



Southlands Elementary School Inclusion Policy





IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



The Southlands Elementary School community provides a child-centred education that addresses each student's academic, social, emotional, and physical development. We support learners to become compassionate, inquiring, and engaged citizens who take action to improve the local and global community.

Purpose

This policy is intended as a source of information, for the school community, on Inclusion. As a public school governed by the Vancouver Board of Education, we are supported by the staff, programs, structures and procedures put in place by the Vancouver Board of Education, to support all students. This document outlines the legal requirements for inclusion, the structures and processes used to comply with legal requirements, and the rights and responsibilities of all members of the school community.

International Baccalaureate Programme Standards and Practices

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

- Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
- Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
- Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Philosophy

The IB Primary Years Programme at Southlands Elementary School is an inclusive programme. We are committed to supporting the academic, social, emotional, and physical development of all students, and do this through a focus on social-emotional learning, differentiated instruction and assessment in the classroom, and flexible learning spaces. We are a SOGI (Sexual Orientation & Gender Identity) inclusive school and we also welcome and value the cultural diversity in our school community. We appreciate learner diversity and approach teaching, learning, and assessment from a strength-based perspective. We want every student to feel like they are a welcome and contributing member of our school community, and we support our students using the lenses of reconciliation and trauma-informed practice when appropriate. When students have needs that extend beyond what their classroom teacher can provide, the teacher will access the school-based support services and, as needed, support services at the district level.

Legal Requirements

The legal requirements for Special Education and English Language Learning are outlined in the following Policies and Ministerial Orders:

- BC Public School Policy: Special Education (Appendix 6)
- BC Public School Policy: English Language Learning Students (Appendix 7)
- Special Needs Students Order (Appendix 8)
- Individual Education Plan Order (Appendix 9)
- Support Services For Schools Order (Appendix 10)
- Student Progress Report Order (Appendix 11)

Further details are outlined in the following documents:

- Special Education Services: A Manual Of Policies, Procedures And Guidelines
- Inter-ministerial Protocols For The Provision Of Support Services To Schools

As well, our practice is guided by:

- Aboriginal Enhancement Agreement
- First Peoples Principles of Learning

Rights and Responsibilities of the Southlands School Community Members

In order to promote a learning environment that encourages and supports inclusion, each member of the Southlands School community has rights and responsibilities.

Principal

The school's principal will:

- ensure that teachers receive the information they need to work with students who are assigned to them
- use staffing provided by the VSB, ensure the school is organized to provide students with the Resource Teacher and School and Student Support Worker support they need
- ensure a School-Based Team is operational in the school
- facilitate the collaborative efforts of the School-Based Team members, to meet the needs of all students
- establish a culture of collaboration and cooperation between school staff, students, and parents
- support all staff to ensure they have the training and confidence to use trauma-informed practices when appropriate, and that they are able to support students through the lens of reconciliation and provide a culturally relevant education

Classroom Teachers

The school's classroom teachers will:

- design, supervise, and assess the educational programs of all students in their class
- request support from, and work collaboratively with, Resource Teachers to design appropriate educational programs for students who require specialized instruction
- work collaboratively with other professionals who are supporting the students in their class
- consult with parents in a timely and supportive way, acknowledging and respecting the input of parents
- consult with students about their educational program
- evaluate and report the progress of students to their parents
- use trauma-informed practices when appropriate, support students through the lens of reconciliation, and provide a culturally relevant education

Resource Teachers

The school's resource teachers will:

- work collaboratively with classroom teachers to design appropriate educational programs for students who require specialized instruction
- assist classroom teachers with finding resources and adapting or modifying materials for students who require specialized instruction
- work collaboratively with other professionals who are supporting the students on their caseload
- provide small group or individual support to students with special needs, English language learners, and students with other learning challenges
- coordinate the development of IEPs for students with special needs, AIPs for English language learners, and Student Success Plans for Indigenous students

- use trauma-informed practices when appropriate, support students through the lens of reconciliation, and provide a culturally relevant education

School and Student Support Workers

The school's SSWs will:

- work under the direction of one or more teachers and the general supervision of the school principal
- support the implementation of students' individual education plans, with responsibilities ranging from playing a key role in implementing instructional programs to personal care
- participate in child-specific training by qualified health professionals for health-related procedures required for their duties
- use trauma-informed practices when appropriate and support students through the lens of reconciliation

Non-enrolling Teachers

The school's non-enrolling teachers will:

- work collaboratively with classroom teachers to become familiar with the students they teach and the best ways to support their educational needs
- use trauma-informed practices when appropriate, support students through the lens of reconciliation, and provide a culturally relevant education

Indigenous Education Worker

The school's Indigenous Education Worker will:

- work collaboratively with classroom teachers, support staff, other professionals, students, and families to support Indigenous students
- provide cultural, academic, social, and emotional support, parent liaison and advocacy for Indigenous students
- work collaboratively with staff, students, and families to develop Student Success Plans
- use trauma-informed practices when appropriate

Parents / Guardians

Parents of students at Southlands have the right to:

- participate in discussions about their child's educational program
- be consulted on the individual educational plan developed for their child
- be informed of a student's attendance, behaviour and progress in school
- examine all records kept by the board pertaining to their child

Parents of students at Southlands have the responsibility to:

- work in partnership with educators and other service personnel to support their child's development
- inform the school staff, on a need-to-know basis, without violating the privacy of the individual or the family, about any special factors which may place a child with special needs or other children at risk

Students

Students at Southlands have the right to:

- learn in a safe and welcoming environment
- have their needs identified in a timely way and have these needs assessed in a comprehensive manner
- participate in an appropriate response that addresses their identified strengths and needs
- contribute to the process of assessment and planning for their own educational programs
- provide feedback on the services provided to them
- be consulted on the development of the Individual Education Plan being created for them

Students at Southlands have the responsibility to:

- demonstrate the attributes of the PYP Learner Profile, and work cooperatively as a member of the school community
- comply with the school rules authorized by the principal, and any other rules and policies established by the school board

Structures and Processes in Place to Support Student Learning

The following is a description of the staff, programs, structures, and procedures used by the Vancouver Board of Education to support the academic, social, emotional, and physical needs of all students at Southlands. The Student Support team works collaboratively with school teams, parents and community partners to ensure the success of all students.

School-based Support Services

The Vancouver Board of Education has a wide-range of school based teachers and professionals who work collaboratively to support students with special needs.

The classroom teacher is responsible for the planning, implementation, assessment and reporting of the student's educational program.

The school Principal/Vice-Principal ensures that every student who has special needs is assigned a case manager; that **individualized education plans** are developed and implemented; and that parents/guardians are regularly provided with information concerning their child's educational progress. The Principal/Vice-Principal is available to consult with students as well as parents/guardians concerning their child's education program.

School-Based Teams

The School-Based Team (SBT) is a problem-solving group that works with classroom teachers to develop educational programs for students who may or may not have special education designations. SBTs make decisions regarding case managers, referrals (to area counsellors, speech language pathologists, psychologists etc), and the allocation of resources. School-Based Teams meet on a regular basis in all schools.

Resource Teachers

Resource teachers are members of the Southlands School staff. They deliver a range of support services to students with diverse learning needs, including, but not limited to those with designations who need learning support. The Resource Teacher is an integral member of school-based support services, and a valued member of the School Based Team.

Responsibilities of the Resource Teacher include:

- case managing and file maintenance for Individualized Education Programs (IEP) & Annual Instruction Plans (AIP)
- collaborating with school teams to develop & write IEPs & AIPs
- collaborating with school teams to plan, develop and/or implement programming and interventions for students
- liaising with school teams for referrals, designations and district or community supports
- completing Level A and if trained Level B assessments

For a detailed description of the roles held by other members of the School-Based Team, please see Appendix 1.

