ul>
November - December	<p><b>Principals:</b></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></ul> <p><b>Learning Services Teachers:</b></p> <ul style="list-style-type: none"><li>• Participate in structured conversations with staff regarding students</li><li>• Observe and assess student to inform instruction, planning and programming</li></ul>

January - February	<p><b>Principals:</b></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><b>Learning Services Teachers:</b></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><b>Principals:</b></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>• Confirm any grade transition anomalies e.g. requests for Grade 13 year</li> </ul> <p><b>Learning Services Teachers:</b></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><b>Principals:</b></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>

Learning Services Teachers:

- Visit/observe new Kindergarten students in current preschool settings (May/ June)
- Participate in intake meetings for incoming students with special needs (particularly at Grade 7/8 Transition)
- Undertake ongoing assessment to inform instruction
- Submit referrals for OT, PT, or AAC SLP support for any incoming students who may need specialized equipment or facilities considerations

## 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 diverse 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 or Case Manager (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 complex needs as it enables more effective planning
- 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 Learning Services 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 consult with the Director of Instruction 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.

## Transition Planning

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 Diverse Needs



Timeline	Learning Services	Schools	Parents
September/ December	<ul style="list-style-type: none"> <li>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</li> <li>For Ability/ Supported Childcare/MCFD Kindergarten Transition meeting</li> <li>Register their child at local/ preferred school</li> </ul>
January/ February	<p>Registration confirmed</p> <p>Meet with:</p> <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>	<p>Registration confirmed</p> <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>	<p>Registration confirmed</p> <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	<p>Meetings and Visits</p> <ul style="list-style-type: none"> <li>FOS Leaders liaise with school based contacts to:           <ul style="list-style-type: none"> <li>Ask permission from parents to visit the preschool</li> <li>Ask parents to sign Consent Form, and provide copies of medical reports</li> </ul> </li> <li>Provide school staff with information gathered to date</li> <li>Attend Supported Child Development Child/Family Support Plan Meetings</li> <li>Supports the school with referrals for additional specialist staffing i.e. OT, PT, AAC SLP</li> </ul>	<p>Meetings and Visits</p> <ul style="list-style-type: none"> <li>Case Manager contacts parents to:           <ul style="list-style-type: none"> <li>Ask permission to visit the preschool</li> <li>Ask parents to sign Consent Form, and provide copies of medical reports</li> </ul> </li> <li>Attend Supported Child Development Child/Family Support Plan Meetings</li> <li>Arranges the Intake Meeting</li> <li>Ensure the appropriate personnel Support Services are invited</li> </ul>	<p>Visiting and Sharing Information</p> <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	<p>Meetings and Visits</p> <ul style="list-style-type: none"> <li>Complete visits to the preschools and daycares</li> <li>Complete intake meeting</li> </ul>	<p>Meetings and Visits</p> <ul style="list-style-type: none"> <li>Complete intake</li> <li>Invite parents to the school's Kindergarten orientation process</li> </ul>	<p>Meetings and Visits</p> <ul style="list-style-type: none"> <li>Attend a school based intake meeting</li> <li>Bring your child to the Kindergarten orientation meeting.</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</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 team 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>Administration follows up with Learning Services regarding building structural changes needed</li> </ul>	<ul style="list-style-type: none"> <li>SBRT begins articulation meetings</li> <li>Principals determine if any accessibility issues have been identified</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.</li> <li>Connect with school counselor to highlight specific learning and/or social emotional needs</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 and/or case manager /invites incoming student and parent/guardian to visit the secondary school to meet peer and/or adult mentor</li> <li>FOS Leader shares 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 if student meets criteria</li> <li>Case Manager updates files: sends to secondary</li> </ul>		

