



**Inclusive Education
Cariboo-Chilcotin School District #27**



**Inclusive Education
Parent Handbook**



We would like to express our gratitude to SD 57 who gave us permission to use their document as a template. As such, some of the information in this document has been adapted from their document entitled "*SD 57 Inclusive Education Parent Handbook*"



Acknowledgement

Acknowledgment of Territories and of Indigenous Peoples: We humbly work, learn, and live on the traditional, ancestral, unceded, and shared lands of the Secwepemc, Tsilhqot'in, and Dakelh people. This includes the lands of Tsq'escen', Stswecem'c\Xget'tem, Esk'etemc, Xatsull, T'exelc, Tsideldel, Tl'etinqox, Yunesitin, 'Tl'esqox, Xeni Gwet'in, ?Esdilagh and Ulkatchot'en First Nations. We acknowledge that Secwepemctsin', Tsilhqot'in, and Carrier are the official languages of this land.

School District #27

The Board of Education of School District No. 27 (Cariboo-Chilcotin) is committed to enhancing learning opportunities for students with unique needs based on the philosophy and practices of inclusion. The Board will encourage and promote inclusionary practice, in which each student with unique needs is a fully participating member of a community of learners.

Mission

Ensuring all students have meaningful learning experiences, empowering them to succeed in an ever-changing world.

Vision

We envision an encouraging and understanding learning environment where everyone demonstrates a sense of belonging, mastery, independence and generosity.
Core Operating Values

The following four core operating values characterize the Pillars of Support for our Mission and Vision:

Respect – Responsibility – Kindness and Caring – Acceptance

These statements act as a guide for the School District's decisions around its learning priorities, its practices, its policies, its processes, and its budget allocations. The Mission, Vision and Values focus on providing a holistic and supportive learning experience to children.



Student Support Services

Mission

The Cariboo-Chilcotin School District Support Services team works collaboratively with schools, parents/guardians, and community partners to create supportive, inclusive and caring communities. Inclusive education is the way we think and plan for all learners. Educational Assistants are an integral part of the team and support students in developing academic and social independence within inclusive environments.

Beliefs

As outlined in the British Columbia School Act, school age residents are entitled to enroll in our schools.

Our mission as educators is outlined within the School Act's preamble:

...it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society.

...the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic, and pluralistic society and a prosperous and sustainable economy.

At the center of the B.C. Provincial Inclusive Education Policy are the following beliefs:

- *Everyone can learn.*
- *Learning is an individual and social process, each student benefits from learning with their peers.*
- *Each student needs to feel like they belong, are valued, and have a contribution to make.*
- *Learning requires active participation: each student needs purposeful roles and responsibilities.*
- *Learning occurs in a variety of ways and at different rates; each student is unique in their abilities and needs.*

As a district, we are committed to these beliefs and use them to guide the delivery of services and supports to students with diverse abilities and disabilities. We embrace the notion that diversity is the norm, not the exception and is a treasure to be celebrated. We recognize and we strive to celebrate the gifts and talents that we believe all students possess. We acknowledge that diversity enriches school culture and increases knowledge and understanding of similarities and differences.

Provision of programs and services within neighborhood schools is based on tiers/levels of support. The teacher is best supported through a school based collaborative problem-solving model where services and assistance support the classroom.



Aligned to the British Columbia Ministry of Education Diversity in BC Schools Policy, School District No. 27 (Cariboo-Chilcotin) provides conditions that foster success for all students, including:

- Equitable access to and equitable participation in quality education for all learners;
- District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities we serve;
- School cultures that promote understanding of others and respect for all;
- Learning and working environments that are safe and welcoming, and free from discrimination, harassment and violence;
- Decision-making processes that give a voice to all members of the school community; and
- Policies and practices that promote fair and equitable treatment of all learners.

What is Inclusive Education?

Inclusive education in School District No. 27 means that all students are welcomed, valued, and supported to learn in their school community.

