



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 work 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. The Educational Assistant is an integral part of a student's team that helps to facilitate and encourage academic and social independence, and inclusion for all of the students that they support.

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.

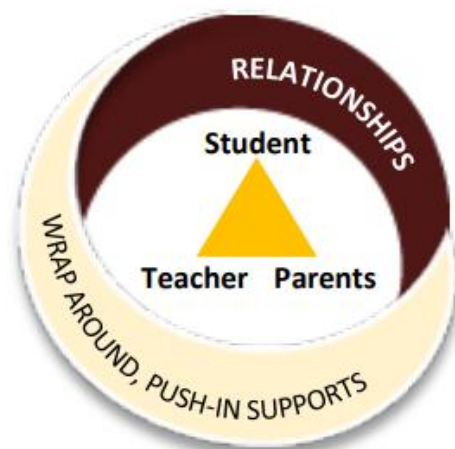
What is Inclusive Education?

The Inclusive Education Service delivery model in SD27 is based upon the Framework of Collective Responsibility AND the following principles.

Inclusive Education is:

An integrated system of support and resources for all students

- Support and resources for all students can be obtained within one integrated system. An integrated system recognizes the expertise of school-based staff, and district specialists, in addressing the needs of all students, including those with identified learning and behavioral challenges. Supports may differ for individuals and groups, but the supports provided are premised by the early identification of student needs. An inclusionary model of school attendance
- All students can be included with their peers in their home school catchment, and with the necessary essential supports and resources in place at their local school.
- It is necessary to maintain a district focus while at the same time permit flexibility and school-based decision-making. Decisions made in schools concerning programs and services available to students are governed by the values, mission and vision outlined by the Board of School Trustees. Communication and collaboration are critical in ensuring the engagement and commitment of staff, students, and caregivers/ parent/legal guardians.
- All students benefit from the development of a student profile that focuses less on labeling and categorization and more on the determination of programming needs and the provision of effective interventions. Direct and frequent progress monitoring of student performance leads to informed decision-making and strategic interventions for students with special educational needs. A proactive approach to service delivery that focuses on prevention and early intervention is best practice.





- A proactive approach, and a continuum of support, with a focus on prevention and early intervention, will have a greater potential for meeting the daily academic, behavioral, social, and emotional needs of all students.
- Home and school collaboration implies that caregivers and educators form a partnership for the purpose of working toward mutually defined academic, behavioral, social, and emotional goals.
- In today's schools, change is a common experience. It is important to acknowledge that when a change in practice occurs, individuals (i.e. teachers, education assistants, youth care workers, parent/legal guardians, principal/vice- principals, specialists) and school communities may enter the process at different stages and proceed at different rates. Networks for promoting effective communication, training, and skill development must be established and maintained. At the base of the process for change is the overarching goal of improving educational services to all students.

What is the Framework of Collective Responsibility?

The core relationship of education is between the student, teacher, and parents or guardians. Wrap around, push-in support by school, district, & community staff and service providers should intentionally strengthen and enhance the effectiveness of this relationship. They are a systematic collaborative process of planning and generating probable solutions to mutually defined problems with the goal of providing comprehensive and effective intervention.

frameworkforcollectiveresponsibilitysep2021.7330db3479.pdf
(sd27storage.blob.core.windows.net)

Within the Framework we employ a Continuum of Supports that empower educators to align essential learning outcomes, use reflective inquiry to identify the most effective instructional practices, develop a culture of collaboration, and provide proactive interventions to prevent students from falling behind academically, behaviourally, socially, and emotionally.

This Continuum of Support reinforces the belief that all students:

- can learn at optimal levels
- are encouraged to reach their full potential
- learn in different ways, at different rates and in different places
- are engaged in enriching and challenging programs
- have the right to appropriate educational programming and required supports
- are provided equitable access to all areas of the curriculum
- come from diverse backgrounds and want their differences to be respected
- want to be recognized and acknowledged for personal achievements

To be inclusive, at all levels of the Continuum of Support consideration is given to recognizing:

- Universal Design for Learning (UDL) and Differentiated Instruction
- Response to Intervention (RTI) in supplemental instruction
- the strengths of individual students
- supports that build upon the individual students' strengths
- the classroom as the primary site of educational programs
- a sense of safety and belonging within the school community
- clear and tangible supports for the classroom teacher



- recognition and celebration of the teaching and learning process
- decision making through collaboration
- the importance of effective communication
- parent/legal guardian involvement is essential
- home, school, and community partnerships

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.

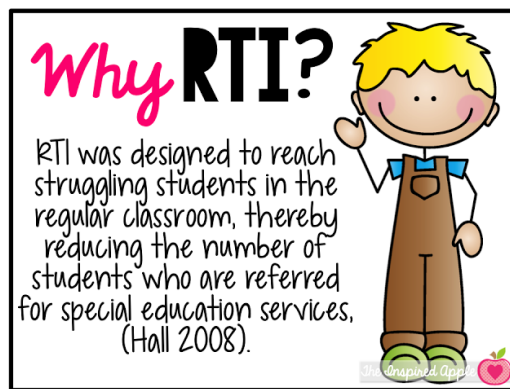
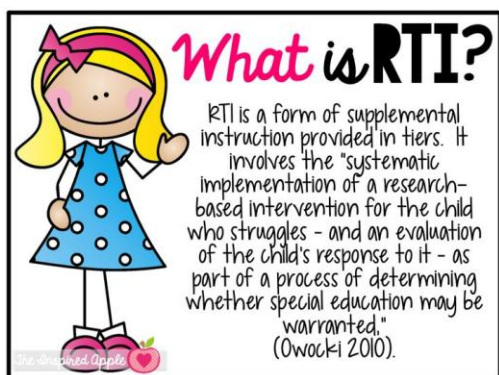
Universal supports include:

- 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



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

What is Response to Intervention (RTI) in Inclusive Education?



Core Classroom Instructions (UDL) (Tier 1) – Supports for All School-based plans that includes:

- creating a welcoming, caring, respectful and safe learning environment
- assessment strategies
- supports (e.g., universal, targeted and individualized)
- processes for collaboration
- processes for development, communication and monitoring of individual support plans
- assesses the performance of all students



Classroom plans that include:

- initiating in-depth, systematic classroom observation and evaluation
- introducing variations in instructional approaches and evaluating the success of these teaching techniques and instructional materials
- collaborating with the parent/legal guardian and, when appropriate, the student regarding concerns and progress
- requests for recent screening of vision (within a year), hearing, or other health concerns that may contribute to challenges with learning.

Targeted Small Group Instruction (Tier 2) –

Supports for Some Tier 2 is an assessment and intervention process, which is usually coordinated by the support teacher and/or learning assistance teacher working alongside the classroom teacher and other members of the school-based team. Interventions at this stage will be additional to those provided through classroom and whole school support.

Tier 2 describes a more targeted set of supports and interventions for a smaller number of students. These supports might include:

- flexible groupings
- supplemental instruction
- opportunities for additional practice



- small group social skills instruction (eg. conflict resolution)

Intensive Individual Intervention (Tier 3) –

Supports for Few; Tier 3 is characterized by collaboration with members of the School Based Team (SBT). The members of the School Based Team in addition to other specialists from Support Services, which may include an Occupational Therapist (OT), a School Psychologist, a Speech Language Pathologist, a teacher for the Deaf and Hard of Hearing, and a teacher for students who are visually impaired.

This level of intervention is for children with complex and/or persistent learning needs whose progress is considered inadequate despite carefully planned, implemented, and monitored Tier 1 and 2 interventions. Collaboration at this level provides an opportunity to utilize the expertise of the Support Services staff to review the current interventions and provide further assistance.

This review may lead toward renewed intervention planning within the context of existing school resources. A school-based team is generally comprised of the school-based team with the addition of district staff.

