

INCLUSIVE EDUCATION

A Guide for Schools, Parents/Guardians & Community



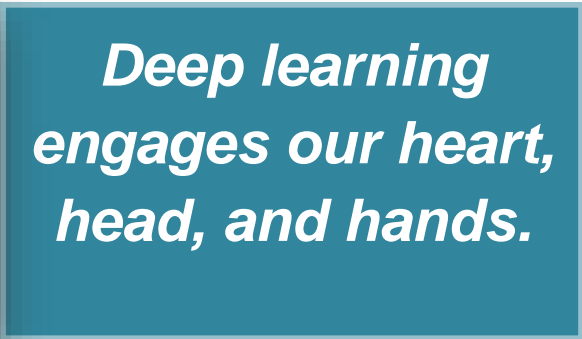
Introduction

Welcome to the *SD33 Guide to Inclusive Education!*



The Chilliwack School District promotes an inclusive education system in which every learner is welcomed, given opportunities to participate and achieve, and has equitable access to a rich and authentic educational experience.

The *SD33 Guide to Inclusive Education* outlines a framework for support that maximizes success and independence for all learners by encouraging children and youth to reach their full potential; engaging all learners in challenging programs; providing opportunities for access to all areas of the curriculum; and recognizing, acknowledging, and celebrating differences.



We are proud that our vision of Inclusive Education reflects the [SD33 Strategic Plan 2021-2025](#) which ensures that we remain focused on our mission to *“ensure deep learning engages our heart, head and hands and to develop competencies vital for the success of all learners.”*

This resource outlines the policies, procedures and best practices that support the delivery of inclusive education services in our schools. Intended for use by parents/guardians, teachers, principals and school teams, the guide may also be of interest to community service providers who support children and youth in our community.

The information contained in this document reflects the best practices, protocols, and standards described in the BC Ministry of Education document [*Special Education Services: A Manual of Policies, Procedures and Guidelines*](#).



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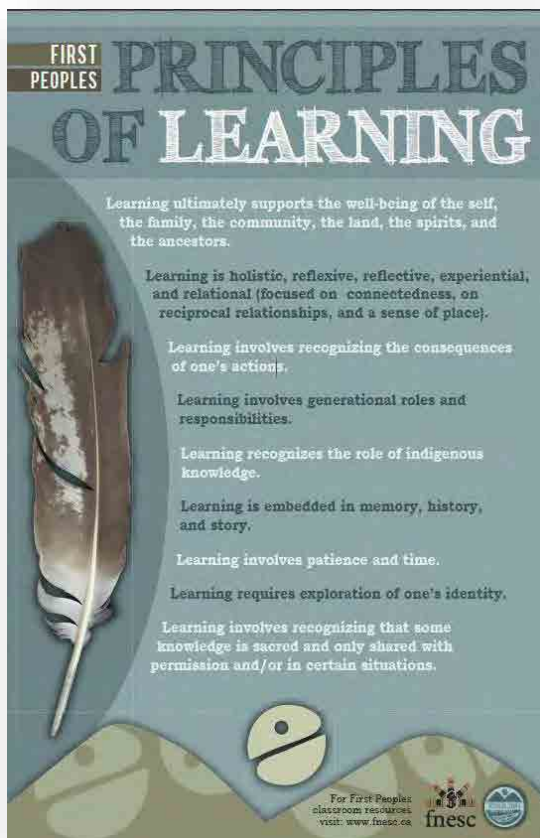
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Celebrating Diversity

Diversity among people is one of the prominent features of British Columbia's society and our schools. Honouring diversity is based on the principle that if differences are acknowledged and utilized in a positive way, it is of benefit to the quality of our learning and working environments.

The school system is expected to create and maintain conditions that foster success for all learners and promote fair and equitable treatment for all. Boards of school trustees, school district officials and other school leaders have a unique responsibility and duty to address the vast diversity in both the educational and operational aspects of schooling.

BC Ministry of Education



Most of us think of Inclusive Education in terms of meeting the needs of learners with academic, social, or emotional exceptionalities. The Chilliwack 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.

Our goal is to make school communities welcoming and equitable by encouraging understanding, acceptance, mutual respect, and inclusion for all.

With its rapid population growth expected to continue well into the future, Chilliwack is home to an increasingly diverse learner population and our schools reflect that richness and diversity.

We welcome, value, and celebrate all learners regardless of physical, cognitive, social, emotional and behavioural

abilities, socioeconomic status, race, language and ethnicity, religion and culture, sexual orientation, gender, or gender identity.

The cultural richness of our community is enhanced by our learners of Indigenous ancestry. In Chilliwack, we are privileged to live, work, and play on the ancestral and unceded, shared territory of the *Stó:lō* people, the *Ts'elxwéyew*, *Pilalt* and *Sema:th Tribes*.

We acknowledge the significant role of the *First Peoples Principles of Learning (FPPL)* within the BC Curriculum in furthering our collective understanding that learning requires patience, is holistic,



When educators design learning opportunities that allow all members of the classroom community to learn and participate together, they create environments that are safe, caring, and foster social acceptance.

experiential, and relational. Inclusive educational practices reflect Indigenous perspectives, knowledge, and pedagogies; we strive to ensure that Indigenous identities, cultures, languages, values, and ways of knowing can flourish within Chilliwack classrooms and schools.

Our learners who are Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Queer and Queer Questioning (2SLGBTQ+) richly enhance all aspects of our school district. We are committed to establishing and maintaining safe and inclusive learning and working environments for all learners, employees, and their respective families regardless of sexual orientation or gender identity and/or gender expression.

Within the context of the safe and caring classroom, Inclusive Education is best understood as the creation of learning opportunities that meet the unique needs of *all* learners and provide equitable access to both learning and meaningful social interactions. Support for learners with disabilities or diverse abilities exists on a continuum that maximizes each learner's participation in the classroom setting with their peers.

The emphasis on educating all learners in local neighbourhood schools with same age peers does not preclude the appropriate and judicious use of learning support rooms, or community-based programs.

Inclusive Education services

- ✓ *Complement education services that exist at the classroom and school level*
- ✓ *Support the needs of a diverse range of learners*
- ✓ *Provide assessment that links to effective instruction and intervention*
- ✓ *Identify and build on learners' strengths*
- ✓ *Consider resource requirements for ongoing planning and development*
- ✓ *Support collaborative decision making among learners, teachers, parent/guardian, and other stakeholders*

With such diversity in our schools, the district has developed a range of policies and practices designed to promote equity of opportunity and participation for all learners. We strive to embrace and celebrate the uniqueness within each individual learner, ensuring that all learners find a safe and welcoming learning environment in which to thrive.

Inclusive Education services complement education services at the classroom and school level and support the needs of a diverse range of learners.



Supporting All Learners

School districts are responsible for ensuring that inclusive education practices and services are an integral part of schools. The Chilliwack School District's strategic plan includes a commitment to inclusion: *"We believe that meaningful inclusion is a right and we support all learners to feel safe, supported and connected through programming that promotes diversity."*

The [SD33 Strategic Plan](#) describes *High Quality Instruction*, *Targeted Interventions*, *Data Driven Decisions*, and *Collective Responsibility* as foundational to our work in meeting the needs of all our learners.



Guided by the values embedded in the SD33 Strategic Plan of equity, kindness, inclusion, collaboration, and innovation, and in partnerships with schools, the SD33 Learning Services Department is focused on fostering safe and socially just learning spaces that support the growth and achievement of all our learners.

Our Shared Beliefs

We believe our collective responsibility is to support inclusive practices so that all learners enjoy equitable access to learning with same age peers.

We believe

- ✓ *Children and youth thrive in a healthy classroom environment, within healthy schools, within a healthy community*
- ✓ *All learners deserve a high-quality and varied educational experience that includes academics, electives, extra-curricular activities, arts, sports, clubs, field experiences, and social interactions with peers*
- ✓ *All learners can be successful when we focus on strengths and recognize and support their stretches*
- ✓ *All learners benefit when there is communication and collaboration among the school, family, and community*

We support inclusive education in our schools and classrooms through a continuum of services that promote differentiated curriculum, instruction, and assessment. Our goal is to enhance success and independence for all learners as they move towards becoming educated citizens. While this guide focuses on Inclusive Education, the fundamental principles apply to all areas of diversity.

We believe that our collective responsibility is to support inclusive practices so that all learners enjoy equitable access to learning with same age peers.



This guide outlines a framework for support that maximizes success and independence for all learners. Our model for the delivery of Inclusive Education services focuses on recognizing and building upon the strengths of individual learners with the classroom as the primary site of educational programming.

This includes

- ✓ *Clear and tangible supports for the classroom teacher*
- ✓ *Decision-making through consultation and collaboration*
- ✓ *Home, school, and community partnerships*
- ✓ *Clear processes to identify, assess, and plan for learners*
- ✓ *Reporting procedures and monitoring of learner progress using Competency Based Inclusive Education Plans (CBIEP)*
- ✓ *Protocols to access District Student Services supports*
- ✓ *Clear roles and responsibilities for district and school-based Student Services staff*

We strive to embrace and celebrate the uniqueness within each individual learner, ensuring that all learners find a safe and welcoming learning environment in which to thrive.



Universal Design for Learning (UDL)

BC classrooms are diverse, and teachers are developing new ways of working with the full range of learners.

Inclusive practices are founded on the principle that all learners *should* have opportunities to access the curriculum. Effective teachers consider both whom and what they are teaching and understand how the learning environment significantly impacts learner success. When teachers recognize how the social, emotional, behavioural, physical, and academic demands of the classroom impact learners, they are positioned to understand and remove barriers to learning and explore ways to provide effective instruction and support.

Universal Design for Learning (UDL) helps blur the line between 'regular' education and 'special' education by creating the learning conditions that promote learner engagement and success. UDL refers to the implementation of systems, environments, materials, and technologies that provide access to the curriculum for the widest range of learners with the greatest diversity of abilities within the classroom.



Universal Design for Learning
*Different ways to ACQUIRE
information, DEMONSTRATE
learning, and tap into a learner's
MOTIVATION and INTERESTS.*

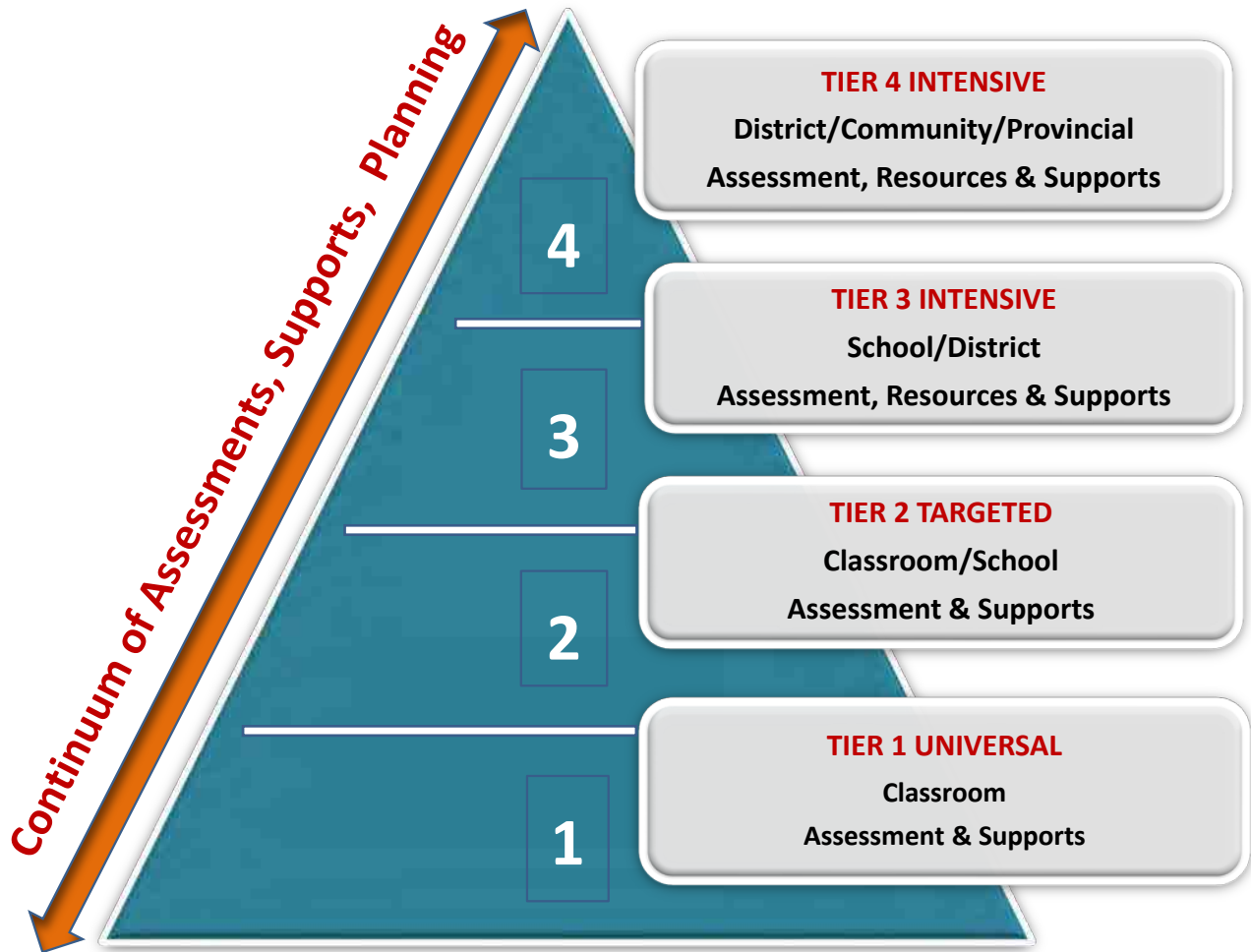
UDL removes or reduces barriers to learning by addressing the variety of learning needs of learners during the planning process rather than retrofitting the curriculum when a learner is unable to engage successfully. In short, the aim of UDL is to change the design of the learning environment rather than to change the learner to fit the environment.

UDL, based on universal design in architecture, is founded on three main principles

- ✓ *Give learners different ways to acquire information through multiple means of representation*
- ✓ *Give learners different ways to demonstrate learning through multiple means of expression*
- ✓ *Tap into a learner's motivation and interests through multiple means of engagement*

Response to Instruction/Intervention (RtII)

Response to Instruction/Intervention (RtII) is a systematic way of thinking about and responding to learning. A 4-tiered process during which a learner's progress and response are assessed using evidence-based instruction and interventions, the approach allows for increasing levels of support and intervention depending upon the learner's response to the instruction/intervention.



TIER 1

Tier 1 consists of high-quality, differentiated instruction and behavioural supports for all learners in response to the diversity of learning styles and needs present in the classroom. Universal Design for Learning is best understood as a Tier1 intervention. At this level of intervention, most learners can have their learning and social/emotional needs accommodated through curriculum differentiation and planning. Classroom assessments (Level A) typically would be implemented at this level.

Some examples of Tier 1 interventions

- ✓ *The teacher describes, models, and reinforces one or more learning and/or behavioural strategies for the learner to practice*
- ✓ *The teacher introduces variations in instructional approaches*
- ✓ *The teacher introduces adaptations such as*
 - *breaking assignments into manageable chunks*
 - *front loading expectations*
 - *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 learner and the parent/guardian regarding the success of the interventions*
- ✓ *The teacher can suggest to the parent that*
 - *the learner has vision and hearing screening*
 - *the learner visits 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*

Response to Instruction/Intervention (RtII) is a systematic way of thinking about a learner's response to instruction and learning.



TIER 2

If, after implementing interventions at the Tier1 level, a learner is still experiencing challenges, then Tier 2 targeted instruction may be required.