Students learn alongside their peers in inclusive classrooms, with the supports they need to be successful. These supports may vary from student to student and are based on individual strengths, needs, and goals.

Inclusive education is based on the belief that:

- Every student can learn
- Every student has strengths and contributions to offer
- Students learn in different ways and at different rates
- A sense of belonging is essential for learning

To support all learners, schools use a range of strategies and supports. Classroom teachers, school-based teams, and district staff work together to:

- Identify student strengths and needs
- Plan and provide appropriate supports
- Monitor progress and adjust supports over time

We work in partnership with families, Indigenous communities, and community agencies to support student success.

Inclusive education focuses on creating safe, welcoming, and supportive learning environments where all students have equitable access to learning and opportunities to succeed.



Working Together to Support Your Child

In School District No. 27, we believe that supporting students is a shared responsibility. Strong relationships between students, families, school staff, and community partners are at the heart of student success.

School teams work together to:

- Understand each student's strengths and needs
- Plan supports that help students succeed academically, socially, and emotionally
- Adjust supports over time as students grow and develop

Support for students is flexible and responsive. Most learning takes place in the classroom, where teachers use a variety of strategies to support all learners. When needed, additional supports are added to help students achieve success.

We are committed to ensuring that all students:

- Feel a sense of belonging in their school community
- Are supported to reach their full potential
- Have equitable access to learning opportunities
- Are recognized for their individual strengths and achievements

This work is guided by collaboration, ongoing communication, and strong partnerships between home, school, and community.





How Support Works in SD27

Supporting Your Child: A Quick Guide

Every Student Starts Here

Inclusive Classroom (Tier 1 – Universal Supports)

All students learn in inclusive classrooms where teachers:

- Use flexible teaching strategies
- Adapt instruction to meet different learning needs
- Create welcoming and supportive environments

Most students' needs are met here.

If More Support Is Needed

Targeted Supports (Tier 2)

Some students may receive additional help, such as:

- Small group instruction
- Extra practice or skill-building
- Short-term targeted support

These supports are added based on need and reviewed regularly.

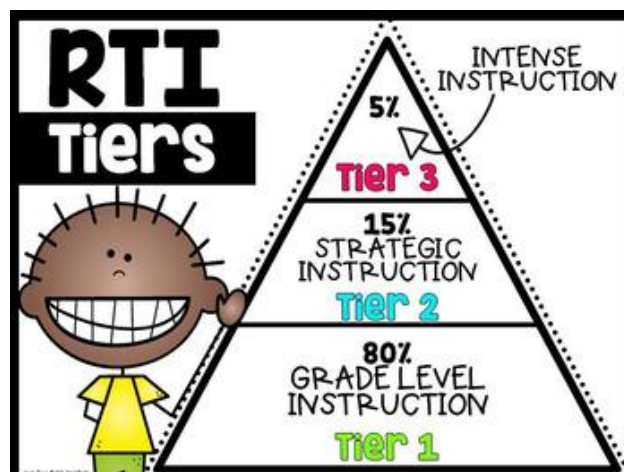
For More Complex Needs

Intensive Supports (Tier 3)

A small number of students may require:

- Individualized planning through the School-Based Team (SBT)
- Support from specialists (e.g., psychologist, speech-language pathologist, occupational therapist)
- More personalized and ongoing support

Families are part of this planning process.





Working Together: Your Child's Team

Your child may be supported by a team that can include:

- You (parent/guardian)
- Classroom teacher
- Learning Support Teacher
- School administration
- Specialists and community partners

You are an important member of this team.

Individual Education Plans (IEPs)

Some students will have an IEP, which:

- Outlines specific goals for your child
- Describes the supports in place
- Is reviewed and updated regularly

You will be invited to participate in this process.

Assessments

Sometimes assessments are used to better understand your child's learning:

- Requires parent/guardian consent
- Helps guide supports and planning
- Results are shared and explained to you

Not all students need formal assessments to receive support.