This level of intensive and individualized support includes:

- a review of prior interventions/accommodations
- systematic review and re-analysis of prior problem-solving efforts (considers multiple assessment procedures of review including interview, observation, testing of learning, and aspects of instruction, curriculum, and environment)
- evidence of response to Tier 1 and Tier 2 interventions (i.e., ongoing classroom and school-based assessment and non-responsiveness of a student to interventions).
- determination of the magnitude and pervasiveness of the problem School-based Team (SBT) members build a shared understanding of a student's Academic, behavioral, social, and emotional needs to:
- determine root causes for academic, behavioral, social, and emotional concerns
- choose evidence-based supports or interventions to address specific academic or social-emotional concerns
- select supports or interventions and monitor them for results and make changes to supports and interventions in response to student progress





RTI Flow Chart

TIER 1 – Core Classroom Instructions (UDL) Problem Identification at classroom/school-wide	
- teacher starts a student profile (observations, testing, work samples) - teacher discusses concerns with parent/legal guardian and student (if appropriate) – learning, giftedness, attention, social, emotional, behavior, speech, language, communication. - file review completed - teacher inquiries about the student's physical health: vision, hearing, allergies/asthma, diet, sleep patterns, recent physical exam - clarify the problem, select one or two areas of concern, and implement strategies to develop positive alternatives. - allow enough time to determine if the intervention is successful (e.g., six to eight weeks) - adaptations made to curriculum (including enrichment opportunities) and/or environment (see adaptations checklist) - document adaptations/interventions including frequency and duration. - share student response or lack of response to interventions at SBT meeting	
TIER 2 – TARGETED Small Group Instruction- School-Based Team (SBT) Meeting	
- present student at SBT; share work samples, discuss current intervention strategies • strategies and interventions need to have been tried and data collected for discussion. - monitor/document interventions and progress; discuss at the review date - allow enough time to determine if the intervention is promoting success (e.g., six to eight weeks) - possible outcomes:	
School-based support and interventions in Tier 2:	
	♣ Learning Support Teacher (LST) support - increase supports as needed ♣ additional/different classroom strategies/interventions ♣ school based counselling (if needed) ♣ support from an Educational Assistant (EA) or Youth Care Worker (YCW) support from an Aboriginal Education Worker (AEW) o ♣ student returns to SBT for further school-based collaboration ♣ when school resources have been exhausted and student remains unresponsive, the student may be referred back to the SBT for further collaboration
TIER 3 – Intensive Individual Intervention - School-Based Team (SBT) Meeting	
- to collaborate with school based and Support Services staff members. - to develop and implement strategies/interventions. - to coordinate support for students based on information gathered at Tier 1 (Classroom) and Tier 2 (SBT) of the Continuum of Support - attendees include: SBT (principal / vice-principal, classroom teacher, Learning support teacher), Speech & Language Pathologists, School Psychologists, and possibly - OT/PT, Vision/Hearing Resource Teachers) - systematic review and re-analysis of prior problem-solving efforts (consider multiple assessment procedures of review, interview, observation, testing of multiple domains of the learner, instruction, curriculum, environment) - evidence of Response to Intervention (RTI) – i.e., ongoing school-based assessment and non-responsiveness of a student to interventions - discuss possible strategies and intervention - possible outcomes or potential for referral and consent to a specific Support Services staff if they decide appropriate clinical decision or revisit and potentially intensify.	



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?

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

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

What does my child's School Based Team 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.



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



When does a student require a Safety plan or Individual Safe Work Instructions?

Student Safety Plans In situations where a student presents a high level of risk as assessed by previous behaviours, Functional Behaviour Assessment (FBA) or risk assessment, the School District and WORK SAFE BC can require that a Safety Plan be written and implemented.

Risk assessments are conducted in collaboration of the School Based Teams, Occupational Health and Safety Teams, and School Administrators. A Safety Plan is an individual plan that is developed by with school staff and parents in situations where a child's behaviour could escalate and present an immediate risk of injury to staff or students.

Each Safety Plan is specific to the needs of the individual student. The purpose of the Safety Plan is to identify appropriate staff responses as a child proceeds through the escalation continuum, hopefully preventing aggressive or high-risk behaviour from occurring.

Ministry of Education Categorical Designations of Students with Special Needs (1701)

This section is to support an understanding of the BC Ministry of Education and Child Care process of identification of students with disabilities and diverse abilities. This section also explains the designation process used in School District No. 27.

Students formally designated as individuals with special needs have disabilities that are intellectual, physical, sensory, emotional, or behavioral in nature. Additionally, students may have a learning disability or possess exceptional gifts or talents.

Special educational needs are those characteristics, which make it necessary to provide a student undertaking an educational program with resources that may be different from those which are typically required by most students.

Special educational needs are identified during the assessment of a student; and they are the basis for determining an appropriate educational program (including necessary resources) for that student. In cases where students with diverse needs and/or disabilities have been identified prior to enrolment, or when students have obvious and severe special needs, which have not been previously identified, the school-based team (SBT) should respond promptly to a teacher's request for additional planning and intervention.

Categories are established to assist school districts in identifying the needs of students and providing appropriate educational programming. For example, a student who is hard of hearing should receive the appropriate services, regardless of the cause of the hearing impairment. Similarly, if a student presents atypical behaviors or intellectual impairment, it is the intensity of the disability and the interventions provided that dictate the category in which the student is reported.

Students will be identified according to the following Ministry of Education and Child Care guidelines as outlined in the Special Education Services Manual (p.40):



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



Special Education Services: BC Education at a Glance

In order for a student to qualify for Special Needs funding, the student must be appropriately assessed and identified, and have an Individual Education Plan (IEP) in place.

The students must be provided with special needs supports and meet criteria set out in the Ministry's Special Education Services, A Manual of Policies, Procedures and Guidelines.

These funds **are not targeted to specific students**; however, are provided to Boards of Education to support the needs of students within their district.

The table below outlines the special needs designation categories as outlined by the Ministry of special Education Services manual. The student may be designated after a child receives a diagnosis.

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



Who can provide my child with a diagnosis?

Category	Category Description	Examples of trained specialists who can provide diagnosis
A	Physically Dependent	BC Children's Hospital/Sunny Hill
B	Deaf/Blind	Ophthalmologist and Audiologist
C	Moderate to Profound Intellectual Disability	School Psychologist, Clinical Psychologist
D	Physical Disability or Chronic Health Impairment	Family Physician and/or Pediatrician (e.g. diabetes) NHAN (CDBC)
E	Visual Impairment	Ophthalmologist
F	Deaf or Hard of Hearing	Audiologist
G	Autism	BCAAN, NHAN, Clinicians in Private Practice
H	Intensive Behavior Intervention/ Serious Mental Illness	Psychiatrist (mental health)
K	Mild Intellectual Disability	School or Clinical Psychologist
P	Gifted	School or Clinical Psychologist
Q	Learning Disability	School or Clinical Psychologist
R	Moderate Behavior Support/Mental Illness	Psychiatrist (mental health)

What is an Individual Education Plan (IEP)?

At the heart of ensuring a continuum of supports and services is the IEP. Each IEP is a legally binding document tailored to the unique needs of a student with a Ministry Designation (see above). One of the critical components of an IEP is the specification of supports and services required for the student to achieve their educational goals.

IEP goals are designed to address the specific areas where a student needs improvement. For each goal, there must be corresponding supports and services to help the student achieve it. These might include speech therapy, occupational therapy, or humanistic behavioral supports. Ultimately the aim is to ensure that the student has access to, can participate in, and makes progress in the general education curriculum. Please see pages 24 to 25 for more information on the IEP process.

[Creating Access and Participation for All: The Continuum of Services Explained - Inclusive Schooling](#)



What is the process in receiving a psychoeducational assessment in SD27?

School Psychologist Service Priorities (as per Ministry of Education and Child Care guidelines)

Priority 1: Transition for young adults with intellectual disabilities (Category K and C), as per the inter-ministerial agreement for individuals with developmental disorders, or extremely low adaptive functioning in the case of individuals with FASD (Category D) and Autism (Category G) Testing is aimed to be completed in the year in which the student turns 16 years old (or Grade 10). This includes consultation meetings with parents who need help accessing services.

Priority 2: Grade 6 or 7 students who have already been identified in their initial assessments where the initial assessment is 3 years old or older. These include students in category C, K, Q (in some cases D and G)

Once the first two priorities are completed district wide, the focus will be on:

Priority 3: Students who are suspected of having a learning or intellectual disability (Category Q, K and C) as determined by the district problem solving process (grades 3 or above).

Priority 4: Seasonal priorities – Kindergarten Transition from April to June.

Priority 5: Grade 12 students enrolled in post-secondary education who have a current designation of Category Q

District Psycho-Educational Assessment Priorities Grid Classification

Classification	Initial Assessment	Re-Assessment
Mild, Moderate to Profound Intellectual Disabilities	Grade 4	Ideally Grade 6 or 7 – however, could be as late as grade 9 or beyond MUST be re-assessed prior to entering high school (10-12)
	Prior to grade 4	
	Grade 5 through 7	Grade 10
	Grade 10 through 12	Reviewed on a case-by-case basis, and re-assessed if deemed a requirement to support life outside of education.
Learning Disabilities	Grade 4 or earlier	Ideally grade 7
	Grade 5 through 6	Ideally 4 years post initial assessment
	Grade 7 through 12	Reviewed on a case-by-case basis, and re-assessed if deemed a requirement to support life outside of education.



When might a student benefit from a psychoeducational assessment by a School Psychologist?