District Support Services

The Vancouver School Board has a wide range of district staff and professionals who work with our classroom

teachers to ensure that our students' diverse learning needs are met. Access to these supports is through the School-Based Team, a collaborative problem-solving team that works with classroom teachers to develop educational programs for students who may or may not have special education designations. School-Based Teams meet on a regular basis in all schools. Some of the district staff and professionals available through District Support Services include a speech and language pathologist for augmentative and alternative communication, a case manager for behaviour, a case manager for inclusion, a case manager for high incidence needs, a district resource teacher for early learning, a district resource teacher for gifted learners, an Urgent Intervention Process Support Team, and the Vancouver Regional Pediatric Team.

For a detailed description of the support available through District Support Services, please see Appendix 2.

District Support Programs

The Vancouver School Board has a range of support programs available to help students meet their learning objectives. These include behaviour support programs, gifted programs, and learning support programs. Some of these programs are available to students while they continue to be enrolled in their regular elementary school, while other programs are self-contained.

For a detailed description of the District Support Programs available to students enrolled at Southlands, please see Appendix 3.

English Language Learners

English Language Learners are supported through differentiated instruction and assessment, as well as through small group reading, writing, and oral language instruction from a resource teacher.

Each year, for each ELL student, we must have, an Annual Instructional Plan (AIP), a completed matrix noting the level of the student in reading, writing, listening, and speaking, a marked writing sample demonstrating level dated after September 30th, and a timetable demonstrating when support occurred or a completed consult support form. The Resource teaching team has the responsibility for ensuring these assessments and documents are completed.

District support for English Language Learners is also provided by Multicultural Liaison Workers, Settlement Workers in Schools, and an ELL Consultant.

For a detailed description of the district support available to English Language Learners, please see Appendix 4.

Indigenous Learners

As part of our efforts towards reconciliation, we work towards the goals outlined in the Aboriginal Education Enhancement Agreement, we implement the First People Principles of Learning into our teaching, learning, and assessment, and we complete Student Success Plans for Indigenous students

Aboriginal Enhancement Agreement

The Aboriginal Education Enhancement Agreement embodies the shared visions and commitment of the Vancouver Board of Education, local Indigenous communities, and the BC Ministry of Education to continue to work together to improve the educational experiences for Indigenous students. This agreement was created with the goal of improving the educational experiences and improving the academic success of Indigenous students. This agreement focuses on three main areas, belonging, mastery of skills, and culture and community.

Belonging: To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

Mastery: To ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

Culture and Community: To increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities

Some of the strategies and structures implemented to meet these three goals are at the district level, while others are at the school level.

For a detailed description of the strategies and goals for each goal, please see Appendix 5.

First Peoples Principles of Learning

We recognise that Indigenous education is beneficial for all students, and we strive to implement the First Peoples Principles of Learning into all curricular areas. We recognise that education is a complex process that is personal, holistic, embedded in relationship to each other, to ourselves, and to the land, and most effective when it is authentic and relevant.

The First Peoples Principles of Learning are:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning recognizes the role of Indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

Professional Responsibility

It is the professional responsibility of all staff members to be fully aware of the content of this document, to accurately communicate the information to the school community, and to adhere to this document at all times.

Policy Review

The PYP Coordinator is responsible for developing and maintaining a policy review cycle, for updating this document as necessary, and for informing the school community of changes to the document. This policy will be submitted to Staff Committee each Fall for approval, and will be reviewed in-depth by a representative committee at least every five years. If significant changes are made to school practices, the policy will be reviewed, to ensure it reflects the most current state of practice.

Communication of this Policy

The PYP Coordinator is responsible for providing copies of this policy to the school community. This is done through staff meetings, emails to staff and the PAC, MS Teams postings, and the school website.

References

BC Ministry of Education. (2016). Special Education Services: A Manual Of Policies, Procedures And Guidelines. Victoria, BC: British Columbia Ministry of Education.

FNESC. (2020). First Peoples Principles of Learning. <http://www.fnesc.ca/wp/wp-content/uploads/2020/09/>

[FNESC-Learning-First-Peoples-poster-11x17-hi-res-v2.pdf](#). Accessed October 13, 2020.

Government of BC. (2013). Inter-ministerial Protocols For The Provision Of Support Services To Schools. Victoria, BC: Ministry of Education, Ministry of Children and Family Development, Ministry of Health, Ministry of Justice. <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/provision-of-support-services-to-schools.pdf>. Accessed October 13, 2020.

IBO. (2018). Primary Years Programme: The Learning Community. Cardiff: International Baccalaureate Organization.

IBO. (2019). Programme Standards and Practices. Cardiff: International Baccalaureate Organization.

VSB. (2020). Indigenous Education. https://www.vsb.bc.ca/Student_Learning/Indigenous_Education/Pages/default.aspx. Accessed October 13, 2020.

VSB. (2020). Learning Support Programs and Services. https://www.vsb.bc.ca/Student_Support/Learning_Support_Services/Pages/default.aspx. Accessed October 13, 2020.

VSB (2016). Aboriginal Education Enhancement Agreement June 2016 to June 2021. <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/enhancement-agreements/framework/sd39.pdf>. Accessed October 13, 2020.

VSB. (2020) English Language Learners. https://www.vsb.bc.ca/Student_Support/English_Language_Learners/Pages/default.aspx. Accessed October 13, 2020.

School-based Support Services

The following is a description of the school-based support services available to students.

Area Counsellors

Area Counsellors' services facilitate the educational, personal, social and emotional development of elementary students in schools and in the community. Area Counsellors provide support to individual students, groups of students and classes in response to the current needs of the school and its students. They are a resource for families and provide consultation for school staff. They also liaise with District services and community agencies. Area Counsellors are teachers who have also completed a Masters Degree in Counselling Psychology or a related field.

Support includes

- counselling for individual students on a variety of personal and school issues
- developing students' self awareness, self regulation, social awareness, social skills and problem solving skills
- supporting students and families in crisis
- targeting social skills or issues such as anxiety, grief or peer conflict through small group work
- supporting teachers' implementation of District supported Social Responsibility and Diversity programs
- consulting and collaborating with other school and District staff including participation in School Based Team
- liaising with parents and community agencies to facilitate access to services and ensure ongoing communication with schools
- organizing and facilitating referrals for special education services, Grade 8 articulation and Alternative Program placement
- providing input into development of IEPs
- organizing and participating in case conferences

Referral Process

The referral process varies from school to school and may include referrals from students, staff, families and School Based Team. Parents are consulted in situations which may involve ongoing individual counselling or participation in a group.

District Resource Teacher - Deaf and Hard Of Hearing

The District Resource Teacher - DHH provides support service for students kindergarten to grade 12 whose educational and social emotional development is significantly impacted by their hearing loss.

Support Includes:

- collaborating with teachers to meet the needs of students who are deaf or hard of hearing
- supporting maximum inclusion for deaf and hard of hearing students
- providing tutorial support
- assisting students in developing auditory skills
- teaching appropriate use and care of assistive listening devices
- educating the hearing community regarding the needs of the students who are deaf and hard of hearing
- sign language services
- liaising with parents and community agencies

Referral Process

Students are eligible for support when they meet Ministry criteria for Deaf and Hard of Hearing (F). Referrals are made to Learning Services.

District Resource Teacher - Vision

The District Resource Teacher - Vision, provides support for any child of school age with a significant visual impairment.

Support Includes:

- teaching specialized skills such as Braille or the use of visual aids
- facilitating orientation and mobility training/instruction
- completing Braille transcriptions of educational materials
- enlarging print, maps and diagrams
- teaching appropriate use of technology
- working with students on social emotional skills
- providing remediation in academic areas

Documents required:

- reports from: ophthalmologist, optometrist or the Visually Impaired Program of BC Children's Hospital
- report cards
- Individual Education Plan (IEP)
- Referral process
- Students are eligible for support services when they meet Ministry criteria for Visual Impairment (E designation). Referrals are made to Learning Services.

Students' needs are reviewed on an ongoing basis. If a change in designation occurs, a referral is made to Learning Services.

Braille Transcription Services for Braille transcription for visually impaired students is provided through a Braillist.

