



# STUDENT SUPPORT SERVICES

A Manual of Procedures,  
Personnel & Support Programs

2009 - 2010

*“Building on the Strengths Within Each Child”*

## **Supporting Diversity: Towards a New Future**

The Surrey School District is dedicated to the promotion of inclusive, equitable and meaningful educational experiences for all students. Our Board and senior management personnel have envisioned a Student Support Services department which endeavors to support students based on needs, while being guided by Ministry categorization as one aspect of a holistic approach when determining appropriate supports.

Student Support Services personnel are committed to working collaboratively with families, community agencies and school personnel to assist students with diverse needs to reach their academic and social potential. Parents/guardians are partners on this journey and essential to the collaborative process with regard to providing advocacy for their child.

To support these ideals, Student Support Services is in year three of a comprehensive restructuring that began during the 2007/08 school year with the goal of providing schools and students with better quality support services. Greater alignment was required to allow for a full service model of supports and services for students in need of strategic intervention (e.g., universal, targeted, intensive). Ultimately, this restructuring provides our district with a more coherent organizational design to support our future challenges (e.g., diversity, financial sustainability, etc.).

*Student Support Services is guided by the following values:*

- Embracing diversity (e.g., special education, multiculturalism, diverse learner needs, etc.) is a fundamental value that must be supported throughout public schooling.
- All school district actions must support the primacy of the classroom environment.
- There is broad based need for the organization of public schooling to evolve in ways that are sustainable.
- Resources can be used most effectively to enhance capacity when they are applied in response to a systems analysis.
- A tidy delineation of roles will no longer be possible or desirable in a context where diversity is the norm.
- Capacity building is critical in order to embrace diversity in public schooling.
- A focused priority on the earliest and least intrusive intervention that is embedded in a systems approach to educational design.

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# STUDENT SUPPORT SERVICES

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<p>Areas of Responsibilities:</p> <ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Budget Development/ Compliance</li> <li>• Policy/Regulation/Guidelines Development</li> <li>• LST Services</li> <li>• ESL Policy/Programs</li> <li>• LD Programs/Services</li> <li>• Gifted Programs/Services</li> <li>• District Programs</li> <li>• Equity &amp; Diversity Portfolio</li> <li>• Speech-language Services</li> </ul>	<p>Areas of Responsibilities:</p> <ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Ministry Special Education Designation/Funding</li> <li>• Budget Development/ Compliance</li> <li>• Special Education</li> <li>• Student Services</li> <li>• Policy/Regulation/Guidelines Development</li> <li>• Student Suspension Review Committee Chair (Level 3)</li> <li>• School Psychologist Services</li> </ul>	<p>Areas of Responsibilities:</p> <ul style="list-style-type: none"> <li>• Behaviour/Emotional Support Programs and Services</li> <li>• Counselling Program Liaison</li> <li>• Critical Incident Response and Threat Assessment Programs</li> <li>• Suspension Program</li> <li>• Child/Youth Care Workers Allocations</li> <li>• Technology Systems Coordinator</li> <li>• Inter Agency Initiatives Liaison</li> </ul>	<p>Areas of Responsibilities:</p> <ul style="list-style-type: none"> <li>• OT/PT Services</li> <li>• Nursing Support Services</li> <li>• SEA Allocations</li> <li>• Low Incidence Special Needs Support and Designations</li> <li>• Integration Support Liaison</li> <li>• Preschool Transitions Liaison</li> <li>• BASES Program Liaison</li> <li>• Low Incidence Special Programs</li> <li>• Community Partners Liaison</li> <li>• Processing WVRA Forms</li> </ul>
<p>Key Supervisory Relationships:</p> <ul style="list-style-type: none"> <li>• District Principals</li> <li>• Welcome Centre Manager</li> <li>• Speech-language Pathologists</li> <li>• LST Helping Teachers</li> <li>• Administrative Assistant</li> </ul>	<p>Key Supervisory Relationships:</p> <ul style="list-style-type: none"> <li>• District Principals</li> <li>• School Psychologists</li> <li>• Administrative Assistant</li> </ul>	<p>Key Supervisory Relationships:</p> <ul style="list-style-type: none"> <li>• District Vice-Principals</li> <li>• District Resource Counsellors</li> <li>• District Behaviour Specialists</li> <li>• TDHH</li> </ul>	<p>Key Supervisory Relationships:</p> <ul style="list-style-type: none"> <li>• DTVI</li> <li>• AAC</li> <li>• Special Education Helping Teachers</li> <li>• Foundations &amp; FASTRACK Staff</li> </ul>
<b>District Vice-Principal Student Support Services Trevor McQuarrie</b>	<b>Manager Welcome Centre Caroline Lai</b>	<b>Administrative Assistant Student Support Services Marianne Lawrenson</b>	
<p>Areas of Responsibilities:</p> <ul style="list-style-type: none"> <li>• Classification H/333 &amp; R/328 Students</li> <li>• Visiting Teacher Program</li> <li>• Hospital Homebound Services</li> <li>• Educational Continuance Program</li> <li>• Inter Agency Programs</li> <li>• Facilities &amp; Maintenance Coordinator</li> </ul>	<p>Areas of Responsibilities:</p> <ul style="list-style-type: none"> <li>• Welcome Centre</li> <li>• Registration of new students with ELL needs</li> <li>• Assessment</li> </ul>	<p>Areas of Responsibilities:</p> <ul style="list-style-type: none"> <li>• Budget</li> <li>• Contracts</li> <li>• Purchasing Coordination</li> <li>• Facilities Liaison</li> <li>• Fiscal Management Liaison</li> <li>• Human Resources Liaison</li> <li>• Special Education Count</li> <li>• Health and Safety Liaison</li> <li>• IMS/Technical Support Liaison</li> </ul>	
<p>Key Supervisory Relationships:</p> <ul style="list-style-type: none"> <li>• Inter Agency Staff</li> <li>• ECP Teacher</li> <li>• Visiting Teachers</li> <li>• Hospital Homebound Teachers</li> </ul>	<p>Key Supervisory Relationships:</p> <ul style="list-style-type: none"> <li>• MCW</li> <li>• SWIS</li> <li>• DOC</li> <li>• Data Management Clerk</li> <li>• Community Liaisons</li> </ul>	<p>Key Supervisory Relationships:</p> <ul style="list-style-type: none"> <li>• Clerical Support Staff</li> </ul>	

## **Applicable Policy / Legislation**

### **Ministry of Education:**

Adapted from the Special Education Services - A Manual of Policies, Procedures and Guidelines, (2006)

#### ***Principal Responsibilities***

The principal of the school is responsible for the implementation of the educational programs (School Act Regulation 5 (7) (a)). Though planning occurs collaboratively, the principal of the school should ensure that for each such student (*special needs*) a case manager is appointed to coordinate development, documentation and implementation of the student's IEP. Page 18 (C.3)

Principals should ensure that a school based team is operational in the school, and facilitate the collaborative efforts of the team members in meeting the special needs of students. Page 9 (B.3)

#### ***Teacher Responsibilities***

The teacher responsible (School Act, Section 17 (1 & 2) Regulation 4) for a student with special needs is responsible for designing, supervising and assessing the educational program for that student. Where the student requires specialized instruction, this is best done in consultation with resource personnel available, with parents and with the student. Page 9 (B.3)

#### ***Teachers' Assistant***

School Act, Section 18 specifies:

- (1) A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under the Act and regulations.
- (2) Persons employed under subsection (1) shall work under the direction of a teacher and the general supervision of a teacher or school principal.

Teachers' assistants play a key role in many programs for students with special needs, performing functions which range from personal care to assisting the teacher with instructional programs. Under the direction of the teacher, they may play a key role in implementing the program. Page 10 (B.3)

#### ***Parents***

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel. Parents of students with special needs know a great deal about their children that can be helpful to school personnel in planning educational programs for them. Districts are therefore advised to involve parents in the planning, development and implementation of educational programs for their children. This consultation should be sought in a timely and supportive way, and the input of parents respected and acknowledged. Page 10 (B.4)

#### ***Students***

Many students with special needs can contribute to the process of assessment and planning for their educational program, and provide evaluation of the services available to them. Page 11 (B.5)

## Table of Contents

<b>Section</b>	<b>Page(s)</b>
Ministry of Education - Special Education Categories	1 - 4
• High-Incidence Categories	1 - 2
• Low-Incidence Categories	2 - 4
Ministry of Education - English as a Second Language	4
SD 36 English Language Learner Welcome Centre	4 - 5
School Based Support Personnel	5 - 6
District Based Support Personnel	6 - 9
District Based Support Teams / Projects	9 - 10
Community Based Support Personnel	10
Special Education Service Delivery Models	10 - 11
• Elementary	10 - 11
• Secondary	11
District Elementary Special Programs	12 - 17
District Secondary Special programs	18 - 23
Inter-Agency Behaviour / Emotional Support Programs	24 - 39

### **Appendices**

Appendix A:	Referral Process
Appendix B:	Consultation / Collaboration
Appendix C:	Change of Procedure for Designating Students with LD or MID
Appendix D:	Resolving Parent Concerns - Philosophy and Practice
Appendix E:	Quick Facts about LD
Appendix F:	Full Day Kindergarten for Students with Special Needs
Appendix G:	Case Management
Appendix H:	The Five Ws of Adapting and Modifying
Appendix I:	District Psycho-Educational Assessment Priorities
Appendix J:	District Psycho-Educational Assessment Priorities Grid
Appendix K:	Applied Behaviour Analysis (ABA) - Home to School Collaboration
Appendix L:	International Students (Fee Paying) with Special Needs

### **Supplemental Resources**

## **Ministry of Education Special Education**

Adapted from the Special Education Services - A Manual of Policies, Procedures and Guidelines (2006)

[www.bced.gov.bc.ca/specialed/ppandg/](http://www.bced.gov.bc.ca/specialed/ppandg/)

**High-Incidence Categories:** (letters/numbers below correspond to Ministry/District codes)

### **Learning Disabilities (Q/326)**

Learning disabilities (LD) refers to a number of disorders that may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average cognitive abilities essential for thinking and/or reasoning. Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing, phonological processing, visual spatial processing, processing speed, memory and attention, and executive functions (e.g., planning and decision-making).

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

Oral language (e.g., listening, speaking, understanding)

Reading (e.g., decoding, phonetic knowledge, word recognition, comprehension)

Written language (e.g., spelling and written expression)

Mathematics (e.g., computation, problem solving)

Section E.3, Pg. 46

### **Mild Intellectual Disabilities (K/327)**

Students with a mild intellectual disability have lowered intellectual functioning (SS 55-69) as measured on a norm referenced Level C assessment and delayed adaptive behaviour of a similar degree (SS<70) on a norm referenced measure of adaptive behaviour. While individual needs differ, many will require specific instruction for the acquisition of gross and fine motor skills, academic skills, communication skills, assistance with development of social skills, including personal independence, social responsibility and life skills.

Section E.2, Pg. 41

### **Moderate Behaviour Support or Mental Illness (R/328)**

Students can experience behaviour, social/emotional or mental health concerns that range from mild to serious. Most students with social/emotional difficulties can be supported in school through progressive discipline with a focus on restoration, counselling, and school-based support services. A smaller number of students require more intensive support. Students who require behaviour supports are students whose behaviours reflect inappropriate interactions between the student and one or more elements of the environment, including the classroom, school, family, peers and community. This is commonly referred to as behaviour disorders. Behaviour disorders vary in their severity and effect on learning, interpersonal relations and personal adjustment.

Section E.5, Pg. 54

## **Gifted (P/332)**

A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

No single criterion should be established for access to or elimination from services for students who are gifted. Rather, identification and assessment should be carried out using multiple criteria and information from a variety of sources, all of which are valid components for identification.