School-based teams will collaborate with the School Psychologist to determine if a student would benefit from an assessment when:

- a student is not making progress in their educational program and has not responded to the level 1 support (Universal supports in the classroom) and level 2 supports (small group instruction, adaptations, etc.).
- The teacher and parent/guardian have met and developed a plan for the student. The student continues to struggle with learning. The school team needs to better understand the student's learning profile in order to meet the student's learning needs.
- The student has been assessed for academic achievement and shows significant learning challenges.

The assessment role of the School Psychologist is to:

- undertake comprehensive psychoeducational assessments for students referred by the SBT to gain further understanding of their cognitive, adaptive, academic, behavioural, and social-emotional functioning, and to identify barriers to student achievement
- diagnose and/or designate specific learning difficulties such as "Specific Learning Disorder," "Intellectual Developmental Disorder," or Developmental Disorder"
- recommend interventions and adaptations, modifications and/or accommodations that may be implemented by students, parents/guardians, teachers and/or district staff to the benefit of the referred student
- interpret assessment results for students, parents/guardians, and teachers by means of a written report accompanied by a post-assessment meeting

What is involved in a psychological assessment?

A psychoeducational assessment is conducted to better understand a student's profile of strengths and needs and to suggest relevant recommendations to support their progress within the school environment. After a student has been referred for a psychoeducational assessment, the School Psychologist will:

- contact the student's parents/guardians to discuss the purpose of the psychoeducational assessment and what is involved (see below) and obtain their consent to conduct the assessment
- interview parents/guardians to gather background information (e.g., developmental, medical, and family history) as well as current information regarding school functioning



- parents/guardians may be asked to complete questionnaires related to their child's behavioural, social-emotional, and/or adaptive functioning
- connect with members of the SBT and the student's teacher(s) to gather additional information as needed
- conduct a classroom observation, if warranted
- meet with the student to assess areas of functioning related to the referral question (e.g., cognitive, academic, behavioural, etc.)
- the time spent directly assessing a student varies depending on the referral question and the student's attention and engagement in the tasks, but tends to range from 2 to 8 hours
- students are given their usual recess and nutrition breaks, as well as any additional breaks that may be necessary
- assessment sessions tend to take place over more than one school day
- score and interpret all information collected and share the findings, including a diagnosis if appropriate, with parents/guardians and the SBT
- provide a copy of a written report detailing the assessment results and relevant recommendations based on the student's profile

Questions to ask about assessments:

(A Parent's Handbook on Inclusive Education. Inclusion BC, 2014. Chapter 4, p7)

You will probably have questions like the following for the case manager or school team members:

- What do you hope to find out from this assessment?
- Why is this assessment being done? Is it for funding/placement?
- Is previous information about my child's learning style/needs available?
- Will I get a copy of the assessment? Will I be asked to give approval for its distribution? The answer to each of these should be yes.
- Can I speak to the assessor so that I can understand the results?



As a parent, you may have concerns about how well your child knows the person who will be doing the assessment.



Unfamiliar situations and people can be overwhelming. You may wonder how well your child will do if the assessor is a stranger. You may also have concerns about when and where an assessment will take place. These factors may influence the results.

Some parents do not want their children assessed under less than ideal circumstances. Some parents choose to have assessments done privately so that they can share results as they see fit.

After an assessment, you should get a summarized report of the results. This report will be shared with others, including the school-based team and, as appropriate, the student.

According to the School Act, parents must be informed as to how the report will be made accessible to others working with the student. Ask to speak with the assessor if you need further information or help to interpret the results. Information gathered through assessments helps people to understand a student's level of functioning and identifies areas of need. This information is the foundation for planning to better support the learning needs of the student.

How can I support my child?

What is my role as a parent?

(A Parent's Handbook on Inclusive Education. Inclusion BC, 2014. Chapter 2, p5)

Parental involvement is an important part of making inclusive education work.

While the government of BC supports inclusive education through policy and law, and schools and School Districts support it through policy and daily decisions, as a parent, you play the key role in your child's education.

A formal educational process may not begin until your child enters kindergarten, but you have been guiding your child's learning from the beginning. For most parents, being involved in their children's education can feel overwhelming — sometimes time consuming, difficult, or exhausting.

Parents of children with disabilities find that participating in their children's education is even more demanding. Participating in your child's education means trying to understand and influence a complex system of policies, laws, and priorities. It means working closely with people within the system. You will need to understand your child's rights, in addition, your rights and responsibilities, and the roles and responsibilities of the professionals who work within the system.

This section of the handbook outlines the rights, roles, and responsibilities of the many people involved in your child's education. Knowing the roles of each of these team members will allow you to build positive relationships, solve problems, and create the best possible future for your child and family. Building positive relationships and creating a team that works together to plan for your child's education will make your journey to an inclusive future possible.





Remember — your child has a right to be in their neighborhood school and a right to be in a regular classroom. Your child should also receive the supports their needs to be successful in that classroom. The school is not doing something extra by providing those supports; it is the school's job to provide your child with an education.

Keep in mind that most teachers and other professionals working within the system support inclusive education, but sometimes do not have the necessary supports for students with special needs. Teachers and other professionals sometimes must take extra steps to make sure the system is doing its job — just as sometimes you must go the extra mile to make sure the system is working for your child.

Remember, too, that as a parent you know your child best. That is why your role is so important in decisions that affect your child's education.

- You have watched your child grow and learn.
- You have witnessed their successes and challenges.
- You have learned about their likes, dislikes, strengths, and gifts.

This knowledge is important for understanding how to teach your child. It will benefit the professionals who participate in your child's education.

You have a lot of valuable information to share with your child's school. You can begin by writing down everything you know about your child. You likely already have records of tests, reports, and correspondence that may be important to share.

Before any meetings at the school, you may want to write down notes about the following:

- your child's likes and dislikes
- your child's strengths and needs
- your child's communication style
- your concerns and questions
- your child's hopes and dreams
- your hopes and dreams for your child's future
- how your child responds to rewards
- how your child responds to redirection and/or consequences



My Child's Rights and Responsibilities

The student is an important member of the educational team.

How each student contributes to planning and decision-making will vary. This contribution may also vary over time as a student develops.

Youth participation in planning positively affects outcomes, and the BC school system supports the inclusion of youth in planning.

The School Act says students are entitled to:

- consult with a Teacher, Principal, Vice Principal, or Director of Instruction regarding that student's educational program, and
- appeal the decision:



- of an employee of a board if it significantly affects the education, health, or safety of a student, within a reasonable time from the date that the parent or student was informed of the decision.
- Under the School Act, the failure of an employee to make a decision is also considered a decision.

The Ministry of Education policy says students have the following rights:

- to learn in safe and welcoming environments
- to have their needs identified in a timely manner
- to have these needs assessed in a comprehensive manner
- to receive an appropriate educational program to respond to identified strengths and needs
- when possible, to contribute to planning for their own educational programs, especially for transition planning
- when possible, to provide an evaluation of the services they receive
-

Students have the following responsibilities:

- to follow the school rules authorized by the Principal
- to follow the code of conduct or any other school board rules and policies

My Rights and Responsibilities as a Parent

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

The School Act says parents are entitled to

- be consulted about the placement of their children with special needs
- be involved in the planning, development, and implementation of their children's education program
- be informed of a student's attendance, behavior, and progress in school
- receive annual reports about the effectiveness of educational programs in the school district
- examine all records kept by the school board pertaining to their children
- register their children in an educational program through a school district, independent school, home school, or regional correspondence program
- belong to a parent advisory council (PAC)
- appeal the decision of an employee of a board if it significantly affects the education, health, or safety of a student, within a reasonable time from the date that the parent or student was informed of the decision

Inclusion BC promotes the following rights and responsibilities for parents, *although some may not be recognized or protected.*

Parents have the right to:

- be informed and involved in education decisions that affect their children



- be consulted, and to give consent, regarding the type and nature of all assessments, and to be informed of their results
- have concerns listened to, and responded to, promptly and respectfully
- have concerns treated with confidentiality
- be able to observe their children in the classroom
- receive progress reports that can be understood
- be involved in the planning process and review of their children's educational program including the IEP

Parents have the responsibility to:

- be aware of school policies, programs, rules, and routines
- share concerns openly and immediately with the appropriate person
- respond to notes, memos, requests, etc.
- tell the teacher and the school when things are going well, and when they are not
- describe concerns clearly and objectively
- be reasonably patient and respectful with the people and the process

Being an Effective Advocate for my Child

(A Parent's Handbook on Inclusive Education. Inclusion BC, 2014. Chapter 3, p6)

You are an expert on your child, and you know what your child needs to be successful. This is why you are the most important advocate for your child.

Below is an outline of some of the most important advocacy skills.

Be organized

To be an effective advocate, you need to be organized. You will need to gather all relevant information about your child's needs as the basis for any of your requests. It is helpful to prepare a file. Keep copies of all correspondence, both letters you send and letters and reports you receive. Keep a journal or log of phone calls about your child. Keeping records of letters and calls will help you be prepared if a concern or problem arises.