This often occurs within the classroom and consists of

- ✓ *Pre-teaching for specific learners*
- ✓ *Double or triple instruction*
- ✓ *Small group instruction with classroom or support teacher*
- ✓ *Mentoring and peer tutoring*
- ✓ *Additional classroom assessments*
- ✓ *Consultation with parent/guardian*
- ✓ *Referral to SBT for collaborative problem-solving and monitoring*

If the learner is still experiencing challenges after these interventions, the following may occur

- ✓ *Learning assistance support*
- ✓ *Additional assessments (Level B)*
- ✓ *Individual learning support planning and/or individualized classroom interventions*

The purpose of Tier 2 interventions is to assist classroom teachers in the development and implementation of instructional and/or management strategies, coordinate interventions, and identify a Case Manager, if needed.



Tiers 3 and 4 provides specialized and individualized supports for learners who continue to struggle significantly, even after the implementation of Tiers 1 and 2 interventions.

TIERS 3 and 4

Tiers 3 and 4 provide specialized, intensive, and individualized supports for the small percentage of learners who continue to struggle significantly even after the implementation of Tier 1 and Tier 2 interventions. The goal is always to help students be successful within their classroom.

Often, learners requiring this level of support meet the criteria for Ministry of Education identification as a learner with a disability or diverse ability and are among the most complex learners in our schools and community. However, not all learners with Ministry designations require this level of support.

In collaboration with the learner, parent/guardian, classroom teacher, supports may include

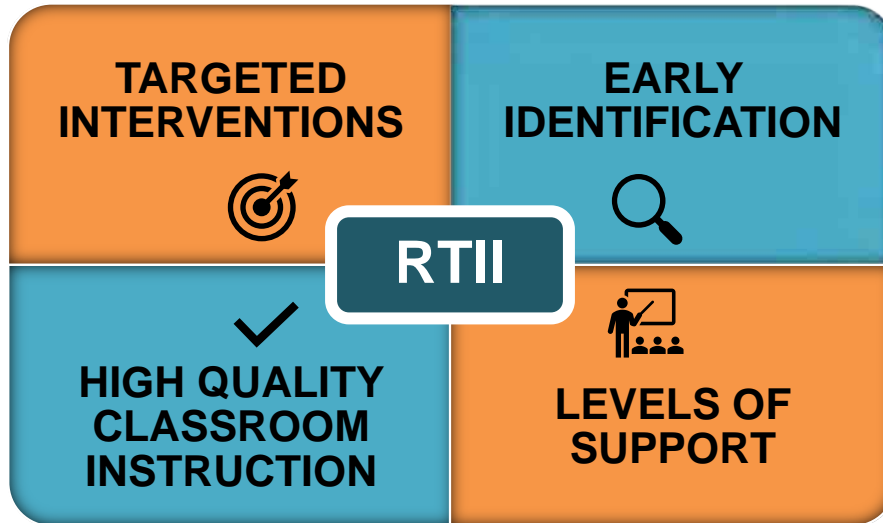
- ✓ *Involvement of District Student Services staff and community agencies, provincial partners*
- ✓ *In-depth consultation with parent/guardian and learner, as appropriate*
- ✓ *In-depth assessment*
- ✓ *Referral to Mental Health and Behaviour Team for collaborative problem solving, assessment, and support*
- ✓ *Collaborating with community services/agencies for assessment/intervention*
- ✓ *On-going meetings to monitor progress and plan for instruction and interventions*
- ✓ *Coordination of staff/personnel and resources to support planning*
- ✓ *Referrals to provincial agencies such as POPARD, POPFASD, SETBC*

For a detailed description of district, community, and provincial services and resources that may be accessed for Tiers 3 and 4 interventions, please refer to pages 80 – 92 of this guide.

Often learners requiring the support of Tiers 3 and 4 interventions meet the criteria for Ministry of Education identification as a learner with a disability or diverse abilities.



Response to Instruction/Intervention



While most learners will respond to Tier 1 interventions, approximately 20% of learners will require Tier 2 targeted instructional supports.

Very few learners, 1% - 5%, will require more intensive Tier 3 or 4 interventions.

Learners with Disabilities and Diverse Abilities

The BC Ministry of Education describes learners with disabilities and diverse abilities as those with “disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.”

Identification

Learners who meet Ministry’s criteria for a disability or diverse ability are identified after the school has undertaken assessments or interventions in consultation with the parent/guardian.

The purpose of this section is to guide parents and educators in understanding the BC Ministry of Education’s requirements for identifying learners with disabilities or diverse abilities and describe the identification process used by the Chilliwack School District.

Ministry Funding categories assist school districts to identify the needs of learners and provide appropriate resources and educational programs. Categorization helps focus on the educational needs of learners regardless of the original cause(s) of those needs.

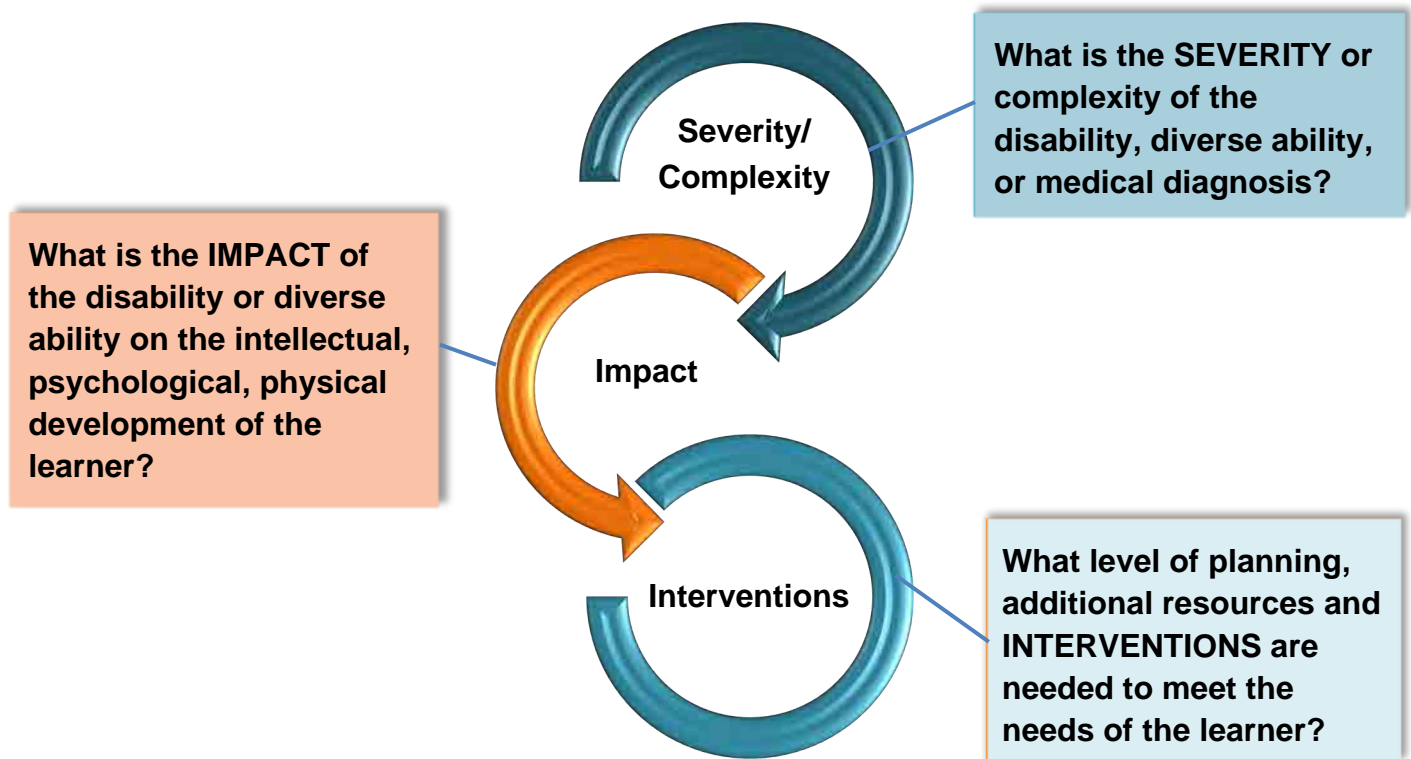
While a medical diagnosis is often needed in the identification process, a medical diagnosis in and of itself does not determine a Ministry identification. For example, not all learners with a diagnosis of Fetal Alcohol Spectrum Disorder (FASD) will meet the criteria for Category D Chronic Health Impairment. Ministry identification would depend on the **severity or complexity** of the disability, the **impact** on learning, and the **interventions** needed to address the identified needs.



Ministry funding categories assist school districts to identify the needs of learners and provide appropriate resources and educational programs.

Similarly, not all learners with a diagnosis of Learning Disability (LD) need to be identified in a Ministry Category. As noted in the BC Ministry of Education guide, [Supporting Learners with LD – A Guide for Teachers](#), learners who meet the criteria for a Learning Disability can have their learning needs met through supports and services in place at the school.

Identifying Students with Disabilities or Diverse Abilities



Learners are identified according to guidelines outlined in the [Special Education Services: A Manual of Policies, Procedures and Guidelines](#)

- ✓ *The current 'categorical' system is not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the learner's needs and educational program*
- ✓ *A medical diagnosis by itself does not determine the appropriate category or service required*
- ✓ *Identifying and reporting learners for funding purposes should involve careful determination of the nature, extent and impact of the disabling condition(s) and the nature and extent of educational interventions required*

- ✓ *Learners 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 Competency Based Inclusive Education Plan (CBIEP)*
- ✓ *Learners with an identifiable ability, disability or diagnosis, whose needs are addressed through the support of the 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*

Learners with a disability or diverse ability whose needs are addressed through the support of the classroom teacher or typical school-based services should not be reported in a category that generates funding.



Ministry Categories

Learners with a significant level of additional needs are assessed and categorized according to Ministry of Education criteria and guidelines. The purpose of identification is not to label a learner, but to ensure that planning, resources, and supports are available to meet the learner's needs.

CATEGORY	CODE	DESCRIPTION	LEVEL
1.19 DEP	A	Physically Dependent	1
1.19 DB	B	Deaf/Blind	
1.18 MOD ID	C	Moderate to Severe/Profound Intellectual Disabilities	2
1.18 PH – HEALTH	D	Physical Disabilities or Chronic Health Impairment	
1.18 VI	E	Visual Impairment	
1.18 DF – HH	F	Deaf or Hard of Hearing	
1.18 AUT	G	Autism Spectrum Disorder	
1.16 INT BEH	H	Intensive Behaviour Intervention/Serious Mental Illness <small>Please note that this category is not intended to be static; learners may move in and out of this category depending upon response to instruction and interventions.</small>	3
1.17 MILD ID	K	Mild Intellectual Disabilities	
1.17 LD	Q	Learning Disability	
1.32 GIF	P	Gifted	
1.17 ModBeh	R	Moderate Behaviour Support/Mental Illness	

More detailed information regarding the above categories and criteria for designation can be found on the BC Ministry of Education website.

While the Ministry identification and funding system is based on a formula, school districts have the authority to establish their own process for distributing additional inclusive education resources in ways

that are effective and efficient for all learners. These arrangements will vary and change over time according to the changing needs of learners and schools.

School-Based Referral Process

In SD33, the identification process begins with the classroom teacher, learner, and parent/guardian, and extends to include the SBT, District Student Services staff, and other community professionals (e.g., Pediatrician, Psychiatrist, Children's Hospital).

In SD33, the identification process begins with the classroom teacher, learner, and parent/guardian, and extends to include the SBT, District Student Services staff, and other community professionals.



All learners considered for Ministry identification must have documented evidence of assessments and interventions. For most learners the process of accumulating evidence and exploring interventions is a gradual one; however, for some learners, the assessment information indicates a more comprehensive level of intervention.

The process for identification, while not necessarily sequential, requires the following steps before initiating a referral to District Student Services

- ✓ *Parent/guardian has been contacted by classroom teacher/school-based personnel to discuss concerns*
- ✓ *Teacher and school personnel have reviewed the learner's file, spoken to previous teacher/school*
- ✓ *A SBT referral is initiated by the teacher or school personnel*
- ✓ *At SBT meeting with parent/guardian and learner, as appropriate, is held to discuss concerns, areas of strength, and to plan appropriate interventions*
- ✓ **Case Manager is assigned*
- ✓ *Observations and/or assessments are undertaken (assessments may be made by school or school district staff, mental health clinicians, or medical professionals)*
- ✓ *A Student Support Plan is written (goals must align with learner needs)*

- ✓ *Case Manager sends the required documents to District Student Services for review by District Team*
 - *Ministry Identification Checklist*
 - *Student Support Plan/Competency Based IEP*
 - *Instructional Support Planning Tool for the appropriate category*
 - *All supporting documentation (assessments, documentation to support involvement of Ministry of Children and Family Development/Mental Health)*

*Case Managers play a key role in coordinating services for learners with disabilities and diverse abilities. The Case Manager assigned will depend on the service being considered (e.g., Counsellor when anxiety/behaviour is of concern). Case Managers are responsible for overseeing the development of Competency Based IEPs; collecting evidence to guide planning; documenting meetings, assessments, and plans; and monitoring a learner's progress once a Ministry designation has been assigned.

Please note that some Ministry categories may not be permanent. When reviewing a learner's progress, the team should consider whether the Ministry designation continues to be applicable or necessary.

Documentation

A Student File should be maintained for each learner that contains copies of current records used in the planning and implementation of the learner's education plan. The content of a Student File will differ with each individual learner; however, at a minimum, the Student File should contain the following

- ✓ *Student record inclusions as listed on form 1701*
- ✓ *Copies of the Student Support Plan (if applicable)*
- ✓ *Copies of the learner's CBIEP (if applicable)*
- ✓ *Records of assessment and reporting*

Requirements for the collection, storage, use, disposal, and retention of student records are described in the *School Act ss 79 Student Records and the Permanent Student Record Order*. When collecting personal information directly from individuals you must ensure that all individuals involved are told the following

- ✓ *The purpose for which the information is being collected*
- ✓ *The legal authority for collecting information*

Learner information should be managed carefully to preserve the individual's privacy and the confidentiality of the documentation.



- ✓ *The title, business address and business telephone number of an officer or employee who can answer questions about the collection*

Student records are available to the parent/guardian (or learner, when appropriate) under the *Freedom of Information and Protection of Privacy Act (FOIPPA)*. As well, learner information should be managed carefully to preserve the confidentiality of the documentation and the privacy of the learner and their family.

Personal learner information should not be placed in staff mailboxes, left in public view, or be disclosed with a third party unless the parent/guardian and learner have provided written consent (can include other staff members, non-custodial parents, community agencies). Schools should develop protocols for signing out files from the office.

School Districts are required to report to the BC Ministry of Education twice yearly on Form 1701: Student Data Collection, an electronic file that is prepared at the school level and used to determine funding levels for schools.



When a parent/guardian shares custody, schools should ensure both parents are

- ✓ *Informed of teacher concerns*
- ✓ *Included in formal discussions of concerns with the school/district staff*
- ✓ *Understand the purpose for specific/direct interventions and assessments*

Schools are responsible for ensuring that all documentation supporting a Ministry designation is kept up to date in the learner's permanent record file. This responsibility requires vigilance as Ministry compliance audits take place on an ongoing basis throughout the province.

Funding

School districts are required to report to the BC Ministry of Education twice yearly on *Form 1701: Student Data Collection*, an electronic file that is prepared at the school level and is used to determine funding levels for schools.



The Ministry of Education funds learners with disabilities or diverse abilities in two ways. Firstly, school districts receive a **basic allocation**, a standard amount of funding provided per school-aged learner enrolled in a school district which includes funds to support the learning needs of those who are identified in the following categories

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

The basic funding allocation supports these learners and other inclusive education services such as counselling, school psychology, speech language therapy, occupational therapy, physiotherapy, medical homebound, and learning assistance.