Identification should include several of the following:

- teacher observations including anecdotal records, checklists, and inventories;
- records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments;
- nominations by educators, parents, peers and/or self;
- interview of parents and students; and/or
- formal assessments to Level C of cognitive ability, achievement, aptitude and creativity.

Section E.4, Pg. 51

## **Low-Incidence Categories:** (letters/numbers below correspond to Ministry/District codes)

### ***Level I:***

#### **Deafblind (B/334)**

Students who are deafblind must have a visual impairment (from partial sighted to total blindness) and a hearing impairment (from moderate to profound hearing loss). The degree of impairment when combined, results in significant communicative, educational, vocational, and social difficulties.

Section E.7, Pg. 65

#### **Physically Dependent (A/319)**

Students with multiple disabilities are completely dependent on others for meeting all major daily living needs and will require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene.

Section E.6, Pg. 61

### ***Level II:***

#### **Autism Spectrum Disorder (G/325)**

Autism Spectrum Disorder (ASD) is a term used to describe a group of neurodevelopmental

disabilities characterized by manifestation of behavioural characteristics across multiple areas of functioning, in varying degrees e.g., social relationships, communication, patterns of interests, sensory responsiveness.

Section E.11, Pg. 81

### **Deaf or Hard of Hearing (F/324)**

A student is placed in this category if he/she has a medically diagnosed hearing loss, which results in such substantial educational difficulty that requires direct services on a regular, frequent, and ongoing basis by a qualified teacher of the deaf or hard of hearing.

Section E.10, Pg. 76

### **Moderate to Profound Intellectual Disabilities (C/320)**

Students with a moderate to profound intellectual disability have significantly impaired intellectual functioning ( $SS < 55$ ) as measured on a norm referenced Level C assessment and delayed adaptive behaviour and functioning of a similar degree ( $SS < 55$ ) on a norm referenced measure of adaptive behaviour. These students require support in the development of academic skills, communication skills, cognitive skills, fine and gross motor skills, self-care, life skills and socialization skills. Generally, a student with this level of intellectual functioning is also significantly delayed in social-emotional development. There may also be accompanying sensory, physical and health concerns.

Section E.2, Pg. 41

### **Physical Disabilities or Chronic Health Impairments (D/322)**

A student is placed in the physical disabilities or chronic health impairment category if their education is adversely affected due to one or more of the following:

- Nervous system impairment that impacts movement or mobility;
- Musculoskeletal condition; and/or
- Chronic health impairment that seriously impacts students' education and achievement.

Section E.8, Pg. 68

### **Visual Impairments (E/323)**

Visual impairment is a generic term which covers a range of difficulties with vision and includes the following categories: blind, legally blind, partially sighted, low vision, and cortically visually impaired. For educational purposes, a student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage, unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used and/or the learning environment.

Students with a visual impairment must meet the following three conditions:

- a visual acuity of 6/21 (20/70) or less in the better eye after correction;
- a visual field of 20 degrees or less;
- any progressive eye disease with a prognosis of becoming one of the above in the next few years;

or

- a visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less.

Section E.9, Pg. 71

### ***Level III:***

#### **Intensive Behaviour Interventions or Serious Mental Illness (H/333)**

These students exhibit extremely disruptive behaviour in school and other environments or have severe mental health conditions which manifest themselves in profound withdrawal or other internalizing behaviours. These students must have community involvement and are often a serious risk to themselves or others and have needs that are beyond the normal capacity of the school to manage.

Section E.5, Pg. 55

## **Ministry of Education English as a Second Language**

Adapted from the English as a Second language Policy Framework (1999)

[www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

English as a Second Language students are those whose primary language(s), or language(s) of the home, is/are other than English, and who may therefore require additional services in order to develop their individual potential within British Columbia's school system. Some students speak variations of English that differ significantly from the English used in the broader Canadian society and in school; they may require ESL support. Assessment of the language performance and classroom functioning of the ESL learner is essential to effective intervention.

The goal of English as a Second Language education is to assist students to become proficient in English, to develop intellectually and as citizens, and to enable them to achieve the expected learning outcomes of the provincial curriculum.

Services in support of English as a Second Language include reception classes, pull-out services, and/or additional services provided within the regular classroom environment. These services are directly or indirectly supported by Learner Support Team.

### **SD 36 English Language Learner Welcome Centre**

The Surrey School District English Language Learner Welcome Centre is located at #120 - 7525 King George Hwy. The Welcome Centre was established to welcome English Language Learners (ELL) and their families and support their integration into school and community.

The staff at the Welcome Centre is committed to assisting our District's ELL students with their transition to a new school system and community by facilitating effective reception, language assessment, and appropriate placement. The Welcome Centre staff provides services such as completing registration forms, and providing information about the B.C. education system.

For additional information please contact the Welcome Centre directly or go to:

[www.sd36.bc.ca/welcome](http://www.sd36.bc.ca/welcome)

## **School Based Support Personnel:**

*“Neighborhood school classroom teachers and special education assistants should be the first line of support for students with special needs”.*

*Special Education Service – A Manual of Policies, Procedures and Guidelines, 1995, Sect. A, Pg. 9*

### **Child/Youth Care Workers (C/YCW)**

Child/youth care workers provide short and long-term interventions to students in need of Moderate or Intensive Behavioral Interventions and who are experiencing difficulty adjusting to school:

- **Connections Youth Care Workers** provide school-based, long-term, strategic support to Connections students within the alternative classroom. In addition, transitional support is provided to Connections students who are integrating into a regular classroom.
- **Social Development Child Care Workers** provide long-term intervention as well as transition support for reintegrating social development students.
- **School-Based Child/Youth Care Workers** are involved school-wide to provide support for students who exhibit behavioural challenges with the goal of assisting them to successfully participate and learn within the regular school setting.

### **Classroom Teacher**

The classroom teacher is a pivotal member of the collaborative team supporting the inclusion of a student with special needs and is responsible for the planning, implementation and assessment of the student’s educational program. The classroom teacher often works closely with a special education assistant who assists with designated aspects of the program delivery. Personnel from Student Support Services such as a district integration teacher often assist the classroom teacher as well.

### **Integration Support Teachers**

Integration support teachers facilitate a proactive planning process where the classroom teacher, parents/guardians, home personnel and support staff work together to design an effective educational program for a student with low-incidence special needs (Elementary only). Integration support teachers act as case managers, facilitate the development of the Individual Education Plan and provide resources/materials for adapting and modifying curriculum. In addition, integration support teachers provide information or in-service to students or staff, help develop strategies and resources to support inclusion, assist in developing behavioural or safety plans as needed and may also communicate with associated professionals and agencies working with a particular child.

### **Learner Support Team (LST)**

The Learner Support Team plays an active role in identification, assessment, planning, implementation, reporting, evaluation, and case management for non-categorical at-risk learners, select categorical learners and English as a Second language Learners. LST teachers are a

resource to classroom teachers and students.

### **Principal/Vice-Principal**

The school principal/vice-principal plays an important function in the education of students with special needs. These include being available to consult with students or their parents/guardians concerning their daughter or son's educational program, ensuring that a case manager is assigned, that individualized education plans are developed and that such plans are implemented. In addition, the principal/vice-principal oversees the placement of all students and ensures that parents/guardians are regularly provided with reports concerning their child's school progress.

### **School Counsellor**

The school counsellor can be a significant resource to the student with special needs. Counselling services focus on enhancing the students' development, assisting with the development of an inclusive school culture, and empowering positive change. In addition, counsellors act as case managers, consult and plan collaboratively with students, other educators, parents, community agency personnel and other professionals in planning goals and effective strategies to promote the development of students.

### **School-Based Team (SBT)**

The School-Based Team has a formal role to play as a problem solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinator support recourses for students with special needs. SBT becomes a central focus for case management, referrals and resource decisions.

### **Special Education Assistant (SEA)**

Special education assistants play a key role in supporting the educational program for students with special needs and may perform functions that range from personal care to assisting the teacher with implementation of instructional programs. SEAs may also assist in the collection of data for tracking student progress, however, the teacher is responsible for evaluating and reporting on the progress of a student to the parents/guardians. SEAs may also be required to provide personal care assistance (as prescribed by the IEP team) with dressing, toileting, feeding or mobility while the student with special needs attends school. Lastly, SEAs play an important role in fostering independence for a student with special needs by facilitating social interactions and by supporting adaptations or modifications to schoolwork so that the student is working at a meaningful instructional level.

## **District Based Support Personnel:**

### **Augmentative Communication Specialists**

Augmentative communication specialists provide consultation and training in the use of augmentative or alternative communication systems for students who have severe difficulties in producing or understanding oral communication. Augmentative or alternative systems may include visual supports, communication boards and books, or voice output communication systems. The augmentative communication specialist collaborates with the school speech and language pathologist, teachers, special education assistants, parents/guardians and integration support

teachers to design an appropriate communication system for a particular student.

### **District Behaviour Specialists**

District behaviour specialists have responsibilities in relation to students requiring Intensive Behavioural Interventions, and have been referred for a special placement and/or assistance. This may include direct involvement with the students placed in social development or Connections classes and follow-up (bridging) when they leave the program. In addition, behavioural support may be provided to students with extreme behavioural concerns, when placement in a regular school setting is not an option. District behaviour specialists also provide leadership to Interagency programs, threat assessment, CPI training and safety planning.

### **District Resource Counsellors**

District resource counsellors play a key role in the implementation of various district programs and initiatives and participate on district and community committees (e.g., Ministry of Children and Family Development). Responsibilities include: consultation with school and district personnel regarding at-risk students, resolving level two suspensions, supporting school-based Crisis Response and Threat Assessment Teams regarding student safety and emotional well-being, networking with elementary/secondary counsellors, and providing leadership to programs concerned with at-risk students.

### **Gifted Helping Teacher**

The gifted helping teacher has responsibilities in relation to gifted education programs and services. This includes instructional support and guidance for the multi-age cluster classes, challenge programs, and gifted facilitators. In addition, the gifted helping teacher organizes and facilitates a number of events and opportunities for gifted students across the district, and works closely with LST helping teachers in providing professional development opportunities in the areas of differentiated instruction.

### **Hospital Homebound Teachers**

Hospital homebound teachers provide direct instruction to students (K - 12) who are unable to attend school for medical reasons. Hospital homebound teachers consult with the appropriate classroom teacher(s) and medical personnel to determine curriculum pacing and update student progress. In addition, the hospital homebound teacher assists students with the transition back to school.

### **LST Assessment Helping Teacher**

LST assessment helping teacher has responsibilities in relation to English Language Learner Assessment at the Welcome Center. This includes best practice assessment procedures for ESL and working with parents from diverse cultural/linguistic backgrounds. In addition, the LST assessment helping teacher works collaboratively with school and district personnel in the promotion of promising practices for English Language Learners such as: components of effective ESL assessment (classroom-based, performance-based ongoing assessment); awareness of cultural/linguistic bias; nature and stages of second language development; variables that impact L2 learning (e.g., situational factors, learner characteristics, linguistic input); dimensions of proficiency (BICS/CALP); B.C. ESL Standards/TESOL Standards and how to integrate into language learning; acculturation process; supportive instructional practices; and culturally responsive pedagogy.

## **LST Helping Teachers**

LST helping teachers have responsibility in relation to District and School Learner Support Team development. This includes a direct responsibility for school district level professional development opportunities for LST. As well, each LST helping teacher has a suite of schools and is the primary contact for LST issues and support at that school such as IEP development, professional development, school based team support, and mediation of complex issues. In addition, each LST helping teacher has an exclusive area of focus such as differentiated instruction, adaptations and modifications, adaptive software, ESL, or multicultural workers and settlement workers.