Support Includes:

- transcribing material into Braille and Braille into print
- preparing tactile illustrations such as maps, graphics and diagrams
- making audio tapes
- ordering specific Braille transcriptions from American Printing House for Blind. Braille transcription services are arranged by a teacher of the visually impaired

Home Instruction Teacher

Home Instruction enables students to continue their education while absent from school for an extended period during the school year because of medical, social/emotional/behavioural or psychiatric reasons. Referred students are often disengaged or disconnected from school or are currently not able to attend a regular, special education or alternative program. The teacher provides instructional support in core subject areas that focus on opportunities for success that builds on individual student strengths and interests. The goal is to re-engage students with their school and prepare the student to re-integrate into an education program.

Support Includes

- providing educational consistency to meet the need of children who are unable to attend school
- ensuring collaboration, consultation and coordination of all caregivers (i.e. school, community and medical personnel)
- providing a program that best suits the students individual medical, emotional and educational needs
- building confidence in the student's ability to continue their education despite this interruption

* This service cannot duplicate a full school program

Documents Required

- complete Home Instruction Referral form

- authorization from medical personnel (Physicians Referral) must be obtained for students with medical / health conditions

Referral Process

Students are eligible for home instruction when:

- student is absent from school for 10 days (Ministry Guidelines) or longer due to medical reasons such as injury, disease, surgery and psychological issues
- students suspended by the Vancouver Board of Trustees under Section 91 of the School Act (when appropriate)

Resource Teachers

The Resource Teacher delivers a range of support services to students with diverse learning needs, including, but not limited to those with designations who need learning support. The Resource Teacher is an integral member of school-based support services, and a valued member of the School Based Team.

Responsibilities of the Resource Teacher include:

- case managing and file maintenance for Individualized Education Programs (IEP) & Annual Instruction Plans (AIP)
- collaborating with school teams to develop & write IEPs & AIPs
- collaborating with school teams to plan, develop and/or implement programming and interventions for students
- liaising with school teams for referrals, designations and district or community supports
- completing Level A and if trained Level B assessments

School Psychologists

School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning and behavior to help children and youth succeed academically, socially, behaviorally and emotionally. VSB School Psychologists have graduate degrees in psychology and often hold teacher certification. Each School Psychologist works in a number of schools and provides services for children from kindergarten through grade twelve.

Support Includes:

- collaborating with teachers, parents and school personnel about learning, social emotional learning and positive behaviour strategies
- helping others better understand child development and its relationship to learning and behaviour by bringing a psychological approach to the analysis of student learning and behaviour problems that is scientifically based and relevant to those situations that affect the classroom and student on a day-to-day basis.
- providing in-service programs regarding various psychological and educational issues
- providing information and interpretation of assessment
- collaborating with other school staff to develop appropriate educational and behavioural strategies and programs for individual students
- working directly with families and teachers to solve issues related to learning or referring to other agencies and services if needed.
- may be involved in monitoring the effectiveness of recommendations

Additional services provided through assessment:

- use a wide variety of approaches to evaluate: cognitive abilities, social skills, self-help and coping skills, behaviour, emotional condition(s), academic achievement, eligibility for special education services and programs
- discuss the results with the parents and relevant school-based professionals
- write a report describing the assessment procedures, findings and recommendations

Referral Process

The services of a School Psychologist are accessed through the School Based Team. After discussion of the teacher's or parent's concerns, the school based team determines if the School Psychologist's services are required and sets priorities for this service.

Speech Language Pathologists

Speech Language Pathologists (SLPs) are specialists who evaluate and provide services related to speech production, language processing and communications skills as they affect classroom activities, social interactions, literacy and learning. SLPs have Master's degrees and are members of the College of Speech and Hearing Health Professionals of British Columbia. SLPs support students with communication disorders involving:

- Language – comprehension and use of oral and written language
- Augmentative and/or Alternative Communication needs – profound difficulties using speech to communicate functionally
- Social communication – challenges with perspective taking, inferencing and interpretation of visual information including body language
- Speech – problems producing the individual sounds or sound patterns used to form words
- Fluency – disruptions to the flow of speech (e.g. stuttering)
- Voice and resonance – atypical vocal quality
- Other conditions – neuro-developmental (e.g. autism) hearing impairments, traumatic brain injury, developmental, intellectual or genetic disorders and neurological impairments

SLP Services Include:

- Consultation and collaboration with teachers, resource teachers, student support workers, parents and outside agencies
- Assessment of speech and language abilities
- Intervention – direct individual or group therapy; at-home and school programming
- IEP – development and implementation

Referral Process:

- Speech Language Pathology services are accessed by referral and with signed parent consent.
- Elementary student referrals are made following School Based Team discussion with the Speech Language Pathologist present

Appendix 2

District Support Services

The following is description of the support available through District Support Services

Augmentative and Alternative Communication - Speech And Language Pathologists

The primary role of the Augmentative & Alternative Communication - Speech Language Pathologists (AAC-SLP) is to support school teams working with students who are functionally non-speaking.

The AAC SLP provides consultative services that may include:

- Observation
- Consultation with the school based team
- Implementation support
- Education relating to strategies and implementation of communication systems for the purpose of enhancing the student's augmentative communication ability
- Liaising and/or collaborating with outside agencies and service providers.

This may include students who are:

- In elementary or secondary school
- In all types of classrooms
- Having difficulty using speech due to physical and/or cognitive disabilities. They may be non-speaking, have limited speech, or be difficult to understand

AAC Systems may include:

- The use of picture boards, letter boards, symbols, communication books, and speech generating devices.
- No tech, low tech, or high tech solutions

Referral Process:

The student's school based team should consult with the school based SLP who will help the team determine if an AAC SLP referral is appropriate.

If appropriate, the students case manager completes the referral, with the assistance of the school SLP and team, and forwards a copy to the assigned AAC SLP and to Garibaldi Learning Services (AAC Referrals).

Case Manager - Behaviour

The Case Manager for Behaviour is responsible for supporting School Based Teams working with students in K-12 who present with on-going and significant behavioural/social-emotional needs, mental health concerns and safety issues. These students typically have not responded to accepted in-class or in-school adaptations for behaviour management.

Support includes:

- facilitate requests from School Based Teams regarding Ministry designations (R & H) and Behaviour Program placement
- liaise with Special Education Behaviour Program Teams (ExSEL)
- recommend evidence-based interventions on a consultative basis to assist School Based Teams in the development of positive behaviour support plans for individual students
- provide/facilitate professional development and in-service training. Topics include: classroom management, self regulation skills, functional behaviour assessments and Non- Violent Crisis Intervention Training (CPI)
- coordination of STIBS (Short Term Intensive Behaviour Support) workers
- liaise with outside agencies and professionals where appropriate

Required Documents

- completed PRIS (Pre Referral Intervention Strategies) form
- completed SBT minutes from current school year

Referral Process

Please refer to the VSB Levels of Intervention pamphlet. Support from the Behaviour Strategies Consultant is appropriate at Level 3.

Case Manager - Inclusion

The Case Manager for Inclusion is responsible for supporting School Based Teams working with Ministry designated students with developmental disabilities. This includes, but is not limited to, students aged Kindergarten to Grade 12 with: Autism Spectrum Disorder (ASD), Moderate to Profound Intellectual Disabilities, Dependent Handicapped, Deaf/Blindness and Chronic Health impairment that impact student learning.

Support includes:

- provide/facilitate requests from School Based Teams regarding Ministry designations (A,B,C, & G) and Low Incidence Program placement
- liaise with Special Education Low Incidence Program teams
- recommend evidence based interventions on a consultative basis to assist School Based Teams in the development of positive behaviour support plans for individual students
- provide/facilitate professional development and in-service training (topics include: communication, socialization and behaviour strategies for students with developmental disabilities)
- consult on the IEP process, including attending IEP meetings, when appropriate
- liaise with outside agencies and home teams when appropriate

Required Documents

- completed Pre Referral Intervention Strategies form (PRIS)
- completed Individual Education Plan (IEP)
- functional behaviour assessment (if available)

Referral Process

Please refer to the VSB Levels of Intervention pamphlet. Support from the Case Manager for Inclusion is appropriate at Level 3.