In addition to the basic allocation, **supplementary funding** is provided by the Ministry in recognition of the additional costs associated with meeting the needs of learners with disabilities or diverse abilities in the following categories

- ✓ *A Physically Dependent*
- ✓ *B Deaf/Blind*
- ✓ *C Moderate to Severe/Profound Intellectual Disabilities*
- ✓ *D Physical Disabilities or Chronic Health Impairment*
- ✓ *E Visual Impairment*

- ✓ *F Deaf or Hard of Hearing*
- ✓ *G Autism Spectrum Disorder*
- ✓ *H Intensive Behaviour Intervention/Serious Mental Illness*

Learners who meet the criteria for the above categories *must* be receiving additional services on a regular basis, other than learning assistance, speech language pathology services, counselling, physiotherapy, occupational therapy, school psychology, and medical homebound instruction.

The Ministry grants school districts the flexibility to utilize the supplemental funding in ways that best serve all learners with disabilities or diverse abilities.

There are some learners whose needs could be considered in two or even three categories (for example, Gifted and Learning Disability). For Ministry identification and funding purposes a single category is identified; however, the CBIEP should include goals to support all aspects of the learner's learning profile.

The Ministry grants school districts the flexibility to utilize the supplemental funding in ways that best serve all learners with disabilities or diverse abilities.



Ministry of Education Guidelines, Processes and Legislation

School districts are obligated to ensure that the delivery of services for learners with disabilities and diverse abilities is consistent with Ministry of Education guidelines, processes, and legislative requirements.

School districts are obligated to ensure that the delivery of services for learners with disabilities and diverse abilities is consistent with Ministry of Education guidelines, processes, and legislative requirements:

[Special Needs Students Order M150/89 \(PDF\)](#) defines students with special needs, describes the obligation of boards of education to consult with parents in the placement of students with special needs and describes policy regarding integration.

[Individual Education Plan Order M638/95 \(PDF\)](#) sets out the requirements for Boards of Education to design and implement individual education plans for students with special needs.

[Student Progress Report Order \(PDF\)](#) describes progress reporting requirements for students with special needs.

[Support Services for Schools Order M149/89 \(PDF\)](#) sets out the requirements for auditory systems, speech language services, medical assessments, and specialized health services.

[Inter-Ministry Protocols for the Provision of Support Services to Schools \(PDF\)](#) guide the coordination and delivery of support services to school-aged children across British Columbia and describe the roles and responsibilities of ministries and their partner boards of education, independent school authorities, health authorities, regional offices, or agencies.

The *School Act* stipulates a parent/guardian has the right of appeal regarding decisions that affect the education of their child

11 (2) If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board. See Section 11 for additional information on appeals.

Frequently Asked Questions

1. Does a learner with a Ministry identification always receive Education Assistant (EA) support?

No, identification alone does not determine EA support.

The level of support that a learner receives is determined by several factors including both the number and type of identified learners in the school and the complexity/demonstrated need in the total school population. For example, some learners require additional technology and access to teacher time rather than EA time.



2. If child/learner is having problems at school, what should a parent/guardian do?

The parent/guardian should talk first to the classroom teacher to share concerns. A parent/guardian may also request a SBT meeting or ask to speak with a Learning Assistance Teacher, Resource Teacher, Counsellor, or Inclusion Support Teacher.

3. What is the difference between diagnosis and identification?

A *diagnosis* is made by a trained professional, such as a pediatrician, who provides a description of the learner's disability or diverse ability. A diagnosis alone does not determine a Ministry designation; there must be evidence that the diagnosis has a significant impact on learning and achievement for a learner to meet the Ministry identification for a disability or diverse ability.

4. Who determines the Ministry Designation?

The SBT makes a request for a Ministry designation to the District Student Services Department for review. Student Services determines if the learner meets the criteria for a Ministry identification.

5. Why do learners have a Ministry designation?

Learners with a Ministry designation 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 to document the learners in a School District who have a Ministry designation and the name of the school in which they are currently registered. Funding for school districts is based upon data submitted in the 1701 report. The information is submitted to the Ministry twice a year, in the Fall (September) and in the early Spring (February).

7. What happens when a learner with a Ministry designation transfers from another District/Province/Country?

The receiving SBT will review the learner's file to determine if the learner meets the criteria for designation in SD33 according to Ministry requirements. A Case Manager will be assigned, and the required documentation will be sent to District Student Services for review. Note that all Competency Based IEPs are subject to annual review; therefore, designations are reviewed on an annual basis as part of the CBIEP review process.

8. Can a Ministry designation be removed or changed?

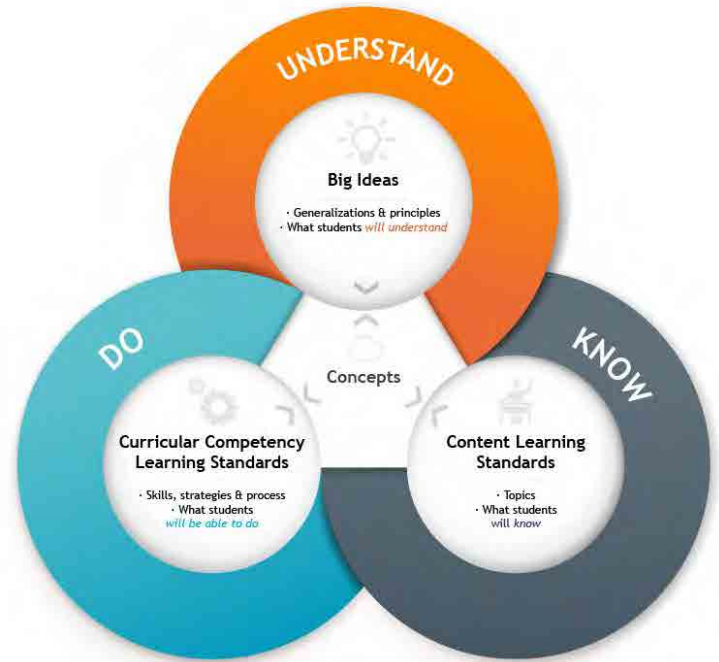
If a learner no longer meets the requirements for a specific designation, the SBT requests that the designation be removed. The Request for Change/Removal of Identification Form is forwarded to District Student Services for approval; school and Ministry 1701 reports are adjusted accordingly.



Learners with Ministry designations 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.

Competency Based Planning for Learner Success

BC's [redesigned curriculum](#) brings together two features that most educators agree are essential for 21st century learning: a concept-based approach to learning and a focus on the development of competencies to foster deeper, more transferable learning. To prepare students for the future, the curriculum must be learner-centered and flexible with a focus on literacy and numeracy.



The curriculum consists of three main elements

- ✓ *Big Ideas* - What a student understands
- ✓ *Curricular Competencies Learning Standards* – What a student can do
- ✓ *Content Learning Standards* – What a student knows

The **Core Competencies**—Communication, Thinking, Personal and Social—are interrelated, interdependent, and are foundational to learning, regardless of the area of learning.

BC's curriculum provides teachers with great flexibility in creating learning environments that are relevant, engaging, and novel. This flexibility extends to the personalization of learning and addresses the diverse needs and interests of BC students.

Learners with Ministry designations require planning in the form of a **Competency Based Inclusive Education Plan (CBIEP)** which describes goals related to the learner's academic, social, emotional and/or behavioural learning.

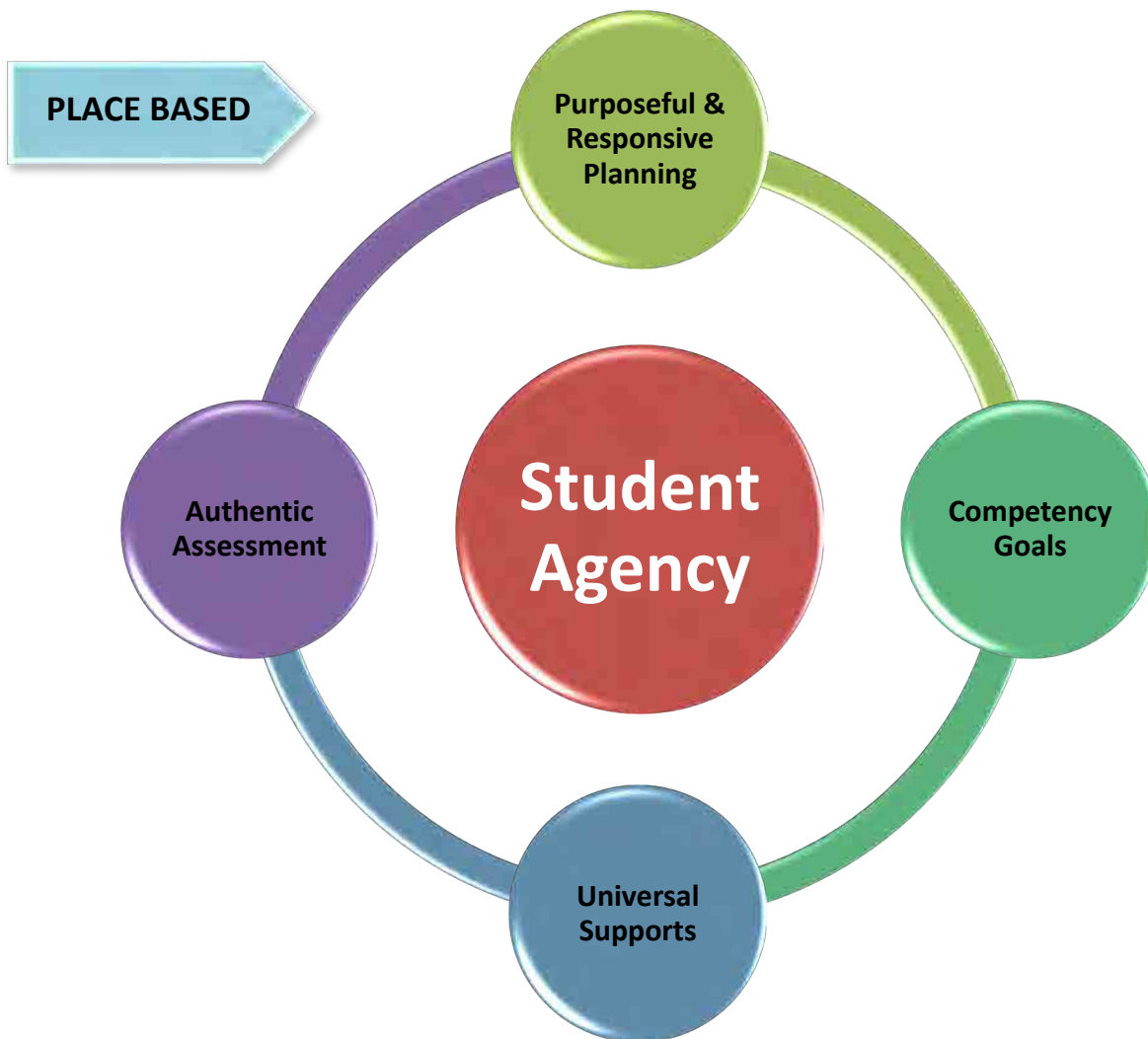
All learners with Ministry identification require a CBIEP except for those Ministry identified learners who

- ✓ *Require only minor adaptations*
- ✓ *Whose program does not include supplemental and replacement goals*
And
- ✓ *Who are receiving in any one school year, 25 hours or less remedial instruction by a person other than the classroom teacher*

A CBIEP is one which

- ✓ *Aligns with the same curriculum as peers*
- ✓ *Allows learners to focus on their own strengths, growth and stretches through self-evaluation*
- ✓ *Is specific to the changing contexts of a learner's day*
- ✓ *Shows authentic progress over time*
- ✓ *Shifts focus to strengths and the development of competencies*
- ✓ *Includes and values learner and parent/guardian voice in the process*

Guiding Principles of Competency Based IEP



The CBIEP should also include

- ✓ *The learner's current levels of achievement*
- ✓ *The setting where the educational plan is to be provided*
- ✓ *The names of all staff/personnel who will be supporting the educational plan*
- ✓ *Services for the learner that will be provided during the school year*
- ✓ *The process for review of the CBIEP*
- ✓ *Evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals*
- ✓ *Plans for the next transition in the learner's education (including transitions beyond school completion)*

Please note that English Language Learners require an **Annual Instructional Plan (AIP)** which documents supports.

The parent/guardian—and where appropriate, the learner—must be given the opportunity to be consulted about the preparation of the CBIEP.

The parent/guardian—and where appropriate, the learner—must be given the opportunity to be consulted about the preparation of the Competency Based Inclusive Education Plan.



Developing the Competency Based IEP

The CBIEP is learner-focused, strength-based, and intricately linked to the classroom and curriculum. Each section of the CBIEP contributes to an understanding of the learner's strengths and stretches and fosters a shared understanding of how best to meet their unique needs.

In *MyEducation BC*, the Student Services module provides a simple interface that allows users to write support plans and review learner progress. The module is flexible enough to align with district practice while capturing all the required elements of the plan.



The learner's team should identify current assessments that support the identification in a Ministry Category (i.e., Psychoeducational Assessment, June 2019) and ensure that any current supports and/or additional plans are included in the CBIEP (Occupational Therapy Support, Nursing Support Care Plan, Positive Behaviour Support Plan).

Program areas (subjects) in which a learner is following and meeting the course or subject curriculum outcomes do not need to be included in the CBIEP.

There are seven tabs in the Plan Details screen in *MyEducation BC*, as detailed in the following sections. All or a portion of the information can be completed as is appropriate for each learner. Information can be added in any order, at any point in time.

My Personal Profile Tab

- ✓ *This section includes a description of the learner and their learning preferences*
- ✓ *If appropriate, the learner completes or contributes to this section*
- ✓ *Information can be gathered through a learner interview or through the completion of the Student Profile form*
- ✓ *The team (school team and/or family) may complete this section on the learner's behalf*

My Learning Profile Tab

- ✓ *This section describes the learner's core competency areas, focus areas, strengths and stretches*
- ✓ *Core competencies are sets of intellectual, personal, and social proficiencies that all learners need to develop*
- ✓ *My Focus Area indicates the competency that is a priority for the learner*

Support and Plans Tab

Supplementary Plans

- ✓ *Supplementary Plans are written in separate documents and may include Behaviour Support Plan, Escalation Indicator Response Plan, Transition Plan, Gradual Entry Plan, Nursing Support Plan (NSS), and Partial Day Plan*
- ✓ *Team members can refer to the learner's confidential file to view the additional plans*

Universal Classroom Supports

- ✓ *Universal supports foster greater inclusion in the classroom for all learners (i.e., preferential seating, graphic organizers, visual schedules)*
- ✓ *The team should list the supports that are particularly helpful to the learner*

Universal supports foster greater inclusion in the classroom for all learners while essential supports are specific to a learner for accessing the curriculum.