Know the facts

Being a good advocate means knowing the facts. This includes knowing about your rights and about students' rights as defined in the School Act and other policies.

For example, you need to know about funding policies and policies and regulations related to the development of an Individualized Education Plan (IEP).

Identify the problem

To be good advocates, parents must learn to identify the key issue or problem. Sometimes this may relate to policies and funding. Other times it is related to people and attitudes. Once you have identified the problem, identify a solution, and look for ways to remove barriers to the solution. Enlist staff at the school to help you problem solve. When seeking a solution, set your priorities and know your bottom line.



Identify key decision makers

Good advocacy means knowing who is making the decisions that affect services. Depending on the problem and solution you have identified, you may need to advocate to different people. Being informed about roles and responsibilities will help you understand who can best resolve a problem. Knowing the protocol and the system's structure will help you know who to approach first. Proceed one-step at a time within authority structures.

Use a respectful and assertive communication style

Your communication style affects your chances of succeeding.

Here are some suggestions:

- Be assertive and clear but avoid being too forceful
- Use a cooperative approach
- Give positive feedback when things work
- Be patient and supportive
- Recognize that timing is important and that decision makers must balance many demands
- Offer opportunities for people to get to know you and your child in more personal ways

Share your hopes, dreams, and stories

Bring pictures to meetings to keep the focus on your child. Include pictures with written letters.

Whom do I speak to if I have a concern about my child's education?

The flow chart on the following page outlines the individuals involved in navigating the hierarchy of the school team when advocating for your child.

At the base of the chart, you will see the "Teacher" and the "Learning Support Teacher". When advocating for your child, always start here with either of these individuals. The Learning Support Teacher may know you and your student best; however, the classroom teacher is the day-to-day manager of your student's classroom experiences.

If you are not satisfied with the outcome following bringing your concerns to this level, you can bring your concerns to the school vice principal or principal. Please note that communication with the Educational Assistant is not appropriate when discussing your child's education or behavior concerns. All communication should flow using this chart.





Classroom Teacher

Learning Support Teacher

Principal/Vice Principal

Preparing for and participating in meetings

(A Parent's Handbook on Inclusive Education. Inclusion BC, 2014. Chapter 3, p12)

Parents, school staff, district personnel may call meetings, or other professionals involved in your child's education.

Meetings may be called to plan your child's educational program, discuss a transition to a new class or school, or resolve an issue. Whatever the purpose, meetings can sometimes be confusing or intimidating. This section provides some tips that can help you get what you need out of meetings.

Tips for preparing before a meeting

- be clear on the purpose of the meeting
- know your rights and your child's rights
- prepare and distribute an agenda if you called the meeting
- ask for an agenda if someone else has called the meeting
- clarify what, if any, decisions will be made at the meeting
- decide what materials to bring
- prepare your own presentation, questions, or concerns
- be realistic about what can be covered in one meeting
- ask who will be attending and what their roles will be
- invite support people who are familiar with you and your child (such as therapists) or other support people you may need (such as translators). Seek help from the school to arrange this if necessary
- if you invite support people:
 - notify the person who called the meeting that others will be attending, prepare supporters with copies of relevant materials, and let supporters know the meeting's purpose



- when possible, attend a meeting with your child's other parent, or ask a friend or other supporter to attend the meeting with you

Tips for participating in a meeting

- ask everybody there to introduce themselves and explain their role
- ask questions and express your opinion
- seek facts and clarification, if necessary
- be open to ideas
- use good communication skills
- take careful notes, or have someone else take them for you
- make sure that information presented by professionals is understood
- bring a photo of the student if the student isn't attending
- be assertive but not confrontational
- summarize the discussion and review the decisions made
- don't agree on a decision or sign anything if you aren't comfortable with it
- remember that you have the right to think about requests before making a decision
School staff also have this right
- ask for a copy of minutes taken by others
- identify the next steps and identify who's responsible for carrying them out, and set reasonable timelines
- set follow-up meetings if necessary, Following up after a meeting
- review your minutes and add anything you missed
- compare your notes with minutes taken by others
- respond in writing to the person who chaired the meeting (or the principal), outlining your understanding of major points covered or decisions made. Indicate whether you agree. Also note dates set for completing tasks, describe your future role or responsibilities, and include positive feedback.





The School's Role in Supporting My Child

Who coordinates your child's education?

(A Parent's Handbook on Inclusive Education. Inclusion BC, 2014. Chapter 2, p17)

Someone should be charged with coordinating your child's educational program and the services of other professionals. This person is sometimes called a case manager, but it may be the principal, the learning support teacher, or the classroom teacher. Ask the principal who is responsible for coordinating your child's educational program if you are unsure.

You will want to develop a relationship with that person. It is your right to be part of the team that discusses your child's educational program and any changes to your child's support services.

What is a Case Manager/ Learning Support Teacher?

The person who supervises the development of an IEP for a specific student with special needs. Responsibilities include organizing and chairing meetings, acting as the school liaison for matters concerning that student, and seeing that IEP goals are met.

You may want to ask the case manager the following questions:

- When and how often can we meet?
- How will I be notified of planning meetings?
- How will I be involved?
- Will my child be out of the regular class for any period of time, and if so, for what purpose?

What is the Individual Education Plan (IEP) Process?

(A Parent's Handbook on Inclusive Education. Inclusion BC, 2014. Chapter 4, p13)

Creating an Individual Education Plan involves three main steps:

- **developing and writing the plan**
- **implementing and evaluating the plan**
- **reviewing and reporting on student progress toward the goals in the plan**

This is an evolving process: sometimes, as the student's needs change the planning team changes or refines an IEP's goals.

Developing an IEP

A meeting to develop an IEP usually takes place in the fall after a new teacher has had a chance to get to know the student. Parents should be invited to attend





this meeting, and when appropriate the student should be included. The team involved in the IEP needs to gather relevant information before developing a plan. This may include assessments from previous years and reports from various professionals.

Sometimes parents will be asked to prepare for the first IEP meeting by filling in forms about their child's interests, likes, strengths, dislikes, needs, and challenges. Even if you haven't been asked, it can be helpful to compile this information for the IEP meeting.

Tips for preparing a parent report for an IEP meeting:

- Describe your child and outline his or her strengths and needs. Consider all social, educational, physical, and emotional aspects
- Describe what you want your child to learn. Include both short-term and long-term goals
- Include support documents, if necessary or relevant
- If the team is new to your family and child, or you're planning a critical transition, consider including photos or videos of your child's home life to demonstrate your child's skills, interests, or method of communication

It is also helpful to identify your expectations for the IEP meeting. Sometimes parents will work with the teacher or case manager before the meeting to ensure that their ideas and concerns will be addressed. Team members usually come to IEP meetings prepared to develop a working document.

This meeting is not for making critical decisions such as those about classroom placement. Instead, the team uses the IEP meeting to identify goals and objectives for student learning and to explore strategies to support students to achieve those goals. An IEP also usually includes a process for reviewing the plan.

The Ministry requires that IEPs be reviewed only once a year, but it is sometimes possible for the IEP team to meet more often. The frequency of reviews, like the complexity of the IEP itself, will depend on the individual student's needs.

Work with the team at your child's school to develop a suitable plan for review meetings. Once an IEP is established, the annual review may be less extensive than the first development meeting. Preparing an IEP to deal with a critical transition may require more time than regular annual IEP reviews. In addition, if extra support is needed in the new environment, it is important to document this need early to ensure that the support is in place when the transition occurs.

After the IEP meeting, the case manager will create a written copy of the IEP, incorporating the key information discussed.

During the meeting, ask when you can expect to get a copy of the IEP. Follow up to make sure you get a written copy.

The following questions may help you to assess the IEP and to inform follow up conversations around your child's IEP following a designation. You can also request a further conversation with your child's case manager following the IEP meeting after you have had some time to process the information you have received.

- Are the goals clearly stated?
- Are the goals practical and realistic?

- Do the goals promote inclusion?
- Are the goals functional and age-appropriate?
- Will these goals enable my child to develop to their individual potential?
- Do the goals prepare my child for the future?
- Will the strategies motivate my them?
- Do they incorporate their interests and strengths?
- Do they include all program options and extracurricular opportunities?
- Are there both long-term and short-term goals?
- Are the people responsible for helping meet the goals noted?
- Does the IEP include a list of additional services required, such as speech and language/occupational therapy?
- Are upcoming transitions incorporated into the IEP?
- How will my child's progress be measured or evaluated, and by whom?
- How will we know when the goals have been reached?





Transition Planning for Students with Special Needs

In the educational setting, transition planning is focused on the successful passage of students from home to school, from one educational level or setting to another, and from the educational system to life in the community.