# Secondary to Adulthood Transitions for Students with Diverse Needs



Accessing & Applying Age 17	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>	<p>Case Managers, in consultation with student, parents and others involved assists the transition team as follows:</p>	<p>Case Managers, in consultation with student, parents and others involved assists the transition team as follows:</p>	<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>• Develop a vision for life after high school</li> <li>• 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>• Learn and gather Information</li> <li>• Team building – make community connections.</li> <li>• Apply for Social Insurance Number  <a href="https://www.canada.ca/en/employment-social-development/services/sin.html">https://www.canada.ca/en/employment-social-development/services/sin.html</a> or go to nearest Service Canada centre listed on Website</li> <li>• Birth Certificate/Proof of Citizenship</li> <li>• Provide opportunities to learn employment, financial management and community participation skills</li> <li>• Determine if school assessments are current or if additional assessments are required</li> <li>• Check student age and grade level to plan for Grade 12 Completion</li> <li>• Determine if other agencies or services are required and/or available Set dates to meet with elementary staff to begin/agree dates for articulation process</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify college options and other post secondary education entry requirements and eligibility criteria</li> <li>• Make arrangements to visit Community Living service agencies in your community (day programs, supported employment, or volunteer programs - see Resource Guide)</li> <li>• Apply for BC I.D. card  <a href="http://www.icbc.com/licensing">www.icbc.com/licensing</a></li> <li>• At age 17 ½ - apply for Persons with a Disability (PWD) benefits  <a href="https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/disability-assistance">https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/disability-assistance</a></li> <li>• Open a bank account for Persons with a Disability (PWD) benefits deposits</li> <li>• Contact a Facilitator from Community Living BC (CLBC) at a 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.</li> <li>• Complete school assessments, if required</li> </ul>	<ul style="list-style-type: none"> <li>• 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>• At Home Program medical coverage ends. Persons with a Disability (PWD) benefits medical coverage begins</li> <li>• Celebrate school graduation</li> <li>• If eligible, connect with Ministry of Health, re: CSIL Program for respite and home support. Build community connections: volunteering, working, social network, leisure and recreation</li> <li>• Develop a personal portfolio/resume on work and volunteer experience</li> <li>• Apply for bus pass for persons with disabilities  <a href="https://www2.gov.bc.ca/gov/content/transportation/passenger-travel/buses-taxis-limos/bus-pass">https://www2.gov.bc.ca/gov/content/transportation/passenger-travel/buses-taxis-limos/bus-pass</a></li> <li>• Consider whether to prepare a "Representation Agreement" (When children turn 19, parents are no longer their legal guardians).</li> <li>• Visit <a href="https://www.nidus.ca">https://www.nidus.ca</a> for more information.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate beginning of new adult life</li> <li>• At Home Program respite ends at 19</li> <li>• If eligible, CLBC Program for respite and home support takes effect</li> <li>• Continue to build social networks; pursue hobbies and opportunities for leisure and recreation</li> <li>• Explore self-advocacy opportunities</li> <li>• Future Steps (housing)</li> <li>• Continue to develop a "life plan" rather than an IEP</li> <li>• Connect students to community opportunities and adult supports and services</li> </ul>

## 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, electives, and graduation transition courses.

## British Columbia School Completion Certificate (Evergreen Certificate)

The School Completion ("Evergreen") Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma).

It is used to recognize the accomplishments of students with special needs and an Inclusive Education Plan, who have met the goals of their education program, other than graduation (not all students with special needs should be in an Evergreen Certificate Program.)

The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. It is important that students and their parents clearly understand that the Evergreen represents the completion of personal learning goals but does not represent graduation.

Some students may be unable to meet graduation requirements due to their special needs. However, the decision to put a student on an Evergreen Program should not be made prior to Grade 10, and should include the informed consent of the student's parent(s)/guardian(s).

All students of school age are entitled to an education program, whether or not that program leads to graduation. For students pursuing an Evergreen Certificate, their education program should enable them to meet their individual learning goals. Accordingly, they should have an Inclusive Education Plan (IEP) that indicates their personal education goals, how the goals will be achieved, and on-going monitoring and assessment to know when the goals have been met and an Evergreen Certificate should be issued. Parents and, wherever appropriate, the student are to be provided an opportunity to be consulted about the preparation of the IEP.

### Modified / Adapted Course Codes

The Teacher of Record for XSIEP courses is the Learning Services Teacher. XSIEP courses are offered through the Resource Room.

XSIEP A = English	XSIEP B = Social Studies	XSIEP C = Science
XSIEP D = Math	XSIEP E = Physical Education	XSIEP F = Technology
XSIEP G = Fine Arts	XSIEP H = Home Economics	

For students working on MODIFIED courses based in mainstream classrooms XLDC course codes are "linked" to mainstream class codes. This means that teachers will have two attendance lists - one under the regular course code; one under the modified course codes.

The Teacher of Record for XLDC courses is the Classroom Teacher. For students on modified programs, it is helpful for classroom teachers to work in close partnership with Case Managers in reviewing the effectiveness of curricular, instructional and assessment practices as outlined in the IEP.

Attendance for these students is managed by Classroom Teachers in partnership with EAs.

XLDCA = ENG	XLDCE = SS	XLDCC = SC
XLDCE = MATH	XLDCE = PE	XLDCE = TECH
XLDCH = FA	XLDCH = HOME ECONOMICS	

For ADAPTED students (Dogwood Grad) who spend the majority of time in a regular classroom, the course codes are unchanged. The Teacher of Record for students working on adapted courses is the Classroom Teacher.

When supporting students on adapted programs, it is often helpful for Classroom Teachers to work in close partnership with Case Managers in reviewing the effectiveness of curricular, instructional and assessment practices as outlined in the IEP. ADAPTED students may have an IEP and an identification.

Adaptations include teaching, instruction and assessment strategies designed to accommodate a student's needs so he or she can achieve the learning outcomes in a subject or course and to demonstrate mastery of concepts.