## **Multicultural Workers**

Multicultural workers (MCW) are the cultural resource staff of the District who have knowledge and are active members of their ethnic communities. Multicultural workers have experience in the issues related to cultural integration, cross cultural communication, and public schooling in Surrey. Multicultural Workers are available to support students, families, and school personnel by facilitating communication in spite of linguistic or cultural differences. Acting as liaison between school, family, and community, multicultural workers help school staff understand the concerns and needs of each community, and help students and families understand Canadian culture.

## **Settlement Workers in Schools (SWIS)**

Settlement workers in schools (SWIS) assist our District's new immigrant and refugee students and families with their immediate needs for settling in Canada or with their ongoing integration into Canadian society. Settlement workers support staff, students, and families to determine barriers to and develop action plans for successful integration/self-sufficiency into school and society. Through settlement related workshops and information sessions, SWIS provide information to staff, students, and families to foster cross-cultural understanding. In addition, SWIS connect students and families to various District programs, community agency programs and/or other government programs.

## **School Psychologists**

School psychologists support students to meet challenges through their specialized training in mental health, child development, learning, behaviour, and motivation. They use their training and skills to work collaboratively and provide consultation to school-based and district personnel, parents/guardians, and outside agency personnel with regard to psycho-educational assessment. School psychologists understand school systems and are an integral part of the school team that attempts to establish appropriate support strategies for students with special needs.

## **Special Education Helping Teachers**

Special education helping teachers provide district leadership in the provision of services for elementary and secondary students with low-incidence special needs (Level I & II). Special education helping teachers responsibilities include assisting in the placement of students with special needs, acting as a liaison between Student Support Services, administrators, parents and community agencies and providing collaborative consultation with the student's support team. In addition, special education helping teachers provide in-service and workshops on a wide variety of topics related to supporting students with special needs.

## **Speech-Language Pathologists**

Speech-language pathologists provided services which are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. Speech-language pathology services may include a full range of services encompassing screening, assessment, direct instruction, consultation, and collaboration with other educators regarding the student's needs in the classroom and other school environments, in-service training, information sharing with families and other service providers.

## **Teachers of the Deaf or Hard of Hearing**

Teachers of the deaf or hard of hearing provide direct and consultative itinerant services to students who are deaf or hard of hearing. Direct services are provided once or twice weekly. The intensity of services is determined by the goals documented in a student's Individual Education Plan (IEP). Goals addressed in a student's IEP may address needs in the areas of audiology, academics, social/emotional development, listening, communication, speechreading, advocacy, etc. In addition, teachers of the deaf or hard of hearing facilitate family networking with various support programs and agencies.

## **Teachers of the Visually Impaired**

Teachers of the visually impaired provide specific support relating to students with visual impairments and consult with school-based, district and outside agency personnel. Working with a collaborative team, teachers of the visually impaired either directly support or monitor students and will help develop an IEP, assist in developing modified or adapted curriculum, teach social interaction skills and provide assistance with regard to special equipment or technology needs. In addition, teachers of the visually impaired assist students with orientation and mobility.

## **Visiting Teachers**

Visiting teachers provide instruction to students K-12 at home or at an alternative location. These are students with social/emotional concerns, who have demonstrated an inability to function and/or experience success in a regular educational setting. Often, these students are on waiting lists for a Connections, Social Development or Interagency placement. Visiting teachers typically meet with a student twice a week. Referrals for visiting teacher services are made via a district resource counsellor.

## **District Based Support Teams/Projects:**

### **Project "Good Start"**

Project "Good Start" supports classroom teachers and SEAs who are integrating Kindergarten students with Autism Spectrum Disorders into a regular classroom setting. Project "Good Start" provides ten half-day workshops to SEAs and includes a forum for teachers and parents/guardians to share ideas and concerns.

### **Surrey Trans-disciplinary Autism Resource Team (START)**

The START team is comprised of teachers and district personnel who are provided with release time to facilitate consultation and training to school teams working with students with an autistic

spectrum disorder. The START team will assist IEP teams in designing programs for students with autism or related disorders. In addition, the team liaises with the Provincial Resource Program for Autism and Related Disorders (POPARD) and other local/provincial agencies.

## **Community Based Support Personnel:**

### **Nursing Support Services Coordinators**

Nursing support services coordinators develop, in consultation with a support team, a health care plan for students who need health care procedures such as tube feeding, catheterization etc. The nursing support services coordinators will train, certify and monitor special education assistants who carry out specific health care procedures.

### **Occupational Therapists**

Occupational therapists work to promote, maintain, and develop the skills needed by students to be functional in a school setting. The services provided by the occupational therapist in schools may include assessment, consultation, program planning, assistance in diagnosis, treatment and equipment selection/adaptation.

### **Physiotherapists**

Physiotherapists provide services to children with orthopedic, neurological, muscular, spinal, joint or sensory dysfunction. These services include assistance in physical positioning to promote optimal physical access, assistance in maximizing independence for students who have limited mobility, and prevention and alleviation of movement dysfunction. The services performed by a physiotherapist may include screening, assessment, consultation, program planning, assistance in diagnosis, treatment, equipment selection/adaptation, administration, education and research.

## **Special Education Service Delivery Models**

### **Elementary Level:**

#### **Fully Integrated**

School District #36 (Surrey) supports the belief that students with special needs are usually best served in a classroom setting with peers. Teachers of students with special needs receive support through Student Support Services with regard to Individual Education Plan development, program implementation strategies, and paraprofessional support (when appropriate).

*Location:* Neighborhood school

#### **Learner Support Team** (see also Learner Support Team Resource Manual - Revised 2008)

Learner Support Teams provide support to:

- a) students with mild to moderate learning difficulties and/or at-risk learners;

- b) students with learning disabilities or mild intellectual disability, and other categorical or non-categorical students as appropriate;
- c) students who require English as a Second Language support.

*Location:* All elementary schools

**See Elementary Special Programs**

## **Secondary Level:**

**Learner Support Team** (see also Learner Support Team Resource Manual - Revised 2008)

Learner Support Teams provide support to:

- a) students with mild to moderate learning difficulties and/or at-risk learners;
- b) students with learning disabilities, and other categorical or non-categorical students as appropriate;
- c) students who require English as a Second Language support.

*Location:* All secondary schools

**See Secondary Special Programs**

# DISTRICT

## Elementary Special Programs

# **Bear Creek Elementary Oral Resource Program**

## **Program Description:**

The Bear Creek Oral Resource Program is designed to provide an auditory-oral communication approach with appropriate educational services and support for oral deaf or hard of hearing students. Students are fully integrated into appropriate grade level classrooms. The program is designed to maximize each student's potential for successful integration and to provide the necessary range of supports based on individual needs.

## **Referral Process:**

1. The student must register at their catchment school prior to the initiation of a referral.
2. Referring agency personnel or school personnel can call the appropriate teacher of the deaf and hard of hearing assigned to the catchment school for consultation.
3. A Student Support Services Referral must be completed by school personnel or referring pre-school agency personnel. Referrals are submitted to Student Support Services. Supporting documentation is required before visitations and observations take place.

## **Entrance Criteria (student profile):**

- hearing loss must be the primary disability
- oral language is anticipated to be the primary mode of communication
- recent cochlear implant recipients or candidates may rely on bridging sign language support as they develop auditory-oral potential
- must possess academic potential within two years of grade level expectations
- students who appear to have secondary disabilities will be evaluated on an individual basis
- hearing loss must be at least moderate, bilateral, permanent and amplification must be recommended by an audiologist
- integrated support services at the catchment school, including itinerant hearing support would not appear to be able to meet the student's needs

## **School District Personnel:**

- Teacher of the Deaf and Hard of Hearing
- Special Education Assistants with documented Sign Language training (several of the program SEAs also possess B.C. Oral Communication Facilitator training or equivalent)

# **Intensive Elementary Literacy Programs**

## **Program Description:**

The Intensive Elementary Literacy Programs are self-contained classrooms, which serve a maximum of 14 students per program from throughout the school district. Placement in a Program is for one year. The Intensive Elementary Literacy Programs are designed to provide the most intensive level of early intervention literacy support to students with severe learning disabilities. The programs emphasize language arts and math development, employing a number of methodologies including focused instructional supports, multi-sensory techniques, phonemic awareness, and balanced literacy instruction. Each student is supported by way of an Individual Education Plan (IEP) that reflects his/her instructional needs.

## **Referral Process:**

A Student Support Services Referral must be completed by school personnel and submitted to Student Support Services with supporting documentation (e.g., psycho-educational assessment report, etc.). A review committee meets every year in May/June to determine the class composition for the following school year.

## **Entrance Criteria (student profile):**

- must have a documented severe learning disability
- primary disability must be in the area of reading and/or writing (not math or language)
- must be age appropriate
- must receive approval for program entry from the review committee
- must have an excellent attendance history
- must have significant support from parents/guardians

## **School District Personnel:**

- Special Education Teacher
- Special Education Assistant

## **Locations:**

- Bonaccord Elementary (grades 2 and 3)
- Boundary Park Elementary (grades 4 and 5)
- Simon Cunningham Elementary (grades 6 and 7)

# Low Incidence Special Classes

## **Program Description:**

The Low Incidence Special Classes provide services to students with significant behavioural concerns concomitant with multiple disabilities, moderate to severe intellectual disabilities and/or severe autism spectrum disorders. Students considered for placement in a low incidence special class typically require a more structured setting with more intensive support than can be provided at their neighborhood school. An Individual Education Plan (IEP) will be developed to meet each student's individual functional academic and life skills goals.

## **Referral Process:**

The Director of Instruction for Student Support Services may place a student in a Low Incidence Special Classroom when inclusion at their neighborhood school has proved to be unsuccessful. Such placements will be considered in consultation with the parents/guardians and support staff. In addition, parents/guardians may apply to the Director of Instruction in writing to have their son/daughter placed in one of the Low Incidence Special Classes.

## **School District Personnel:**

- Special Education Teacher
- Special Education Assistants

## **Locations:**

- David Brankin Elementary
- George Greenaway Elementary
- Simon Cunningham Elementary

## **Multi-Age Cluster Class (MACC)**

### **Program Description:**

The Multi-Age Cluster Class, grades 5 through 7, provides academic challenge and social-emotional support to students who are highly gifted. Students participate in an interdisciplinary program designed to challenge and develop the depth and breadth of their critical and creative thinking abilities. Reflection on individual learning styles, the nature of excellence and group dynamics are integral elements of the curriculum. Defining personal interests, individual goals and demonstrating a personal work ethic are important aspects of the classroom experience.

Students will be considered for the class based on:

- cognitive abilities
- creativity
- emotional maturity
- intellectual interests
- skill development

### **Entrance Criteria** (student profile):

- must possess reading and math skills 2 to 3 years above grade level
- or
- must have a designation of Gifted
  - must enjoy complexity and demonstrate the ability to stay on task
  - must be motivated to learn quickly and to study advance materials
  - must receive approval for program entry from the review committee

### **Referral Process:**

A Student Support Services Referral must be completed by school personnel and submitted to Student Support Services with supporting documentation (e.g., psycho-educational assessment report, copy of report card, etc.). A review committee meets every year in May/June to determine the class composition for the following school year.