Designations (Ministry Categories)

Some students may be identified under Ministry categories to help guide supports.

Important:

- A designation helps plan support—it does not define your child
- Your child can receive support with or without a designation

Partnerships Matter

We work in collaboration with:

- Families
- Indigenous communities
- Community agencies and service providers

Supporting students is a shared responsibility.



What This Means for You

- Your child will receive support based on their individual needs
- You will be informed and involved in planning
- You can ask questions or request a meeting at any time
- Supports may change as your child grows and progresses

What is Universal Design for Learning (UDL)?

The Continuum of Support represents strategies and supports that will benefit and meet the educational needs of most students in the school. These universal supports are based upon the concept of Universal Design for Learning (UDL).

UDL is an educational approach that benefits all students by reducing barriers to learning and addressing the different learning needs of students.

Universal supports include:

- anticipating and valuing diversity
- welcoming and caring learning environments
- promoting positive mental health
- differentiated instruction
- assessment for learning
- access to learning technologies
- supports for positive behavior

What this means for you:

- Your child's support will be based on their individual needs.
- You will be informed and involved if additional supports are needed.
- Supports may change over time as your child progresses.



CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!



What are School-Based Teams (SBT)?

When discussing a continuum, we refer to a range of supports and services tailored to individual student needs, as determined by their School Based Team. This continuum must be broad and flexible enough to address various requirements, ensuring each student can access the curriculum, participate fully in school activities, and make meaningful progress.

Who is on my Child's School-Based Team (SBT)?

The collaborative school-based team usually includes the following people:

- ✓ The parent/ guardians*
- ✓ The student
- ✓ The principal
- ✓ The classroom teacher(s)
- ✓ The Indigenous Education Coordinator (if applicable)
- ✓ A learning support teacher (case manager)
- ✓ other specialists such as school counsellors

*A parent/guardian may invite an advocate or support person of their choosing to attend the meeting in support of their child.

What does my child's School-Based Team (SBT) do?

This group meets to support classroom teachers in meeting the needs of students. When a teacher has a concern, the team meets to collaboratively problem solve and develop an action plan. The team may provide consultation on instructional or classroom management strategies, planning and coordination of services for a student, or access to additional school, district, community, or regional agencies.

What this means for you:

- You are part of your child's School-Based Team meetings.
- You can bring a support person or advocate to meetings.
- The team works together to plan supports based on your child's strengths and needs.
- You can request a meeting if you have concerns about your child's learning or progress.



modified from: https://upload.wikimedia.org/wikipedia/commons/b/ba/Working_Together_Teamwork_Puzzle_Concept.jpg



When does a student require a Safety plan?

In some situations, a student may require a Safety Plan if their behaviour presents a higher level of risk to themselves or others.

A Safety Plan may be developed when:

- A student's behaviour has shown patterns of escalation
- A Functional Behaviour Assessment (FBA) or risk assessment identifies concerns
- There is a potential risk of injury to the student, other students, or staff

Safety Plans are developed collaboratively by:

- The School-Based Team (SBT)
- School administration
- Parents/guardians

Each Safety Plan is individualized to the student and outlines:

- Strategies to support the student
- Steps staff will take if behaviour begins to escalate
- Clear responses to help maintain a safe environment

The goal of a Safety Plan is to:

- Support the student proactively
- Reduce the likelihood of high-risk situations
- Ensure the safety and well-being of everyone involved

What this means for you:

- You will be informed and involved in the development of any Safety Plan.
- The focus is on supporting your child and preventing escalation.
- Plans are reviewed and updated as your child's needs change.





How are students identified for additional support?

Some students may be identified as having diverse learning needs or disabilities that require additional support at school. In British Columbia, the Ministry of Education has established categories to help school districts plan and provide appropriate services.