Essential Supports

- ✓ *These are supports specific to a learner for accessing the curriculum (i.e., text reader, voice recognition, personal FM system, assistive communication device)*
- ✓ *Essential Supports are established through formal and informal assessments (e.g., psychoeducational or medical)*
- ✓ *Essential supports are necessary for the learner to access the curriculum*
- ✓ *Essential supports may require the use of technology or the direct involvement of specialist support staff*

Core Competency Goals

This section includes the learner's identified focus area(s) and their stretches

- ✓ *Core competency goals reflect the needs of the learner related to their Ministry designation*
- ✓ *A minimum of two goals related to Core Competencies are required for most designations*
- ✓ *Learners with learning disabilities may only require access to universal supports*

This section of the CBIEP addresses the Ministry requirement to have one or more of the following

- ✓ *The goals or outcomes set for the learner for that school year where they are different from the learning outcomes set out in an applicable educational program guide*
- or*
- ✓ *A list of the support services required to achieve goals*
- or*
- ✓ *A list of the changes to educational materials, instructional strategies, or assessment methods*

Each goal should have

- ✓ *A learner-specific objective (i.e., triangulated - information obtained through evidence, data collection, learner reflection, observations)*
- ✓ *Actionable strategies (instructional resources, activities, and staff) that will aid the learner in achieving the objective related to the goal*

Curricular Competency Goals Tab

Curricular competencies include

- ✓ *Big Ideas*
- ✓ *Curricular Goals – the learning standards of the BC Curriculum*

There are two forms of Curricular Competency goals that may be included on an CBIEP, as appropriate

✓ *Supplemental Goals*

- These goals are in addition to lesson/instruction--not instead of--a program area or subject of the curriculum
- Supplemental Goals may be remedial in nature, goals specific to literacy/numeracy (e.g., a reading fluency goal in addition to meeting the competencies of the Language Arts curriculum), goals specific to individual needs (e.g., OT/PT/SLP/DHH), or goals of enrichment in areas where the learner is already exceeding the grade level expectations

And

✓ *Replacement Goals*

- These goals are only for learners whose needs prevent them from accessing some or all the curricula
- This could include learners with limited awareness of their surroundings, learners with extremely fragile mental/physical health, or learners who have multiple medical and cognitive challenges
- Replacement Goals enable the learner to achieve cognitively appropriate and achievable learning outcomes
- Replacement Goals are used only when there is evidence that the learner is not capable of achieving grade level curriculum in a program area
- The decision to incorporate Replacement Goals should be made by the educational team, including the Case Manager and classroom teacher(s), parent/guardian, as well as the learner, as appropriate

Each goal should have

- ✓ *A learner-specific objective (i.e., triangulated – information obtained through evidence, data collection, learner reflection, observations)*

- ✓ *Actionable strategies (instructional resources, activities, and staff) that will aid the learner in achieving the objective related to the goal*



Student Support Team Tab

- ✓ *Individual team members may add to the plan in the section*

Plan Details Tab

- ✓ *This section contains basic information of all plans: Case Manager; Plan Status, Start Date, End Date, Yearly Review Date, Plan Name; Parents/Guardian Consulted*



The CBIEP is learner-focused, strength-based, and intricately linked to the classroom and curriculum.

Supplemental Goals and Replacement Goals

All learners should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational plans.

Some learners with a Ministry category will require supplemental goals in addition to grade level curriculum.

Some examples of supplemental goals

- ✓ *Audio tapes, electronic texts, or a peer helper to assist with assigned readings*
- ✓ *Access to a computer for written assignments (e.g., use of word prediction software, spell-checker, idea generator)*
- ✓ *Alternatives to written assignments to demonstrate knowledge and understanding*
- ✓ *Organizers/graphic organizers to assist with following classroom instruction*
- ✓ *Extended time to complete assignments or tests*
- ✓ *Support to develop and practice study skills (e.g., a learning assistance block)*
- ✓ *Use of computer software (e.g., text to speech/speech to text capabilities)*
- ✓ *Pre-teaching key vocabulary or concepts; multiple exposures to materials*
- ✓ *Working on curricular and core competencies from a lower grade level*
- ✓ *Different formats for resources (e.g., Braille or Books on Tape)*
- ✓ *Different teaching strategies, such as visual cues or breaking tasks into chunks*
- ✓ *Different ways of demonstrating learning (oral exams, extra time, technology, projects)*

Replacement goals, on the other hand, involve individualized, personalized goals and interventions. Replacement goals should be considered only for those learners whose needs prevent them from accessing some or all the curricula. This could include learners with limited awareness of their surroundings, learners with extremely fragile mental/physical health, or learners who have multiple medical and cognitive challenges.

Supplemental goals are in addition to lesson/instruction while replacement goals are individualized, personalized goals and interventions.

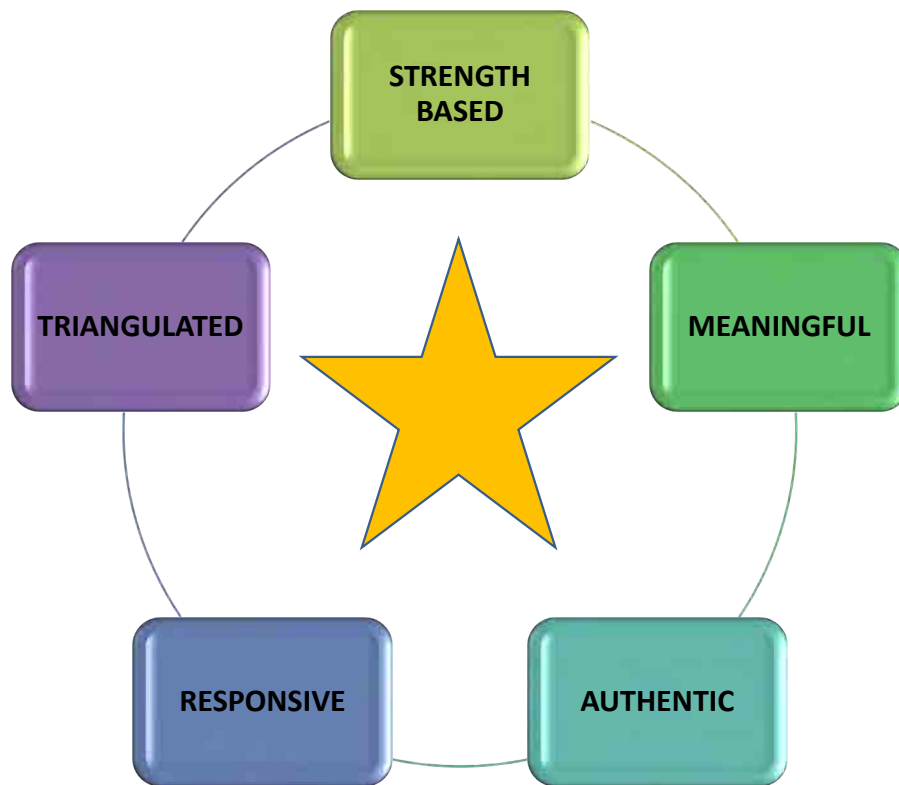


Before considering replacement goals for a learner, schools should

- ✓ *Review all instructional interventions*
- ✓ *Review assessment information*
- ✓ *Consult with School Psychologist*
- ✓ *Consult with parent/guardian*

Using replacement goals for learners not identified according to Ministry guidelines should be a rare practice and requires District Student Services involvement. Replacement goals need only form part of an educational program for a learner with disabilities or diverse abilities, and they need not be a permanent or long-term solution. The use of replacement goals should be reviewed on a regular basis. As well, decisions about replacement goals should be subject or course specific wherever possible; for example, a learner with an intellectual disability may require replacement goals in a specific subject area such as mathematics but not in Physical Health Education.

Writing *S.M.A.R.T Goals for the CBIEP



*From Shelley Moore <https://fivemooreminutes.com/see-ya-later-s-m-a-r-t-goals>

Parent/Guardian Role

The *School Act*, Section 7, outlines the rights of a parent/guardian to be consulted regarding their child's educational program, including the preparation of the CBIEP, school placement, and progress reports. Educators have a responsibility to [consult with and include parent/guardians](#) in all decisions that affect their child.

The School Completion Certificate, or Evergreen, recognizes accomplishments of learners with disabilities or diverse abilities who have a Competency Based Inclusive Education Plan (CBIEP) and who have met the goals of their plan.



Graduation Requirements

To meet [graduation requirements](#) and be awarded a **British Columbia Certificate of Graduation**, a Dogwood Diploma, learners must earn a minimum of 80 credits and write provincial assessments of numeracy and literacy. The 80 credits include 52 credits for required courses (including 8 credits of Career Education courses) and a minimum of 28 elective credits.

The **School Completion Certificate**, or Evergreen, recognizes accomplishments of learners with disabilities or diverse abilities who have a Competency Based Inclusive Education Plan (CBIEP) and who have met the goals of their individualized education program. Due to the flexible nature of the revised curriculum, Evergreen Certificates are becoming increasingly rare and should only be considered once all other school completion pathways have been considered. This decision should include consideration of the long term educational, career and life goals of the specific learner, and does not need to occur until after grade 10.

Additionally, not all learners with disabilities or diverse abilities need to be on an Evergreen path. The decision should be carefully and thoughtfully made in consultation with parent/guardian, school staff, and where appropriate, the learner.

Learners with a CBIEP may be awarded either a *Dogwood Graduation Diploma* or an *Evergreen Graduation Diploma*.

The School Based Team (SBT)

A school-based team is an ongoing 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 with special needs within the school.

SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures and Guidelines

The framework for the School Based Team (SBT) is outlined in *BC's Special Education Services: A Manual of Policies, Procedures and Guidelines*. It is through this collaborative problem-solving process that educators and the parent/guardian can ensure learners have equitable access to learning in all aspects of their education. The parent/guardian and learner, as appropriate, has a right to be informed when their child is to be discussed at a SBT meeting and must be offered the opportunity to be included in the meetings.

The SBT consists of a multi-disciplinary team of school staff who meet regularly to problem solve, make suggestions, and plan interventions for learners who are struggling with any aspect of their education. Drawing on the collective knowledge and experience of multiple professionals within the school and the district, the SBT plays a pivotal role in supporting learners with disabilities or diverse abilities.

SBT membership usually includes

- ✓ *School principal and/or vice principal*
- ✓ *Learning Assistance Teacher and/or Resource Teacher*
- ✓ *The learner's classroom teacher(s)*
- ✓ *School Counsellor*

Additional members of the team (when appropriate) include

- ✓ *Parent/guardian and learner, where appropriate*
- ✓ *Additional school staff (Child and Youth Care Worker, Indigenous Educational Enhancement Teacher, Educational Assistants)*
- ✓ *District staff*
- ✓ *Community agency staff*

Effective SBTs create clear and transparent processes for referrals, meetings, pre- and post-meeting activities, communication, documentation (creation, collection, and storage), case management, accessing and coordinating resources, and referrals to district and community resources/services.

While the role of the SBT may vary from school to school, the primary function of the team is to

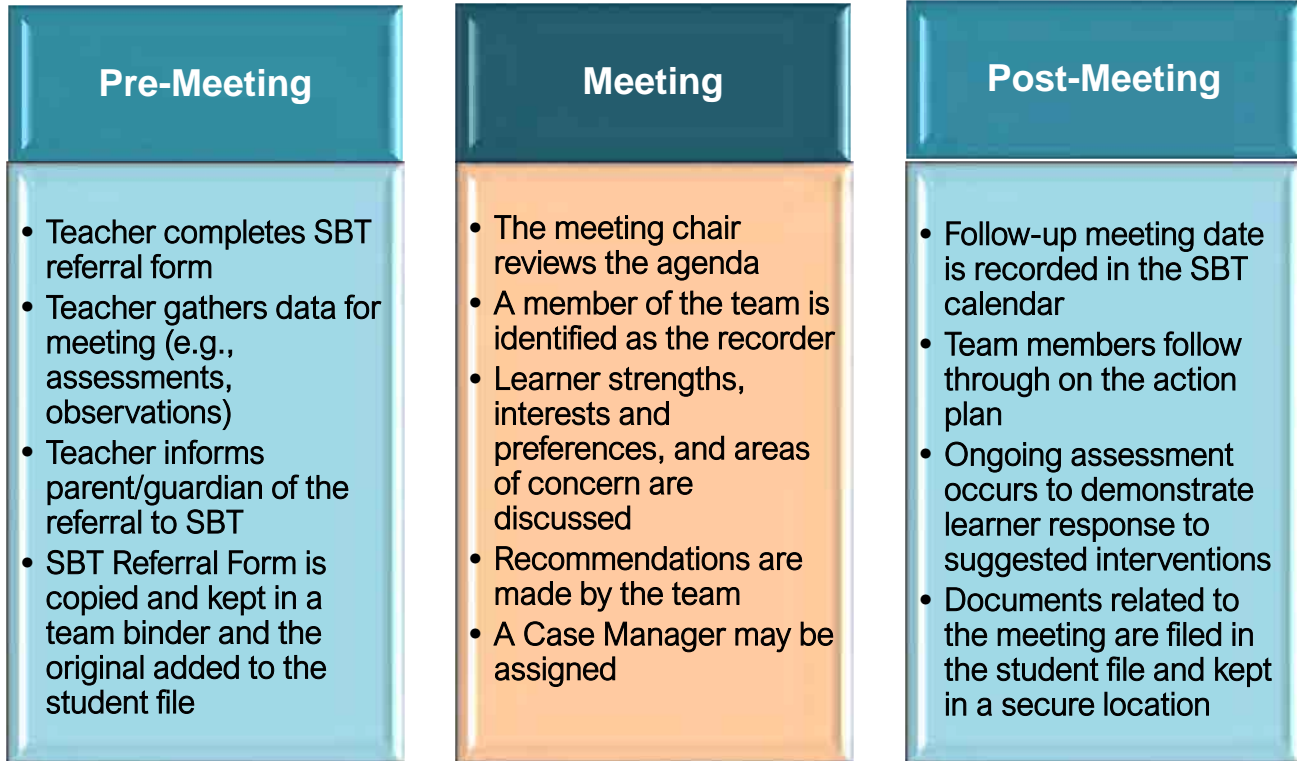
- ✓ *Provide extended consultation, problem-solving, and planning*
- ✓ *Coordinate interventions, services, district and community services/resources*
- ✓ *Recommend and organize assessments (Level A, B, C)*
- ✓ *Appoint a Case Manager, if applicable*
- ✓ *Communicate planning information to staff members*
- ✓ *Plan transitions for learners*

Role of the School Based Team



The SBT Meeting

Activities related to a typical school-based team include



SBT and District Student Services

The District Student Services Department works in partnership with the SBT to meet the needs of learners with disabilities and diverse abilities; a referral for Student Services support is initiated by the school-based Case Manager, Resource Teachers, Learning Assistance Teachers, Counsellors, or Inclusion Support Teachers, and must be approved by the school principal/vice-principal.

The Student Services Department can provide services in the following areas

- ✓ *Alternate Support*
- ✓ *Augmentative and Alternative Communication*
- ✓ *Deaf or Hard of Hearing*
- ✓ *English Language Learner (ELL)*
- ✓ *Gifted*
- ✓ *Medical Homebound*

- ✓ *Mental Health and Behaviour Team (including ACCESS meetings for complex learner support)*
- ✓ *Occupational and Physical Therapy*
- ✓ *School Psychology*
- ✓ *Speech Language Pathology*
- ✓ *Transitions*
- ✓ *Visually Impaired*

A Student Services referral form is used to request services. Forms and other documents can be accessed by school staff on the Student Services page of the School District SharePoint site:

sharepoint.sd33.bc.ca

***The District Student Services
Department works in partnership
with the SBT to meet the needs of
learners with disabilities and
diverse abilities.***



Case Management

The teacher who coordinates a learner's educational plan is referred to as the Case Manager.

The Case Manager collaborates with the student, parent/guardian, school-based staff and other professionals to ensure supplementary or replacement goals are appropriately implemented, writes (or helps write) the CBIEP, and monitors learner progress.

Principals have the responsibility and authority to determine the most appropriate Case Manager for a learner with a Ministry identification.

Learning Assistance Teachers, Resource Teachers, School Counsellors, or teachers are assigned the role of Case Manager by the principal in consultation with the SBT and as appropriate to the learner's needs.

The classroom teacher is responsible for all learners in their class. Case Managers play a key role in supporting the teacher to ensure that each learner with a Ministry designation has a coherent educational plan.

Aside from collaborating with teachers to co-plan, co-teach and co-assess instructional programs, the role of the Case Manager may include

- ✓ *Records and documentation (ensuring the student file is up-to-date, accurate and complete; includes meeting minutes, CBIEP, assessments)*
- ✓ *Assessment (administering district level assessments; interpreting informal and formal assessments up to Level B)*
- ✓ *Evidence collection to support data-driven decision making and planning*
- ✓ *Coordination of the development, documentation, and implementation of CBIEP*
- ✓ *SBT meetings (provide updates and problem solve with SBT regarding a learner's progress)*
- ✓ *Resources (coordination of learning resources, including Education Assistants, to support the learner's plan)*



Case Managers play a key role in supporting the teacher to ensure that each learner with a Ministry designation has a coherent educational plan.