Case Manager - High Incidence

The Case Manager for Learning Support is responsible for supporting School Based Teams working with high incidence Ministry designated students. This includes, but is not limited to, students from Kindergarten to Grade 12 with mild intellectual disabilities, learning needs or learning disabled (Q, P, K).

Support includes:

- consult with School Based Teams regarding students with complex high incidence learning profiles
- facilitate requests from School Based Teams regarding Ministry designations (K,P and Q) and High Incidence Program placement
- liaise with Special Education Program staff: Elementary Extended Learning Assistance (ELAC), TEIR Program and Communication, Secondary Learning Support (LSP), Learning Assistance (LAC), Pre Employment, Kits Mini and STTEP
- provide/facilitate professional development and in-service training on topics related to learning
- liaise with outside agencies and professionals where appropriate

Required Documents

- completed PRIS (Pre Referral Intervention Strategies) form

- completed Individual Education Plan (IEP)
- Functional Assessment (if available)

Referral Process

Please refer to the VSB Levels of Intervention pamphlet. Support from the Case Manager for Learning Support is appropriate at Level 3.

District Principal - Student Support For Inclusion

The District Principal, Support for Inclusions' role is to work collaboratively with Learning Services staff, school staff and parents to ensure support for students with low incidence designations is effective in meeting the developmental needs and providing meaningful inclusion.

Areas of Responsibility:

- SSA Allocation
- Low Incidence Programs
- Professional development and training for SSAs and SSBs
- UIP Member
- Liaises with families, home teams and schools regarding student support needs
- Vancouver Pediatric Team (VRPT)
- Member of the Special Education Advisory Committee (SEAC)

Key Supervisory Relationships:

- Case Manager: Inclusion
- DRT: Early Learning
- Inclusion Consultants
- DRT- Post Secondary
- DRT: Hearing and Vision

District Principal - Student Support For Learning

The District Principal, Support for Inclusions' role is to work collaboratively with Learning Services staff, school staff and parents to ensure support for students with low incidence designations is effective in meeting the developmental needs and providing meaningful inclusion.

Areas of Responsibility:

- SSA Allocation
- Low Incidence Programs
- Professional development and training for SSAs and SSBs
- UIP Member
- Liaises with families, home teams and schools regarding student support needs
- Vancouver Pediatric Team (VRPT)
- Member of the Special Education Advisory Committee (SEAC)

Key Supervisory Relationships:

- Case Manager: Inclusion
- DRT: Early Learning
- Inclusion Consultants
- DRT- Post Secondary
- DRT: Hearing and Vision

District Principal - Student Support For Social Emotional Learning

The District Principal, Support for Social Emotional Learning's role is to work collaboratively with schools, district staff and community partners to provide resources and support for student mental health promotion,

positive behavior support, and social emotional learning and prevention.

Areas of Responsibility:

- Behaviour Programs
- District Lead - Critical Incident Team & VTRA
- SEL Professional Development and Training
- UIP Member
- Chair District Diversity Advisory Committee
- Member of the Special Education Advisory Committee (SEAC)
- SACY

Key Supervisory Relationships:

- Case Manager: Behaviour
- Area Counsellors
- Behaviour Consultants / STIBS
- DRT - Social Emotional Learning
- DRT - Diversity
- Social Responsibility and Diversity Team
- Liaise with Counselling Department Heads

District Resource Teacher - Early Learning

The primary role of the DRT - Early Learning is to coordinate the transition of preschool aged children with special needs into the school system. The transition process most often involves observations at the preschool/daycare or home, discussions with involved individuals, transition meeting (parents, preschool/daycare staff, a representative from the receiving school, therapists and VSB District staff) recommendations for support needs and collection and distribution of reports. During the transition, the DRT - Early Learning works closely with the parents, early childhood educators, Centre for Ability staff, Vancouver Supported Child Development Consultants, Coastal Health, Ministry of Children and Family Development, Autism home teams, receiving school Administrators and/or Resource Teachers and other District staff.

In addition, the DRT - Early Learning is available to do observations in either Kindergarten or Grade one classes where there are concerns or questions regarding specific children.

Referral Process

- For children who are about to enter the school system, parents sign a “Consent for Observation” form
- which is available from the preschool or daycare centre or through the other involved professionals.
- For children already in the school system, contact the DRT - Early Learning directly

District Resource Teacher - Gifted

The District Resource Teacher for Gifted Education is responsible for supporting/mentoring teacher colleagues in developing and advancing their professional practice and learning with an emphasis on effective, evidence-based practices for gifted and twice exceptional students.

Support Includes:

- differentiated instruction
- project based learning / inquiry learning
- social emotional learning
- classroom management
- planning and preparation
- reporting and parent communication
- professional development opportunities for school based staff
- program placement (MACC and Gifted Outreach)
- gifted screening opportunities

Referral Process

Please refer to the VSB Levels of Intervention pamphlet. Support from the Gifted Education Mentor is appropriate at Level 3.

Urgent Intervention Process Support Teams

The UIP teams were created to help the District support schools in addressing situations that are urgent in nature while developing increased capacity within the system. UIP is assigned to schools by Learning Services District Principals. These teams are able to provide a multi-dimensional lens to a situation that has developed within a school.

This team is comprised of :

- (3) Case Managers: Behaviour, Learning Support and Inclusion
- DRTs for: (5) Learning Support, (2) Behaviour and (3) Inclusion
- (1) Speech Language Pathologist
- (2) Area Counsellors
- (2) School Psychologists
- (5) Resource Teachers

Criteria

- The Principal must sign the form to agree to the UIP. The school-based administrator must support the referral process as per SBT Process
- It's determined that the student displays behaviour that is sufficiently disruptive and sufficiently "at risk". Appropriate data must be collected and represented with the UIP Referral form to demonstrate the seriousness of the behaviour
- Evidence of the interventions attempted and the supports provided by the school will be reflected on the form. A Pre-referral Interventions Strategies Form (PRIS form) is submitted
- All appropriate documentation must be accompanied by the referral form

Referral Process

- Designate a school staff member to the student file
- UIP Staff member to make initial contact: arrange SBT date, file review and observation
- Within 5 days, develop an interim plan for appropriate placement and/or support services. At this meeting, a timeline for implementation of the interim plan will be developed, determine if screening is appropriate and if the assignment of SSA/SSB support is appropriate
- SBT facilitates
- Submit all forms directly to UIP Email

Vancouver Regional Pediatric Team

The Vancouver Coastal Health Authority and the Vancouver Board of Education have developed services for students with nursing, physiotherapy and occupational therapy needs. The level and source of support varies with the type of health care the student requires.

The goal of the Vancouver Regional Pediatric Team is to help children living in Vancouver to lead active, healthy lives in their schools and communities.

Support May Include:

- Assessing the needs of a child
- Developing individualized Health Care Plans to guide staff in caring for students in the classroom environment who have complex health needs
- Training support staff to provide direct care to students
- Supporting students in accessing and participating in the school environment

Referral Process:

Students are eligible for this service when they have health care needs or physical disabilities. Referral for service can be made through School-Based Team and/or nurse.

District Support Programs

The following is description of the District Support Programs available to students enrolled at Southlands,

Behaviour Support Program

The Vancouver School Board has a wide range of behaviour support programs to help our students meet their learning objectives.

Alderwood Family Development Centre

Alderwood Family Development Centre is a family-centered program designed to build on the strengths of children and families. The one year program provides comprehensive assessment, treatment and educational services for children who are exhibiting disruptive behaviour and significant emotional difficulties. Services are non-residential.

Excellence In Social Emotional Learning (EXSEL)

The Excellence in Social Emotional Learning (ExSEL) program provides a supportive classroom setting for one year to students who require focused instruction in Social Emotional Learning. Instruction is differentiated and personalized to meet the unique learning profiles of each student.