For students with special needs, planning and preparation for each transition must begin well in advance - sometimes several years prior to the change. The more intense the student's needs the more formal and comprehensive the plan must be.

A well-planned transition is a partnership. It involves collaboration among all interested parties, including the parent/legal guardians, the student, school staff, Support Services staff, and local community agency representatives.

Key activities in the transition process will include:

- Preparing students
- Linking environments from both transition directions
- Facilitating student support team collaboration Transition planning is about planning for life. Its key purpose is to ensure that a student successfully moves through the school system and ultimately leaves school with the necessary skills to meet desired societal outcomes. These desired outcomes include life goals such as:
 - Positive social relationships
 - Independent or supported community living placements
 - Participation in appropriate postsecondary education
 - Participation in appropriate recreational activities
 - Relevant employment opportunities

Kindergarten Transitions

Starting school is a major milestone. It can be a stressful life event for any student, but students with diverse needs and their parent/legal guardians, may experience heightened levels of anxiety about entering the school system.

Preparation is key – for the parent/legal guardian, the school, and the child. A successful transition involves school principals/vice- principals and teachers working in partnership with parent/legal guardians/caregivers professionals from pre-school settings, and Support Services staff.

Planning school entry for students with begins well before September start-up. As children are registered in kindergarten, it is the parent/legal guardian/ caregivers' responsibility to share relevant background information concerning their child. The purpose of a transition meeting is to provide a continuum of planning and support for students who require additional considerations as they move from home to school, school to school, or school to community.

The process for students entering Kindergarten who have a medical diagnosis begins in early spring.



It is the school's responsibility to determine an appropriate classroom placement, collaborate with the Support Services staff, provide required environmental supports, and develop an educational program to meet student's need.

In general, some key activities for the Learning Support teacher to consider for kindergarten entry will include:

- Asking parents/legal guardians to provide relevant reports and assessment information
- When applicable, ensure the parent/legal guardian has signed a consent form to obtain/release/mutually exchange information to share documentation with Inclusive Education Department staff
- Discuss school programs, facilities, placement options, and support service procedures with the parent/legal guardian
- Meet with family and involved agencies to develop a school entry plan
- Assist family in preparing their child for school (e.g. school tours, classroom visits, practicing new routines, specific school procedures)
- Arrange for necessary supports (personnel, specialized resources) and environmental accommodations to be in place for September
- Keep lines of communication open and work toward establishing positive home/school relationships

Be proactive, anticipate the kind of information parent/legal guardians will need and take the time to address their concerns and questions. Parent/legal guardians will have questions about the program planning process, home/school communication, the Inclusive Education Department, and the assignment of EA time, as well as any number of other concerns.

School-based support teams, or parent/legal guardians/ caregivers', may also request a transition meeting to facilitate transition to kindergarten. If the school organizes a meeting at the request of a parent/legal guardian, or an outside agency, ensure that the appropriate Support Services contact is invited to the transition meetings.

Transition Planning Within a School

Within the school building, students with diverse needs may require preparation for transitions between locations, grades, and teachers.

These preparations can help ensure that student movement is accomplished with a minimum of anxiety, disorientation, or resistance. Advance planning familiarizes the student, staff and other students with new situations and is a proactive strategy that can minimize potential problems.

If parents are querying a plan for a student in the absence of an EA and/or a teacher, the first point of contact is the school Principal.

Request a meeting to discuss new plans moving forward to support transition.

Consider:

- o Ensuring appropriate supports are available in advance
- o Giving advance warnings to students when a transition to a new activity or location is about to occur



- o Instructing students on what to expect; how to move; cues to be used
- o Using a visual schedule to highlight the day's sequence of events and activities
- o Providing other staff with key information to help them plan for a student in alternate settings or activities in the building (e.g., teacher preparation time or elective teachers)
- o Assigning a peer buddy to assist during transitions

School to School Transitions

The period of transition from one school to another, or from elementary school to secondary school, requires proactive planning and clear communication with the parent/legal guardian/caregiver and receiving school.

This collaborative planning helps prepare students and their families for the changes to come.

The Learning Support Teacher's responsibilities include:

- Sharing information between the sending and receiving school concerning:
 - o Appropriate curriculum and program materials
 - o Effective instructional formats
 - o Behavior and management considerations
 - o Physical needs
- Other agency involvement
- Other pertinent factors related to student performance
- Arranging student and family visits to acclimatize to the new environment
- Familiarizing the student with features (key people and places) of the new environment

The following suggestions can help increase a student's confidence and comfort to make the transition to school as successful as possible:

- Start planning for the transition well in advance
- Keep the focus on the student
- Determine how the system can meet the student's needs
- Make planning a cooperative effort between the student, the parent/legal guardian/caregiver, school-based staff members (classroom, resource room, special educators, and assistants) and other Support Services staff
- Receiving Support Teachers should observe the student in the present classroom setting to consider how the student relates to the teacher and other students
- Have the student visit the new location, where they can be oriented to the new environment, and become familiar with building differences and similarities

The Transition plan should reflect the student's interests and preferences, current accomplishments, and skills, what they still need to learn, as well as the long-term goals developed when planning with their families.

- Increase the duration of visits in the new setting as the move gets closer.
- If the student has a friend from the sending class, suggest that they invite their friend to accompany them on visits prior to the transition.
- Try to buddy the student with a helpful student in the new setting.



- Introduce the student to key people (principal/vice principal, counsellor, YEW, Learning Support Teacher, new teacher(s))

When transitioning to secondary school, teach skills specific to the secondary school setting.

The Learning Support Teacher at the student's current school will coordinate a meeting between:

- Receiving and sending school personnel (classroom teachers, EAs (Educational Assistant))
- Appropriate Inclusive Education Department staff
- Parent/legal guardians and student (where appropriate)

The purpose of the meeting is to discuss the student's strengths, areas of need, best practice/strategies, and determine the appropriate programming.

School to Community Transitions (grades 10-12)

[2012_ytpp_protocol.pdf \(gov.bc.ca\)](#)

[CrossMinTransPlanProtSept12_2pag.indd \(gov.bc.ca\)](#)

Transition planning is about planning for life.

It requires the participation of everyone who will be involved in creating and providing service and supports for the student with diverse needs.

Planning for transition from school to community should occur as early as possible and no later than grade 10.

The Learning Support teacher should:

- Offer functional vocational experiences prior to leaving school.
- Plan activities for both secondary school transition services and adult service agencies (social, financial and life skill workers) serving youth with disabilities and diverse abilities.
- Provide a way for educators and other agencies to coordinate their services and share information.
- Prepare an exit report and attach copies of relevant documentation.
- Connect families to service agencies before a student leaves high school.
- Assist with the development of employment and other post-school adult living objectives.
- Contact, Services for Adults with Developmental Disabilities (STADD) Navigator
- Help ensure that the services support the youth's goals and leads to successful adult life outcomes.
- Help identify and cultivate natural supports in the community.

The support teacher, or STADD Navigator (if appropriate), will coordinate a meeting early in the school year to establish transition goals. The transition team could consist of:

- School personnel (classroom teachers, counsellor, EAs)
- Appropriate Support Services staff
- Representatives from community services



- Parent/legal guardians/caregivers
- Student (where appropriate)

The transition team should meet at least twice per year to ensure all transitions paperwork is in place for a successful shift from school to adulthood. It is critical for the young adult with a diverse ability to actively participate in the transition planning process.

This might involve advance preparation, such as asking the student to talk individually with each team member before the meeting or helping the student craft a written invitation for each team member.

It is very easy for adults to take over, making the young person a passive observer instead of a leader in the process. The team must make conscious efforts to provide the young person with ways to express his or her own dreams for the future, agree or disagree with other members of the team, and be actively involved in the team's ongoing efforts.

Students with all types of disabilities and diverse abilities - regardless of the severity - should be included in the transition planning process. The transition planning process for leaving school will differ according to the individual needs of each student and the people involved. Students can be supported and their transition to post-school activities improved by the Learning Support Teacher.

Request for an additional Grade 12 Year for students with Special Needs

At the end of their Grade 12 year, the majority of students graduate with their peers. However, in exceptional circumstances, the School Act provides for the possibility of an educational program until the end of the school year in which a student reaches the age of 19 years.

The provision for enrolment of a student with diverse needs or an additional Grade 12 school year is unusual and dependent upon several factors including the following:

- The student was reported on the school's Ministry Special Education count for Grade 12
- The student needs to continue working on the IEP transition goals agreed for Grade 12
- The Grade 12 IEP transition goals cannot be completed in an adult transition context
- The student has not already been awarded an Evergreen Certificate

Please note, Student Support Services requires notification of School Based Team (SBTM Notes, Page 2) decision of an additional grade 12 year.