### **School District Personnel:**

- Gifted Education Helping Teacher
- Elementary Challenge Teacher

### **Locations:**

- Bayridge Elementary
- Berkshire Park Elementary
- Hyland Elementary

## **Social Development Program (SD)**

### **Program Description:**

The Social Development (SD) Program provides services to children between the ages of 6-13 (grades 1-7) who, according to the Ministry of Education meet the criteria for the designation of Students Requiring Intensive Behavioural Interventions. A social development teacher and a child care worker support each program. Successful integration into the regular classroom is the long-term goal of the SD Program. Depending on the service model used, integration is met through a resource-based classroom supporting the inclusion of SD students in regular classrooms, or a self-contained classroom integrating SD students on a gradual basis back to the regular classroom. Students in this category are recognized as those most in need from a community perspective and should have access to intensive, coordinated school/community intervention. District behaviour specialists serve as consultants to the SD Program staff. The average length of time that a student remains in the SD Program is two years. The overall aim of the program is to have students return to their catchment school with a better chance of succeeding both socially and academically.

### **Referral Process:**

The procedure for referring students to the SD program is most commonly initiated by the student's catchment school with parental/guardian consent. A Student Support Services Referral must be submitted to Student Support Services. The child is placed only when parent(s)/guardian(s) sign a voluntary agreement that clearly states the SD Program policies and procedures as well as its goals and objectives. Students who leave the program are on a monitoring status for the first year in their catchment school and may have bridging support.

### **School District Personnel:**

- Special Education Teacher
- Child Care Worker

### **Locations:**

- Betty Huff Elementary
- Berkshire Park Elementary
- Bonaccord Elementary
- Cedar Hills Elementary
- Green Timbers Elementary
- Henry Bose Elementary
- Holly Elementary
- Kirkbride Elementary
- Lena Shaw Elementary
- M.B. Sanford Elementary
- Newton Elementary
- Ray Shepherd Elementary
- Riverdale Elementary
- Surrey Centre Elementary
- W.E. Kinvig Elementary

# DISTRICT

## Secondary Special Programs

# **BASES Programs**

## **Program Description:**

Building Academic, Social and Employment Skills (BASES) Programs are located at each secondary school throughout the district, which provides designated students the opportunity to experience success while attending their neighborhood school. BASES Programs provides services to students with a mild intellectual disability, moderate to severe intellectual disability, physical or sensory disabilities or ASD in conjunction with a mild to moderate/severe intellectual disability. Students in BASES programs may be integrated into regular classes and may participate in learning a combination of modified academics and functional skills. An Individual Education Plan (IEP) is developed for each student and addresses functional academics, social/life/community skills and vocational/volunteer options.

## **Referral Process:**

No referral is necessary. Designated students are transitioned into their neighborhood BASES Program when entering high school.

Minimum guidelines for BASES Program placement:

- Mild Intellectual Disability - Intellectual functioning ( $SS < 70$ ) as measured on a norm referenced Level C assessment and delayed adaptive behaviour of a similar degree ( $SS < 70$ ) on a norm-referenced measure of adaptive behaviour

or

- Other considerations for placement include 'best interest of the child'. Such determinations should be made collaboratively and include input from school personnel and a Student Support Services administrator.

## **School District Personnel:**

- Special Education Teacher(s)
- Special Education Assistants

# Connections Program

## Program Description:

The Connections Program (formerly Alternate) is intended for those students whose needs cannot be met in the traditional secondary school setting. The Connections Program provides appropriate educational support with an emphasis on remediating core academic subjects for students ages 13-16 (grades 8 -10) whose social, emotional, and/or behavioural problems have prevented them from functioning successfully in a regular program. In addition, students are taught effective coping skills, and behavioural strategies. The goal of the Connections Program is the reintegration of students into a regular school setting or transitioning to other educational programs.

## Referral Process:

A Student Support Services Referral must be submitted to Student Support Services by the student's catchment school.

## Entrance Criteria (student profile):

- possible prior placement in the Social Development Program
- may have chronic non-attendance and under-achievement
- may have difficulty with peer/adult social interactions
- may have involvement with drugs/alcohol
- may have involvement with legal authorities
- may be at-risk to self or others
- all prior interventions have proved unsuccessful

## School District Personnel:

- Special Education Teacher
- Youth Care Worker

## Locations:

- Johnston Heights Secondary
- Kwantlen Park Secondary
- Lord Tweedsmuir Secondary
- Semiahmoo Secondary
- Tamanawis Secondary

## **District Life Skills Classes**

### **Program Description:**

The Life Skills Classes provide services to students with severe behaviour concerns concomitant with multiple disabilities, moderate to severe intellectual disabilities and/or severe autism spectrum disorders. Students considered for placement in a Life Skills Class typically require a more structured setting with more intensive support than can be provided at their neighborhood school. An Individual Education Plan (IEP) will be developed to address functional academics, social/life/community skills and vocational/volunteer options.

### **Referral Process:**

The Director of Instruction for Student Support Services may place a student in a Life Skills Classroom when inclusion at their neighborhood school has proved to be unsuccessful. Such placements will be considered in consultation with the parents/guardians and support staff. In addition, parents/guardians may apply to the Director of Instruction in writing to have their son/daughter placed in one of the Life Skills Classes.

### **School District Personnel:**

- Special Education Teacher(s)
- Special Education Assistants

### **Location:**

- Frank Hurt Secondary
- L.A. Matheson Secondary
- North Surrey Secondary

# ESL Transitions Program

## Program Description

The ESL Transitions Program is located at Queen Elizabeth Secondary School and is designed to create a positive learning environment in which students develop the following:

- Skills in English language proficiency,
- Understanding of Canadian cultural values,
- Personal and social success (social responsibility),
- Skills for successful employment.

## Entrance Requirements (student profile):

The ESL Transitions Program has been designed **for students** who share the followings characteristics:

- recent immigrants who will not be able to complete high school requirements within the allotted time due to a lack of English language skills
- inability to keep up with academic opportunities offered in school
- at risk of school drop out (typically do not exhibit behavioral difficulties)
- committed to working hard,
- committed to developing social and individual responsibility,
- ESL Transitions students must meet the following:
  1. Qualify for reception level of ESL instruction
  2. 17 or 18 years of age
  3. Surrey School District student
  4. Interview student with parents

## Referral Process

1. The school and multicultural or settlement worker identify potential students
2. A program referral must be completed and submitted to Kris Hull at Queen Elizabeth. Student placement decisions are made at three times during the year: June, September, and January.

## School District Personnel

- ESL Program Teacher

# **Queen Elizabeth Secondary Oral Resource Program**

## **Program Description:**

The Queen Elizabeth Secondary Oral Resource Program is designed to offer in-class support and tutorial support in a resource room setting to students with a diagnosed hearing loss. The primary purpose of this program is to enable students with hearing loss to successfully integrate into a mainstream setting and to reach their academic potential. Students learn to monitor and manage their hearing equipment on a daily basis and receive social/emotional support as necessary.

## **Referral Process:**

A Student Support Services Referral must be completed by school personnel and submitted to Student Support Services with supporting documentation. Referrals are reviewed by an administrator for Student Support Services and district teachers of the deaf and hard of hearing.

## **Entrance Criteria (student profile):**

- must have a diagnosed hearing loss supported by a recent audiometric assessment and report
- hearing loss must be the primary disability
- may be at-risk for discontinuing use of hearing equipment with the transition to high school
- may be underachieving or failing academically
- may be experiencing social/emotional difficulties as a result of hearing loss

## **School District Personnel:**

- Teacher of the Deaf and Hard of Hearing
- Special Education Assistants with Oral Interpreter/Facilitator training

# **INTER-AGENCY**

Behaviour/Emotional  
Support Programs

## **Adapted General Education (AGE)**

### **Program Description:**

Adapted General Education is a program jointly funded by the Ministry of Children and Family Development and School District #36 (Surrey). This program serves 14 students from 13-16 years of age that are under the supervision of a probation officer and considered “high risk”. AGE is located at the Guildford Youth Resource Centre and provides rapid placement of students requiring short-term strategic assessment, intervention, and remediation with the goal of reintegration into an appropriate long-term educational environment.

### **Referral Process:**

Referrals *must* be forwarded by a probation officer to the AGE program coordinator. Student Support Services assigns a district resource counsellor and/or a district behaviour specialist to act as liaisons to the AGE program. A review committee determines the appropriateness of all referrals.

### **School District Personnel:**

- Special Education Teacher

### **School Schedule:**

- Tuesday to Friday
- ½ day
- Morning and afternoon groups

## **Adolescent Day Treatment Program (ADTP)**

### **Program Description:**

The Adolescent Day Treatment Program is located at Surrey Memorial Hospital. ADTP provides services to 16 youth 13-18 years of age who are experiencing severe psychiatric difficulties such as psychosis, schizophrenia, major affective disorders, anxiety disorders, or other severe mental health difficulties which negatively impact on a youth's ability to function academically, socially, and emotionally. ADTP is an inter-ministerial program which provides a full range of mental health services, as well as educational programming. During the summer months, one day per week of the educational component is replaced by recreational programming. The program also provides 'alumni' groups for graduated youth. The educational component of ADTP, focuses on individualized academic programming and runs mornings only. Length of stay is targeted at four months. On discharge, recommendations are made to facilitate transition back into school and follow-up consultation is available. ADTP is a provincial resource program.

### **Referral Process:**

Referrals to ADTP *must* involve a mental health professional (ACRP, Mental Health, psychiatrist, physician), and will also include a school component (student profile questionnaire). A Clinical Intake Team will make all decisions regarding entry into the program. Student Support Services assigns a district resource counsellor and/or a district behaviour specialist to act as liaisons to the ADTP program.

### **School District Personnel:**

- Special Education Teachers (2)
- Special Education Assistants

### **School Schedule:**

- Monday, Tuesday, Thursday, Friday
- ½ day (morning)

## **Adolescent Psychiatry Unit (APU)**

### **Program Description:**

APU is located at Surrey Memorial Hospital and serves 10 students aged 12-18 who live in the Fraser Health Region. Youth who are admitted to the unit are experiencing an acute episode of psychiatric illness and require short-term assessment, stabilization, and treatment. These youth must not be solely diagnosed with substance abuse, severe conduct disorder, or eating disorder and must be medically stable. The length of stay ranges from 7-21 days. A part-day school component to the program will liaise with the youth's school on intake and again on discharge. The teaching staff, in consultation with the school, will attempt to maintain continuity of educational programming to the level the student is capable of achieving while on the unit. At discharge, the unit's teacher, along with the unit team and a representative from Student Support Services will provide recommendations for transitioning the student back into school. APU is a provincial resource program.

### **Referral Process:**

Referrals to APU *must* come via mental health professionals (B.C. Children's Hospital, Mental Health, psychiatrists, physicians, regional adolescent programs such as ACRP and the Adolescent Day Treatment Program) or emergency rooms. An assessment (within 72 hours of referral) by a psychiatrist or ACRP is required. Student Support Services assigns a district resource counsellor and/or a district behaviour specialist to act as liaisons to the APU program.

### **School District Personnel:**

- Special Education Teacher
- Special Education Assistant

### **School Schedule:**

- Monday, Wednesday, Thursday and Friday
- ½ day (morning)

## **Children's Day Treatment Outreach Program (CDTOP)**

### **Program Description:**

The Children's Day Treatment Outreach Program located at Berkshire Park Elementary School provides multi-disciplinary support to a limited number of students and families. The school district and Surrey Mental Health work collaboratively to support elementary aged student who are experiencing significant mental health concerns. Students who are accepted into the program are maintained at their catchment school. Personnel from the program provide support to the child while at school. To be considered as a candidate for CDTOP, a student must have a supportive family willing to participate in the therapeutic process. Family and individual therapy takes place at Berkshire Park Elementary during after school hours.

### **Referral Process:**

Referrals to CDTOP can come via Surrey Mental Health or school district personnel. A joint committee review applications and determine suitability for the program. Student Support Services assigns a district resource counsellor and/or a district behaviour specialist to act as liaisons to the CDTOP program and Surrey Mental Health.