Social Emotional Learning Centre (SELC)

The Social Emotional Learning Centre (SELC) provides support for elementary students to acquire social, emotional and behavioural skills. The centre provides a short term (approximately one term) part-time opportunity for students to learn strategies for self-regulation, social skills, executive functioning and self-advocacy that they can utilize back in their home school environment. Students maintain daily connections with their home school so that they are able to utilize their new skill set when they return to their classroom.

Gifted Programs

The VSB Gifted Programs are designed to support students who show evidence of high achievement capability in areas such as intellectual, creative, artistic, leadership capacity, or in specific academic fields and who need services/activities not ordinarily provided by the school in order to fully develop those capabilities.

Gifted Outreach Programs

Challenge Centre Program

A range of Challenge Centre pull-in programs are available for students in grades 1-7. Programs range from 2-4 days. A Challenge Centre candidate demonstrates a need for further enrichment beyond the enriched and/or differentiated classroom.

These programs offer an opportunity for highly able students to:

- work in a fast-paced environment in a topic or area of curricular interest with other like-minded students.
- Think critically, creatively, and flexibly
- Develop higher level thinking and communication skills
- Experience Project and Problem-Based Learning, curricular extensions, and meta-cognitive experiences.

Seminar Program

A range of Seminar pull-in programs are available for students in grades 4-7. Programs range from 6-10 days. A seminar candidate will have a gifted designation and/or demonstrates a need for significant enrichment and

rigor

These programs offer an opportunity for extremely able and passionate students to:

- Work with their intellectual peers on an on-going basis
- Use higher-level thinking and in-depth analysis skills
- Explore topics of interest with activities and projects
- Participate in Project and Problem-Based Learning

Students in the seminar program must be able to manage time effectively and keep up with regular school work. Gifted Outreach Programs are School-Based Team referrals.

Learning Support Programs

The VSB has a wide range of Learning Support Programs that are designed instruction that adapts, as appropriate to the needs of a student the content, methodology, or delivery of instruction. Referrals to these programs are done through the School-Based Team at the students school. These programs are off-site, so students would no longer attend Southlands.

Targeted Early Intervention Resource Program (TEIR)

TEIR is a short term, intensive program for students in the primary grades who have been identified with a severe delay in the acquisition of reading skills.

The focus of TEIR is to provide a differentiated learning setting that will facilitate the acquisition of academic skills with a focus on phonological skills, literacy and numeracy development. TEIR will also provide some consultative services as well as professional development. There will be four half day workshops for the Resource teacher of the student participating in TEIR. Schools referring students to TEIR must be committed to attending these sessions.

Student Profile

- Students are appropriate candidates for referral to this program when they:
- Grade 2 placement
- have average cognitive potential (or have been designated as learning disabled)
- have not responded to Tier 1 and 2 interventions that have been implemented
- Benchmark Reading Assessment levels less than level 6

Referral Process

TEIR applications will be reviewed by the TEIR Screening Committee twice a year; May and December. There are two intakes per school year, with each intake being approximately five months in duration. Please refer to the "Review and Placement Dates" timeline for due dates. Referrals are to be submitted to the Case Manager for Learning Support.

Exit Criteria

Each intake is approximately five months in duration when students return to their home school.

Transitions

Transitions from one stage of school to the next one are a complex and ongoing process that involves many stages and phases of change and development throughout a person's life. While this process is complicated at best for any person, individuals with special needs face unique challenges that require specialized considerations.

Transitioning From Grade 7 To Grade 8 For Students With Special Needs

Please refer to the Elementary and Secondary Special Programs Review and Placement Deadline Dates document which is sent to Principals, Special Education program staff, Resource team contacts and Area and Secondary Counsellors in September.

September

- Case Manager is determined.

October - January

- Case Manager invites Learning Services representative to meet and discuss Ministry designated students who may be considered for a special education program placement for Grade 8.
- Case Managers complete Request for Designation and/or Special Education Program Placement for and include the IEP, school-based team minutes, Psychological assessment, Speech and Language assessment if available, report card and any other supporting documents.
- Mail the documentation via the blue bag to Learning Services.

January

- Deadline for referrals for Grade 7 students recommended for Special Education program placements for Grade 8.

February

- Secondary special Education program placement offers for Grade 8 students are determined by Learning Services staff. Letters offering placement are then sent electronically to Elementary Special Education Administrators with a cc. to the Secondary Special Education Administrators with a proposed class list for September.
- Articulation - Secondary Counsellor and Vice-Principals meet with the elementary School Based Team to discuss strengths and needs of each Grade 7 student. Students recommended for ELL, a resource or skills block or are a Counsellor's alert are discussed.

March

- Student, Parents and Case Manager attend secondary special education program open house. The school-based Case Manager is responsible for forwarding the signed Consent/Refusal for Special Education Program Placement form to Learning Services. The original form is placed in the student's confidential file.
- A transition goal is identified with input from the student and included in the IEP.

April, May, June

- Students have opportunities to visit their new secondary school to get to know where the cafeteria, washrooms, gym, resource room, special education classrooms, counselling suite and school office are located.
- Photographs of the building, specific staff and areas of interest can be taken to make an album for the student to look at over the summer.
- Transportation from home to school to be determined. If the student is to be transported by First Student bus service, the sending school is to send a request for transportation to Learning Services by mid-June. If the student is taking public transit or walking to and from home to school, then walk and/or bus training programs need to be developed.
- Specific life skills to be identified and training programs developed, for example, time and money management, padlock or combination lock opening and closing and independent appropriate clothing choices will assist the student in being ready for school in September.
- Peer Counsellors may be identified to assist the students with orientation to their new school in the Fall.
- Providing students with strategies to deal with feeling anxious about a change and experiencing something new will be protective factors to help with a smooth transition.

Preschool To Kindergarten

The transition from home or a community based daycare or preschool into kindergarten can be a process supported by the VSB to facilitate the transfer of information and support from community agency services to VSB services.

There are two aspects to the kindergarten transition process:

- First is the important step of families registering their child for kindergarten at their local (catchment) school between November 1 and January 31, the early registration period.
- The second aspect is the completion of a Kindergarten Transition Information Package which includes consent forms as well as an information gathering document.

Once consent for VSB involvement is received by the District Resource Teacher Early Learning, arrangements are made to observe a child in their preschool/daycare, or on occasion during therapy sessions. This observation process typically occurs between December and March but can be as late as May or early June. Between April and June, transition meetings are planned with the school, family and community agency support providers. This meeting allows the family to connect directly with their child's school as well as ask questions which are school specific. Additionally, this meeting allows the VSB support team to gather information from the community support team and family about the child's strengths and areas requiring additional support.

During the time between January and June in the year before children enter kindergarten, there are opportunities for families to connect with the school community through events hosted by the schools. These events include Ready, Set, Learn as well as Welcome to Kindergarten. Information about Ready, Set, Learn and Welcome to Kindergarten can be found on the school website or by contacting the school in January.

District Support for English Language Learners

The following is a description of the district support available to English Language Learners enrolled at Southlands.

Multicultural Liaison Workers (MCLWS)

Multicultural Liaison Workers (MCLWS) are cultural and linguistic resource staff of the Vancouver Board of Education, under the ELL support services of the Newcomer Welcome Centre.

They are available to support students, families, and school personnel by facilitating communication despite linguistic or cultural differences.

Currently, there are MCLWs who can provide support in Cantonese/Mandarin, Filipino/Tagalog, Korean, Punjabi/Hindi, Spanish, and Vietnamese.

Settlement Workers in Schools (SWIS) Program

The Settlement Workers in Schools (SWIS) Program is a school-based settlement service for immigrants, refugees and other eligible clients to meet their immediate settlement or ongoing needs after their arrival in Canada.

After registration, a settlement worker will reach out to the newcomer family to help the student(s) and family adjust to school(s), community and their new life in Canada as part of the integrated support provided by the Vancouver School Board.