The school-based case manager along with Ministry of Children and Family Development MCFD/Community Living British Columbia (CLBC) Facilitator considers options with students and parents. Before a final decision can be made, an IEP transition review meeting is held to determine whether an additional Grade 12 year is appropriate. At the meeting the school-based case manager and MCFD/CLBC facilitator will review the student's progress using their transition plan. The transition plan includes information about the student's profile, their needs and aspirations.

Accessing Future Services and Supports

Support through CLBC is based on the Developmental Disability criteria or through the Personalized Supports Initiative. Parents or guardians may indicate an interest in accessing CLBC services. To meet CLBC criteria an individual has to meet the criteria for an Intellectual Disability



diagnosis based on DSM-V. These individuals are most often identified as a student in Ministry of Education and Child Care category C or K and could also include students in categories A, B, D, F, G or H. Any student who has a valid intellectual disability diagnosis would meet the CLBC criteria. Assisting the transition process, a School Based Team determines the next steps by reviewing information in the student's blue file, gathering information from youth and families to find out if CLBC services are wanted, and seeking advice from the school psychologist. Determining the parent/guardian's intention to access an additional grade 12 year to extend the transition process is necessary for issuing the Evergreen Certificate.

Personalized Supports Initiative (PSI)

Students who have an Autism Spectrum or Related Disorder (ASD) or Fetal Alcohol Spectrum Disorder (FASD) diagnosis who do not also have an intellectual diagnosis, may be able to access CLBC support through the Personalized Supports Initiative (PSI). To meet this criterion, individuals must demonstrate severely impaired adaptive functioning (e.g., communication, self-care, academic, self-determination below the standard score of 55 or lower). Individuals who demonstrate adaptive functioning this low are less common, and they also often have significantly impaired cognitive and or physical, sensory abilities.

Assessment

The school psychologist may complete a review of previous assessments and records, providing an updated assessment of the student's adaptive functioning or conducting a comprehensive assessment, or re-assessment of the student's cognitive, academic, and adaptive functioning. Students who have valid intellectual disability diagnoses can access CLBC support provided the appropriate CLBC eligibility form is completed by a registered psychologist or certified school psychologist and submitted by the parent/guardian to CLBC.

Persons With Disabilities

Persons with Disabilities (PWD) and related **disability tax forms** can only be completed by qualified specialists as identified by the federal and provincial governments, and the type of specialists depends on the nature of the disability. School psychologists are not listed as one of the qualified specialists.



Questions to think about when transitioning at all stages of learning:

- ✓ What is the routine upon arriving at school?
- ✓ What are the key locations in the building?
- ✓ What is the timetable?
- ✓ How do those transitions occur?
- ✓ How will the student be able to access key locations?
- ✓ What do you do in an emergency procedure?
- ✓ Do students use lockers?
- ✓ What kind of lock is used?
- ✓ What are the organizational skills that are required? Binder system?
- ✓ Who are the key people?
- ✓ How many different classrooms will the student use?
- ✓ Can the student access all parts of the building?
- ✓ What opportunities does the school provide for in-school and community work experience?
- ✓ What is the usual dress of secondary students?
- ✓ Do students use tote bags and lunch bags?
- ✓ Are there food services available in the school?
- ✓ Are there school stores? If yes how is money handled?
- ✓ What extra-curricular activities are available?
- ✓ What are the opportunities for interaction with peers?
- ✓ Does the student have access to community recreational facilities?
- ✓ What activities are available at noon hour? After school?
- ✓ Where will the individual be living?
- ✓ With whom will the individual be living?
- ✓ What will the individual be doing during the day?
- ✓ What will the individual be doing during leisure time?
- ✓ What further education or training plans does the student, or family, have?
- ✓ Will they be working/have a job?
 - If yes, what will be the mode of transportation to/from work and do they need to begin preparing for this now (i.e. Taking the bus, driving, etc.)?
- ✓ Will they/can they be responsible for their own finances?
- ✓ Do they have alternate plans if things do not go as originally planned and prepared (i.e. Budget, transportation, unforeseen circumstances etc.)?
- ✓ Do they understand how to plan for groceries and food supplies such as budget amounts as well as how to get to the nearest grocery store and home again?
- ✓ Will they need alternate plans if things do not go as planned?
- ✓ What door do students enter?
- ✓ What is the routine at noon?
- ✓ Where in the school is the classroom located?
- ✓ Where is the washroom relative to the classroom?
- ✓ Are students expected to use the washroom independently?
- ✓ Are there rules for playground use at lunchtime and recess?
- ✓ How much time are students expected to sit in their desks?



- ✓ What level of support will be available?
- ✓ What are the teachers' expectations regarding behavior?
- ✓ What are the opportunities for interaction with peers?
- ✓ What are the student's expectations for problem solving/resolving conflict?
- ✓ What are the teacher's expectations for the student's ability to problem solve/resolve



Where can I find more information and help?

Local Supports

Check the Inclusion BC member directory for local resources at

www.inclusionbc.org/membership_directory/index.cfm or phone the Inclusion BC office at (604) 777-9100 to locate support in your community.

BC Government	
Services To Adults with Developmental Disabilities (STADD)	MCFD Navigator: 210-1165 Battle Street, Kamloops, BC V2C 2N4 Helps youth and families with planning, accessing services, and supports as the youth moves into adulthood.
MCFD Child and Youth Worker Special Needs (CYWSN) Child and Youth Mental Health (CYMH)	CYWSN 250 398 4963 280 C 2nd Floor- N Mackenzie Avenue Williams Lake, BC, V2G 1N6 CYMH 250 364 0711
Community Living (CLBC) Williams Lake Association for Community Living (WLACL)	250 398 4992 197 2 Avenue N, Williams Lake BC, V2G 1Z5 250 392 4118 Helps adults with diverse abilities tackle everyday challenges such as: • Supported Living • Summit Opportunity Drop-In Centre • Residential Services • Employment Assistance • Business Services
Disability Alliance BC Registered Disabilities Savings Plan	A nonprofit service that supports people with disabilities with direct services, community partnerships, advocacy, research, and publications. They support access to a variety of services including a Registered Disabilities Savings Plan with contributions made from the federal government. There are significant government contributions available to help Canadians living with disability save for their future. People may qualify for free grants. Available for people with disabilities from birth to age 49. A person's eligibility begins with the



	Disability Tax Credit authorized by a medical practitioner. https://disabilityalliancebc.org
BC Aboriginal Network on Disability Society (BCANDS) Registered Disabilities Savings Plan (RDSP) BCANDS RDSP Program Indigenous Disabilities Canada (IDC)	Telephone: (250) 381 – 7303 email: lt2@bcands.bc.ca Toll Free: 1-888-815-5511 www.bcands.bc.ca This is a savings plan created for people living with disabilities. There are significant government contributions available to help Canadians living with disability save for their future. There is an Indigenous Navigation Service available to support individuals and families. People with disabilities may qualify for free grants without contributing to the plan. This savings plan is available for people with disabilities from birth to age 49. A person's eligibility begins with the Disability Tax Credit authorized by a medical practitioner. The BC Aboriginal Network on Disability Society provides additional services such as advocacy and support for Jordan's Principle.
Health Authorities	
Interior Health Interior Health	Williams Lake Health Centre, 540 Borland Street, Williams Lake, BC V2G 1R8 250-302-5000
First Nations Health Authority (fnha.ca)	59-First Avenue South, Williams Lake, BC V2G 1H4 250-296-9136 E-mail: info@fnha.ca
Community	
Williams Lake	
Home - Denisiqi Services Society	240B Mackenzie Avenue North, Williams Lake, BC V2G 1N6 250-392-6500 • Delivering community-based, culturally appropriate child and family programs to the ʔEsdilagh, Xeni Gwet'in, Tsideldel, Yunesit'in, Tl'esqox and Ulkatchot'en • Youth Services
Knucwentwecw Society First Nations Child & Family Caring Society (fncaringsociety.com)	231 North Second Avenue, Williams Lake, BC V2G 1Z7 250 392 2995 • MCFD delegated indigenous agency that supports the well being of indigenous children, youth and families. Serves member band communities of Stwecemc



Cariboo Friendship Society The Hearth Restaurant Native Arts & Crafts Shop	99 Third Avenue, South, Williams Lake, BC V2G 1J1 250 305 2430 • Aboriginal Supported Child Development
Homepage - Axis Family Resources Ltd.	321 North Second Avenue, Williams Lake, BC V2G 2A1 250 392 1000 • Life Skills • CDBC Key Worker Support Services- youth with FASD, Developmental Disorders
Nonprofit Cariboo Chilcotin Child Development Centre Williams Lake (ccchild.org)	690 Second Avenue North, Williams Lake BC V2G 4C4 250, 392 4481 • Autism Support • Future Forward 250 302 1810 o Developing Work Portfolios • Youth Navigator 250 267 9409 o Financial Planning Support o Post-Secondary Training Support ▪ Connecting to STADD, CLBC •
Cariboo Chilcotin - Foundry - (foundrybc.ca)	Foundry- access to mental health and substance use support, primary care, peer support and social services 250 392 4481
Home Children & Youth Programs BGC Williams Lake	17 South, Fourth Avenue, Williams Lake, BC V2G 5C1 250 392 5730 • Outreach and Advocacy • Transition to Independent Living
100 Mile House	
Home Page - - Cedar Crest Society for Community Living	410 Cedar Ave 100 Mile House, BC V0K 2E0 250 395 4222 • Youth Transition Program
Cariboo Family Enrichment Centre – The Cariboo Family Enrichment Centre (CFEC) is a not-for-profit providing services and supports to families and individuals in the South Cariboo region.	#1-486 Birch Avenue, 100 Mile House, BC V0K 2E0 250 295 5155 • Youth Services • Key Worker Program

Provincial and Federal Supports and Resources:

(A Parent's Handbook on Inclusive Education. Inclusion BC, 2014. Chapter 4, p9)



On-line information and services Inclusion BC

www.inclusionbc.org/inclusive-education Inclusion BC's website has a section on inclusive education. It provides helpful information, updates and links to other resources.