## British Columbia Adult Graduation Certificate

Some students with diverse 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. Note that all students can access differentiated examinations e.g. have extra time, separate setting, using a computer.

Students do not require Ministry Designation and an IEP to access these. Credit can also be given for courses previously credited on the School Completion Certificate. The following link provides more information on graduation requirements.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/adult-graduation-program?keyword=graduation>

## Distributed Learning (DL)

Students with diverse needs may also choose to complete some of their coursework through Distributed Learning (DL) programs. Students who require more intensive special education support may benefit from taking their DL course in conjunction with a Learning Assistance Support Block or a Choices Block at their mainstream secondary school. 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 Teacher Role

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 social emotional 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 diverse needs
- assist teachers and education assistants in developing or accessing materials for students with diverse learning needs
- support teachers in developing the skills to facilitate differentiated instruction within the classroom
- co-planning, co-teaching and co-assessing to support teaching to diversity within the regular classroom

## Case Management

- Learning Services teachers and counselors act as Case Manager or Co-Case Manager for Ministry identified students which includes planning and facilitating IEP meetings, writing IEPs, and conducting IEP reviews
- as Case Managers they 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 and Positive Behaviour Support Plans
- assist other Case Managers in the development of IEPs and behaviour plans
- support EAs and specialist EAs (LSW, BSW, ASW) in the development of skills and strategies
- support the transition process for students entering Kindergarten
- organize and supervise community based instructional programs
- provide support in situations requiring crisis management
- provide support to families
- 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
- frequently chair the School Based Resource Team, send out agendas and ensure SBRT processes are followed
- ensure IEPs and progress reports are completed and distributed

## Learning Services Teacher Services

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.

Learning Services Teachers work 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 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
- writing Individual Education Plans (IEPs)

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?

## 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 Career Education Curriculum in all elementary schools
- act as Case Managers or Co-Case Managers for students with social, emotional and/or behavioural specials 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 EASE, Second Step, 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** at  
[http://www.sd44.ca/  
ProgramsServices/  
InclusiveEducation/Documents/  
CounsellingServices.pdf](http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/CounsellingServices.pdf)

## Choices

Choices provides secondary school-based support for youth with social, emotional and/or behavioural barriers to learning in their local secondary school. These students receive the additional support they need to learn and develop a sense of place within their local school community. Students receive assistance in recognizing and overcoming challenges that have caused barriers to their learning and have an opportunity to remain connected with their home schools. 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 team 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 inter-ministerial plans
- connecting with 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
- collaborating with teachers to develop a variety of assessment practices to measure and monitor student progress effectively
- working with school based administration to coordinate and schedule the BSW and YEW, based on student needs

For more information see the **Choices Handbook** at

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

## English Language Learners

The North Vancouver School District welcomes students from all over the world. Our schools are committed to creating a safe, caring and academically challenging environment for all students, whether they are a beginner or a more advanced English Language Learner (ELL).

The North Vancouver School District enables ELL students to develop their language and literacy skills to achieve the expected learning outcomes of the provincial curriculum, and to become capable young people thriving in our diverse society. The focus of the ELL program is to develop listening/speaking, reading and writing skills.

Students are initially identified and assessed in late August. This informs placement and enables the ELL Facilitators/Teachers to recommend Direct or Indirect support for incoming students.

Annual assessments are a Ministry requirement and are completed each Spring using a variety of assessment tools at the school level.

ELL Teachers must have specialized education and training in ELL methodology. They assist students through the various stages in their growth toward English language acquisition. The ELL Teacher's role is to work collaboratively with Classroom Teachers, Counselors, Settlement Workers in Schools, Interpreters, and Parents to ensure success for each student. They offer consultative and direct support to all teachers and ELL students.

ELL Teacher's Role in General:

- Welcome new students and provide orientation to the school
- Identify and assess new students who were not assessed in August at Education Services Centre
- Coordinate with school office staff to ensure students are correctly identified and included on the \*1701 list before September 30th
- Coordinate with ELL Facilitator to ensure identified students are included in ELL Central
- Follow monthly checklist of tasks as outlined in timeline
- Provide support to Direct and Indirect students and work collaboratively with classroom teachers
- Attend ELL networking meetings

## Education Assistants

Education Assistants (EAs) are part of numerous school staffs and are valuable members of student support teams. EA supports are of significant value to students with diverse needs and often play a considerable role in facilitating student inclusion.

EAs work under the direction of teachers and under the general supervision of a teacher or school principal. Teachers are responsible for the planning, design, implementation and assessment of the educational program for students with diverse needs while, under the teacher's direction, EA's contribute to student program planning and implementation, and participate in the process of collecting data for the purpose of evaluating student progress. Teachers evaluate student progress and report to parents.