SWIS workers provide information on services available, conduct orientation workshops on various areas of settlement in Canada, assist in filling out forms for services, provide referrals, service linking and accompaniment to community resources, help in the adjustment and transition process, and provide culturally sensitive services. Currently, the SWIS workers can provide support in the following home languages: Arabic, Cantonese, Farsi, Hindi, Korean, Kurdish, Mandarin, Punjabi, Russian, Spanish, Tagalog and Vietnamese.

ELL Consultant

The ELL Consultant's role is to work collaboratively with the Learning Services Staff, ELL Teachers and Specialists, Classroom Teachers, Multicultural Liaison Workers, Settlement Workers In Schools, the Engaged Immigrant Youth Program, and parents to ensure success for each student. The ELL Consultant offers consultative and direct support to all teachers and ELL students.

Structures and Strategies to Support the Aboriginal Enhancement Agreement Goals

The following is a list of the structures and strategies being implemented in order to meet the Aboriginal Enhancement Agreement goals of Belonging, Mastery, and Culture and Community.

Appendix

Goal 1 Belonging

Strategies and Structures

- Continue to acknowledge local territory at school and district events and meetings
- Continue to track student support and interactions through the use of AIMS (Aboriginal Information Management System)
- Investigate possible reasons for student absenteeism and work with schools, parents, and community groups to support Aboriginal students for whom poor attendance is impacting their ability to learn and grow in the school setting
- Create an Aboriginal student survey to engage and record students' own perspectives on their sense of belonging and success
- Create additional extracurricular opportunities for Aboriginal students to demonstrate leadership and social responsibility
- Use relevant data such as EDI, MDI, etc. to monitor student perceptions of sense of belonging and personal success
- Develop opportunities for Aboriginal student and parent voices to be heard in the context of learning
- Encourage increased participation of the families of our Aboriginal students in school events through personal connections, cultural events, etc.

Goal 2 Mastery

Strategies and Structures

- Continue to include specific goals and objectives related to the learning success of Aboriginal students in each school's annual school plan
- Focus on individual student academic success through the use of Student Success Plans which are completed three times during each school year
- Provide individualized and targeted support to students through a whole school "team" approach
- Provide enhanced support to Aboriginal students through the Aboriginal Education Enhancement Teachers and Workers (AEETs, AEEWs) and Transition Teachers
- Focus on supporting Aboriginal students in the important transition years and ensure that they have the required courses for graduation
- Recognize and support Aboriginal student opportunities in trades programs

- Create intentional and thoughtful connections with post-secondary institutions (BCIT, SFU, VCC, UBC, etc.) in order to support Aboriginal students transitioning to these institutions after Grade 12.
- Support our youngest Aboriginal learners through Early Intervention programs and support from Literacy and Reading Recovery Teachers
- Provide opportunities for out of school academic support for Aboriginal students (homework clubs, etc.)
- Research the impact of initiatives such as Aboriginal University Transition Programs (AUTPs) and consider the feasibility of such a program in our District.

Goal 3 Culture and Community

Strategies and Structures

- Support the inclusion of Aboriginal content and ways of knowing in all areas of the new curriculum
- Increase access to Aboriginal resources in schools and school libraries
- Continue to include specific goals and objectives related to the development of Aboriginal cultural awareness in each school's annual school plan
- Support the teaching of the Residential School curriculum in Grades 5, 10, and 11/12 Social Studies curricula
- Provide professional development and support to teachers so that they may incorporate First Peoples' Principles of Learning into their teaching
- Support the use of *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward* in the classroom and provide professional development support around the resources provided through the Ministry of Education
- Provide and support a variety of cultural opportunities and events both at the district and individual school levels
- Identify community needs and look for additional opportunities to develop partnerships with Aboriginal community organizations
- Seek out partnerships with and sponsorship from Aboriginal community groups interested in supporting our students through various incentives
- Support the development and growth of the Aboriginal Focus School at Macdonald Elementary.
- Where possible, provide opportunities for language instruction, either through district personnel or in collaboration with local community organizations or Bands.

BC PUBLIC SCHOOL POLICY: SPECIAL EDUCATION

Date came into force or revised

Revised and effective July 1, 2006

Status

Current

Policy statement

All students with special needs should have equitable access to learning opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

Rationale or purpose of policy

Special education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.

Authority

School Act on appeals

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

- Special Needs Students Order M150/89 defines students with special needs, describes the obligation of boards of education to consult with parents in the placement of students with special needs and describes policy regarding integration.
- Individual Education Plan Order M638/95 sets out the requirements for Boards of Education to design and implement individual education plans for students with special needs.
- Student Progress Report Order M191/94 describes progress reporting requirements for students with special needs.
- Support Services for Schools Order M149/89 sets out the requirements for auditory systems, speech and language services, medical assessments and specialized health services.
- Inter-Ministry Protocols for the Provision of Support Services to Schools guide the coordination and delivery of support services to school-aged children across British Columbia and describe the roles and responsibilities of ministries and their partner boards of education, independent school authorities, health authorities, regional offices or agencies.

Policy in full

Inclusion

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Placement

A Board of Education must ensure that a principal offers to consult with a parent of a child who has special needs regarding the student's placement in an educational program.

A Board of Education must provide a student who has special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.

The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based settings or specialized settings. Students with special needs may be placed in settings other than a neighbourhood school classroom with age and grade peers. This should only be done when the Board of Education has made all reasonable efforts to integrate the student, and it is clear that a combination of education in such classes and supplementary support cannot meet their educational or social needs, or when there is clear evidence that partial or full placement in another setting is the only option after considering their educational needs or the educational needs of others.

Planning

A Board of Education must ensure that an Individual Education Plan (IEP) is designed for a student with special needs as soon as practical after the board identifies the student as having special needs. The only instances in which an IEP is not required are when:

- the student with special needs requires little or no adaptations to materials, instruction or assessment methods; or
- the expected learning outcomes have not been modified; or
- the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.

A Board of Education must ensure that the IEP is reviewed at least once each school year, and where necessary, is revised or cancelled.

A Board of Education must offer the parent of the student, and where appropriate, the student the opportunity to be consulted about the student's educational program, when requested to do so.

A Board of Education must offer each student who has special needs learning activities in accordance with the IEP designed for that student. When services are so specialized that they cannot be replicated in every school, they should be available from the district level, or else school districts should arrange to obtain them from community or other sources.

Evaluation and reporting

Standards for all students, including students with special needs, are developed with high but appropriate expectations for student achievement. Students with special needs are expected to achieve some, most, or all provincial curriculum standards and/or outcomes with special support.

Unless a student with special needs is able to demonstrate his or her learning in relation to expected learning standards and/or outcomes set out in the curriculum for the course or subject and grade, the student's progress report(s) must contain written comments describing:

- what the student is able to do;
- the areas in which the student requires further attention or development; and
- the ways of supporting the student in his or her learning.

The written comments must contain a statement about the progress of the student in relation to the goals in his or her IEP. Where appropriate, written comments should describe ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and should describe the time period required to enable the student to demonstrate such learning.

A letter grade (the typical manner for reporting student progress in grades 4 through 12) may only be assigned

for a student with special needs where that student is able to demonstrate his or her learning in relation to expected learning standards and/or outcomes set out in the curriculum for the course or subject and grade.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program, that person should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Accountability

The ministry audits enrollment of students with special needs services to ensure fair distribution of available resources among school districts. The ministry regularly reviews the achievement of students, including those with special needs, by monitoring results such as graduation rates, performance on provincial assessments and transitions. In addition, the *School Act* requires School Planning Councils in each school to develop annual plans that address achievement of all students. The Act also requires Boards of Education to submit Accountability Contracts to the Minister each year. The Ministry periodically reviews district goals, structures, practices and other matters through the district review process. The ministry audits enrollment of students with special needs services to ensure fair distribution of available resources among school districts. School districts are responsible for the planning and delivery of services for all students, including those with special education needs.