### **School District Personnel:**

- Special Education Teacher
- Special Education Assistant
- Child Care Worker

## **FASTRACK Program (Elementary)**

### **Program Description:**

The elementary FASTRACK Program is designed for students in the intermediate grades who have fetal alcohol exposure related disorders and who are experiencing difficulty in the regular classroom environment. The program is housed at Kennedy Trail Elementary school, and provides a small class setting and extra staff support. Although students with alcohol related disorders present with a variety of strengths and needs, there are distinct strategies and practices that appear to be effective in providing an optimal learning environment. The program staff address the common needs in a classroom setting, and develop individual strategies based upon student assessment data, observation and evidence based research recommendations. Student Support Services assigns a special education helping teacher and a district behaviour specialist to act as liaisons to this program.

### **Referral Process:**

A Referral for Support Services must be completed and submitted to Student Support Services with supporting documentation. The student must have a FASD or related diagnosis or may be on the wait list for assessment. The FASTRACK Advisory Committee will review all referrals.

- Involvement with a community based support service is required
- Term of stay in the program is determined individually

### **School District Personnel:**

- Special Education Teacher
- Child Care Worker
- Special Education Assistant

## **FASTRACK Program (Secondary)**

### **Program Description:**

The secondary FASTRACK Program is designed for students in grades 8 and 9 who have fetal alcohol exposure related disorders and who are experiencing difficulty in the regular classroom environment. The program is housed at the North Surrey Learning Centre location, and provides a small class setting and extra staff support. Although students with alcohol related disorders present with a variety of strengths and needs, there are distinct strategies and practices that appear to be effective in providing an optimal learning environment. The program staff address the common needs in a classroom setting, and develop individual strategies based upon student assessment data, observation and evidence based research recommendations.

### **Referral Process:**

A Referral for Support Services must be completed and submitted to Student Support Services with supporting documentation. Student Support Services assigns a special education helping teacher and a district behaviour specialist to act as liaisons to this program. The student must have a FASD or related diagnosis or may be on the wait list for assessment. The FASTRACK Advisory Committee will review all referrals.

- Involvement with a community based support service is required
- Term of stay in the program is determined individually

### **School District Personnel:**

- Special Education Teacher
- Child Care Worker
- Special Education Assistant

### **School Schedule:**

- Monday to Friday
- Shortened day (individualized)

# Foundations Program

## Program Description:

The Foundations Program is designed to support students in grades 9 - 12 who have not experienced success in a BASES Program due to a combination of intensive behaviour needs and significant cognitive challenges (e.g., MID, exceptional cases of LD). Only students who are (or will be) working towards a School Completion Certificate will be considered. Grade 8 students can be considered for placement at the discretion of a Student Support Services administrator. Often these students are involved in behaviours that place them at high-risk. An Individual Education Plan (IEP) is developed for each student and addresses functional academics, behaviour, social/life/community skills and career path options. At intake, a transition plan is developed for each student to ensure a successful return to an appropriate educational setting or other community program.

The Foundations Program consists of two elements: 1) *Work Preparation* - social skills instruction, life skills training, functional skill development, individualized modified academics with on-going assessment, social/recreational activities and job readiness training; and 2) *Work Experience* - job training and work placement. Only students who demonstrate readiness will be offered job training and work placement opportunities. Students may move back and forth between program elements at the discretion of the program staff in consultation with parents/guardians.

OPTIONS: Services to Communities Society coordinates youth services for this program.

## Referral Process:

A Student Support Services Referral requesting placement in the Foundations Program must be received at Student Support Services. A special education helping teacher will work with a Student Support Services administrator to determine the appropriateness of each referral and will assist in the intake process.

## School District Personnel:

- Special Education Teacher (2)
- Inner City Secondary School Worker
- Special Education Assistant

## School Schedule:

*Work Preparation* (Monday to Friday)

*Work Experience* (Monday, Tuesday, Thursday, Friday)

# HOPE Program

## **Program Description:**

The HOPE Program provides a safe and supportive classroom for students in grades 9 through 12 who face unique challenges. This program is designed for students who have experienced a lack of success in school, have often disengaged from school and/or struggle with various mental health concerns (e.g., anxiety, depression, grief/loss, etc.). Program staff, district staff and Surrey Mental Health work collaboratively to support the students in this program. The program staff is dedicated to working individually with students to focus on their emotional, social and/or academic needs. Located within Guildford Park Secondary School, the program offers students the ability to be full participants within the school community. The goal of the program is to develop support networks that facilitate the student's transition back into a mainstream program.

## **Referral Process:**

A Student Support Services Referral requesting placement in the HOPE Program must be submitted to Student Support Services. A district behaviour specialist from Student Support Services and the Guildford Park Secondary School Based Team collaborate to determine individual student suitability for this program

## **School District Personnel:**

- Special Education Teacher
- Youth Care Worker

## **School Schedule**

- Monday to Friday
- Flexible timetable based on student needs

## **Knowledge and Education for Youth (KEY)**

### **Program Description:**

The KEY program is a non-traditional, self-contained alternate school in Surrey, which serves 16 to 18 year old secondary students. Students must reside within Surrey and may have involvement with the Ministry of Children and Family Development, Youth Probation or Mental Health. Students referred to KEY have demonstrated an inability to succeed in a regular school or have attended an alternative school setting for a variety of reasons. They may have been absent from school for some time, considered at-risk, have considerable family difficulties, and present with serious behaviour, mental health and/or learning difficulties. KEY is funded jointly by the Ministry of Children and Family Development and the Ministry of Education. Supervision for this school is undertaken by Pacific Community Resources Society and Student Support Services. KEY combines academic programming and recreational activities with individual and group counselling. Peer mentoring is used as an avenue to clarify student values, perceptions, and effective decision-making.

### **Referral Process:**

All KEY program referrals *must* be submitted in writing by a social worker, probation officer, mental health worker or District Resource Counsellor to the Ministry of Children and Family Development KEY liaison (e.g., Team Leader – Youth Services Team). A review committee consisting of representatives from MCFD, KEY and Student Support Services (DRC) determine the appropriateness of all referrals.

### **School District Personnel:**

- Special Education Teacher

### **School Schedule:**

- Monday to Friday
- All day

# Lee School

## **Program Description:**

Lee School derives its name from the Lee family who provided years of dedicated foster care service in the Surrey region. Lee School originated in a classroom built adjacent to the Lee House group home. Lee School is located in an office building near OPTIONS: Services to Communities Society. Lee School is currently funded through The Ministry of Children and Family Development, OPTIONS: Services to Communities Society, and School District #36 (Surrey). This program provides a safe, supportive and nurturing educational environment to at-risk, emotionally fragile students between the ages of 13-16 (grades 8-10). Upon completion of the Lee School program, students are encouraged to continue their education in a setting most suited to their individual needs.

## **Referral Process:**

A Student Support Services Referral requesting placement at Lee School must be received at Student Support Services. All referrals are reviewed to determine program suitability relative to individual student needs. Student Support Services assigns a district resource counsellor and/or a district behaviour specialist to act as liaisons to this program.

## **School District Personnel:**

- Special Education Teacher
- Special Education Assistant

## **School Schedule:**

- Monday to Thursday
- ½ day (morning / afternoon groups)

# LINKS Program

## Program Description:

The LINKS Program is a partnership program between School District 36 (Surrey), the Ministry of Children and Family Development and Pacific Community Resources Society. The program is designed for youth aged 12-18 with a court order, citing a probationary sentence. In addition to providing educational and recreational programming, the program is aimed at providing:

- intensive support to decrease criminal behaviour
- success in educational, vocational or employment prep programs
- skills to promote positive relationships between youth and his/her family
- transition plans for youth to other settings e.g., school settings, vocational training, pre-employment programs, etc.
- supports to stabilize behaviours
- programming and activities that engage youth and keep them off the street and/or out of high-risk situations
- mentoring and coaching in anger management and other pro-social skills
- opportunities to build connections to community-based programs

## Referral Process:

Students are placed in the LINKS Program through either an MCFD Social Worker or through a Probation Officer. Students entering the program may come from within Surrey or from other districts. Student Support Services assigns a district resource counsellor and/or a district behaviour specialist to act as liaisons to this program.

## School District Personnel

- Special Education Teacher
- Youth Care Worker

## School Schedule:

- Tuesday to Friday
- ½ day (morning / afternoon groups)

## **Pacific Legal Education Association (PLEA)**

### **Program Description:**

PLEA's "Daughter and Sister" program serves 10 students and is designed for young women from 12-18 years of age with addiction issues. Program participants reside in one of PLEA's foster homes with families trained in detox, stabilization, and support recovery while receiving day, evening, and weekend treatment at a separate facility. All foster homes and day facilities are located in Surrey. This program is for 3 to 6 months duration and the treatment program consists of individual and group counselling, parent/teen mediation, on-going assessment, education, and social/recreational activities. Program goals include increased self-esteem, decreased substance abuse and criminal activity, and a reduction in high-risk behaviours. PLEA offers a program that is tailored to meet each young woman's unique social, emotional, physical, academic, and recreational needs. PLEA is a provincial resource program.

### **Referral Process:**

Referrals are accepted from probation officers or addiction counsellors within the province of British Columbia. Referrals are accepted on an on-going basis and a review committee will screen referrals to determine eligibility and placement priority. PLEA will notify the referring agency of an expected start date. Student Support Services assigns a district resource counsellor and/or district behaviour specialist to act as liaisons to this program.

### **School District Personnel:**

- Special Education Teacher

### **School Schedule:**

- Monday to Thursday
- ½ day (morning)

## **Pacific Legal Education Association (PLEA)**

### **Program Description:**

PLEA's **WAYPOINT** program serves 10 students and is designed for young men from 12-18 years of age with addiction issues. Program participants reside in one of PLEA's foster homes with families trained in detox, stabilization, and support recovery while receiving day, evening, and weekend treatment at a separate facility. All foster homes and day facilities are located in Surrey. This program is for 3 to 6 months duration. The treatment program consists of individual and group counselling, parent/teen mediation, on-going assessment, education, and social/recreational activities. Program goals include increased self-esteem, decreased substance abuse and criminal activity, and a reduction in high-risk behaviours. PLEA offers a program that is tailored to meet each young man's unique social, emotional, physical, academic, and recreational needs. PLEA is a provincial resource program.

### **Referral Process:**

Referrals are accepted from probation officers or addiction counsellors within the province of British Columbia. A review committee will screen referrals to determine eligibility and placement priority. PLEA will notify the referring agency of an expected start date. Student Support Services assigns a district resource counsellor and/or district behaviour specialist to act as liaisons to this program.

### **School District Personnel:**

- Special Education Teacher

### **School Schedule:**

- Monday to Thursday
- ½ day (morning)

## **Teen Recreation and Educational Enhancement Services (TREES)**

### **Program Description:**

TREES is a non-traditional, self-contained alternate school in Surrey which serves secondary students 13-16 years of age. Students must reside within Surrey and have an active file with the Ministry of Children and Family Development. Students referred to TREES have demonstrated an inability to succeed in a regular or alternate school setting for a variety of reasons. They may have been absent from school for some time, considered at-risk, have considerable family difficulties, and present serious behaviour and/or learning difficulties. TREES is funded jointly by the Ministry of Children and Family Development and the Ministry of Education. Supervision for this school is undertaken by Pacific Community Resources Society and Student Support Services. TREES combines academic programming and recreational activities with individual and group counselling and family consultation. Peer mentoring is used as an avenue to clarify student values, perceptions, and effective decision-making.