While EAs often provide critical inclusion supports, EA resources should be approached cautiously given the potential for adult supports to result in several unintended consequences for students with diverse needs. EA supports can, at times, become invasive, resulting in limited and lower quality peer interactions for the student with, hindering student access to the curriculum, meaningful participation in instructional activities and reduced opportunities to develop independence.

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

Decisions regarding EA resource allocation are based upon thorough assessments of individual student needs as they manifest within particular classroom environments and during specific school activities.

### Key Considerations:

- Key to educational planning for students with special needs is increased independence through the quality “fading” of supports, minimizing “learned helplessness”, and providing quality “transition planning” (in school and beyond).
- A student’s educational plan determines the type of resource required to most appropriately support independence / interdependence. The allocation of EA support should be secondary and as a result of quality educational planning.
- District and school actions must support the primacy and capacity building of the school and classroom environment.

## Teachers and Education Assistants – Joint Working Arrangements

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

Education Assistants (EAs) play a key role in many programs for students with diverse 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.

<https://bctf.ca/uploadedFiles/Public/Issues/InclusiveEd/RolesAndResponsibilitiesTeachersTAs.pdf>

TEACHER (Classroom Teacher and/or Case Manager)	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>

TEACHER (Classroom Teacher and/or Case Manager)	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>

## Behaviour Support Workers (BSW)

### LSW Role and Responsibilities - Level 1/2/3 Intervention

Learning Support Workers (LSW) are Education Assistants who have specialized training and experience to provide intensive remedial support to students with severe reading difficulties. They work under the direction of the Learning Services Teacher (LST) to provide specific interventions using Phono-Graphix, Read Well and/or Orton-Gillingham based strategies. Access to the service is determined through assessment that focuses on reading decoding skills and consideration of interventions already tried by the classroom teacher and LST.

Referrals to LSWs are through the School Based Resource Team (SBRT). Scheduling is determined in collaboration with the Learning Services Teacher and SBRT.

The LSW role is to:

- Support students in acquiring literacy skills, primarily from Grades 1 – 4
- Assist the classroom teacher and LST with implementing appropriate strategies
- Provide small group or individual instruction, pairs or small groups are best utilized when the students skill levels and needs are aligned
- Provide remediation for students in the acquisition of reading skills
- Support students in the acquisition of self management, organizational, meta-cognitive and critical thinking skills while teaching reading
- Monitor and document student progress
- Provide a progress summary to the LST and classroom teacher. This is not a report to go home to parents.

The School District uses common assessment data to provide equitable access to LSW service. The students considered are at Level 2/3 of the NVSD Service Delivery Model, which assumes some additional classroom based and LST interventions as required pre-requisites.

Date	Task	Staff	Selection Criteria	Tools
June - late	Selection of LSW students, from current LSW/LST groups for September	LST/LSW/SBRT	- reading below expectations - significant weaknesses with reading processes - oral language intact - student has LST support	- Level A and/or Level B assessment information - Teacher assessment
June	Allocation of LSW time to schools in FOS	FOS admin	- students identified - allocation based on 4 x 30 sessions weekly per student - time remaining, if any, allocated on a school basis	- Max. group size - 4 - Min. 30 minute sessions x 3 weekly - Min. time = 30 mins per group
Sept	LSW service begins	LSW Liaise with LST	- Phonographix, Orton Gillingham, Read Well etc.	Various intervention approaches
Nov/Dec	First monitoring and adjustment to LSW groups	LSW/LST/SBRT	- monitor progress of all students - adjust groups if appropriate	•DIBELS •Phonographix •Teacher report Response to Intervention
March	Second monitoring		- Monitor progress	- updated assessment
June	Third monitoring	LST/SBRT	- monitor progress	- updated assessment

## Behaviour Support Workers (BSW)

Behaviour Support Workers are specialist Education Assistants (EA) undertaking a variety of behaviour support tasks with an individual or group of students. Their work is prioritized through the School Based Resource Team (SBRT). The BSW works under the direction of the Principal and Case Manager at each school. Their work is prioritized towards students who have social, emotional, behavioral and/or mental health needs who have, or are in the process of having an R or H identification. The FOS Leader is responsible for developing and revising the BSW schedule in consultation with SBRTs and school based principals. The BSW schedule is designed to address ongoing and emerging needs of students throughout the school year.

They all have training in:

- Positive Behaviour Intervention Support (PBIS)
- Non-violent Crisis Intervention/ Ukeru Training
- Behavioural Data collection

Requesting a BSW

- Student is brought forward at (E)SBRT and recommendation for BSW support is requested.
- The request is received by the FOS Leader and if necessary the FOS Leader will agree any necessary schedule alterations with other FOS principals.
- The FOS Leader through consultation with all SBRTs in their FOS determines the allocation of BSW.