Appeals

As per Section 11 of the *School Act*, all Boards of Education must have appeal procedures to help resolve disputes. The ministry expects that the appeal procedures will be based on principles of administrative fairness, which include the right of students and parents/guardians: to be heard by the Board of Education; to be consulted in decisions affecting them; and to an impartial Board of Education decision based on relevant information.

Procedures related to policy

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. An IEP must have one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning standards and/or outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- a list of the adaptations to educational materials, instructional strategies or assessment methods

An IEP should also include the following:

- the present levels of educational performance of the student;
- the setting where the educational program is to be provided;
- the names of all personnel who will be providing the educational and support services during the school year;
- the period of time and process for the review of the IEP;
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and plans for the next transition point in the student's education (including transitions beyond school completion) and linkages to Graduation Portfolio during Grades 10-12).

Appendix 7

BC PUBLIC SCHOOL POLICY: ENGLISH LANGUAGE LEARNING STUDENTS

Date came into force or revised

March 3, 1999. Revised, November 2011. Updated July 1, 2012, updated May 2017

Status

Current

Policy statement

English Language Learning services assist students to become proficient in the academic English of B.C. schools, to develop both intellectually and as citizens, and to achieve the expected learning standards and/or outcomes of the provincial curriculum.

Rationale or purpose of policy

This policy provides expectations and guidance to B.C. schools about English Language Learning services so that students who need additional language support to access the provincially prescribed curriculum can develop their individual potential within British Columbia's school system.

Authority

- See Sections 75, 79(3), 85(2), 168 (2) of the School Act (PDF)
- Also see Ministerial Order M191/94, the Student Progress Report Order (PDF), Ministerial Order 205/95, the Graduation Program Order (PDF)

Policy in full

English Language Learning (ELL) services are provided to assist students to become proficient in English, to develop both intellectually and as citizens, and to achieve the expected learning standards and/or outcomes of the provincial curriculum.

Students receiving ELL services are called English language learners or English Language Learning students. Some students whose primary language or language of the home is English (or French in the CSF) need support in the academic English of B.C. schools in order to access the curriculum. These students are also ELL students and are sometimes referred to as English Skills Development (ESD) students.

Boards of Education identify and report ELL students to the Ministry of Education.

Boards provide educational programs and ELL services for ELL students based on the following expectations.

Educational Programs

Program planning should recognize the objective of full integration into the mainstream school program as soon as feasible in order to achieve the expected learning standards and/or outcomes of the provincial curriculum.

To graduate, ELL students must meet the requirements of the Graduation Program Order. Schools may adapt instructional assessment methods, provide more time and/or adapt educational materials to give these students the greatest opportunity possible to achieve the learning standards and/or outcomes of the provincial curriculum.

ELL students must follow provincial curriculum except where they are unable to demonstrate learning in relation to the expected learning standards and/or outcomes set out in the applicable educational program guide for a course or subject and grade.

Where ELL students cannot demonstrate their learning in relation to the expected learning outcomes of the provincial curriculum, school districts should ensure that appropriate ELL services, including English language instruction, are provided.

The ELL student's program should focus on the acquisition of language, knowledge, and cultural understanding that will enable the student to access the provincially prescribed curriculum.

Over time it is expected that support levels will diminish as students progress successfully in a fully integrated program.

Service should be adjusted on the basis of an ongoing assessment of language skills and review of student performance.

Progress reporting

The reporting requirements for ELL students who are following the provincial curriculum for a course, subject or grade are the same as for other students. These requirements are described in the Student Progress Report Order. Letter grades, and percentages where appropriate, must be used to indicate students' levels of performance in relation to the prescribed learning outcomes.

Letter grades are not appropriate where ELL students are not yet able, due to their level of language proficiency, to follow the provincial curriculum or a course in a locally developed program. In that case, progress reports must contain information describing what the students can do, areas in which they require further attention or development, and ways of supporting them in their learning.

Teachers have the professional obligation to report progress only for students whom they have personally instructed and evaluated. Where an ELL specialist or other teacher support is responsible for providing some portion of a student's educational program, s/he should provide written information on the student's progress for inclusion with the report of the classroom teacher(s).

All progress reports for an ELL student must include reporting on the student's progress in the acquisition of English.

Effective reporting should recognize potential linguistic and cultural differences of the student and their family. Wherever possible and appropriate, interpreters should be provided for parent/teacher conferences.

Funding

The Ministry of Education provides supplemental funding to school districts to enable them to deliver English Language Learning services to ELL students.

Procedures related to policy

For a school district to receive ELL Supplemental Funding for a student reported to the Ministry as an ELL student, all of the following must be met and documented:

- An annual assessment of English language proficiency has determined that the student's use of English is sufficiently different from the academic English of B.C. schools that they are identified as requiring specialized services to access the provincially prescribed curriculum. These services will enable the student to adjust to the linguistic and cultural environment in order to be successful in the B.C. school system.
- An Annual Instructional Plan (AIP) is designed to meet the needs of the student
- Specialized ELL services are provided for each student, documented in a list or schedule
- Progress in the acquisition of English is reported to parents in regular reporting periods, and evidence of reports is documented
- Progress reporting includes reporting on the student's progress in the acquisition of English
- An ELL specialist is involved in planning and delivering services

- Additional ELL services must be provided and may include the following:
 - individual and/or small group instruction
 - reception classes
 - pull-out services
 - push in/classroom adaptations
 - additional services provided within the regular classroom environment

When the additional services provided to the student are adaptations within the regular classroom, there must be documentation of support provided that is specifically designed to address linguistic needs of each student identified in the assessment referenced above

Appendix 8

BC Ministry of Education
Governance and Legislation Branch E-75 September 20, 2019

SPECIAL NEEDS STUDENTS ORDER

Authority: *School Act*, sections 75 and 168 (2) (t)

Ministerial Order 150/89 (M150/89) Effective September 1, 1989
Amended by M397/95 Effective September 1, 1995
Amended by M32/04 Effective February 18, 2004
Amended by M235/07 Effective September 18, 2007
Orders of the Minister of Education

Interpretation

1 In this order

"**board**" includes a francophone education authority; and

"**student with special needs**" means a student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has exceptional gifts or talents.

[en. M397/95, am 235/07]

Students with special needs

2 1) A board must ensure that a principal, vice principal or director of instruction offers to consult with a parent of a student with special needs regarding the placement of that student in an educational program.

2) A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.

[en. M397/95; am. M32/04, am 235/07]

Appendix 9

BC Ministry of Education
Governance and Legislation Branch E-48 September 20, 2019

INDIVIDUAL EDUCATION PLAN ORDER

Authority: *School Act*, section 168 (2) (a)

Ministerial Order 638/95 (M638/95) Effective December 19, 1995
Amended by M319/96 Effective August 21, 1996
Amended by M011/98 Effective January 21, 1998
Amended by M19/00 Effective January 26, 2000
Amended by M261 Effective November 17, 2006
Orders of the Minister of Education

Interpretation

1 In this order,
“**authority**” means an authority under the *Independent School Act*;

“**distributed learning**” means a method of instruction that relies primarily on indirect communication between students and teachers, including internet or other electronic-based delivery, teleconferencing or correspondence;

“**educational program guide**” means a document specified as an educational program guide in Ministerial Order 333/99, the Educational Program Guide Order;

“**IEP**” means an individual education plan designed for a student and includes one or more of the following:

- a) learning outcomes for a course, subject and grade that are different from or in addition to the expected learning outcomes for a course, or subject and grade set out in the applicable educational program guide for that course, subject and grade, as the case may be;
- b) a list of support services required for the student to achieve the learning outcomes established for the student;
- c) a list of the adapted materials, or instructional or assessment methods required by the student to meet the learning outcomes established for the student in the IEP, pursuant to a ministerial order or in a local program,

“**student with special needs**” means a student with special needs, as defined in Ministerial Order 150/89, the Special Needs Students Order.

[am. M319/96; am. M19/00; am M261/06]

IEP for students with special needs

2 1) A board must ensure that an IEP is designed for a student with special needs, as soon as practical after the student is so identified by the board.