### **Referral Process:**

All TREES referrals *must* be submitted in writing by a social worker to the Ministry of Children and Family Development TREES liaison (e.g., Team Leader – Youth Services Team). A review committee consisting of representatives from MCFD, TREES and Student Support Services (DRC) determine the appropriateness of all referrals.

### **School District Personnel:**

- Special Education Teachers (2)

### **School Schedule:**

- Monday to Friday
- All day

## **Teamwork. Respect. Empathy. Knowledge. (T.R.E.K.)**

### **Program Description:**

The T.R.E.K. Program supports students 13-16 years of age (grades 8-10) who have not experienced recent success in a regular or alternate school program. These youth are highly disengaged from the education system. Often these students are involved in behaviours that place them at high-risk. The T.R.E.K. Program consists of individual and group counselling, life skills training, parent/teen mediation, on-going assessment, education, job readiness and social/recreational activities. **OPTIONS:** Services to Communities Society provides the Youth Service Provider for this program. Program goals include increased self-esteem, team building and a reduction in high-risk behaviours. T.R.E.K. offers a program that is tailored to meet each young person's unique social, emotional, physical, academic, and recreational needs.

### **Referral Process:**

Students, families and concerned professionals can refer by contacting Student Support Services. The T.R.E.K. Program is NOT a continuous intake program. In order to promote a sense of community and reengagement, intakes occur twice each school year (September/February). Student Support Services assigns a district resource counsellor and/or district behaviour specialist to act as liaisons to this program.

### **Entrance Criteria (student profile):**

- possible prior placement in the Social Development Program
- chronic non-attendance and under-achievement
- difficulty with peer/adult social interactions
- may have involvement with drugs/alcohol
- may have involvement with legal authorities
- may be at-risk to self or others
- prior interventions have proved unsuccessful
- disengaged from the education system

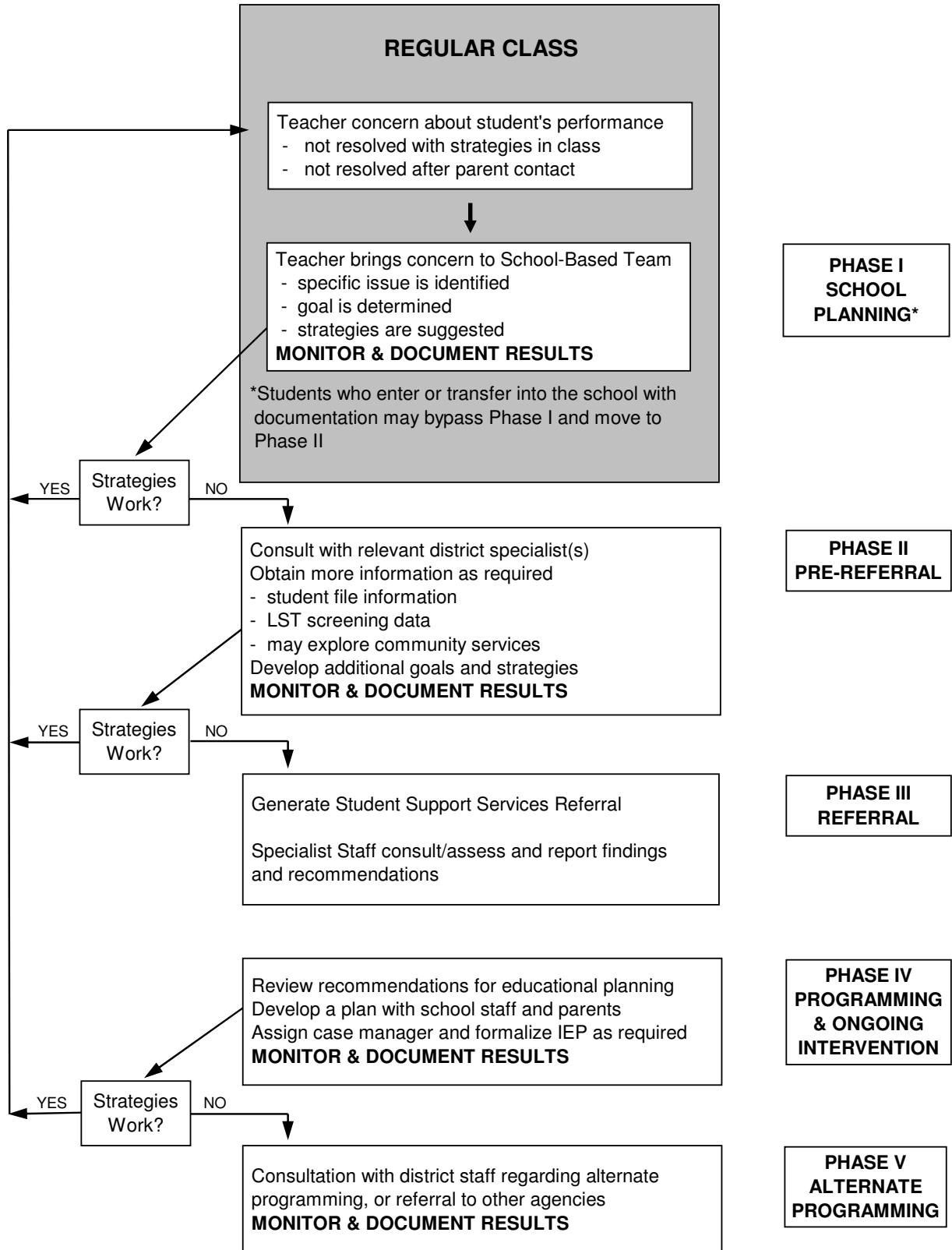
### **School District Personnel:**

- Special Education Teacher
- Special Education Teacher/Counsellor
- Inner City Secondary School Worker

### **School Schedule:**

- Monday to Friday
- ½ day (morning and afternoon groups)

## REFERRAL PROCESS



## CONSULTATION/COLLABORATION

### “Collaboration is a process... not an event”

Recent court cases have defined the extent of a school district’s responsibility to consult and collaborate with parents to be commensurate with a student’s level of disability as well as the level of individualization their education plan requires. In other words, the evidence of collaboration as well as the extent of collaboration legally expected is relative to the student’s disability and the degree to which the IEP drives the students overall education (e.g., mild adaptations to a completely modified educational plan). Therefore, evidence of consultation/collaboration might range from documented phone calls to more formal school based team notes, etc.

The following points, highlighted in a recent court case dealing with meaningful consultation and collaboration, may be helpful.

1. Parents must be consulted before any decision is made regarding the placement of their child within the school system and before preparation of the IEP.
2. The depth of consultation and the concomitant obligations for parents and the school district to accommodate the requirements of the other will vary depending on the intensity of the needs of the child.
3. Parents and the school district have a mutual obligation to provide timely information and to make whatever accommodations are necessary to effect an educational program which is in the best interests of the child.
4. In coming up with a placement and/or an IEP for a child, the most significant underlying principle for meaningful consultation is that, the program will not work unless parents and school personnel reach agreement. In the absence of complete agreement... keep working toward a win / win solution.
5. The parents of a special needs child do not have a veto over placement or the IEP. Meaningful consultation does not require agreement by either side – it does require that the school district maintain the right to decide after meaningful consultation.
6. The bottom-line requirement for each side in a meaningful consultation is to be able to demonstrate that the proposal put forward can most effectively support the child’s learning.

Please Note:

The *IEP Ministerial Order (E-69)* mandates that the parent of the student, and where appropriate, the student must be offered the opportunity to be consulted (have input) with regard to IEP preparation. The District eIEP has no place for parent signature as it places the IEP in an arena where it can be misconstrued as a contract not an educational planning vehicle. However, on the electronic IEP there is a box and a place to date that parents were provided the opportunity to consult.

## Change to Procedures for Designating Students with a LD or MID

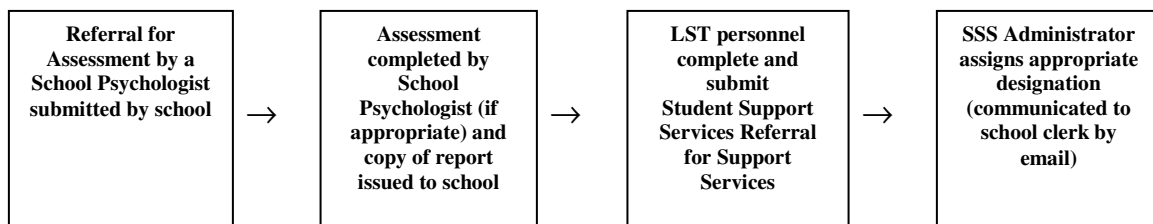
Starting on January 15<sup>th</sup>, 2006, a change to the procedures for designating students with a Learning Disability (LD) or Mild Intellectual Disability (MID) was commenced (see flowchart below).

### *Rationale for Change to Procedures:*

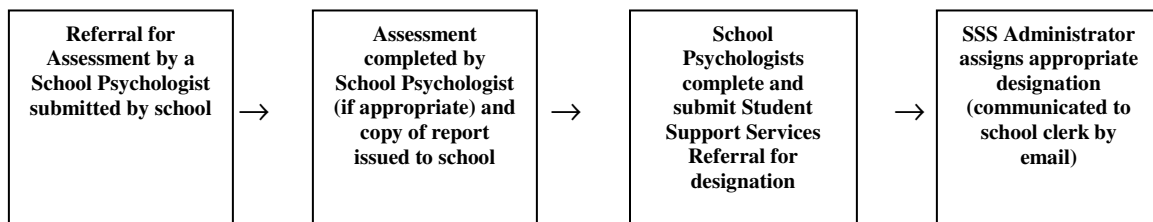
1. Create efficiencies with regard to consistent school and Student Support Services coding of all LD and MID designated students. At present, the *Referral for Support Services* (yellow form) that is required following the completion of the psycho-educational assessment, are sometimes not submitted to Student Support Services.
2. Ministry change to LD definition to capture all students with learning disabilities. School Psychologists will be describing the severity of discrepancy between cognitive ability and achievement as Mild, Moderate or Severe.

Note: All students designated as LD will be coded as Q and reported to the Ministry. Such expanded reporting is consistent with Ministry expectations and would have generated a significant increase to the paperwork required of LST personnel.

### *Past Practice:*



### *Current Practice:*



### *Other Issues:*

1. School Psychologists will attempt to have parents/guardians sign the *Student Support Services Referral and/or Parent Permission for Ministry Designation* at parent meetings arranged to discuss findings outlined in psycho-educational reports. In the absence of a meeting (when parent/guardian are unavailable to meet), the appropriate School Psychologist will attempt to receive verbal consent for designation, which will be documented on the referral.
2. A verification letter will be sent by Student Support Services to the parents/guardians of all students who receive an LD or MID designation.

## RESOLVING PARENT CONCERNS - PHILOSOPHY AND PRACTICES IN SCHOOL DISTRICT 36 (SURREY)

### PHILOSOPHY

1. Always keeping in the forefront of your mind what is best for the student.
2. Always assume that the parents want what is best for their child.
3. If number 1 and 2 are being followed then disputes which arise are most often a result of:
  - a) poor communication;
  - b) opposing values;
  - c) lack of information.

If, due to a) or c) then meeting face to face with involved persons can clear up most issues. If b) then the issues may be harder to resolve but frequently not impossible.

4. Flexibility - keep bureaucratic regulations to a minimum.
5. Keep fully informed of pertinent legislation.
6. Keep parents fully informed.
7. Approach the whole process with an open mind, not thinking in advance that one person or party knows everything about what is best for the student:
  - a) seek information;
  - b) seek consensus;
  - c) seek a practical solution;
  - d) seek cooperation of all parties to put plan into effect.