These categories are used to:

- Guide planning for supports and services
- Help schools understand the level and type of support a student may need
- Ensure students have equitable access to learning

A designation may be considered when:

- A student has been assessed by a qualified professional
- The student demonstrates ongoing needs that require additional support
- School-based supports (Tier 1 and Tier 2) have been implemented and reviewed

It is important to understand that:

- A medical diagnosis alone does not determine support
- The focus is always on the student's strengths, needs, and level of support required
- Designations help guide planning, but do not define a student

Students do not need a designation to receive support. Supports are provided based on individual need and may include classroom strategies, small group instruction, access to specialists, or additional adult support.

When a student is designated, they may be included in district funding allocations. To qualify, the student must be appropriately assessed and have an Individual Education Plan (IEP) in place. These funds are provided to the school district to support inclusive education services and are not assigned to individual students.

Understanding Support in Schools

Students may receive a range of supports based on their individual needs. Support decisions are made collaboratively with families and are regularly reviewed and adjusted over time.

Support in schools can include:

- Classroom strategies and adaptations
- Small group or targeted instruction
- Support from Learning Support Teachers
- Access to specialists (e.g., psychologist, speech-language pathologist, occupational therapist)
- Support from Educational Assistants (EAs)



Educational Assistants are an important part of the school team and support many students within classrooms and school environments.

It is important to understand that:

- Not all students with identified disabilities require Educational Assistant support
- Educational Assistant support is not typically provided on a one-to-one basis
- Supports are designed to promote student independence, inclusion, and access to learning

What is an Individual Education Plan (IEP)?

An Individual Education Plan (IEP) is a formal plan that outlines a student's learning goals and the supports in place to help them succeed.

IEPs are developed for students with a Ministry designation and are based on the student's individual strengths, needs, and goals.

An IEP includes:

- Specific learning goals for the student
- Strategies and supports to help the student achieve those goals
- Any additional services that may be needed

Supports may include:

- Classroom strategies and adaptations
- Support from school staff
- Access to specialists such as speech-language pathologists or occupational therapists

The purpose of an IEP is to help ensure that the student can:

- Access learning
- Participate meaningfully in school
- Make progress toward their goals

IEPs are developed and reviewed by the school team in collaboration with parents/guardians. The plan is updated over time as the student's needs and progress change.

Please see page 19 for more information on the IEP process.

What this means for you:

- You are a key member of your child's IEP team
- You will be invited to participate in planning and goal setting
- You will receive updates on your child's progress
- You can ask questions or request changes at any time



Psychoeducational Assessments in SD27

When might a student benefit from an assessment?

A psychoeducational assessment may be considered when a student is experiencing ongoing difficulty with learning and has not responded to classroom and targeted supports.

The School-Based Team (SBT) may recommend an assessment when:

- A student is not making expected progress despite supports
- The teacher and parent/guardian have already met and developed a plan, but concerns continue
- More information is needed to better understand how the student learns

What does a School Psychologist do?

A School Psychologist may:

- Assess a student's strengths and needs in areas such as learning, behaviour, and social-emotional development
- Help identify learning challenges or disabilities, when appropriate
- Provide recommendations for supports, strategies, and accommodations
- Share and explain results with families and the school team

What happens during an assessment?

If an assessment is recommended:

- You will be contacted and asked for consent before anything begins
- You may be asked to share background information about your child
- The psychologist may speak with teachers and observe your child at school
- Your child will complete a series of activities over one or more sessions
- Breaks are provided, and the process is adjusted to support your child

After the assessment:

- Results are reviewed and explained to you
- You will receive a written report
- The school team will use the information to plan supports

How are assessments prioritized?

Because assessment services are limited, requests are prioritized based on student need. Priority may be given to:

- Students with significant or complex needs
- Students approaching important transitions (e.g., secondary school or post-secondary planning)



- Students who have not responded to classroom and targeted supports

All requests are reviewed through the School-Based Team (SBT) process.

What this means for you:

- Not all students need a formal assessment to receive support
- Your child can receive support while waiting for an assessment
- You will be informed and involved throughout the process
- You can ask questions at any time

Questions you may want to ask:

- What is the purpose of the assessment?
- What information will it provide?
- Will I receive a copy of the report?
- Who will have access to the results?
- Can I meet with the assessor to review the findings?