2) Subsection (1) does not apply where

- a) the student with special needs requires no adaptation or only minor adaptations to educational materials, or instructional or assessment methods,
- b) the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs, and
- c) the student with special needs requires in a school year, 25 hours or less remedial instruction, by a person other than the classroom teacher, in order for the student to meet the expected learning outcomes referred to in paragraph (b).

[am. M011/98]

3 REPEALED M319/96

Review and consultation

- 4** Where a board is required to provide an IEP for a student under this order, the board
- a) must ensure that the IEP is reviewed at least once each school year following the year the IEP is developed and, where necessary, it is revised, or cancelled, and
 - b) must offer a parent of the student, and where appropriate, the student the opportunity to be consulted about the preparation of an IEP.

[am. M319/96]

Implementation of an IEP

- 5** Where a board is required to provide an IEP for a student under this order, the board must offer each student learning activities in accordance with the IEP designed for that student.

[am. M319/96]

Appendix 10

SUPPORT SERVICES FOR SCHOOLS ORDER

Authority: *School Act*, sections 88 (1) and 168 (2) (t)

Ministerial Order 149/89 (M149/89) Effective September 1, 1989
Amended by M127/19 Effective April 3, 2019
Order of the Minister of Education

Community health nurses in schools

1 Every board shall

- a) equip and maintain a room that can be used as a medical room in each school within the district, and
- b) make that medical room available to the community health nurse assigned to the school during scheduled and special visits.

Auditory systems

2 (1) Each board is responsible for referring any of its students who are hearing impaired to the Ministry of Health for a needs assessment to determine if the student requires auditory training equipment for classroom use.

(2) On request of a board, the minister shall loan to the board auditory training equipment for each student who has been assessed under subsection (1) as needing the equipment.

(3) The minister is responsible for routine maintenance of auditory training equipment loaned to a board.

Speech and language services

3 A board of a school district shall provide speech and language therapy services for students of school age who attend a school in the district and whose education is adversely affected by oral communication difficulties.

Medical assessment

4 A board shall refer for medical assessment and subsequent referral for occupational or physiotherapy consultation any students who have ongoing physical conditions or disabilities serious enough to cause interference with the attainment of the goals of education.

Specialized health services

5 (1) If complex health procedures are carried out in schools, the board shall ensure that staff designated to carry out these procedures have been trained, and are supervised, by appropriate health professionals.

(2) For purposes of subsection (1) complex health procedures include but are not limited to, gastrostomy care and tube feeding, administration of oxygen, catheterization and suctioning.

(3) School staff trained to carry out health procedures for a specific student shall not perform those procedures on other students.

Duty to report

6 On or before June 30, every superintendent of schools for a school district shall notify the school medical officer for the school district of the name and location of each school in the district and the projected enrollment for each school in the following school year.

Provision of Menstrual Products

7 a) Each board must establish, maintain and make publicly available a policy and procedures for the provision of menstrual products to all students who may require them.

b) The policy and procedures must:

- i. Ensure menstrual products are provided to students of all gender identities or expressions in a manner that protects student privacy;
- ii. Provide for barrier free, easily accessible menstrual products at no cost to students;
- iii. Provide for consistent availability and supply of menstrual products in school washrooms; and
- iv. Incorporate student feedback with respect to the provision of menstrual products.

[am. M127/19]

STUDENT PROGRESS REPORT ORDER

Authority: *School Act*, sections 79 (3), 85 (2) (j) and 168 (2)

Ministerial Order 191/94 (M191/94).....	Effective September 1, 1994
Repeals M17/90	
Amended by M397/94	Effective November 28, 1994
Amended by M207/95	Effective September 1, 1995
Amended by M639/95	Effective December 19, 1995
Amended by M318/96	Effective August 21, 1996
Amended by M19/00	Effective January 26, 2000
Amended by M32/04	Effective February 18, 2004
Amended by M149/04	Effective April 26, 2004
Amended by M321/04	Effective September 1, 2004
Amended by M101/05	Effective April 14, 2005
Amended by M206/07	Effective September 2, 2007
Amended by M165/08	Effective July 3, 2008
Amended by M269/08	Effective November 4, 2008
Amended by M197/11	Effective July 21, 2011
Amended by M307/16	Effective July 1, 2016
Amended by M257/18	Effective July 1, 2018
Amended by M230/19.....	Effective July 1, 2019
Orders of the Minister of Education	

Interpretation

1 In this order

“board” includes a francophone education authority; **“curriculum”** means

- a) the applicable educational program guide set out in Ministerial Order 333/99, the Educational Program Guide Order, and the subjects set out in Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order, or
- b) the local program developed and offered by a board under section 85(2)(i) of the *School Act*, or a francophone education authority under section 166.4 of the *School Act*, or
- c) a Board Authorized Course authorized under Ministerial Order 285/04, the Board Authorized Course Order;

“learning outcomes” includes learning outcomes and learning standards as set out in the applicable educational program guide,

“performance scale” means a performance scale, represented either as a graph or described in words, that shows progress in relation to the expected learning outcomes,

- a) for students in Kindergarten, as one of the following:
 - (i) Exceeding Expectations,
 - (ii) Meeting Expectations, or
 - (iii) Approaching Expectations;
- b) for students in grade 1 through 3, as one of the following:
 - (i) Exceeding Expectations,
 - (ii) Meeting Expectations,
 - (iii) Approaching Expectations, or
 - iv) Not Yet Meeting Expectations;

“reporting comments” means comments describing

- a) what the student is able to do,
- b) the areas in which the student requires further attention or development, and
- c) ways of supporting the student in his or her learning;

“**second language**” means, for a student

- a) enrolled in an educational program in the English language, a language other than English,
- b) enrolled in a francophone educational program, a language other than French, and
- c) who is in French immersion, English Language Arts,

“**student**” includes a francophone student,

“**student progress report**” includes documents approved by the board accompanying a student progress report.

“**subject**” means the areas identified as required areas of study in Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order,

“**written student progress reports**” means those reports required to be prepared in accordance with sections 4 (2) (a) and 5 (9) (a) of the School Regulation.

am. M152/05; am. 226/07; am. 165/08; am. M307/16; am. M230/19]

Student progress reports

2 For the purposes of section 4 (1) (j) of the School Regulation, a teacher must prepare written student progress reports in accordance with the instructions set out in

- a) Schedule 1 or
- b) Schedule 2

as directed by the teacher’s board of education.

General requirements for student progress reports

3 Not applicable to Inclusion Policy

Acknowledgement of receipt

4 Not applicable to Inclusion Policy

Schedule 1 - Written Student Progress Reports

Student progress reports for kindergarten to grade 3

1 Not applicable to Inclusion Policy

Student progress reports for grades 4 and 5

2 Not applicable to Inclusion Policy

3 Not applicable to Inclusion Policy

Student progress reports for students in grades 6 to 9

4 Not applicable to Inclusion Policy

Grades 10 to 12 reports

5 Not applicable to Inclusion Policy

Letter grades

6 Not applicable to Inclusion Policy

7 REPEALED, MO230/19, effective July 1, 2019

Student progress reports for ELL and IEP students

8 (1) In this section

“IEP” means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

“ELL student” includes

- a) a student who is receiving services to assist him or her in becoming proficient in English, and
- b) a francophone student who is receiving services to assist him or her in becoming proficient in French,

“Students with special needs” means a student with special needs as defined in Ministerial Order 150/98, the Special Needs Order.

(2) Sections 1, 2, 4 and 5 do not apply to student progress reports described in subsections (3) and (4).

(3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student’s IEP.

(4) Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.

(5) Student progress reports referred to in subsection (3) must contain

- a) a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, and
- b) where deemed to be appropriate by the teacher or principal, vice principal or director of instruction, written comments describing
 - i. ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and
 - ii. the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

[am M165/08; am M307/16]

Schedule 2 - Alternative Student Progress Reporting

Not applicable to Inclusion Policy

BC Ministry of Education
Governance and Legislation Branch E-97 September 20, 2019