### PRACTICES

1. Take no action without consulting parents e.g., psycho-educational testing, IEP development, etc.
2. Have parents participate in decision-making concerning their child.
3. Confirm with parents (in writing) the decision(s) which has been made.
4. Convey to parents whatever rights and privileges they may have under:
  - a) Board Policies and Regulations;
  - b) The School Act;
  - c) The Child, Family and Community Service Act, etc.
5. Always give parents as much information as possible e.g., copies of reports, etc.
6. When dealing with suspension issues, try to establish with student and parent, what they see as the:
  - a) problem;
  - b) best solution.

## QUICK FACTS ABOUT LD

"Learning Disabilities" (LD) refers to a number of neurological disorders that affect the brain's ability to acquire and process verbal or nonverbal information. LD affects individuals who otherwise demonstrate average to above average intellectual ability.

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

- oral language (e.g., listening, speaking, understanding)
- reading (e.g., decoding, phonetic knowledge, word recognition)
- written Language (e.g., spelling, written expression)
- mathematics (e.g., computation, problem solving)
- organizational skills (e.g., homework, time management)
- social skills (e.g., social perspective, interaction)

**Accommodations and adaptations** are techniques or tools provided to students to support their area of deficit. While the curriculum remains the same, the way it is delivered is adapted. Some examples include:

- copies of notes taken by classmate
- photocopies of teachers notes/overheads
- use of scribe for assignments and tests
- use of reader for assignments and tests
- separate (quiet) setting for test taking
- extra time to complete assignments and tests
- alternative testing methods (oral, multiple choice)

**Assistive technology** describes technology tools or specialized software that are put in place to help students apply their strengths and to compensate for their deficits. Some examples include:

- books on audio tape or CD ROM
- computer/word processor for tests and assignments
- calculator
- tape recorder
- text-to-speech software
- voice recognition (dictation) software

**Early intervention** is crucial and it is important to seek professional consultation e.g., psycho-educational assessment, etc. Direct instruction from the classroom teacher and specialist teacher is crucial. It will help to prevent the compounding of learning, behavioural, and social difficulties. These interventions include:

- specific skill instruction
- accommodations
- adaptations
- self-advocacy

For further information, visit LDA Canada at [www.ldac.ca](http://www.ldac.ca) and LD Online at [www.ldonline.com](http://www.ldonline.com)

## Full Day Kindergarten for Students with Special Needs

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### Relevant Ministry of Education Guidelines:

*Special Education Services: A Manual of Policies, Procedures and Guidelines, July 2006.*  
(Appendices 19)

“Some students who are identified as having special needs are eligible for full day Kindergarten... These are students who meet the criteria for Levels I and II...”

*Form 1701: Student Data Collection Form Completion Instructions for Public Schools (Quick Reference)*

*Kindergarten Eligible for 1.0 FTE*

“Repeating the morning curriculum in the afternoon does not qualify”

### What does this mean?

1. Parents of students in categories:

- A/319 - Physically Dependent – Multiple Needs
- B/334 - Deafblind
- C/320 - Moderate to Profound Intellectual Disabilities
- D/322 - Physical Disabilities / Chronic Health Impairment
- E/323 - Visual Impairment
- F/324 - Deaf or Hard of Hearing
- G/325 - Autism Spectrum Disorder

can request full day Kindergarten.

2. Student Support Services, in collaboration with the appropriate school based personnel and parents will review all relevant information to determine if the request is appropriate:

- Best interest of the child (e.g., can the child reasonably thrive at school full day)
- Level I or II designation (e.g., as per Ministry criteria)
- Modified curriculum (e.g., cannot repeat provincial curriculum morning/afternoon).

3. Does the school in question, have space to accommodate the request?



## Case Management

### Overview

The Principal has the responsibility to appoint a case manager for a student with identified special needs:

*“The principal of the school is responsible for the implementation of educational programs (School Act Regulation 5(7)(a)). Though planning occurs collaboratively, the principal of the school should ensure that for each such student a case manager is appointed to co-ordinate the development, documentation and implementation of the student’s IEP.”*

*Special Education Services: A Manual of Policies, Procedures and Guidelines (2006) p. 18*

It is important to note that the case manager is responsible for facilitating the development of the IEP and the monitoring of the implementation of the plan. This role includes:

- Coordination and facilitation of the annual IEP review process (twice per calendar year for category H);
- Modelling and providing information regarding inclusive practices;
- Collaboration with the classroom teacher and other appropriate education professionals, to provide direction and support to paraprofessionals e.g., Child Care Workers, Special Education Assistants, Visual Language Interpreters, ABA Support Workers, etc.;
- Facilitation of transitions from preschool to kindergarten, elementary to secondary school, secondary to school leaving;
- Coordination of the on-going collection of documented evidence required for Ministry of Education compliance;
- Liaising with outside agency personnel as appropriate;
- Maintaining file organization;
- Working in collaboration with the School Based Team.

It is recommended where possible that students have the same case manager over extended periods (e.g., Gr. 8-12) to support relationship building and a coherent education plan.



## The Five Ws of ADAPTING and MODIFYING: Who, What, When, Where, and Why?

For every grade and subject, the prescribed learning outcomes are published by the Ministry of Education. Sometimes students require support to meet these learning outcomes. When this happens, the student's teacher(s) and School Based Team, in consultation with parents must decide how to most effectively support the student's learning. This table was designed to assist with the decision making process:

An Adapted Educational Program	A Modified Educational Program
<p>Any student who has consistent difficulty meeting the prescribed learning outcomes (PLO) of the regular curriculum, and who is able, with appropriate adaptations to meet the PLOs. Students on an adapted educational program will be working toward a Dogwood Graduation Diploma.</p>	<p>Any student assessed as having medical, cognitive, social-emotional, or behavioural needs that significantly impede their ability to meet the prescribed learning outcomes (one or more curricular areas). Students on fully modified programs <b>will not</b> receive a Dogwood Graduation Diploma, but rather a School Completion Certificate.</p>
<p>Alternate teaching, learning or evaluation strategies may be used to help a student meet the prescribed learning outcomes in the curriculum. Examples of adaptations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom environment (e.g., preferential seating, alternative test location)</li> <li><input type="checkbox"/> Reducing number of assigned questions</li> <li><input type="checkbox"/> Computer for written assignments, extra time</li> <li><input type="checkbox"/> Alternate formats (e.g., reader, books on tape, oral response)</li> </ul>	<p>Alternate teaching, learning, or evaluation strategies are used to help a student meet alternate (not Ministry prescribed) learning outcomes. Curriculum goals are individualized (IEP) and substantially different for each student on a modified program. Examples of modifications:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How to use a phonebook instead of novel reading</li> <li><input type="checkbox"/> Social skills goal (e.g., turn taking) instead of academic goal</li> <li><input type="checkbox"/> Score keep instead of playing volleyball</li> <li><input type="checkbox"/> Teaching how to complete puzzles instead of geometry</li> </ul>
<p>A student is consistently unsuccessful meeting the prescribed learning outcomes through usual teaching methods. Adaptations may be seen as a continuum based on the intensity of student needs.</p>	<p>A student is consistently unsuccessful meeting the prescribed learning outcomes despite receiving extensive adaptations in one or more curricular/subject areas.</p>
<p>In those specific subject areas where the student has consistently demonstrated difficulty meeting the prescribed learning outcomes. Teachers use a range of adaptations in everyday situations.</p>	<p>In specific subject areas where a student has consistently demonstrated difficulty meeting the prescribed learning outcomes despite the use of extensive adaptations and/or key functional life skills need to be taught.</p>
<p>Students requiring adaptations over time may have a difficulty that impacts their learning, such as a reading disability or attention problem. Adaptations allow access to the curriculum so they can "show what they know". Many strategies will help with success at school and after school.</p>	<p>To build skills and abilities that will allow a student to have a fulfilling life. Modifications may take place in an integrated setting in all grades and allow a student to belong and participate meaningfully in school.</p>

Final notes: (1) Students who require modifications may not necessarily need modifications in ALL curricular areas. A program may include some modified subjects but others that are adapted. Also, learning strengths and needs are fluid (not usually stable) over time. Such fluidity must be taken into consideration and monitored closely; (2) Very few students require a fully modified program. Such decision should be made collaboratively (all stakeholders) and will often need to be guided by quality assessment data; (3) Before modifying, ask: Do you feel this child is capable of meeting the prescribed learning outcomes necessary across curricular areas, in order to complete the requirements of a Dogwood Graduation Diploma.

## District Psycho-Educational Assessment Priorities

### Preamble

Student Support Services promotes the idea of school personnel working collaboratively with the assigned school psychologist to determine psycho-educational assessment priorities. At the same time, the School District has certain psycho-educational assessment priorities based on Ministry of Education expectations that are reflected below. These guidelines are intended to facilitate consistent practice. It is recognized that all students are unique and discretion must be paramount to effective decision-making.

This document addresses the special education categories of Learning Disabilities, Mild Intellectual Disabilities and Moderate to Profound Intellectual Disabilities. Please be reminded that all other special education categories require medical assessment(s) or alternative supporting documentation to determine a student's eligibility for designation. The absence of all other Special Education categories within this document does not imply that students in other Special Education categories do not warrant consideration for psycho-educational assessment.

### Students Requiring Adjudication

1. *Verifying a student meets criteria for adjudication when a cognitive ability and achievement measure is required to determine eligibility*

When a psycho-educational assessment confirms that a student has a learning disability or intellectual disability, the student will typically\* require supports outlined in an Individual Education Plan (IEP). To be eligible for adjudication, a student's IEP must document that she/he is working toward the prescribed learning outcomes of the course for which adaptations to exam conditions are requested and is using the same adaptations to exam conditions on school tests and exams as requested for a provincial exam.

\*See School District No.36 (Surrey) - Developing An Individual Education Plan for IEP requirement guidelines.

2. *Ensuring proper student documentation for adjudication*

#### Assessment of Cognitive Ability

An assessment of a student's cognitive ability may be completed during grade 7 through 12 **or** two assessments of cognitive ability must have been completed prior to grade 7 (one being after the age of 10).

#### Assessment of Achievement

An updated assessment of achievement is required to qualify for adjudication depending on the adjudications requested. Updated assessments of achievement should be completed **after** a student's grade 9 year.

For additional information see: [Handbook of Procedures for the Graduation Program](#), pages 145-171, British Columbia Ministry of Education, 2007-08

[www.bced.gov.bc.ca/exams/handbook/](http://www.bced.gov.bc.ca/exams/handbook/)

Students who are suspected of meeting the diagnostic criteria for a Mild or Moderate to Profound Intellectual Disability should be a significant concern for school teams responsible for determining assessment priorities.

### **Students with a Mild Intellectual Disability**

#### *Assessment / Reassessment:*

1. Where a student is assessed and identified as having a Mild Intellectual Disability by grade 3, a reassessment is required in grade 7.
2. Where a student is assessed and identified as having a Mild Intellectual Disability in grades 4 through 7, a reassessment is required in the fifth year following the initial assessment.

#### Example:

A student with a Mild Intellectual Disability, who was initially assessed in grade 4, will require a reassessment in grade 9.

3. Where a student is assessed and identified as having a Mild Intellectual Disability in grade 8 through 12, no reassessment is required.