- ✓ *Referrals to District Student Services, District Resource Team (DRT), and community resources/agencies through the SBT*
- ✓ *Liaison with school staff, district staff and community resources/agencies*
- ✓ *Transitions (ensure planning occurs between grades, schools, and to post-secondary)*
- ✓ *Coordinate/chair SBT meetings for complex learners with multiple services across school, district, community, or province*
- ✓ *Compliance with Ministry of Education (ensure all plans meet Ministry requirements for designation of learner with disabilities or diverse abilities)*

Roles of the Classroom Teacher and Case Manager

Classroom Teacher




Case Manager

- Planning, implementation, assessment of learner's educational programming, including CBIEP
- Reporting to parents/guardian on learner progress and achievement
- Supporting all learners in the class including those with a CBIEP
- Providing targeted instruction for groups of learners identified through assessment and collaborative planning
- Identifying individual learners and groups of learners who need intensive intervention
- Communicating with parent/guardian

- Conducting additional assessment and observation
- Co-planning and coordinating instruction and interventions
- Collaborating with the principal and SBT to coordinate support
- Supporting differentiated instruction
- Sharing information about research-based practices
- Providing small group instruction in/out of class
- Modeling strategies for teacher and EAs
- Consulting with community supports/agencies
- Collaboratively developing Competency Based IEP

Case Management Calendar

September	October	November
<ul style="list-style-type: none"> • New learner registration/ placement • Timetabling (Secondary) • Learner intake/tours • File Reviews • Escalation Indicator Response Plans (review/update) • Assess new ELL learners • Current CBIEP copy to teachers or found on MyEd • NSS - Delegated Care (Diabetes) • Class lists (reviewed/updated) • Participate in class review/profile meetings • Caseload (reviewed/updated) • Transportation information on MyEd • Planning Tool for categories • Category applications (ongoing) • 1701s due (September 30th) • CBIEP enroll, roll over • Schedule CBIEP (staff, parents) 	<ul style="list-style-type: none"> • AIP meetings • CBIEP meetings • CBIEPs (completed October 30th) • Document outside agency (planning and consultation in coordinated planning log) • CYIC plans reviewed/revisions • XSIEP enrollment (Middle/High School) • POPARD referrals packages due • FBA, Planning Tools, Behaviour Plans, as needed • WIAT list • Psych Ed referral list (SBT) • Review TRAX data for grade 12 learners • Monitor/assess learner and make necessary adjustments • Access points for learners with disabilities for FSA, SNAP, ACT, School Wide Writes, Numeracy and Literacy Assessments 	<ul style="list-style-type: none"> • Learner Program Evaluation— collaborate with teachers, learner, parent/guardian • CBIEP Progress Reports (set up) • Diploma Verification Reports (grade 12) • Monitor/assess learner and make necessary adjustments • Provincial Numeracy and Literacy Assessments (grade 10, 12) <div data-bbox="1052 1171 1435 1436" style="text-align: right; margin-top: 20px;">  </div>

- Start collaboratively writing CBIEP
- Review CBIEPs with EAs and CYCWs
- EA schedules with support from administration
- EpiPen and Glucagon training (two per school)
- Child Abuse, Suicide Risk Assessment, Worrisome Online Behaviour (review with staff)
- Begin Psych Ed referral list



December


- Attend SBT and parent/teacher conferences
- Monitor/assess learner and make necessary adjustments
- Plan dates for articulations and transitions

January

- 1701 review/updated
- Secondary semester change
- Secondary Case Managers/LATs work with Counsellors to ensure semester 2 placements are accurate for learners with categories
- Ensure dates for grade 5-6 and grade 8-9 articulation and transition are confirmed
- Transition information for grade 5-6 session (set up and organized by counsellors, school)
- Secondary Counsellor visit grade 8's for course selection
- Revisit or check CBIEP goals, strategies
- POPARD referrals

February

- Grade 8-9 transition (set up, administration and counsellors)
- Inform Vision, Hearing, SLP, OT/PT, ELL regarding new registrations need supports
- Middle school counsellors visit grade 5 classes information
- Kindergarten (registration/identification of needs)
- Kindergarten screening

March	April	May
<ul style="list-style-type: none"> • CBIEP term reports complete • Prepare grade 5-6 transition • Articulation information in Paradigm (ready for grade 8-9) 	<ul style="list-style-type: none"> • SBT (on-going) • Provincial Numeracy/Literacy Assessments (grade 10, 12) • Secondary exam supports • Grade 5-6 articulation/teachers • Grade 5 transition information entered in Paradigm by teachers • Grade 8-9 transition meeting between counsellors, LATs • Case Manager meetings 5-6 transition • Case Manager meetings 8-9 transition • Middle School class lists started • Transition Fairs/School tours • Provincial Numeracy/Literacy Assessments (Grade 10, 12) 	<ul style="list-style-type: none"> • Begin year-end assessment • CBIEPs updated (as needed) and review meetings (as needed) • Category removal process (if applicable) • Continue transition planning • Grade 8 transition information entered in Paradigm by teachers

June	Ongoing
<ul style="list-style-type: none"> • Complete assessments • Yearend ELL assessments • Complete final CBIEP & AIP progress reports • Info entered in Paradigm • Assist organizing learners into classes for September • Review articulation notes • File Reviews • Review CYIC Care Plan • Transition tours for incoming learners • File update/organization • Numeracy 10 and Literacy 12 Assessment • ELL Annual Summary of Service • Update ELL/ESD from 1701 	<ul style="list-style-type: none"> • SBT conferencing/meetings—following up on action items • With SBT continue to prioritize learners for school based and district services • Monitor/assess learner response to intervention and make necessary adjustments • Re-visit CBIEP goals, strategies on CBIEP or AIP • CBIEP Meetings—new categories • Psych-ed, SLP, OT/PT, AAC, referral lists reviewed and updated • Assessment of learners, WIAT, FBA, Planning Tool • Re-prioritize caseload and/or schedule • WIAT list reviewed and updated • SBT: POPARD Referrals • Transition Process (Middle/Secondary) • Submission of Ministry paperwork for Identified learners • ELL: follow up on missing or expired documentation <div data-bbox="646 1255 1338 1751" style="text-align: center; margin-top: 20px;"> </div>

Learner Assessment

When planning for learner success, assessments enable teachers to identify strengths, describe needs, and determine appropriate educational interventions.

The SBT is responsible for ensuring assessments are undertaken in a timely manner and that the results are used for planning to meet the identified needs of the learner.

Assessment is

- ✓ *An ongoing process of collecting data to guide instruction and interventions (academic, physical, social/emotional)*
- ✓ *A collaborative process that can involve the learner, parent/guardian, school staff, district staff, and community agencies*
- ✓ *Used to develop Student Support Plans and Competency Based IEPs*

Assessments may be undertaken at the classroom, school, district, community, or provincial level (classroom teacher, LAT/RT, pediatrician, mental health clinician, Children's Hospital, Provincial Outreach Program Autism Spectrum Disorder).



When planning for learner success, assessments enable teachers to identify strengths, describe needs, and determine appropriate educational interventions.

The assessment process may include

- ✓ *Gathering perspectives on the learner's strengths and stretches from several sources*
 - *Conducting classroom observations to determine learner strengths and challenges*
 - *Interviewing the learner, teachers, parent/guardian, and other stakeholders to determine the conditions under which the learner learns best*
- ✓ *Planning with the classroom teacher and/or school staff to decide which assessments will be used to identify learners who are at risk, or who may need interventions for learning and/or behaviour*
- ✓ *Planning with the classroom teacher, and/or school staff to decide which assessments will be used to monitor a learner's 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 to assess a learner's skill level in reading, math, spelling, and written expression*
- ✓ *Monitoring a learner's response to instruction/interventions (RTII), and using the information to make instructional decisions*



- ✓ *Administering, gathering and/or synthesizing information from a variety of sources to determine the complexity and severity of a learner's needs*
- ✓ *Reviewing a learner's file to understand the learner's educational history, including previous supports/interventions*
- ✓ *Using norm-referenced assessments (where learner achievement is measured against the "average" learner for their age) or criterion-referenced assessments (in*

which achievement is assessed against a set of criteria without reference to the achievement of others) to answer questions about how best to provide instruction or support

Assessment Terms and Definitions

In an educational context, assessment refers to the informal and formal processes related to observing, describing, collecting, recording, scoring, and interpreting information about how a learner learns. The purpose is always to understand the learner *as a learner* and make any adjustments that will improve achievement.



Assessment

- ✓ *Systematic data and information gathering about a learner's strengths and areas for growth*

Assessment AS Learning

- ✓ *Assessment that allows learners to set personal goals for learning through self-assessment practices.*
- ✓ *Learners monitor and reflect on their own learning and use the feedback to adjust, adapt or make changes in their understanding*

Assessment FOR Learning

- ✓ *Assessment occurring during the learning cycle which gives teachers information to differentiate teaching and learning activities.*
- ✓ *Results are used to determine what learners know, understand, and can do*
- ✓ *The information is used to adjust instruction and provide targeted feedback*

The purpose of assessment is to understand the learner as a learner and make any adjustments that will improve achievement.

Assessment OF Learning

- ✓ *Assessment that is summative and completed at the end of a unit of instruction to document achievement*
- ✓ *Designed to provide information for confirming the knowledge, skills and understandings achieved by the learner*

Baseline

- ✓ *Data collected prior to the initiation of an intervention*
- ✓ *Used for comparison of data collected during or after the intervention*

Classroom Observation

- ✓ *Information about how the learner responds to instruction and intervention*
- ✓ *The match between the curriculum, instruction, and the learner's achievement*

Standardized Testing

- ✓ *An objective assessment*
- ✓ *Administered and scored in a uniform manner*
- ✓ *Assessments have a manual giving detailed guidelines for administration and scoring*
- ✓ *Administrative conditions are prescribed and consistent*
- ✓ *Scores are norm-referenced*

Level A, B and C Assessments

Formal standardized assessment measures a learner's ability and achievement relative to a group of learners the same age. Information from formal achievement tests may be required to determine appropriate interventions or prior to a psychoeducational assessment undertaken by a School Psychologist. Results of achievement tests show areas of strength and growth and are used to help plan for instruction. The SBT may recommend Level A, B or C assessments.

Level A	Level B	Level C
<ul style="list-style-type: none">• Level A assessments may be administered by classroom teachers• No specialized training beyond teacher training is required to administer or score level A assessments• Some examples include Functional Behaviour Assessment checklist, Foundation Skills Assessment (FSA), or curriculum-based assessments	<ul style="list-style-type: none">• Level B assessments can only be administered by individuals who have had formal training (senior undergraduate or graduate level) under the direction of a qualified supervisor• School-based personnel such as LATs, RTs, and Counsellors are qualified to administer Level B assessments• Most tests of achievement or interest, and screening inventories, are Level B assessments such as the WIAT-3, PPVT-4, TOWL-4, KeyMath-3	<ul style="list-style-type: none">• Level C assessments may be administered and interpreted by individuals with a master's degree in school psychology, education, or a closely related field• Level C assessments require an in-depth understanding of psychometric principles, the traits and constructs measured, the client population, and the clinical issues involved in the setting of the test• The interpretation of Level C assessments requires high degree of professional skill and judgment for their interpretation.• In the school setting, Level C assessments are undertaken by School Psychologists (e.g., Psychoeducational Assessment - Psych-Ed)

Formal Assessments

SD33 supports the implementation of the following assessments when planning for instruction and intervention.

Assessment/Description	Administered by
ACT - Assessment of reading comprehension and thinking	Grades 3-9 teachers
FSA - Foundational Skills Assessment; annual province-wide assessment of the academic skills of learners in grades 4 and 7	Grades 4 and 7 teachers
FBA – Functional Behaviour Assessment; a process for understanding and intervening when a student is demonstrating problematic behaviours	Counsellor, Resource Teacher, BCBA
KLST - Kindergarten Language Screening Test – 2nd edition; used to assess language skills in kindergarten aged learners	SLP/SLA
PPVT-IV - Peabody Picture Vocabulary Test – 4th edition; a Level B assessment which provides comparisons between a learner’s receptive and expressive language	School Psychologists and teachers with training
PRIMARY ASSESSMENT SCREENING TOOL - Assessment of phonological awareness, letter identification, fine motor, early reading and writing skills	Gr K-3 teachers
SNAP - Student Numeracy Assessment and Practice; assessment of number sense and operations	Gr 2-7 teachers
WIAT III - Weschler Individual Achievement Test – 3rd edition; a Level B assessment of achievement used to identify academic strengths and weaknesses	LAT/RT /Inclusion Support Teacher
WISC V - Weschler Intelligence Scale for Children – 5th edition; a Level C assessment that gives a broad view of a child’s cognitive ability <i>Please note that the WISC is <u>one</u> example of a Level C test that used by School Psychologists to assess the cognitive abilities of learners</i>	School Psychologists



To maintain high achievement, British Columbia must transform its education system to one that better engages students in their own learning and fosters the skills and competencies students will need to succeed.

Functional Behaviour Assessment

A Functional Behavior Assessment (FBA) assists schools and families in understanding and responding to challenging learner behaviour, particularly when the behaviour is impeding a learner's ability to learn, or when the behaviour is disrupting the classroom environment. Some examples include aggression, self-harm, tantrums, property destruction, extreme withdrawal, or repetitive behaviours.

A Functional Behaviour Assessment (FBA) provides valuable information when

- ✓ *A learner's pattern of behaviour is of concern to teachers or parent/guardian*
- ✓ *The behaviour is not responding to instruction and interventions*
- ✓ *The frequency, intensity or duration of the behaviour is preventing the learner from being successful at school*

- ✓ *The behaviour has a significant impact on the learner's academic or social progress*

The underlying premise of a FBA is that when a learner's behaviour is understood, it can be changed. Examples of factors that might influence a learner's behaviour

- ✓ *Physical conditions in the classroom (e.g., temperature, noise levels, seating arrangements)*
- ✓ *Presence of certain peers or staff and their behaviours*
- ✓ *Type and level of instruction*
- ✓ *Content of the curriculum*
- ✓ *Lack of structure, predictability, and consistency (classroom expectations, routines, and transitions)*
- ✓ *Presence or absence of positive reinforcement for appropriate or replacement behaviours*

During the FBA process, information is gathered about a learner and their environment, primarily through a file review, observations of the learner in their classroom environment, and interviews with the learner, as appropriate, parent/guardian, and school staff who know the learner well. The information gathered helps identify specific events, circumstances and triggers that make the problematic behaviour more likely to occur.

The FBA helps identify the root causes, functions, and reinforcers of problematic behaviour and the factors that contribute to the creation and maintenance of the behaviour over time. Once information has been collected, educators, parent/guardian (and learner, as appropriate) meet to develop a specific written, purposeful, and organized behaviour intervention plan (BIP).

The success of interventions hinges upon

- ✓ *Understanding the conditions and factors that trigger problematic behaviour*
- ✓ *Replacing inappropriate behaviour with a more socially acceptable behaviour*
- ✓ *Recognizing the links between academic and behavioural learning*
- ✓ *Working in partnership with the district, community agencies, when appropriate*



The FBA helps identify root causes, functions, and reinforcers of problematic behaviour and the factors that are contributing to the creation and maintenance of the behaviour over time.

School Based Student Services

The Ministry of Education requires that services for learners with disabilities or diverse abilities should be organized for delivery at the school level. School based personnel work closely with District Student Services to ensure that schools have protocols to access district expertise and services which cannot be replicated at each school.

Learning Assistance Teacher (LAT), Resource Teacher (RT) School Counsellor

School-based student services include Learning Assistance Teachers (LAT), Resource Teachers (RT), and School Counsellors, educators who play a pivotal role in identifying and meeting the needs of learners with disabilities or diverse abilities.

Learning Assistance Teachers, Resource Teachers, School Counsellors, and Inclusion Support Teachers have specialized knowledge, skills, and training.



The roles and responsibilities of school-based student services staff are diverse, may change throughout the year, and may include either direct or indirect support.

