



Student Support Services IEP Handbook

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Student Support Services—Philosophy



Student Support Services in West Vancouver School District aligns itself with Ministry Policy and operates based on the strong belief and practice of inclusion.

Inclusion is defined by the British Columbia Ministry of Education as:

. . . the value system which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

(www.bced.gov.bc.ca/specialed/ppandg/glossary.htm)

We recognize that each child has a unique learning style, and we therefore provide educational experiences where areas of strength are promoted, and areas of needs and challenges are developed and accommodated.

We strive to ensure that all students feel welcome and included in their learning environment, helping them to reach their full academic, social and emotional potential. We believe that this process is most effective when educators work in collaboration with the students' families as well as with any community and/or health professionals that may be involved in their lives.

District Principal—Student Support Services



Overview

The role of District Principal of Student Support Services is broad and varied. Some of the responsibilities include:

- Communicating with parents and staff regarding available services, program implementation and assessment
- Communicating with parents, teaching staff, special education assistants and administrators regarding concerns about children's learning issues
- Supporting collaboration among professionals to advance program development and implementation for students with special needs
- Attending school district, community and provincial meetings regarding creation and implementation of policies and programs pertaining to the education of students with special needs
- Serving on school district, community and provincial committees regarding issues involving the education of students with special needs
- Hiring of teaching and support staff for the delivery of Student Support Services

Meeting the Educational Needs of All Children

In West Vancouver we believe that all students are unique, all students are to be valued, and all students can learn. Based on this belief, we strive towards an inclusive education system in which students with special needs are fully participating members of a community of learners.

Students with special needs have disabilities of an intellectual, physical, sensory, emotional or behavioural nature, or have a learning disability or have exceptional gifts or talents.

Goals for Education

The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and the community. These goals apply to all students, including students with special needs.

To help realize these goals for students with special needs, we are working toward removing barriers and providing appropriate services and programs to ensure that the school system is:

- Equitable
- Of high quality
- Relevant
- Accessible
- Accountable

Creating an Equitable Education System

The West Vancouver School District makes available educational programs to all school age persons resident in the district. This entitlement stands as an important inclusionary statement for all students.

Inclusion and Integration

The principle of inclusion supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

Integration is one way to achieve inclusion. Integration encourages students with special needs to participate and interact fully with other students in neighbourhood schools and to develop friendships. Integration involves placing students with special needs in classrooms with their age and grade peers, then providing them with the necessary support, accommodations and adaptations-determined on an individual basis-to enable them to be successful.

However, this does not mean that students with special needs must spend 100 per cent of every day in school class placements with their age and grade peers. They may receive direct instruction or other education programming at specific times with a resource teacher in another setting in the school. Parents may elect to have their children join community programming that supports individually determined functional and social goals. The intent is to meet their educational needs and the educational needs of all students.



Education is a Shared Responsibility

Students

Students are entitled to consult with their teacher or administrative officer concerning their education program. For students with special needs, this may involve participating in the development of their IEPs. In addition, students are expected to participate in an educational program provided by the school board. To the extent to which they are able, it is expected that students with special needs will participate fully in these programs.

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. They help to identify and inform school personnel of their children's special needs, and also participate in developing IEPs. Parents participate in planning activities to establish goals for their children, as well as help teachers to implement strategies to meet those goals. Engaging in these activities enables parents and teachers to communicate about children's progress and helps to fulfill children's educational goals.

Teachers must maintain the ability to manage their classrooms while respecting the advice and role of parents. If disagreements occur, they may be resolved through a review of the IEPs to determine how classroom activities can best relate to the goals established in the IEPs.

Teachers and Other Service Providers

School classroom teachers and Special Education Assistants (SEAs) should be the first line of support for students with special needs. Teachers are responsible for designing, supervising and assessing education programs and providing instruction to individual students and groups of students. As well as working with other service providers, teachers provide a vital service by being one of the first steps in identifying students with special needs and referring students for further assessment, planning to meet those needs in conjunction with parents and others, implementing students' IEPs, and reporting on the effectiveness of special education programs as well as student progress.

Principals

As the administrative officer responsible for the overall operation of the school, the principal plays a number of important functions in the education of students with special needs. These include being available to consult with students or their parents/guardians concerning the students' educational programs; ensuring that individualized programming occurs for students with special needs, and that the programs are implemented; overseeing the placement of students; and, ensuring that parents/guardians are regularly provided with reports concerning their children's school progress.

Principals may also help plan for the assessment of students' needs, and arrange for appropriate inservice training in special education to provide opportunities for school staff to acquire valuable knowledge and skills. In doing this, and also by participating in reviews of special education programs at their schools, principals help to meet the needs of students with special needs and ensure the provision of appropriate special education services.

School Districts

School boards are responsible for ensuring that, within available resources, special education programs and services are delivered to students who in the opinion of the board require them. Such programs and services are an integral part of the total school system. In some cases, collaborative planning between or among school districts may be necessary to ensure that necessary services are available.