Appropriate Request for a BSW

- Level III intervention
- Short term support intended as a capacity building resource for the student(s), class teacher, case manager and other staff directly involved.
- Support for students that are struggling with demonstrating appropriate behaviour.
- 

SBRTs must ensure:

- A Case Manager has been assigned if the BSW service is for an individual student.
- There is direct support from school based personnel e.g. Counsellor, Classroom Teacher.
- The school based personnel working directly with the student and/or students is able to work in tandem with the BSW to build capacity in support of the student(s).

Roles of the Case Manager and Principal in using BSW services

- They understand the needs of the student and have identified targeted skills to be taught
- Able to regularly communicate with the BSW to inform them of their role
- Receives feedback from the BSW to inform the student's plan
- ensure the parent consent form is signed
- When the Case Manager is not on site, the Principal provides direction to the BSW (based on the support plan developed by the Case Manager)

## Behaviour Support Workers (BSW)

BSWs undertake a variety of tasks that include the following:

- Attend intake/planning meetings as organized by the Case Manager
- Assist the Case Manager in the development of short term interventions for the classroom teacher that will support a Positive Behaviour Support Plan/Inclusive Education Plan.
- Provide assistance to students and teachers using interventions for such things as self-regulation, executive functioning and conflict resolution.
- Provide Case Managers with information contributing to the development of behaviour strategies as needed to support individual students and teachers.
- Provide support to students in skill building leading towards independence
- Perform data collection tasks such as the monitoring of observable behaviour to assist the case manager in their development of the Functional Behaviour Assessment and Positive Behaviour Support Plan

## Section 5: District Based Services and Programs

### Family of Schools Leaders and Teacher Leaders

The position of Learning Services: FOS Leader aims to enhance implementation of the District Vision and Inclusive Education Service Delivery Model. FOS Leaders are each assigned to a FOS where they work to provide support for the implementation of FOS and District initiatives (a district based position).

The responsibility of the Teacher Leaders in collaboration with their FOS teams is to provide consultation, assessment, resources, in-class modeling and direct instruction with a focus on curriculum development and assessment.

FOS Leaders and Teacher 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, development of the Core Competencies and Positive Behaviour Support.
3. Understanding of the full range of Ministry identification 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 Leaders 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 and Language Pathologists

Speech and Language Pathologists (SLPs) provide a continuum of services to schools. This includes assessment, consultation, and direct therapy for students who have difficulties expressing themselves due to speech problems or due to weaknesses for language understanding and/or expression, including social language. Priorities for SLP services are determined by the severity of the student's expressive, receptive and/or social language deficits, intelligibility, fluency and voice. SLP services are accessed through the School Based Resource Team. Typically, each elementary school receives between a day and two full days of SLP support. SLPs may also provide consultative services to secondary schools when requested.

The role of the Speech-Language Pathologist is to:

- assess the communication skills of individual students following discussion with the school team
- interpret assessment results and suggest recommendations to parents, classroom teachers, and School Based Resource Teams
- develop goals and strategies for students who have an Inclusive Education Plan in collaboration with Case Managers and Classroom Teachers
- provide appropriate programming and materials for students with language, learning, articulation, voice, or fluency disorders
- provide direct intervention individually or in small groups sometimes within and sometimes out of the classroom
- collaborate with school staff, parents, and community agencies
- attend School Based Resource Team meetings to participate in discussion of teacher referrals and to collaborate with other team members
- provide resource materials for teachers, EAs and/or parents

## Augmentative Communication Specialists

The Augmentative & Alternative Communication (AAC) Specialists provide support to students who require an AAC system due to complex communication needs. AAC Specialists are District Speech-Language Pathologists (SLPs) who provide recommendations around these communication systems and support to implement them.

AAC SLPs can support the school team to submit an application for support from SET-BC (Special Education Technology BC) when it is required to support communication.

The role of the AAC Specialist is to:

- provide assessment and recommendations around AAC system selection
- develop non-tech AAC systems to support receptive and expressive communication
- support teams to complete high tech device trials for AAC systems
- programming support for high tech voice-output communication aides
- work with parents, school personnel, and home teams to implement AAC systems

- provide support as needed to update AAC systems on an ongoing basis
- provide support as needed around complex behaviours
- provide support as needed to develop goals for Individualized Education Plans (IEPs)
- provide support for Users of AAC transitioning out of high school
- provide District-level professional development opportunities for school personnel

## 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 have 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

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

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

## 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. Vision services are accessed through the School Based Resource Team. More information is available from the Provincial Resource Centre for the Visually Impaired at <https://www.prcvi.org>

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, independent living, self-advocacy, compensatory skills, recreation and leisure, sensory efficiency and career education
- 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
- collaborate with teachers, parents, other staff regarding students' learning needs

For more information see  
Resource Services for the Visually Impaired 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 provide in-service to school teams on appropriate accommodations to address access and inclusion for students with hearing loss. They collaborate with Provincial Resource Programs and community audiologists to provide assistive listening devices for use at school and support/monitor their use. They liaise with school teams, community agencies and Provincial services.