Direct support may include

- ✓ *Co-planning, co-teaching, co-assessing with the classroom teacher and Education Assistants/Child and Youth Care Workers to support diversity within the classroom*
- ✓ *Providing direct instruction in skills and concepts to individuals or small groups (in and out of classroom)*
- ✓ *Providing whole group instruction using differentiated instruction while the classroom teacher works with small groups or individuals*
- ✓ *Providing intense and explicit short-term instruction/intervention for individuals/groups*
- ✓ *Supporting Behaviour Intervention Plans*
- ✓ *Assessing and observing learners to gather data within the classroom and other locations*

- ✓ *Modelling specific teaching strategies for the classroom teacher or Educational Assistant*
- ✓ *Supporting the classroom teacher to adapt instruction and provide supplementary and/or replacement goals*
- ✓ *In consultation with the classroom teacher, communicating with parent/guardian, to ensure the consistency of home-school communication*

Indirect support may include

- ✓ *Acting as Case Manager to support the classroom teacher in the development and implementation of the CBIEP*
- ✓ *Ensuring 1701 BC Ministry of Education data are collected, complete and accurate for both Ministry reporting periods (September and February)*
- ✓ *Working with the SBT to facilitate team/transition meetings*
- ✓ *Supporting school-wide initiatives*
- ✓ *Co-planning and collaborating with classroom teachers to ensure learners successfully participate in the community of the classroom*
- ✓ *Providing resources and strategies to support best practices*
- ✓ *Consulting with District Student Services Staff and community/provincial agencies (e.g., Child and Youth Mental Health, Provincial Outreach Programs)*
- ✓ *Communicating with the school, the home and outside agencies to coordinate support, organize meetings, and facilitate transitions*
- ✓ *Undertaking assessments to guide planning and interventions*



Learning Assistance Teachers, Resource Teachers, and School Counsellors have specialized knowledge, skills, and training at the postgraduate level.

LAT, RT and School Counsellor Training and Skills

Learning Assistance Teachers, Resource Teachers, and School Counsellors have specialized knowledge, skills, and training at the postgraduate level.

According to Ministry guidelines they must be able to

- ✓ *Use criterion referenced or norm referenced assessment to inform instruction*
- ✓ *Administer and interpret Level B assessment*

- ✓ *Collect behavioural data for a Functional Behaviour Assessment*
- ✓ *Synthesize information from parent/guardian, student records and other service providers to support the assessment and intervention process*
- ✓ *Demonstrate effective consultation and collaboration skills to support the implementation of curricular differentiation*
- ✓ *Take a lead role in the CBIEP process*

Learning Assistance Teachers, Resource Teachers and School Counsellors are knowledgeable about

- ✓ *The BC Curriculum*
- ✓ *Ministry designations and identification criteria*
- ✓ *Universal Design for Learning*
- ✓ *Differentiated Instruction*
- ✓ *Curricular adaptations and replacement goals (CBIEPs)*
- ✓ *Social, emotional learning through the development of the Core and Curricular Competencies*
- ✓ *Functional Behaviour Assessments*



Learning Assistance Teachers, Resource Teachers, and School Counsellors take a lead role in the Competency Based Inclusive Education Plan process.

Inclusion Support Teacher (IST)

Inclusion Support Teachers (IST) possess additional training, understanding and expertise to support learners who are not meeting their full potential in school because of emotional and behavioural challenges. The work of the IST is focused on keeping learners successfully in school while working toward a gradual release of responsibility. As a member of the SBT, Inclusion Support Teachers make valuable contributions to the CBIEP process and strive to use researched best practices when implementing learner plans.

Focused primarily on learners in middle and secondary schools, the IST provides behavioural, emotional, and other supports designed to build learner self-esteem and confidence and promotes the development of social skills through individual or small group positive behaviour instruction and support.



The IST takes the lead in supporting the implementation of a Social Emotional Learning (SEL) program within their school, including teaching/co-teaching SEL curriculum and supporting the professional development of staff in SEL principles and practices.

Inclusion Support Teachers may

- ✓ *Provide in and out of class support to learners who exhibit behavioural difficulties*
- ✓ *Advocate for learner needs and rights, as necessary*
- ✓ *Conduct observations of their assigned learner*
- ✓ *Assist learners with the transition to a new school or placement*
- ✓ *Assist learners to become involved in the social and recreational life of the school and community*
- ✓ *Complete Functional Behaviour Assessments, when required*
- ✓ *Play a significant role in supporting the implementation of CBIEP goals and Behaviour Intervention Plans*
- ✓ *Instruct (anger management, personal hygiene skills, organizational skills, friendship/social skills and/or problem solving/conflict resolution skills) with individual learners or small groups*
- ✓ *Attend meetings with parent/guardian and/or community agencies as deemed appropriate by principal, classroom teachers, school counsellors, and/or SBT*
- ✓ *In collaboration with appropriate school staff, communicate with parent/guardian about a learner's progress in relation to behavioural goals and objectives*
- ✓ *Consult with teachers regarding positive support strategies for individual learners*
- ✓ *Work with the school counsellor to identify community supports that may be useful to the learner and/or their family/guardian*
- ✓ *In coordination with other school staff (e.g., SBT), assist in planning and implementation of behaviour intervention plans, De-Escalation Plans, and/or Competency-Based Individual Education Plans (CBIEP) for specific learners*
- ✓ *Be available for emergency and crisis situations (e.g., situations where safety is compromised for students or staff and/or emergencies)*
- ✓ *Be trained in, and appropriately use, Non-Violent Crisis Intervention and/or Ukeru strategies*
- ✓ *Be available to provide behavioural and emotional support to learners, as required, in collaboration with the school counsellor and/or school principal*

- ✓ *Provide individual or small group support to learners with behavioural challenges, promote self-esteem, build social skills, encourage an interest in learning, and prepare learners for successful inclusion within their classroom and the school*

Child and Youth Care Worker (CYCW)

Child and Youth Care Workers (CYCW) work collaboratively with teachers, School Counsellors, principals and vice-principals, and other professionals to support learner success. CYCWs assist in the delivery of supports and services to learners experiencing behavioural and mental health challenges; these students may also experience learning difficulties. Although responsibilities vary from school to school, the CYCW's duties include supporting the development of social-emotional well-being and the implementation of positive behaviour support plans, when appropriate.

CYCW Training and Skills

Working under the direction of the principal, vice-principal, School Counsellor, or SBT, the CYCW has a minimum of a BA degree in child and youth care work, or a related discipline. For roles supporting learners with mental health needs or behavioural challenges, additional training is available through the district or community/provincial partners (as outlined in inter-agency protocols).

Education Assistant (EA)

The teacher of a learner with disabilities and diverse abilities is responsible for designing, supervising, and assessing the educational program in collaboration with the learner's Case Manager and the SBT. Education Assistants (EAs) are an important member of a learner's support team and play a key role in supporting learners with disabilities or diverse abilities.

EAs perform functions which range from personal care to assisting the teacher with instructional programs and, under the supervision of a teacher/Case Manager, they support the implementation of the CBIEP.

While EAs may assist in the collection of data for the purpose of evaluating learner progress, the teacher is responsible for evaluating and reporting on the progress of the learner to the parent/guardian.

The roles and responsibilities of teachers and EAs are described in the [BCTF/CUPE Joint paper](#).

Educational Assistants may

- ✓ *Assist learners with inclusion in the classroom and school setting*
- ✓ *Help learners individually or in small groups with assignments*
- ✓ *Reinforce learning and retention concepts under the supervision of classroom teacher*
- ✓ *Assist learners in using sign language, Braille, and other technology*
- ✓ *Monitor and report learner progress to classroom teacher/Case Manager*
- ✓ *Accompany and supervise learners during activities in school gymnasiums, laboratories, libraries, learning support rooms, and on field trips*
- ✓ *May perform other duties assigned by school principal*
- ✓ *May monitor/support learners during breaks, lunch, before or after school*

EA Training and Skills

Education Assistants possess certificates or diplomas from recognized college programs. For roles supporting learners with specific needs or challenges, additional training is available through the district or community/provincial partners (as outlined in inter-agency protocols).

Education Assistants (EAs) are an important member of a learner's support team and play a key role in supporting learners with disabilities or diverse abilities.



Roles and Responsibilities of Classroom Teachers/Case Manager and Education Assistants

EAs work under the supervision of a teacher as part of the support team. It is important that all members of the team understand their individual and shared roles.

CLASSROOM TEACHER/CASE MANAGER	SHARED	EDUCATION ASSISTANTS
<ul style="list-style-type: none"> • Design instructional program • Collaboratively develop CBIEP with learner’s team 	<ul style="list-style-type: none"> • Discuss learner strengths and areas for growth • Attend planning meetings 	<ul style="list-style-type: none"> • Share relevant information about the achievement and behaviour of individual learners to support CBIEP, transitions, and learner learning
<ul style="list-style-type: none"> • Plan learning activities 	<ul style="list-style-type: none"> • Discuss goals/objectives • Discuss/clarify how EA can assist with instructional programs, classroom management and expectations 	<ul style="list-style-type: none"> • Gather relevant information through working with learner or learners to provide feedback for the planning process
<ul style="list-style-type: none"> • Plan and implement appropriate supplementary and replacement goals in line with CBIEP 	<ul style="list-style-type: none"> • Work together to adapt curriculum and resource materials 	<ul style="list-style-type: none"> • Implement strategies to accommodate individual learner needs/styles
<ul style="list-style-type: none"> • Provide instructional learning resources • Support Education Assistant to perform their duties 	<ul style="list-style-type: none"> • Collaborate in setting priorities for learning resource adaptations 	<ul style="list-style-type: none"> • Assist with the implementation of adapted learning resources
<ul style="list-style-type: none"> • Review and reinforce learning activities for concept and skill development 	<ul style="list-style-type: none"> • Review learning resources together to clarify and share learner progress and expectations 	<ul style="list-style-type: none"> • Review and reinforce learning activities using lesson plans and learning strategies developed by the teacher/team to help learners master concepts and skills
<ul style="list-style-type: none"> • Develop learning goals for individuals and groups 	<ul style="list-style-type: none"> • Plan activities to meet goals 	<ul style="list-style-type: none"> • Assist learners with learning activities and/or independent study or projects developed by teacher/Case Manager

		<ul style="list-style-type: none"> • Monitor and report to teacher/Case Manager on the implementation and progress
<ul style="list-style-type: none"> • Design learning and skill development goals for worksites and other community-based settings 	<ul style="list-style-type: none"> • Plan activities to meet goals 	<ul style="list-style-type: none"> • Support learning and skill development activities in worksite and community-based settings
<ul style="list-style-type: none"> • Establish work plan priorities 	<ul style="list-style-type: none"> • Review plan daily and weekly 	<ul style="list-style-type: none"> • Follow priority plan • Keep teacher/Case Manager up to date on the implementation of the plan
<ul style="list-style-type: none"> • Provide information regarding the classroom management structure, positive behaviour support plan and expectations for learners 	<ul style="list-style-type: none"> • Discuss/clarify classroom management structure, positive behaviour support plan and expectations for learners 	<ul style="list-style-type: none"> • Support learner success through implementation of positive behaviour support plan
<ul style="list-style-type: none"> • Instruct, supervise, and facilitate learner learning 	<ul style="list-style-type: none"> • Discuss successful instructional strategies 	<ul style="list-style-type: none"> • Facilitate learner learning individually, in small groups, and whole class activities
<ul style="list-style-type: none"> • Develop individualized, supportive behavioural plans • Model use in providing instructional and behavioural support 	<ul style="list-style-type: none"> • Discuss specific philosophy, techniques, strategies, and supportive language 	<ul style="list-style-type: none"> • Implement the techniques and strategies as demonstrated • Document, monitor and report to teacher/Case Manager on implementation of the program
<ul style="list-style-type: none"> • Communicate regularly with parent/guardian regarding learner progress and success 	<ul style="list-style-type: none"> • Discuss/clarify communication process and roles 	<ul style="list-style-type: none"> • Provide information to teacher/Case Manager to share with parent/guardian • Record information in a home/school communication log/book as requested by teacher/Case Manager

Indigenous Education Enhancement Teacher

Indigenous Education Enhancement Teachers fulfill a key role in furthering Truth and Reconciliation within the school district.

Working at the district level and at middle/secondary schools, Indigenous Education Enhancement Teachers

- ✓ *Work alongside school-based staff to help Indigenize the curriculum*
- ✓ *Foster the success of the goals of the Aboriginal Education Enhancement Agreement to increase belonging and engagement at school for Indigenous learners/families/guardians*
- ✓ *Increase academic success of all Indigenous learners*
- ✓ *Foster the respect and understanding among all students and staff regarding the language, culture, governance, and history of Stó:lō and all Indigenous peoples*

An important goal in integrating Indigenous perspectives into curricula is to ensure that all learners have opportunities to understand and respect their own cultural heritage as well as that of others.

BC Ministry of Education

Indigenous Education Assistant

Indigenous Education Assistants are an integral part of the Indigenous Department. Each school has at least one Indigenous EA whose role is to collaborate with school staff to foster the success of the goals of the Aboriginal Education Enhancement Agreement.

The Indigenous EA supports all Indigenous learners

- ✓ *Metis*
- ✓ *Inuit*
- ✓ *On and off Reserve*
- ✓ *Status and non-status*

They provide academic, social, and emotional support on a day-to-day basis for Indigenous learners, liaise with families, and are often the touchpoint person for the family until other relationships with the school are established. As well, Indigenous Education Assistants help facilitate cultural awareness within the school by connecting with community and bringing in speakers, presentations, and resources to enhance the curriculum.

Increasing attendance, and ensuring Indigenous learners feel a sense of belonging, engagement, and success are important goals of the Indigenous EA.



Indigenous Education Enhancement Teachers and Education Assistants provide academic, social, and emotional support for Indigenous learners and help facilitate cultural awareness within the school community.



Transitions

Learners experience multiple transitions throughout their schooling

- ✓ *Transition from home/community to school*
- ✓ *Transitions between grades in the same school*
- ✓ *Transitions between schools*
- ✓ *Transition from school to community*

Transitions for learners with disabilities or diverse abilities are best supported through collaborative planning and problem solving under the leadership of the SBT and Case Manager.



Learners with disabilities or diverse abilities benefit when all stakeholders support transition planning.

Home/Community to School

While the process for transitioning into school may vary from one school to another, some typical components of the school-entry process are

- ✓ *Welcoming parent/guardian*
- ✓ *Visiting the school*
- ✓ *Meeting the teacher*
- ✓ *Providing information on services*
- ✓ *Assessing learner readiness*

As their child's first teachers, the parent/guardian has valuable insight into their child's abilities/performance, preferences/interests, strengths, and needs. They are a vital resource and should be included in the initial intake meetings.

Often learners with disabilities or diverse abilities have attended day cares, early childhood centres such as the Fraser Valley Child Development Centre or have accessed outside agencies; these organizations will have valuable information for the receiving school.

Provincial guidelines are available to assist learner support teams to gather information prior to the learner's school entry.

Grade to Grade

Transitions between grades for learners with disabilities or diverse abilities within the same school requires the support of the SBT to ensure continuity and a successful transition.

Typically, the Case Manager ensures that transitions are pro-actively planned and include all stakeholders in the transition meetings.

School to School

When learners transition from one school to another, information is shared through learner files, MyEd BC, and articulation meetings. For learners with disabilities or diverse abilities, the transition from a familiar setting to a new school can be stressful.

The Case Manager may need to arrange visits to the new school setting throughout the year to prepare the learner and their family for the change. These visits should be planned during CBIEP, intake, and/or transition meetings, as appropriate.

Additionally, the Case Manager may arrange a transition meeting so that the sending and receiving schools can share information about the learner's ability/performance, preferences/interests, and strengths/needs. Some schools develop social stories for the learner and family to further support the transition.

The Case Manager may need to arrange visits to the new school setting throughout the year to prepare the learner and their family for the change.