A directory of Inclusion BC member organizations provides information about support services available throughout BC. Inclusion BC also distributes the booklet, 12 Inclusive Activities: A guide for youth group leaders (2004).

BC COALITION OF PEOPLE WITH DISABILITIES [DABC \(disabilityalliancebc.org\)](http://DABC(disabilityalliancebc.org))

This site is a place of support, information and advocacy for people with all disabilities. Their Advocacy Access Programs include help sheets on a multitude of topics.

BC SCHOOL SUPERINTENDANTS ASSOCIATION (BCSSA) BCSSA – BC School Superintendents Association

This website features many publications helpful in understanding the school system, including Every Principal's Guide to Special Education in British Columbia.

BC TEACHERS FEDERATION - TEACHING TO DIVERSITY [Making Space: Teaching for Diversity and Social Justice Throughout the K-12 Curriculum \(bctf.ca\)](http://Making Space: Teaching for Diversity and Social Justice Throughout the K-12 Curriculum (bctf.ca))

This BCTF site provides information to support teachers and all those who support learners. It includes a directory to several helpful on-line resources for parents.

CANADIAN ASSOCIATION FOR COMMUNITY LIVING (CACL) www.cacl.ca

This national association works with other disability rights organizations for the benefit of people of all ages who have an intellectual disability. A federation of ten provincial and three territorial community living associations, comprising 420 associations, it has over 40,000 members.

COMMUNICATION ASSISTANCE FOR YOUNG ADULTS (CAYA) www.cayabc.org

This organization operates as a project created through Special Education Technology BC (SET-BC) and provides services for adults aged 19 years and older who require an augmentative/alternative communication (AAC) system due to a severe communication disability.

INCLUSION PRESS www.inclusion.com

Inclusion press provides information on person-centered planning, and training for facilitators of MAPS and PATHS. This site also lists resources available for sale.

INCLUSIVE EDUCATION - NATIONAL WEBSITE www.inclusiveeducation.ca

This site acts as a meeting place for school representatives, families, and community members and promotes an inclusive vision of education in Canada. The Canadian Association supports it for Community Living.



MINISTRY OF EDUCATION AND CHILDCARE- PROVINCIAL RESOURCE PROGRAMS

www.bced.gov.bc.ca/specialed/sid/resources.htm

This site provides information about provincially funded resource programs available to districts and schools for students with intellectual disabilities. This includes educational alternatives (school programs) and consultative services (specialists who visit schools to offer training and/or to set student-learning goals).

MINISTRY OF EDUCATION AND CHILDCARE — SPECIAL EDUCATION RESOURCES

www.bced.gov.bc.ca/specialed/welcome.htm

This site features many resources, including guides for schools, which provide detailed information about teaching students with a range of special needs. Some titles in the series are:

- Awareness of Students with Diverse Learning Needs (two volumes)
- Teaching Students with Attention-Deficit/Hyperactivity Disorder
- Teaching Students with Autism
- Students with Intellectual Disabilities
- Teaching Students with Learning and Behavioral Differences
- Teaching Students with Fetal Alcohol Syndrome/Effects
- Students with Hearing Loss
- Teaching Students with Acquired Brain Injury
- Teaching Students with Mental Health Disorders (two volumes)

POVNET www.povnet.org

This site focuses on anti-poverty work. It has a section on advocacy resources and lists advocates who are available throughout BC. PovNet provides up-to-date information about income assistance, disability benefits, housing and other poverty-related issues.

PROVINCIAL INTEGRATION SUPPORT PROGRAM (PISP) www.pisp.ca

This outreach service assists BC schools to meet the educational needs of students with multiple/severe disabilities. It provides information, in-service training and teaching strategies to support the classroom teacher and support team. Note: There is a waiting list for this program. Schools should send in referral forms as soon as possible.

PROVINCIAL OUTREACH PROGRAM FOR AUTISM AND OTHER RELATED DISORDERS (POPARD BC)

www.autismoutreach.ca

The team at this province-wide program includes teachers, special educators, registered psychologists, and/or autism specialists. The POPARD team can visit schools, provide workshops and other training, and consult with school-based teams about educational and behavioral programming. The POPARD office is located in Delta, BC.

SPECIAL EDUCATION TECHNOLOGY BC – (SET-BC)

This provincial program — with seven regional centers across the province — helps school districts throughout BC meet the technology needs of students with physical disabilities, visual impairments, and autism. Services include the following:

- assessment of students' abilities and need for technology



- program planning and transition planning, where technology is used to support learning outcomes
- equipment loans and technical support of loan equipment
- training and workshops in the use of equipment for teachers and other staff

Districts determine which students will receive SET-BC services in a given year, and school-based teams work with SET-BC consultants to consider student needs and educational goals. Eligibility for these programs is based on specific disabilities rather than needs, so some children are excluded from accessing these resources.

THE BC UNIVERSAL DESIGN FOR LEARNING OBJECT REPOSITORY [Universal Design for Learning Materials | ARCBC \(arc-bc.org\)](#)

The BC UDL Learning Object Repository (BCUDL LOR) provides free, searchable, access to UDL learning objects and course materials. It was developed to assist educators across the province to create, manage, and share their teaching resources.

STEPS FORWARD INCLUSIVE POST-SECONDARY EDUCATION SOCIETY [WWW.BC-IPSE.ORG - Home](#)

This society of parents promotes post-secondary opportunities for students with intellectual disabilities and provides support to students with intellectual disabilities in colleges and universities. Phone: (604) 782-1382

THE ASSOCIATION FOR PERSONS WITH SEVERE HANDICAPS (TASH) [Tash.org](#)

This international advocacy organization includes people with disabilities, their family members, other advocates, and people who work in the disability field. It promotes the full inclusion and participation of persons with disabilities.

The Cross-Ministry Transition Planning Protocol for Children and Youth with Special Needs:

[2012_ytpp_protocol.pdf \(gov.bc.ca\)](#)

On-line publications and documents Inclusive Education (Inclusion BC)

<http://www.inclusionbc.org/our-priority-areas/inclusive-education>

This Inclusion BC publication is a companion to the parent's handbook on inclusive education. It makes the case for inclusive education by shattering myths, presenting research on the positive impact of inclusive education, and telling the stories of five students who, with the support of teachers and families, demonstrate the value of inclusion. Includes references and ideas for how to support and advocate for inclusive schools.

Know Your Rights [Rights Guardian insides \(ldasvi.bc.ca\)](#)

This booklet from the Learning Disabilities Association of BC, South Vancouver Island Chapter, is for parents/guardians of children with learning disabilities or ADHD. It provides information to support their advocacy efforts to make sure that their children get the best education possible. There are two versions of Know Your Rights, one for parents/guardians and one for students.



The Manual of School Law K–12 www.bced.gov.bc.ca/legislation/schoollaw/

This manual contains the following documents:

- The School Act
- The School Act Regulations and Orders in Council
- School Act Ministerial Order

Ministry of Education Policy Document: K–12 Funding — Special Needs

www.bced.gov.bc.ca/policy/policies/funding_special_needs.htm

This website provides details of the K–12 funding policy, including a chart of the categories eligible for funding and the amount that districts receive for each student recorded in each category.