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 instruction in: auditory training, speech, speech reading, language development, social skills, self-awareness/determination, self-advocacy, and academic skills
- collaborate with Visual Language Interpreters/Signing EAs to address visual language needs
- develop an Individual Educational Plan for each student, as required, and support each student's classroom program
- liaise between home, school, and outside agencies
- provide consultative services to SBRTs regarding students at risk who may require referrals for hearing screenings

## Gifted and Talented Resource Teachers

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 an optional enrichment opportunity for Grades 4-7 students called SPARK.

School-based programming includes differentiated instruction and curriculum (i.e. compacting, accelerating, independent directed studies), enrichment opportunities (i.e. Genius Hours, math contests, special interest clubs), access to materials from a higher grade level, as well as access to a school-based Case Manager.

Currently, the SPARK students attend bi-monthly enrichment sessions that are located outside their home school. This program offers opportunities for students to collaborate with like-minded peers in a fast-paced and creative setting. Students are eligible to attend SPARK if they have a BC Ministry Identification of Gifted (Category P), and have been referred through the School Based Resource Team at the child's home school.

Secondary schools develop their own enrichment opportunities for gifted students. Additional opportunities are available through course selection, including special interest programs across the District. Information about a variety of opportunities available for our gifted students is routinely circulated to all secondary sites.

## 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 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 FOS Director of Instruction.

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.

## 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 direct instruction of literacy skills, Orton Gillingham, Lexia Core 5, and Phonographix. The Literacy Centre is a district program, currently located at Montroyal and Sherwood Park Elementary Schools.

Referral to the Literacy Centre originates through the School Based Resource Team. Each elementary SBRT is able to prioritize two students each year for consideration by the selection committee. 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
- 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 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. Classroom Teachers and/or Case Managers are expected to liaise with Literacy Centre staff, attend any meetings, and review their students' progress before, during and after attending the Literacy Centre.

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

## Elementary Social Responsibility Support Program

This district program is available to Grade 1-7 students who require extensive support with their social, emotional and behavioural skills. There are a maximum number of children enrolled in the program. Students usually remain in the program for 16-20 weeks, length of time is determined by student need and consultation with the family and school team. The Extended 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 Mondays. Through a partnership with the Ministry for Children and Family Development Child and Youth Mental Health Team we are able to provide a "wrap-around" approach to support student self-regulation and mental health while addressing a student's educational needs. It is expected that the home school team and family will work together to support the implementation of the Positive Behaviour Support Plan and strategies. 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 through the Extended School Based Resource Team. When the ESBRT determines that a referral is appropriate, a school will submit the Level IV referral form to the District Principal of Inclusive Education. An interview and assessment through the Child and Youth Mental Health intake office and program staff also precedes intake. Students typically have a Ministry identification as a student with diverse needs that prioritizes social, emotional and behavioural learning.

SRSP is staffed by a Learning Services Teacher, part time Counsellor and two Behaviour Support Workers.

Their role is to provide:

- support to students requiring additional social, emotional, behavioural assistance
- direct instruction in social skills, self regulation, self esteem building, and socially responsible behaviour
- individual and small group teaching for students who may have mental health concerns
- 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 Child and Youth Mental Health (CYMH). The CYMH Team provides a comprehensive treatment approach intended to reduce or eliminate the impact of mental health symptoms and improve overall functioning of families. Services they are able to provide include assessments and treatment planning, counselling support, group programs, parenting programs, psychiatry and referrals to community agencies when deemed appropriate. 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 on a collaborative and ongoing basis between the school and program. The program 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:

[Social Responsibility Support Program](#)

## Complex Learner and Autism Support Services (CLASS)

### What is CLASS?

The Complex Learners and Autism Support Services (CLASS) team is a Level IV intervention that is activated to assist a school-based Case Manager's efforts to support a student with highly complex needs who has difficulty self-regulating physically aggressive behaviour.

### Who is CLASS?

CLASS consists of four operational leads, each of whom have specialized training and extensive experience supporting students with highly complex needs. This team includes a Learning Services Teacher/FOS Leader, School Psychologist/ Behaviour Specialist, and two Board Certified Behaviour Analysts (BCBA).

CLASS also consists of a number of specialist support workers who may be assigned by one of the operational leads to collect data, and help school-based personnel implement a newly designed or revised Positive Behavior Support Plan. If deployed, these specialists work alongside the team at the school to help ensure that the plans developed are implemented with fidelity.

### What does CLASS do?

When activated, CLASS will conduct / update a Functional Behaviour Assessment (FBA), and use this information to update the student's Positive Behavior Support Plan (PBSP) and any Individual Safe Work Instruction (ISWI) plans that are in place. As necessary, CLASS will provide site-specific training to ensure that personnel working with the student are able to do so in a safe manner.