School to Community

Learners with disabilities or diverse abilities require careful planning as they transition from secondary school to the community. Important components of the planning include

- ✓ *Determining members of the learner support team, in consultation with the learner, family, and community agencies (e.g., Community Living BC)*
- ✓ *Scheduling and facilitating transition planning meetings*
- ✓ *Determining graduation date*
- ✓ *Coordinating services and resources in the community*
- ✓ *Supporting parent/guardian to ensure that appropriate referrals are made to adult support programs*
- ✓ *Ensuring the learner and parent/guardian are an integral part of the planning process*



District Student Services

Part of SD33 District Learning Services, the Student Services Department provides specialized district level expertise and supports for learners through SBT referrals. The department's leadership team consists of the Director of Learning Services, District Principal of Student Services, and the Vice-Principal of Student Services. Student Services also works in collaboration with the Curriculum, Early Learning, Indigenous, and Alternate Education Departments.

<https://learningservices.sd33.bc.ca/student-services>

COORDINATORS

Alternate Support Coordinator (Secondary)

The Alternate Support Coordinator (Secondary) and the Alternate Support Team work with youth who are disconnected from the educational system, learners who have been out of school for years or have recently stopped attending. As part of the District Resource Team process, the coordinator and team help identify and address barriers to school engagement and, when the youth is ready, collaborate with school staff to transition the youth to a school program that meets their needs.

Counsellor/Coordinator of Alternative Education

The Counsellor/Coordinator of Alternative Education assists the district in their work of tracking and supporting vulnerable learners around transitions and educational programming and is an integral part of the Mental Health and Behaviour Team. The Counsellor/Coordinator helps to oversee various education programs--Online Learning, Continuing Education, Medical Homebound, and Summer Learning--with the aim of ensuring learners remain connected to an educational program within the school district that best meets their needs.

Family of Schools (FOS) Model and Student Services FOS Coordinators

A family of schools is comprised of a secondary school, the feeder middle and elementary schools, and wherever possible, Student Services staff who are 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.

Each FOS team is supported by a Student Services **FOS Coordinator** who has specific expertise in inclusive education K-12 (A-H, K-R, Mental Health, Medical Homebound and ELL). Their role is to provide leadership and assist with the implementation of high-quality instruction for learners. This includes direct work within their own area of expertise, coordination of learning activities within a Family of Schools

(FOS), and involvement in district-wide initiatives, including collaborative problem-solving and inquiry projects (POPFASD, POPARD, Inclusive Education, Mental Health, CYIC, DRT, ACCESS).

FOS Coordinators support inclusive education practices that

- ✓ *Develop leadership and capacity through collaborative practice across elementary, middle, 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 learners with disabilities and diverse abilities*
- ✓ *Facilitate training in UDL and differentiated instruction for all learners*
- ✓ *Assist school teams in identifying access points for learners with disabilities and diverse abilities*
- ✓ *Promote collaborative problem solving through leadership at DRT meetings*
- ✓ *Support SBT in the CBIEP process and development of programming*
- ✓ *Assist with identification of learners for Ministry identification and reporting*
- ✓ *Assist with meeting in-service and mentoring needs of Case Managers, teachers, EAs, and CYCWs*
- ✓ *Provide specific expertise regarding curricular initiatives*
- ✓ *Promote co-teaching, coaching and mentoring arrangements*
- ✓ *Support teachers and EAs in the implementation of Universal Design for Learning*

Each District FOS Team is supported by

- ✓ *Student Services FOS Coordinator*
- ✓ *School Psychologist*
- ✓ *Speech Language Pathologist*
- ✓ *Speech Language Assistant*
- ✓ *ELL Teacher*

The following specialized services will also support FOS Teams

- ✓ *Board Certified Behaviour Analyst (BCBA)*
- ✓ *Occupational Therapist*
- ✓ *Physical Therapist*
- ✓ *Teacher of Students with Visual Impairments*
- ✓ *Teacher of the Deaf and Hard of Hearing*
- ✓ *AAC Support Teacher*
- ✓ *Alternate Support Coordinator*
- ✓ *CYCW – Alternate Support*
- ✓ *CYCW – Mental Health and Behaviour Team*

DEPARTMENTS

Augmentative and Alternate Communication

The Augmentative and Alternative Communication (AAC) Support Teacher provides support to learners who require an AAC system due to complex communication needs. The AAC Support Teacher assists the school team to submit an application for SET-BC (Special Education Technology BC) when needed.

The role of the AAC Support Teacher is to

- ✓ *Provide assessment and recommendations for learners who use AAC*
- ✓ *Develop non-tech AAC systems to support receptive and expressive communication*
- ✓ *Support teams to complete high tech device trials for AAC systems*
- ✓ *Provide programming support for high tech voice-output communication aides*
- ✓ *Collaborate with parent/guardian, school personnel, and home teams to implement AAC systems and provide support as needed to update AAC systems*
- ✓ *Provide support, as needed, around complex behaviours*
- ✓ *Provide support, as needed, to develop goals for CBIEP*
- ✓ *Provide support for users of AAC transitioning out of high school*
- ✓ *Provide district-level professional development opportunities for school personnel*

In specific situations, the AAC Support Teacher can support the school team with a referral to Inclusion Outreach for a transdisciplinary review for the most complex learners.

Board Certified Behaviour Analyst

The Board-Certified Behaviour Analyst is responsible for applying principles of behavioural psychology to support complex learners in overcoming social, emotional and behavioral challenges that represent barriers to their academic success and sense of belonging at school. The BCBA, part of the Mental Health and Behaviour Team and the ACESS Team, provides district and school level support for students who have difficulty self-regulating physically aggressive behaviour. The BCBA conducts Functional Behaviour Assessments, supports the design and implementation of behaviour support plans, and assists with site-specific safety training for school personnel.

English Language Learners (ELL)

ELL services support multilingual/multicultural learners in the celebration of home language and of English language acquisition and skills development.

Learners may be

- ✓ *Immigrants*
- ✓ *International learners*
- ✓ *Children born in Canada*
- ✓ *Refugees*
- ✓ *Children adopted from other countries*

Services may be direct or in-direct

- ✓ *Co-teaching and co-planning with classroom teacher*
- ✓ *Individual or small group instruction*
- ✓ *Hands on activities and activities to build confidence*
- ✓ *Vocabulary building*
- ✓ *Oral language development*
- ✓ *Content area support*
- ✓ *Adaptations provided to classroom teacher*
- ✓ *Curriculum resources*
- ✓ *Independent activities*

Medical Homebound

The Medical Homebound Teacher assists those learners who are missing regular classroom instruction because they are hospitalized or homebound due to physical or psychological impairment.

Occupational and Physical Therapy (OT/PT)

A service provided jointly by the School District and Fraser Valley Child Development Centre, occupational therapy and physical therapy services focus on appropriate interventions to support learners in the following areas

- ✓ *Sensory processing*
- ✓ *Fine motor development*
- ✓ *Sensory motor development*
- ✓ *Self-care*
- ✓ *Equipment (seating, wheelchairs, commodes, walkers, standers)*
- ✓ *Access to technology*
- ✓ *Gross motor development*
- ✓ *Transfer/lifting*
- ✓ *Mobility*

- ✓ *Positioning*
- ✓ *Orthoses/splints*

Working collaboratively with home and school, the goal of OT/PT services is to help children function in their school or life roles such as school tasks, play and self-care.

Services may include

- ✓ *Screening and assessment*
- ✓ *Consultation with school staff and families*
- ✓ *Training of staff in the school setting*
- ✓ *Monitoring and ongoing evaluation of learners in classroom settings*
- ✓ *Aligning services with community agencies*
- ✓ *Involvement with planning for learners (CBIEP process)*

School Psychology Services

School Psychologists provide consultation to SBTs and support for learners who demonstrate diverse learning needs. They collaborate and consult with school personnel to assess the learning situation for a referred learner and make recommendations for appropriate programming. When a psychoeducational assessment is required, the SBT prioritizes referrals for assessment by the School Psychologist.

The School Psychologist provides a range of services such as file reviews, observations, one-on-one interactions with learners, formal assessments, and consultation.

In their assessment role, the School Psychologist may

- ✓ *Undertake comprehensive psychoeducational assessments for learners referred by the SBT to gain further understanding of cognitive, psychological, academic, social emotional, and behavioural functioning, and to identify barriers to learner achievement*
- ✓ *Diagnose and/or identify specific learning difficulties or intellectual disabilities, when appropriate*
- ✓ *Recommend interventions such as supplemental goals, replacement goals, and/or accommodations that may be implemented by learners, parent/guardian, teachers and/or district staff*
- ✓ *Interpret assessment results for learners, parent/guardian, 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 practices in School Psychology*

The consultative role of the School Psychologist is to

- ✓ *Participate in school team meetings*
- ✓ *Consult, upon request, with learners, parent/guardian, teachers, and the SBT regarding the academic, intellectual, social, and emotional needs of individual learners*
- ✓ *Provide support for Level B assessment practices*
- ✓ *Provide learning opportunities for school district staff*
- ✓ *Assist with programming and development of CBIEPs, as appropriate*
- ✓ *Assist the SBT, parent/guardian and learner, as appropriate, in understanding assessments from outside agencies*
- ✓ *Maintain contact with community agencies and private practitioners to support individual learners and to facilitate referrals*

Services for Deaf and Hard of Hearing

Resource Teachers for Deaf and Hard of Hearing provide direct or consultative services for learners who have a diagnosed hearing loss; provide in-service to school teams on appropriate accommodations to address access and inclusion for learners with hearing loss; and collaborate with Provincial Resource Programs and community audiologists to provide assistive listening devices for use at school and support/monitor their use. As well, their role includes liaising with school teams and community agencies/provincial services.

The role of the Hearing Resource Teacher is to

- ✓ *Assess and monitor the learner's auditory functioning, speech, language development, and academic achievement*
- ✓ *Interpret audiological reports and explain the educational implications*
- ✓ *Support the care, use, and performance of hearing assistive technology*
- ✓ *Provide instruction in auditory training, speech, reading, language development, social skills, self-awareness/determination, self-advocacy, and academic skills*
- ✓ *Collaborate with Visual Language Interpreters/Signing Educational Assistants to address visual language needs*
- ✓ *Collaborate with the parent/guardian, learner (as appropriate), classroom teacher and SBT, on the development of the CBIEP*
- ✓ *Support each learner's classroom program*
- ✓ *Liaise with school, home, and outside agencies*
- ✓ *Provide consultative services to SBTs regarding learners at risk who may require referrals for hearing screenings*

Services for the Visually Impaired

In an inclusive setting the Teacher of Students with Visual Impairments (TSVI) provides direct instruction and champions meaningful access to learning opportunities for learners with visual impairments, including those with additional exceptionalities and deafblindness.

<https://www.prcvi.org>

The role of the TSVI is to:

- ✓ *Provide direct instruction in the nine areas of the Expanded Core Curriculum (ECC):*
 - *Social Interaction Skills*
 - *Recreation and Leisure*
 - *Compensatory Skills*
 - *Sensory Efficiency Skills*
 - *Access Technology Skills*
 - *Orientation and Mobility*
 - *Self Determination Skills*
 - *Independent Living Skills*
 - *Career and Vocational Skills*
- ✓ *Consult and collaborate with educational teams*
- ✓ *Ensure the classroom program in the core BC curriculum is accessible to the learner*
- ✓ *Provides direct ongoing instruction to support access using adaptive tools, strategies, and technologies*
- ✓ *Actively participate in the creation of the learner's CBIEP*
- ✓ *Direct contact for the Provincial Resource Centre for the Visually Impaired (PRCVI)*
- ✓ *Help to coordinate vision services from outside agencies*

Speech Language Pathology Services (SLP)

Speech Language Pathologists (SLPs) are healthcare professionals who identify, diagnose and treat communication disorders. SLPs provide a continuum of services to schools. Services include prevention, identification, assessment, consultation and collaboration, in-services and therapy for learners who have speech and /or language difficulties. Services may occur in the classroom, in small groups and/or individually. Priorities for SLP services are determined in consultation with the School-Based Team (SBT) and are based on the severity, caseload and on school priorities. SLP services are accessed through the SBT. SLP services prioritize early intervention (K-3), but may also provide consultative services to middle/secondary schools when requested, and as deemed appropriate.

The role of the Speech Language Pathologist is to

- ✓ *Assess the communication skills of individual learners following discussion with the school team*
- ✓ *Interpret assessment results and suggest recommendations to parent/guardian, classroom teachers, and SBT*
- ✓ *Support the development of goals and strategies for learners who have a Competency Based Inclusive Education Plan, in collaboration with Case Managers and classroom teachers*
- ✓ *Provide appropriate programming and materials for learners with language, learning, articulation, social, voice, or fluency difficulties/disorders*
- ✓ *Provide direct intervention individually or in small groups (both within and out of the classroom)*
- ✓ *Collaborate with school staff, parents, and community agencies*
- ✓ *Attend SBT meetings to participate in discussion of teacher referrals and to collaborate with other team members*
- ✓ *Provide resource materials for teachers, EAs and/or parent/guardian*

Speech Language Assistants

Working under the guidance of the Speech Language Pathologist, speech language assistants (SLAs) implement treatment plans and conduct speech, language and hearing screenings.



Part of the SD33 District Learning Services, the Student Services Department provides specialized district level expertise and supports for learners through SBT referrals.

District Departments, Programs and Services

ACCESS Meeting

As part of the Mental Health and Behaviour team referral process, the ACCESS meeting, a Level 4 intervention, will be convened to support school-based Case Managers to meet the needs of complex learners experiencing difficulty self-regulating or physically aggressive behaviour.

The core team consists of the Mental and Behaviour Team

- ✓ *Student Services Family of Schools Coordinators (who has specialized training and experience supporting learners with complex needs)*
- ✓ *Board Certified Behaviour Analysts (BCBA)*
- ✓ *Inclusive Education Support Teacher*
- ✓ *Indigenous Education Enhancement Teacher*
- ✓ *Child and Youth Care Worker*

The extended team (including School Psychologist, SLP, OT/PT, AAC, Vision, and Hearing) may assist the Mental Health and Behaviour Team in collecting data and helping school-based personnel implement a revised or newly designed Behaviour Support Plan.

When convened, the ACCESS meeting will help determine who is best situated to conduct/update a Functional Behaviour Assessment (FBA), Behaviour Intervention Plan (BIP), and any Individual Safe Work Instruction (ISWI) that are in place. The ACCESS meeting will also help determine site-specific training to ensure that personnel working with the learner are able to do so in a safe manner.

Working side by side with the team at the school, the MHBT will ensure that the recommendations made during the ACCESS meeting are implemented with fidelity. The MHBT will work in close coordination with the school-based Case Manager to build their capacity to review, update and implement the plan as necessary after the learner has been discharged from the ACCESS caseload.

ACCESS meetings are initiated through the MHBT in consultation with the school-based Case Manager or principal and submitted through the Student Services referral process/form. Direct requests for Level 4 Support Services are reviewed by the District Principal and Vice Principal of District Student Services.

Alternate Education and Mainstream Alternative Programs (MAP)

The BC Ministry of Education describes alternate programs as those which focus on the educational, social, and emotional needs of learners who are not experiencing success in a traditional school

program. An alternate education program provides support through differentiated instruction, program delivery, and enhanced counselling services based on learner need.

Once all strategies, supports, and resources within mainstream classes are exhausted, the SBT (in consultation with the parent/guardian) may refer a learner to an alternate education placement within the school (MAP). The goal is to support learners with social/emotional and behavioural issues within their local school community by identifying barriers to success and strategizing to overcome them. Mainstream Alternative Programs at the middle and secondary level typically have the support of a MAP/Pathways Teacher, Child and Youth Care Worker, and are attached to an identified Counsellor and Vice Principal.

Aside from school-based Mainstream Alternative Programs, Kwíyeqel Secondary offers alternative programming for the Chilliwack and neighboring communities; referrals are made through the District Resource Team.

Curriculum Department

A department within District Learning Services, the Curriculum Department collaborates with schools to provide support in curriculum implementation, numeracy and literacy, assessment, and professional development.