The Primary Program: A Framework for Teaching

[Primary Years Information for Teachers - Province of British Columbia \(gov.bc.ca\)](http://www.gov.bc.ca/primaryyears/)

SPECIAL EDUCATION SERVICES: A MANUAL OF POLICIES, PROCEDURE AND GUIDELINES

[Special Education Policy Manual \(gov.bc.ca\)](http://www.gov.bc.ca/specialeducation/)

This Ministry of Education manual was revised in 2011 and is intended mainly for administrators, school based teams, and special education professionals, but may be of interest to parents. Divided into eight sections, it contains information on relevant legislation, ministry policy, and program standards. The manual is updated as needed so it should contain the most current information.

SUPPORTING MEANINGFUL CONSULTATION WITH PARENTS

http://www.bc-case.org/downloads/WVSD_brochure.pdf

The BC Council of Administrators of Special Education has prepared this helpful booklet.

Transition to School: An Information Guide for Parents

[On My Way: A Transition Planning Guide for Families and Students - Inclusion BC](http://www.inclusionbc.org/transition/)

This is a guide to assist parents with the transition to school for kindergarten age children. Inclusion BC is a provincial organization that advocates for children, youth, and adults with developmental disabilities and their families to ensure justice, rights and opportunities in all areas of their lives.

Inclusion BC provides information, referral to local services, workshops, and parent support.

227 Sixth Street, New Westminster, BC V4L 3A5

Phone: (604) 777-9100 Toll free: 1-800-618-1119 Fax: (604) 777-9394

Website: www.inclusionbc.org

E-mail: info@inclusionbc.org



BCCPD is a cross-disability advocacy organization. It provides information and referrals for people with disabilities. Advocacy Access provides individual advocacy assistance.

204 – 456 West Broadway, Vancouver, BC V5Y 1R3

Phone: (604) 875-0188 TTY: (604) 875-8835 Fax: (604) 875-9227

Advocacy Access Phone: (604) 872-1278

Website: [DABC \(disabilityalliancebc.org\)](http://DABC(disabilityalliancebc.org))

BC Human Rights Tribunal

This is an independent, quasi-judicial body created by the Human Rights Code.

The Tribunal is responsible for accepting, screening, mediating, and adjudicating human rights complaints. The Tribunal offers the parties to a complaint the opportunity to resolve the complaint through mediation. If the parties do not resolve the complaint, the Tribunal holds a hearing.

1170 – 605 Robson Street, Vancouver, BC V6B 5J3

Phone: (604) 775-2000 Toll free: 1-888-440-8844 (in BC only)

Website: www.bchrt.bc.ca

Ombudsperson's Office [Office of the Ombudsperson - Office of the Ombudsperson \(bcombudsperson.ca\)](http://OfficeoftheOmbudsperson-OfficeoftheOmbudsperson(bcombudsperson.ca))

The Ombudsperson investigates complaints about the unfair administrative decisions or actions of a public agency. There is a mobile office for complaint intake.

2nd Floor – 947 Fort Street, Victoria, BC

Phone: 1-800-567-3247 (toll free) (250) 387-5855 (Victoria) Fax: (250) 387-0198

BC CPAC British Columbia Confederation of Parent Advisory Councils [Home \(bccpac.bc.ca\)](http://Home(bccpac.bc.ca))

The BC Confederation of Parent Advisory Councils (BCCPAC), a registered non-profit and non-partisan charity, represents the parents of 565,000 children attending public schools. As the provincially mandated voice of parents in public schools, we engage, empower and support parents for the success of all learners through collaboration, partnership and education, in a culture of acceptance, inclusion and equity.



Disability information and Support Associations for Community Living (ACLs):

Many ACLs have staff members who provide support to families and individuals in communities throughout BC.

Autism Community Training Society of BC (ACT BC)

ACT BC provides information, training, and vital support services to parents, paraprofessionals, and professionals who have or work with children with an autism spectrum disorder. 150– 2250 Boundary Road, Burnaby, BC V5M 3Z3 www.actcommunity.net Email: info@actcommunity.net

Autism Society of BC

This society promotes inclusion and the acceptance of people with autism spectrum disorder and provides information and referrals to people with autism spectrum disorder and their families. 301 – 3071 East Hastings Street, Burnaby, BC V5C 2H6 Phone: (604) 434-0880 (Vancouver area) Toll free: 1-888-437-0880 (Outside Vancouver) Fax: (604) 434-0801 Website: www.autismbc.ca Email: info@autismbc.ca

BC Centre for Ability

This organization provides individualized therapy and support services to disabled children and youth in their homes and communities. It also provides specialized community living services, comprehensive vocational, and support services for adults with disabilities. 2805 Kingsway, Vancouver, BC V5R 5H9. Phone: (604) 451-5511 Fax: (604) 451-5651 55

Canadian Down Syndrome Society

The Canadian Down Syndrome Society is a national non-profit organization providing information, advocacy, and education about Down syndrome to parents, families, and self advocates through all stages of life. Phone: 1-800-883-5608 Fax: 403-270-8291. Website: www.cdss.ca

Canadian Hard of Hearing Association – British Columbia Chapter (CHHA-BC)

This organization helps people manage hearing loss and provides information. It advocates for hearing accessibility in BC and supports individual and collective action. 102-9300 Nowell Street, Chilliwack, BC V2P 4V7, Phone: (604) 795-9238 Toll free: 1-866-888-2442 Fax: (604) 795-9628. Website: <http://chha-bc.org>

Cerebral Palsy Association of BC (CPABC)

This association provides advocacy and implements programs for people living with cerebral palsy. It encourages networking and provides information, publications, and public education. 801 -409 Granville Street, Vancouver, BC V6C 1T2. Phone: (604) 408-9484 Toll free: 1-800-663-0004 Fax: (604) 408-9489. Website: www.bccerebralpalsy.com E-mail: info@bccerebralpalsy.com

Down Syndrome Research Foundation (DSRF)

The DSRF develops educational and training programs, supplies information and research results, provides clinical support services, collaborates with other resource centers and



community service providers, and raises funds to support research projects. 1409 Sperling Avenue, Burnaby, BC V5B 4J8

Phone: (604) 444-3773 Toll free: 1-888-464-DSRF Fax: (604) 431-9248

Family Network for Deaf Children (FNDC)

FNDC offers workshops, videos, a newsletter, and bulletins supporting and providing information to parents of deaf and hard-of-hearing children and the communities that support them. Phone: (604) 684-1860. Website: www.fndc.ca

Family Support Institute (FSI)

This province-wide organization supports families faced with the circumstances that come with having a family member who has a disability. Directed by families, FSI provides information, training, and province-wide networking to help families and their communities to build upon and share their strengths. The organization provides educational workshops and has resource materials, including videos available to parents and communities. 227 – 6th Street, New Westminster, BC V3L 3A5. Phone: (604) 540-8374 Fax: 604 540-9374. Email: fsi@fsibc.org Toll free: 1-800-441-5403. Website: www.familysupportbc.com

Learning Disabilities Association of BC (LDABC)

LDABC promotes the education and well-being of children and adults with learning disabilities. 3292 East Broadway, Vancouver, BC V5M 1Z8 Phone: (604) 873-8139 Fax: (604) 873-8140 Website: www.ldav.ca Email: info@ldav.ca

Sunny Hill Education Resource Centre (SHERC)

SHERC runs a library with books, videos, journals, board games, and other educational materials designed for children with disabilities. These resources are loaned free of charge to people with disabilities, their families, care providers, and other professionals working in BC. For contact information, see listing under “On-line information and services.”

Vela Micro board Association

Micro boards are small non-profit societies that create customized supports and services to address the needs of the one person they support. Vela provides support and information to family and friends who create micro-boards. 100 – 17564 56A Avenue, Surrey, BC V3S 1G3 Phone: (604) 575-2588 Fax: (604) 575-2589 Website: www.microboard.org E-mail: info@microboard.org

Legal Supports Community Legal Assistance Society (CLAS)

CLAS runs a Disability Law Program, which offers advice to those who meet certain financial and “test case” criteria. It provides free legal advice and representation on issues affecting people with disabilities. Suite 300-1140 W. Pender Street, Vancouver, BC V6E 4G1 Phone: (604) 685-3424 (Vancouver) Toll free: 1-888-685-6222 Fax: (604) 685-7611 Website: www.clasbc.net

Glossary of Key Terminology



Continuum of Support

The process that should occur in prevention, early intervention, and programming for all students.

Differentiated Instruction (DI):

The process of tailoring lessons to meet each student's individual interests, needs, and strengths. Teaching this way gives students choice and flexibility in how they learn, and helps teachers personalize learning.

Individual Education Plan (IEP):

A document that describes an educational program that has been developed for one specific student with diverse needs. It includes only the details of the educational program that have been modified or adapted.

Response to Intervention (RTI):

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

School Based Team (SBT): Most schools have school-based teams that assist classroom teachers and help plan for special needs students. A teacher may contact the team with concerns about any aspect of a child's progress or behavior. This group meets to support classroom teachers in meeting the needs of students with special needs. 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.