CLASS works in close coordination with the school-based Case Manager to build their capacity to review, update and implement the above plans as necessary in the future after the student has been discharged from the CLASS caseload.

Where appropriate and as necessary, CLASS will help ensure administrative procedures related to [Policy 308: Use of Physical Restraint or Seclusion](#) are being effectively implemented.

How is CLASS activated?

Level IV referrals are initiated through the school-based Case Manager or School Principal and submitted through the Family of Schools Leader (FOS) and Director of Instruction. Requests for Level IV Support Services (including CLASS) are reviewed by the District Principal of Inclusive Education and the Level IV Lead Team.

## Secondary Alternate Program

In 2010 the BC Ministry of Education revised its policy on Alternate Programs. The full policy is available at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/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, enhanced counselling and integrated 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 primarily have a Ministry Special Education identification of R (requiring moderate behaviour support/mental health support) or H (requiring intensive behaviour interventions/mental health support). Referrals are made through the SBRT, ESBRT, and Learning Services District Resource Team (DRT). 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 Administrators

Each student must have:

- An Inclusive 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.)

## Mountainside Secondary School

Mountainside Secondary School is a supportive educational community committed to providing students opportunities for individualized, innovative, and transferrable learning experiences that encourage the development of the whole student. To learn more about Mountainside, follow this link <https://www.sd44.ca/school/mountainside/About/Pages/default.aspx>

## Other Programs

Under the umbrella of Mountainside Secondary Program, there are three other programs working to support students in our district. They are:

[The Ascent Program](#) – Partnership program with Foundry Vancouver Coastal Health, offering cross-agency support for students dealing with anxiety, depression and other mental health issues.

[KEY Program](#) – offering intensive educational, supervisory, and social-emotional learning support to students for whom a larger, less structured environment is unsuccessful.

[Eslha7an Youth Program](#) – offering a culturally rich, self-paced educational experience for students of aboriginal ancestry. Eslha7an is a partnership program with the Skwxwú7mesh Nation.

## The Learning Together Program

The Learning Together Program is a program for pregnant and parenting youth aged 13-24 based at Mountainside Secondary School. The aim is to help young parents 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 parents 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 Identifications

## Overview of the Ministry Special Education Identification 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 diverse needs and funding allocation for the specific categories. It also explains the identification 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 identification 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 support, counselling, speech-language pathology, should not be reported in a category that generates funding.

## Ministry Identification Categories and Criteria

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, G and H are commonly referred to as Low Incidence categories.

Categories K, P, Q and R are referred to as High Incidence categories. 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 identification. The purpose of the identification 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 identification and funding system is a formula funding mechanism. School Districts establish their own arrangements for distributing additional inclusive 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 identification 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).

All students who are being considered for Ministry identification must have documented evidence of assessments and interventions carried out at each level of the Service Delivery Model. 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 identifying 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 identification).
3. A Case Manager will be temporarily assigned. Case Managers play a central role. The Case Manager assigned 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 identification process.
4. Concerns regarding the student (social – emotional, behavioural or academic) have been addressed with interventions (i.e. behaviour plan, adaptations) and progress monitored over time.
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 identification to which the student is being submitted.
7. Case Managers send the identification request package to Learning Services to be reviewed by the District Screening Committee.
8. The complete submission package to Learning Services should include:
  - Learning Services Request for Identification Form
  - Ministry Identification Checklist
  - SSP/IEP
  - Instructional Support Planning Rubric for the appropriate category
  - All supporting documentation (i.e. assessments, proof of Ministry/mental health involvement, File Review)



All of the forms mentioned above can be found on the District Portal under the District Screening Committee Tab.

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

## The District Screening Committee Referral Process

The District Screening Committee, including District Learning Services Administrators, the North Vancouver Teachers Association representatives and School District Psychologist(s) 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 will confer with appropriate Learning Services or school based personnel. Case Managers are encouraged to confer with their Administrator or FOS Leader prior to requesting identification, if the referral information or decision remains unclear for the School Based Resource Team.

When identification 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.

### 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 an identified student (page 8 - Ministry LD Guide, 2002)

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 identification packages can be sent to Learning Services at any time of the year up until June 1<sup>st</sup>. They will be reviewed by the District Screening Committee on a monthly basis. For additional funding purposes, the 1701 count is completed at the end of September and February.

The information placed in the student's file following identification is somewhat dependent on the Ministry identification 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. Detailed information on the Student File Sequence of Contents can be found on the District portal.