Important links:

<https://learningservices.sd33.bc.ca/curriculum-department>

District Resource Team (DRT)

The District Resource Team is a collaborative, problem-solving team that works side-by-side with schools to support targeted interventions for learners experiencing chronic and excessive absenteeism; severe behavior, mental health, drug and alcohol concerns; significant academic struggles; or a combination of these challenges. The purpose of the DRT is to review school supports and interventions, and brainstorm additional district or community supports that could be leveraged for vulnerable learners.



The team makes recommendations to be implemented at the school site through the SBT. When it is determined that

all supports have been exhausted at the school level, the DRT will assist with the transition planning for vulnerable learners to other supports in the district and community.

Elementary Literacy Collaboration Project

The Elementary Literacy Collaboration Project has 10 Elementary Literacy Collaboration teachers who are assigned to a school for a term, half a year or two terms based on yearend PM district data. The ELC teacher works specifically with schools to strengthen comprehensive literacy approaches both within the classroom and in small group instruction. Additional small group intervention (Tier 2) will be aligned to strategies and skills that are introduced in the classroom, and connections will be made with the Learning Assistance Teacher.

Indigenous Education Department

The Chilliwack School District is situated on the traditional and ancestral lands of the Ts'elxwéyeqw (Chihl-kway-uhk), Pilalt and Semá:th Peoples. The Indigenous Education Department of the Chilliwack School District services the entire district with learning and equitable educational and cultural opportunities, training, and tools to enhance the understanding of Indigenous values and ways of knowing for all learners.

Chilliwack Schools have school-based personnel, Indigenous Education Enhancement Teachers and Indigenous Education Assistants, whose role is to

- ✓ *Increase the sense of belonging and engagement at school for Indigenous learners, families, and guardians*
- ✓ *Increase academic success of Indigenous learners*
- ✓ *Increase respect and understanding among all students and staff of language, governance, culture, and history of the Stólo and other Indigenous peoples*

The department collaborates with schools to promote language that fosters an understanding of the diversity and identity of Indigenous Peoples.

Important links

<https://sd33.bc.ca/sites/sd33.bc.ca/files/2018-10/AEEA.pdf>

<https://learningservices.sd33.bc.ca/welcome-indigenous-education-department>

https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

K/1 Collaboration

K/1 Collaboration takes place at all twenty elementary schools in the district. Each school has varying time allotments (20% - 60%) for Collaboration teachers, based on size and needs of the school. K/1

Collaboration teachers collaborate with teachers with Tier 1 classroom instruction, provide Tier 2 small group intervention with learners that need additional support, and work closely with the Learning Assistance Teacher. K/1 Collaboration provides a collective response that is timely and targeted so that learners who require extra support are identified much earlier.

Mental Health and Behaviour Team (MHBT)

The Mental Health and Behaviour Team (MHBT) team is a Level 3 and 4 intervention that assists a school-based Case Manager's effort to support a learner with intensive behaviour or serious mental health who has difficulty with emotional regulation and/or impulse control.

The MHBT consists of counsellor/coordinator, who have specialized training and experience supporting learners with mental health and behavioural needs. The team also includes Inclusion Support Teacher, Indigenous Education Enhancement Teacher, Board Certified Behaviour Analyst, and a Child and Youth Care Worker.

The MHBT is also supported by several specialists who may be assigned through an ACCESS meeting to support a Functional Behaviour Assessment through data collection and help school-based personnel develop and implement a Behavior Intervention Plan. If deployed, these specialists collaborate with the team at the school to help ensure that the plans developed are implemented with fidelity.

When accessed, MHBT will conduct/update a Functional Behaviour Assessment (FBA) and use this information to update the learner's Behaviour Intervention Plan (BIP) and any Individual Safe Work Instruction (ISWI). As necessary, the MHBT will provide site-specific training to ensure that staff supporting the learner are able to do so in a safe manner.

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



Community Partnerships

Advisory Committee for Inclusive Education (ACIE)

Student Services recognizes the importance of having representation from parents/guardians, CUPE, CTA, PVP, Indigenous Education, Alternative Education, and District Executive to address aspects of

- ✓ *Inclusion, diversity, and equity as foundational to learner success as described in the District Mission and the District Framework for Enhancing Student Learning goals*
- ✓ *Ministry requirements for inclusion*

The Advisory Committee, chaired by the Director of Instruction for Learning Services and the District Principal of Student Services for Inclusive Education, supports inclusive education by identifying current issues and engaging in dialogue and collaborative problem-solving

- ✓ *Build upon the work that is currently underway within the district and across the province*
- ✓ *Ensure alignment and collaboration across key policy/program areas within the Ministry of Education*
- ✓ *Ensure alignment of work being done by key external sectors or community partners*
- ✓ *Identifying strategies to share knowledge or guidance across the district*

The committee

- ✓ *Works within the guidelines of the Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines (2016), as well as within the goals of the District Mission and Vision Statement, Strategic Plan, Framework for Enhancing Student Learning, and Policy for Student Success*
- ✓ *Explores issues of systems of inequities and makes the commitment to provide guidance, advice and makes formal recommendations to the district to take action against these systems and advocates for priorities and needs related to learners with disabilities and diverse abilities*

Committee Membership

- ✓ *5 Parents (elementary, middle, secondary, Indigenous, and alternative education)*
- ✓ *5 CTA (elementary, middle, secondary, LA/RT, counsellor)*
- ✓ *5 CUPE (elementary, middle, secondary, Indigenous, and alternative education)*
- ✓ *5 PVP (elementary, middle, secondary, Indigenous, and alternative education)*
- ✓ *2 Student Services Staff: District Principal and Vice-Principal*
- ✓ *1 District Executive: Director of Instruction Learning Services*
- ✓ *1 Trustee Representative (or Alternate)*
- ✓ *1 D-PAC Representative*
- ✓ *Superintendent: Standing committee member*

Adolescent Day Treatment Program (ADTP)

The Adolescent Day Treatment Program provides services to youth (ages 13 – 18) who are experiencing severe psychiatric difficulties such as schizophrenia and other psychotic disorders, major affective disorders, anxiety disorders, or other severe mental health issues, and who are also struggling with academic and social/family functioning. Youth attend the outpatient program four days a week from 9:30 am -3 pm for up to four months.

Services provided include

- ✓ *Assessment*
- ✓ *Individual, family, and group interventions*
- ✓ *Recreational assessment and activities*
- ✓ *Educational assessment and programming*
- ✓ *Consultation, liaison, and referral services*

Referrals are accepted from the Ministry of Children and Family Development, Child and Youth Mental Health, and hospitals.

<https://www.fraserhealth.ca/Service-Directory/Services/mental-health-and-substance-use/mental-health---child-and-youth-services/adolescent-day-treatment-program#.Ygal8pNKg3Q>

Chilliwack Child and Youth Committee (CYC)

The Chilliwack CYC represents a variety of community groups, both governmental and nongovernmental. The CYC provides leadership and advocacy in the delivery of human/social services to children, youth, and their families in the design, implementation, and evaluation of the continuum of services which enhance the well-being of children, youth, and their families.



- ✓ *Ann Davis Transition Society*
- ✓ *Big Brothers Big Sisters of the Fraser Valley*
- ✓ *Central Gateway for Families*
- ✓ *Chilliwack Addictions and Prevention Services*
- ✓ *Chilliwack Community Services*
- ✓ *Chilliwack Division of Family Practice*
- ✓ *Chilliwack Family YMCA*
- ✓ *Chilliwack Hospice*
- ✓ *Chilliwack Learning Society*
- ✓ *Chilliwack Restorative Justice and Youth Advocacy Association*
- ✓ *Chilliwack Social Research and Planning Council*
- ✓ *Chilliwack Society for Community Living*
- ✓ *City Life Centre*
- ✓ *City of Chilliwack*
- ✓ *Cyrus Centre*
- ✓ *Fraser Health Authority – Chilliwack Public Health Unit*
- ✓ *Fraser Valley Aboriginal Children and Family Services Society (FVACFS) Xyolhemehlh*
- ✓ *Fraser Valley Child Development Centre*
- ✓ *Fraser Valley Regional Library*
- ✓ *Make Children First*
- ✓ *Ministry of Social Development and Social Innovation*
- ✓ *Ministry of Children and Family Development Multi-Disciplinary Teams: Intake and Assessment, Early Childhood Team, Youth Team, Child and Youth Mental Health, Probation Services*

- ✓ *RCMP*
- ✓ *Sardis Doorway*
- ✓ *School District #33*
- ✓ *Sto:lo Nation*
- ✓ *United Way of the Fraser Valley*
- ✓ *University of the Fraser Valley – ECE/CYC*

<https://childandyouth.com/>

Chilliwack Child and Youth Mental Health (CYMH)

CYMH provides specialized mental health treatment to children and youth (0-19) and their families, who are experiencing mental health symptoms that impact thoughts, behaviours, and feelings.

Services include

- ✓ *Assessment and planning*
- ✓ *Individual therapy*
- ✓ *Group therapy*
- ✓ *Parenting programs*

Most common concerns addressed by Child and Youth Mental Health Services

- ✓ *Anxiety problems*
- ✓ *Mood problems*
- ✓ *Depression*
- ✓ *Psychosis*
- ✓ *Severe behavior problems*

<https://chilliwackyh.com>

Chilliwack Healthier Communities (CHC)

Chilliwack Healthier Community (CHC) is a network of local partners focused on affordable/accessible housing, mental health, addictions, poverty reduction, and cultural safety and humility. Partners include government, community agencies, law enforcement and business.

<http://www.chilliwackhealthiercommunity.ca>



Chilliwack Youth Health Centre (CYCH)

The Chilliwack Youth Health Centre has three sites dedicated to wellness for youth and young adults ages 12-26 years. The service is free, confidential, and does not require a referral. On a drop-in basis, the service offers support with medical and mental health needs including anxiety, depression, substance use, gender identity, family conflict, peer conflict, and school and life planning.

<https://chilliwackyhcc.com>

District Parent Advisory Council (DPAC)

The Chilliwack School District's Parent Advisory Council (DPAC) is a legislated organization recognized within the BC School Act. DPAC represents the parent voice at the school district level, provides advocacy for parent involvement in the education system, and ensures parent input into the development of policy and curricula through the collective view of School District Parent Advisory Councils (PACs).

<https://sd33.bc.ca/district-parent-advisory-council>

Traverse

Traverse is a residential treatment program for youth ages 13-18, who want to work towards a healthier life by reducing their problematic relationship with substance use and mental health. Funded through Fraser Health in a brand-new building through the support of BC Housing, this program works with youth to develop individualized treatment plans that highlight their resilience and strengths, while enhancing their skills, with the support of our staff. Through a large focus on nature-based treatment, youth learn more about their relationship with nature and the healing that can occur within it, while working towards personal health goals. Youth may stay up to 6 months in the program.

<https://pcrs.ca/our-services/fraser-region-youth-addiction-treatment-centre/>

Violent Threat Risk Assessment (VTRA)

Based on best practices developed by the Ministry of Education in consultation with J. Kevin Cameron, Executive Director of the North America Center Threat Assessment and Trauma Response, the goal of VTRA is to reduce violence and prevent traumatic events. VTRA provides a coordinated community response to threats of violence through collaborative planning among school and community partners; it emphasizes safe, caring, and restorative approaches, fosters timely sharing of information; and promotes early interventions and supportive and preventative planning.

https://www2.gov.bc.ca/assets/gov/erase/documents/vtra_protocolguide.pdf

Provincial Outreach Programs

Provincial Outreach Programs provide services and resources for staff and learners that can be accessed directly by schools or through District Student Services.

ARC-BC

The Accessible Resource Centre – British Columbia (ARC-BC) is a BC Ministry of Education funded response to the increasing demand for digital accessible format alternatives to hard copy print learning materials in BC Classrooms. The goal of ARC-BC is to provide BC learners with high quality digital alternate format materials based on the BC K-12 Curriculum.

<https://www.arc-bc.org/>

Inclusion Outreach

SD33 Guide to Inclusive Education

Inclusion Outreach is an outreach service mandated to assist schools throughout British Columbia in meeting the educational needs of learners with multiple severe physical and cognitive disabilities. A team consisting of a teacher, occupational therapist, physiotherapist, and speech-language pathologist provides support through a variety of services.

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

POPARD

The Provincial Outreach Program for Autism Spectrum and Related Disorders (POPARD) provides consultation, training, and support services to schools with a primary focus on increasing the capacity of school district staff to support learners with Autism Spectrum Disorder (ASD).

<https://autismoutreach.ca/>

POPDB

The Provincial Outreach Program for Learners with Deafblindness provides support to BC school teams working with K-12 learners with Deafblindness.

<https://popdb.ca/>

POPDHH

The focus of the Provincial Outreach Program: Deaf and Hard of Hearing is to collaborate with school districts in meeting the needs of all Deaf and Hard of Hearing learners. Through collaborative consultation POPDHH supports educational teams in addressing the unique communication and learning styles of individual Deaf and Hard of Hearing learners.

<https://popdhh.ca/>

POPEY



SD33 Guide to Inclusive Education

The Provincial Outreach Program for the Early Years (POPEY) is a British Columbia Ministry of Education Provincial Resource Program with an outreach focus. POPEY's mandate is to increase K-3 educators' capacity to support all primary English literacy learners, particularly diverse and struggling learners in the classroom.

<https://popey.ca/>

POPFASD

The Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD) is funded by the British Columbia Ministry of Education and has been in existence since 2006. A multi-district Steering Committee, POPFASD offers advice, direction, and feedback. The mandate of the program is to increase educator's capacity to meet the learning needs of learners with Fetal Alcohol Spectrum Disorder.

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



PRCVI

PRCVI service delivery encompasses a wide range of supports for learners with visual impairments and their educational teams. These include alternate format instructional materials, specialized equipment, professional resource publications, braille services, materials produced by PRCVI, training for educational assistants and transcribers, and PRCVI outreach coordinators.

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

SET-BC

SET-BC is a BC Ministry of Education Provincial Resource Program established to assist school districts in utilizing technology with learners whose access to the curriculum is restricted. SET-BC provides school districts with three tiers of services: Professional Learning, Technology Training and Classroom-based Solutions, and Complex Needs Training and Student-based Solutions.

<https://www.setbc.org>

Acronyms

AAC Augmentative and Alternative Communication

ARC Accessible Resource Centre BC

BCBA
Certified
Analyst

BCCAISE
Administrators
Support in

BCTF
Columbia
Federation

BIP
Intervention



Board
Behaviour

BC Council of
of Inclusive
Education

British
Teachers

Behaviour
Plan

We strive to embrace and celebrate the uniqueness within each individual learner, ensuring that all learners find a safe and welcoming learning environment in which to thrive.

SD33 Guide to Inclusive Education

CBIEP	Competency Based Inclusive Education Plan
CDC	Child Development Centre
CHC	Chilliwack Healthier Community
CUPE	Canadian Union of Public Employees
CYC	Child and Youth Committee
CYCW	Child and Youth Care Worker
CYHC	Chilliwack Youth Health Centre
DL	Distributed Learning
D-PAC	District Parent Advisory Committee
DRT	District Resource Team
EA	Education Assistant
FBA	Functional Behaviour Assessment
FIPPA	Freedom of Information and Protection of Privacy Act
FPPL	First Peoples Principles of Learning
FVACFSS	Fraser Valley Aboriginal Child and Family Services Society
ICM	Integrated Case Management
LAT	Learning Assistance Teacher
MCFD	Ministry of Children and Family Development
MOE	Ministry of Education
MHT	Mental Health Team
NSS	Nursing Support Services
OT	Occupational Therapist
PAC	Parent Advisory Committee
POPARD	Provincial Outreach Program for Autism and Related Disorders
POPFASD	Provincial Outreach Program for Fetal Alcohol Syndrome
PSR	Permanent Student Record
RT	Resource Teacher
RTII	Response to Instruction and Intervention
SBT	School Based Team

SD33 Guide to Inclusive Education

SEL	Social Emotional Learning
SET-BC	Special Education Technology-BC
SLP	Speech Language Pathologist
SOGI	Sexual Orientation Gender Identity
SSP	Student Support Plan
SWIS	Settlement Workers in Schools
UDL	Universal Design for Learning