How can I support my child?

What is my role as a parent?

Parents play an important role in their child's education. You know your child best, and your input is essential in helping school teams understand your child's strengths, needs, and goals.

Working in partnership with the school helps ensure your child is supported to succeed.

What this means for you:

- You are a key member of your child's educational team
- You will be invited to participate in planning and decision-making
- You can ask questions, share concerns, and provide input at any time
- Your knowledge of your child helps guide supports and planning





How can I support my child?

You can support your child by:

- Sharing information about your child's strengths, needs, and interests
- Keeping records of reports, assessments, and communication
- Preparing questions or concerns before meetings
- Working collaboratively with school staff

Student Rights and Responsibilities

Students are important members of their educational team. When appropriate, they are encouraged to take part in planning and decision-making.

Students have the right to:

- Learn in safe and welcoming environments
- Have their needs identified and supported
- Receive an appropriate educational program

Students are responsible for:

- Following school rules and expectations
- Respecting others in the school community

Parent rights and responsibilities

Parents have the right to:

- Be informed and involved in decisions about their child's education
- Be consulted about assessments and receive results
- Have concerns heard and responded to respectfully
- Receive clear and understandable information about their child's progress

Parents have the responsibility to:

- Communicate openly with the school
- Share concerns with the appropriate staff
- Work respectfully with school staff
- Support their child's learning and well-being

Being an effective advocate for your child

You are your child's most important advocate.

Helpful strategies include:

- Staying organized and keeping important information
- Asking questions and seeking clarification
- Focusing on solutions and working collaboratively
- Communicating clearly and respectfully



Resolving Concerns About Your Child's Education

(Adapted from SD #27 guidance)

Where to Start

If you have a concern, begin with the people who know your child best:

- Classroom Teacher
- Learning Support Teacher (LST)

Most concerns can be resolved quickly at this level.

If the concern is not resolved, the next step is to contact:

- Vice Principal
- Principal

Note: Educational Assistants are valued members of the team; however, questions about your child's program or progress should be directed to the teacher or school administration.

Working Together: Meeting Guidelines

Before the Meeting

- Be clear about the purpose
- Write down your questions or concerns
- Request an agenda (if available)
- Consider bringing a support person (let the school know in advance)
- Gather relevant documents or information

During the Meeting

- Share your perspective and ask questions
- Ask for clarification if needed
- Be open to ideas and solutions
- Take notes or request meeting notes
- Ensure you understand decisions and next steps

After the Meeting

- Review your notes
- Follow up with any additional questions
- Confirm next steps and timelines

Steps for Resolving Concerns

Our goal is to resolve concerns as early and as close to the classroom as possible.

Guiding Principles

- Start at the school level and speak directly with those involved
- Keep the focus on the student's needs and wellbeing



- Communicate in a respectful and collaborative manner
- Clearly identify the concern and possible solutions
- Listen to understand—everyone has a right to be heard
- Bring a support person if helpful (inform the school in advance)
- Develop a clear plan of action, including timelines and follow-up

For more information:

Please refer to the *Resolving Concerns* flyer available on the SD #27 website:

[CCSD-Resolving_Concerns_Brochure.pdf](#)

[CCSD-Resolving_Concerns_Flyer.pdf](#)

The School's Role in Supporting Your Child

Who coordinates my child's support?

A member of the school team will coordinate your child's educational program and any additional supports or services. This person is often a Learning Support Teacher (case manager), but it may also be the classroom teacher or school administration.

If you are unsure who this person is, you can ask your child's school.

This person will:

- Help organize and coordinate your child's support plan
- Communicate with school staff and, when appropriate, outside professionals
- Support the development and review of your child's Individual Education Plan (IEP), if applicable

You are an important part of this process. You have the right to be involved in planning and decision-making about your child's education.

What does a Learning Support Teacher (case manager) do?