## Student File and Permanent Student Record

A Student File is maintained for each student which contains copies of current records used in the planning and administration of the student's education program. The content of a Student File will differ with each individual student; however, at a minimum, the Student File will contain the following:

- student record inclusions as listed on form 1704
- copies of the Student Support Plan (if applicable)
- copies of the student's IEP (if applicable)
- records of assessment and reporting

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 Inclusive Education Resources

## Funding for Students

The BC Ministry of Education funds students with diverse needs in two ways. In addition to general enrolment funding, the Ministry provides school districts (not individual students) with supplemental funding for students with diverse 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	\$42 200
2	C D E F G	Moderate to Profound Intellectual Disability Physical Disability/Chronic Health Impairment Visual Impairment Deaf or Hard of Hearing Autism	\$20 200
3	H	Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness	\$10 250

School Districts and schools have the flexibility to utilize this funding in ways that best serves all students with diverse 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 identification 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 inclusive education services (e.g. counselling, psychology, speech and language therapy, learning support) is included in the general student enrolment funding.

# Frequently Asked Questions

## 1. Does an identified student always receive EA time?

No, identification alone does not determine EA support. The level of support that a student receives is determined by a number of factors including both the number and type of identified 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 and share your concerns. Then you may also wish to talk to a Learning Services Teacher or School Counsellor.

## 3. What is the difference between diagnosis and identification?

A diagnosis is made by a trained specialist who provides a description of the student's exceptionality. Diagnosis does not in itself determine identification as Ministry criteria includes evidence that the diagnosis has a significant impact on student learning and achievement.

## 4. Who determines the identification?

SBRT agree whether or not to request an identification and the District Screening Committee reviews this.

## 5. Why do students have a Special Education identification?

These students have specific learning, social-emotional or physical 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 identified 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 (September) and in the early Spring (February).

## 7. What happens when a student with an identification 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 identification, i.e. the identification needs to be confirmed, then the appropriate documentation is sent to Learning Services to be reviewed by the District Screening Committee (DSC). Note that all IEPs are subject to annual review. It is therefore necessary to review all identifications on an annual basis as part of the IEP review process.

## Frequently Asked Questions

### 8. Can an identification be removed?

If a student no longer meets the requirements for a specific identification, the SBRT will agree to request the identification be removed. The Request for Change/Removal of Identification Form is forwarded to Learning Services for approval by the DSC. School and Ministry 1701 reports are adjusted accordingly. Note that this decision reflects effective working by school staff and families as students are clearly being successful. The request for removal of an identification should therefore be celebrated.

## Section 7: References and Weblinks

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/>

All Kinds of Minds - [www.allkindsofminds.org](http://www.allkindsofminds.org)

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)

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)

Do2Learn - <http://www.do2learn.com/>

Friend 2 Friend Social Learning Society - [www.friend2friendsociety.org](http://www.friend2friendsociety.org)

### Graduation/School Completion Information:

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>

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)

## 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)

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/behaviour\\_intervention.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/behaviour_intervention.pdf)

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/learning-disabilities-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)

Parent 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.nscre.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)

Provincial Inclusion Outreach Program <https://www.inclusionoutreach.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)

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 (Inclusive 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 focus 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 formal process of Level C 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/Instruction (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 taken 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 access to supports and instruction for all students.

## Acronyms

AAC	Augmentative & Alternative Communication
ARC - BC	Accessible Resource Centre BC
ASW	Autism Support Worker
BCBA	Board Certified Behaviour Analyst
BCCAISE	BC Council of Administrators for Inclusive Special Education
BCTF	British Columbia Teachers Federation
BSW	Behaviour Support Worker
CLASS	Complex learners & Autism Support Services
CUPE	Canadian Union of Public Employees
DL	Distributed Learning
DOI	Director of Instruction
DRT	District Resource Team
DSC	District Screening Committee
EA	Education Assistant
FBA	Functional Behaviour Assessment
FIPPA	Freedom of Information & Protection of Privacy Act
ICM	Integrated Case Management
IEP	Inclusive Education Plan
ISWI	Individual Safe Work Instructions
LST	Learning Services Teacher
LSW	Learning Support Worker
MCFD	Ministry of Children & Family Development
NSDRC	North Shore Disability Resource Center
ODS	Outdoor School
OT	Occupational Therapist
PARC	Physical Activity Research Centre
PBSP	Positive Behaviour Support Plan

POPARD	Provincial Outreach Program for Autism & Related Disorders
POPFASD	Provincial Outreach Program for Fetal Alcohol Syndrome
PSR	Permanent Student Record
RTI	Response to Intervention
SBRT	School Based Resource Team
SEL	Social Emotional Learning
SET-BC	Special Education Technology-BC
SLP	Speech & Language Pathologist
SOGI	Sexual Orientation Gender Identity
SPARK	Super Phenomenal Awesome Resourceful Kid
SRSP	Social Responsibility Support Program
SSP	Student Support Plan
SWIS	Settlement Workers in Schools
TDC	Teaching to Diversity Checklist
UDL	Universal Design for Learning
VCH	Vancouver Coastal Health
WJ	Woodcock Johnson Assessment
YEW	Youth Engagement Worker
YOW	Youth Outreach Worker

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