### **Students with a Moderate to Profound Intellectual Disability**

#### *Assessment / Re-evaluation:*

1. Where a student is assessed and identified as having a Moderate to Profound Intellectual Disability by grade 3, a re-evaluation is required in grade 8.
2. Where a student is assessed and identified as having a Moderate to Profound Intellectual Disability in grades 4 through 7, a re-evaluation is required in the fifth year following the initial assessment.
3. Where a student enters our school district prior to grade 3 and is given a provisional Moderate to Profound Intellectual Disability designation (without psycho-educational documentation), a psycho-educational assessment must be completed no later than grade 3. A re-evaluation is required in grade 8.
4. Where a student enters our school district in grades 3 through 12 and is given a provisional Moderate to Profound Intellectual Disability designation (without psycho-educational documentation), a psycho-educational assessment must be completed within one calendar year. If the student is assessed and identified as having a Moderate to Profound Intellectual Disability in grades 3 through 7, a re-evaluation is required in the fifth year following the initial assessment.

#### Note:

Where the term re-evaluation is used above for students with a Moderate to Profound Intellectual Disability, it implies that the school psychologist will assess all relevant information to ascertain the appropriateness of a complete battery of psycho-educational assessments.

**District Psycho-Educational Assessment Priorities Grid**

<b>Classification</b>	<b>Provisional Designation</b>	<b>Initial Assessment</b>	<b>Reassessment</b>
Learning Disabilities	Not applicable	To be determined collaboratively at the school level	Reassessment for adjudication to be completed following Grade 9
Mild Intellectual Disabilities	Not applicable	Grade 3 or earlier	Grade 7
		Grades 4 through 7	5 years post initial assessment
		Grades 8 through 12	Not required
Moderate to Profound Intellectual Disabilities	Not applicable - if psycho-educational assessment completed prior to entering our district	Grade 3 or earlier	Grade 8
		Grades 4 through 7	5 years post initial assessment
		Grades 8 through 12	Not required
	If granted prior to Grade 3	No later than Grade 3	Grade 8
	If granted during Grades 3 through 12	Within 1 calendar year	5 years post assessment if classified during Grades 3 through 7



## **Applied Behaviour Analysis (ABA) - Home to School Collaboration**

### **Philosophy:**

Student Support Services supports a philosophy that states in part, “personnel are committed to working collaboratively with families, community agencies and school personnel to assist students with diverse needs to reach their academic, social and emotional potential. Parents/guardians are essential to the collaborative process by providing advocacy for their child with unique needs”. The Surrey School District is demonstrating on a daily basis, our commitment to meaningful collaboration with the ABA community. We have together, made great strides in the supports and services for students with an autism spectrum disorder who are involved in ABA home programs.

### **Home to School Collaboration Overview Purpose:**

Supports and services in this area have evolved over time; therefore, it is appropriate to provide much needed clarity to all stakeholders.

### **Background:**

In 2001, the Special Education Assistant ABA (SEA ABA) job classification was developed. An SEA ABA was required to complete an SEA certification program and 6 months of home based ABA training. This job classification is being phased out by the School District (see below).

In 2006, the Interim ABA Support Worker (ABA SW) job classification was collaboratively developed with input from the ABA community. An Interim ABA SW is required to have 1000 hours (250 hours focused on discrete trial) of training in home programs under the supervision of an ABA Behaviour Consultant. In addition, Interim ABA Support Workers are required to complete the ABA SW Certification Program developed and offered through Surrey College. Upon completion of the ABA SW Program, the Interim designation is removed.

### **Parent/Guardian Request for ABA Support Worker (Criteria):**

1. The student must have a documented diagnosis of an Autism Spectrum Disorder.
2. The student must meet the Ministry of Education criteria for a Special Education designation within Category G - Autism Spectrum Disorder.
3. Student Support Services will assess all relevant information and determine the amount of paraprofessional support required.
4. The student must be involved in an ABA Home Program supervised by an ABA Behaviour Consultant.
5. The parent/guardian must submit in writing (by April) to Student Support Services, Attention: District Principal, a request that an Interim ABA Support Worker be assigned to support their son/daughter for the upcoming school year.\*
6. The ABA Behaviour Consultant must provide a resume and an accompanying letter briefly outlining the student’s ABA home program.\*\*

- \* **The Surrey School District cannot ensure that an Interim ABA Support Worker will be available for all students who meet the above criteria. If an Interim ABA SW is not available, an SEA will be offered.**
- \*\* **The Surrey School District and ABA community are committed to the necessity for ABA Support Workers to be working with students that are involved in ABA home programs. If school district personnel have concerns regarding the apparent lack of an ongoing ABA home program, parents can expect contact from an administrator at Student Support Services to discuss the viability of continued support of an ABA SW.**

### **Other Relevant Items:**

#### *Supervision of the ABA SW*

- The ABA SW is employed to assist the teacher in carrying out their responsibilities and duties. The ABA SW works under the general supervision of the classroom teacher and principal / vice principal.

#### *ABA Support Worker Assignments*

- ABA Support Workers are awarded assignments through a posting process (SD 36 / CUPE Collective Agreement). The District does not assign ABA Support Workers based on parent preference or request.
- ABA Support Worker postings are separate from the Special Education Assistant posting/bumping process (Letter of Understanding, SD 36 / CUPE Collective Agreement, pg. 61).
- Student Support Services determines ABA Support Worker hours based on a student's 'demonstrated' need. Every student has different needs and evaluation of need is done on an individual basis. Professional staff complete a *Student Support Needs Evaluations* and/or a *Ministry Instructional Support Planning Instrument* to assist with the determination of hours.

#### *Educational Planning*

- Development of a student's Individual Education Plan (IEP) is the responsibility of the school team and should be collaboratively designed with input from the family, the ABA consultant, etc.

#### *Data Collection*

- ABA Support Workers are typically required to collect data on students involved in ABA home programs. When data collection is deemed necessary, it should be reflected in the student's IEP.
- A copy of data collection sheets should be provided to families upon request. A copy should be kept on file at the school.

- The classroom teacher should review all information prior to it being shared with families.

#### *Health Care Plans*

- The ABA SW is not eligible to implement a student's health care plan. The only exception is when the ABA SW is a qualified Special Education Assistant.

#### *Coverage for Absence and Breaks*

- The District does not provide an ABA SW to cover for breaks or absences.
- The District believes that a school employee trained to work with students with special needs is qualified to provide support during daily breaks or in the absence of an ABA SW. The school principal has the responsibility to assign coverage (as deemed appropriate) and to consult with the appropriate Student Support Services personnel to ensure that the assigned individual is appropriately trained to attend to any safety concerns as outlined in a Safety Plan and/or IEP. Additionally, it is the District's position that a student with special needs can benefit from interactions with more than one paraprofessional and teacher.

#### *Request for School Visit / Observation*

- All requests from parents, consultants, etc. to collaborate with school personnel must be reviewed by the school principal. Every student, family, program and school dynamic is unique, and the principal must be the primary contact in order to coordinate all school related activities.

#### *"Program Familiarization" Hours*

- Fifteen (15) hours of "Program Familiarization" time is available upon request by the parent for the ABA SW to become conversant with home program protocols. This is not an annual consideration. The District intent is to provide this time whenever a different ABA SW accepts an assignment to work with a student who is involved in an ABA home program.
- The fifteen (15) hours of "Program Familiarization" time will be managed (tracked) by the school principal with consideration of the needs of the ABA Support Worker, case manager and the family. The case manager (e.g., Integration Support Teacher, BASES Teacher, etc.) will be encouraged to attend home visits with the ABA SW whenever possible during the "Program Familiarization" process.
- The District expects that "Program Familiarization" time will be utilized at the earliest time possible in order to assist with transition from home to school. These hours cannot be carried forward to support home team meetings throughout the school year (see below).

#### *Home Team Meetings*

- The School District does not pay for the ABA Support Worker to attend team meetings which take place after the regular school day and at the home of the student.

- The District recognizes the value of ongoing collaboration to all parties involved and suggests that team meetings take place at the school. This allows school district personnel to provide the necessary supervision of staff and the opportunity for other staff to participate in these meetings on an “as needed” basis (to be determined by the principal). The principal will approve consultation time (if required) for the ABA Support Worker to attend after school meetings.

## International Students (Fee Paying) with Special Needs

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### Relevant Ministry of Education Guidelines:

*Form 1701: Student Data Collection Form Completion Instructions for Public Schools/Quick Reference/Special cases: inclusions/exclusions*

• *International Students (fee paying) - Provincial funding will not be provided for these.*

*See also: [www.bced.gov.bc.ca/policy/policies/international.htm](http://www.bced.gov.bc.ca/policy/policies/international.htm)*

### What does this mean?

1. International Students (fee paying) are reported to the Ministry of Education, however, the School District does not receive Ministry funding. International Student tuition fees offset the costs to the School District.
2. International Students (fee paying) with Special Needs are not reported to the Ministry of Education. As such, the School District does not receive supplementary (low incidence) funding from the Ministry (Level I, II, & III).

**Note:** Students noted above do not receive Ministry Special Education designations, however, when a demonstrated need and/or disability exists, educational planning (e.g., IEP development) and support (e.g., LST) can be essential to student success and should be provided (if appropriate).

3. International Students (fee paying) **ARE** entitled to equitable access to non-categorical support services.

*Examples:*

- Counselling
- Learner Support
- School Psychology

4. International Students (fee paying) are **NOT** entitled to categorical special education support services.

*Examples:*

- Integration Support Teacher
- Special Education Assistant
- Special Education Support Programs

5. When an International Student (fee paying) demonstrates a need for categorical special education services (e.g., SEA, etc.), the school based administrator in consultation with the International Education Department and Student Support Services, will assess appropriate types and levels of support. The International Education Department will contact the parent(s)/legal guardian(s) to discuss appropriate educational direction and related costs (if applicable).

**Cautionary Note:** Some School Based Teams have suggested that the parent(s)/guardian(s) of International Students (fee paying) seek out private psycho-educational assessments due to significant wait lists for district school psychology services. Please inform parent(s)/legal guardian(s) of #2, #4 and 5 above prior to recommending private assessment.

## **Supplemental Resources**

### **Ministry of Education**

Special Education Resource Documents  
[www.bced.gov.bc.ca/specialed/sped\\_res\\_docs](http://www.bced.gov.bc.ca/specialed/sped_res_docs)

Special Education Services: A Manual of Policies, Procedures and Guidelines  
[www.bced.gov.bc.ca/specialed/ppandg](http://www.bced.gov.bc.ca/specialed/ppandg)

English as a Second Language  
[www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

English as a Second Language Policy  
[www.bced.gov.bc.ca/policy/policies/esl](http://www.bced.gov.bc.ca/policy/policies/esl)

ESL Learners: A Guide for Classroom Teachers  
[www.bced.gov.bc.ca/policy/classroom](http://www.bced.gov.bc.ca/policy/classroom)

ESL Learners: A Guide for ESL Specialists  
[www.bced.gov.bc.ca/policy/classroom](http://www.bced.gov.bc.ca/policy/classroom)

ESL Standards  
[www.bced.gov.bc.ca/esl/standards](http://www.bced.gov.bc.ca/esl/standards)

### **District**

[www.sd36.bc.ca](http://www.sd36.bc.ca)

A Principal's Guide to Suspension

Behaviour Support: A Handbook for Schools

Child Abuse Prevention Training Manual

Child and Youth Care Worker Handbook

Critical Incident Resource Binder

Developing an Individual Education Plan

Elementary Gifted Education Handbook

Guidebook for Special Education Assistants

LST Resource Manual

Safety Planning for Student: Providing for the Safety of District Employees

School Completion Certificate Process Guide

Secondary Gifted Education Handbook

The B.C Handbook for Action on Child Abuse and Neglect

Threat Assessment Protocol

Transition Planning for Students with Special Needs

## **Rubric / Framework**

BASES Rubrics (e.g., Curriculum, IEP Development, Program Organization)

Behaviour Support Program Rubric (e.g., Connections, Social Development)

LST Rubric

SBT Rubric

The English Language Learner (ELL) Assessment Framework