The Learning Support Teacher (case manager) works with the school team to support your child's learning. They may:

- Coordinate and support the development of your child's IEP
- Organize and lead team meetings
- Help connect school staff and services
- Monitor progress toward your child's goals

Questions you may want to ask:

- How will I be involved in planning and meetings?
- How often will we review my child's progress?
- How will I be informed about updates or changes?
- What supports will be in place for my child?



What is the IEP process?

The Individual Education Plan (IEP) process includes three main steps:

- Developing the plan
- Putting the plan into action
- Reviewing progress and updating the plan

An IEP is a working document and may be adjusted over time as your child's needs change.

Developing the IEP

An IEP is usually developed in the fall once the school team has had time to get to know your child. Parents/guardians are invited to participate, and students may be included when appropriate.

The team will gather information about your child, including strengths, needs, and any relevant assessments, to help guide planning.

Reviewing and updating the IEP

IEPs are reviewed at least once a year, and more often if needed. The team will:

- Review your child's progress
- Update goals and supports as needed

After the meeting, you will receive a copy of the IEP.

What this means for you:

- You are an important part of your child's IEP team
- You will be invited to participate in planning and review meetings
- You will receive updates on your child's progress
- You can ask questions or request changes at any time





Transition Planning

Transition planning helps students move successfully:

- From home to school
- Between grades or schools
- From school to adult life

Planning begins early and focuses on preparing students for the next stage of their learning and life.

How does transition planning work?

Transition planning is a team process that may include:

- Parents/guardians
- The student (when appropriate)
- School staff
- Support Services staff
- Community agencies

The team works together to:

- Plan for upcoming changes
- Share important information
- Put supports in place ahead of time

Examples of transitions

Students may receive support when transitioning:

- Into Kindergarten
- Between grades or schools
- Into secondary school
- From school to community or adult services

Planning may include visits, meetings, and preparing supports in advance to help reduce stress and support success.

What this means for you:

- You will be involved in planning for your child's transitions
- Planning will happen in advance of major changes
- Supports will be adjusted to meet your child's needs
- The goal is to help your child feel prepared, confident, and successful



Where can I find more information and support?

There are many supports available to families in our community and across British Columbia.

Local supports

Families may access support through:

- Community agencies and service providers
- Indigenous organizations and supports.
- Local health services

If you are unsure where to start, your child's school can help connect you with appropriate services.

Provincial supports

Additional information and support can be found through:

- Inclusion BC – information, resources, and family support
- Community Living BC (CLBC) – supports for adults with developmental disabilities
- Ministry of Children and Family Development (MCFD) – services for children and youth
- Interior Health / First Nations Health Authority – health services and supports

Additional resources

Families may also find helpful information through:

- Disability Alliance BC
- Family Support Institute
- Autism and other disability-specific organizations
- Provincial outreach programs (e.g., POPARD, SET-BC)

What this means for you:

- You are not expected to navigate services on your own
- The school team can help connect you with supports
- Services may vary depending on your child's needs and age



Glossary of Key Terms

Differentiated Instruction (DI):

Teaching that is adapted to meet the different strengths, needs, and learning styles of students.

Individual Education Plan (IEP):

A formal plan that outlines a student's learning goals and the supports in place to help them succeed.

School-Based Team (SBT):

A team at the school that works together to plan supports for students. This team may include teachers, the Learning Support Teacher, school administration, and other staff. Parents/guardians are important members of this team.

Assessment (Psychoeducational Assessment):

An assessment completed by a qualified professional to better understand a student's strengths and needs, and to help guide support planning.

Designation:

A Ministry category used to help schools plan and provide appropriate supports for students with diverse learning needs or disabilities.

Learning Support Teacher (LST):

A teacher who supports students with diverse learning needs and helps coordinate supports, including the development of IEPs.

Educational Assistant (EA):

A member of the school team who supports students in the classroom and school environment. EAs work with a number of students and support independence and inclusion.