The Ministry of Education

The Ministry of Education provides funding for special education programs and services, and works with school boards to achieve the goal of an education system that provides students with opportunities for a quality education in a cost-effective manner. To ensure opportunities for students with special needs, the curriculum, learning resources, and assessment practices developed by the ministry should be appropriately adapted. All ministry policies must ensure equitable access, appropriately high standards, and accountability for the programs and services provided to students with special needs.

Other Ministries and Agencies

Many services for students with special needs are provided by community-based agencies or other ministries. A spectrum of support services – including child care workers, school nurses and other specialists – is available through arrangements with the Ministries of Health, Ministry for Children & Families and other ministries.

Part One

DEFINITIONS

www.bced.gov.bc.ca/specialed/ppandg/

Individual Educational Plan

www.bced.gov.bc.ca/specialed/iepssn/whatiep.htm

An Individual Education Plan (IEP) is a written plan developed for a student with special needs which describes the educational program modifications and/or adaptations for the student, and the services that are to be provided. Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents. (See Part Three – Steps Prior to Developing an Individual Educational Plan and Part Four – Developing an IEP for further details).

Adaptations

www.bced.gov.bc.ca/specialed/ppandg/glossary.htm

An education program with adaptations retains the learning outcomes of the regular curriculum, and is provided so the student can participate in the program. Adaptations are teaching and assessment strategies made to accommodate a student's special needs, and may include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Students with education programs that include adaptations are assessed using the standards for the course/program and can receive credit toward a Dogwood certificate for their work.

Modifications

www.bced.gov.bc.ca/specialed/ppandg/glossary.htm

A modified education program has learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the student's special needs. For example, a Grade 9 student in a modified math program could be focusing on functional computational skills in the context of handling money and personal budgeting. Or, in language arts, a Grade 5 student could be working on recognizing common signs and using the phone. In these examples the learning outcomes are substantially different from those of the curriculum for most other students. To enable achievement, a student's program may include some courses that are modified and others that have adaptations. Students on modified programs are eligible to receive a School Leaving Certificate.

Students with special needs and the Individual Education Plan	
<p>Adaptations</p> <p>For students whose learning outcomes are the same as the provincial curriculum:</p> <ul style="list-style-type: none"> teaching methods, materials and/or evaluation methods are adapted and identified in the IEP 	<p>Modifications</p> <p>For students whose learning outcomes are different from or in addition to the provincial curriculum:</p> <ul style="list-style-type: none"> individualized, personalized goals are developed and stated in the IEP

Attention-Deficit Hyperactivity Disorder (ADHD)

www.bced.gov.bc.ca/specialed/adhd/

Attention-Deficit Hyperactivity Disorder (ADHD) is a neurological disorder requiring a clinical diagnosis based on criteria outlined in The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM IV). Students with ADHD demonstrate significant impairment related to inattention and/or hyperactivity and impulsivity compared to average children of the same age. The prevalence of ADHD is estimated to be 3 - 5 % of the school-aged population. Clinicians typically report that boys are referred for ADHD assessment nine times more often than girls, while studies using a general population base indicate that the ratio of boys to girls with the disorder is closer to 3:1.

Fetal Alcohol Syndrome/Effects (FAS/FAE)

www.bced.gov.bc.ca/specialed/fas/

FAS and FAE are medical conditions that must be diagnosed by a physician. A diagnosis of FAS is made when there is known, significant prenatal exposure to alcohol and the child exhibits three characteristics:

1. Delayed prenatal and/or postnatal growth.
 - The delay must result in height and/or weight below the tenth percentile.
2. Central nervous system involvement.
 - This can result in one or more of the following conditions being observed in the child:
 - Head circumference below the third percentile
 - Developmental delay or intellectual disabilities
 - Learning disabilities, or attention deficit/hyperactivity disorder
 - Other, less prevalent conditions may also be observed.

3. Characteristic facial features.

These include short eye slits, elongated mid-face, long and flattened nose and upper lip, thin upper lip and flattened facial bone structure. These facial features are most noticeable during early childhood. They are sometimes not evident in infancy and may change during adolescence. Even though the physical characteristics may be less evident in adulthood, the child has not “outgrown” FAS. Teachers should keep in mind that some children may have these characteristic facial features without other indicators of FAS and are therefore not likely to have the syndrome.

The term FAE has been used when there is a documented history of prenatal alcohol exposure and the presence of some, but not all, of the diagnostic criteria for FAS. FAE is not a milder form of FAS. For both FAS and FAE there is a continuum of effects on physical development and learning that depend on the amount of alcohol consumed, the timing of the drinking, and other metabolic and genetic factors. Other terminology for FAE, as noted to the left, will gradually come into popular usage. This resource guide uses the term FAS/E, referring to the familiar terms FAS and FAE.

Learning Assistance (LAC)

www.bced.gov.bc.ca/specialed/ppandg/services_1.htm

Learning Assistance Services are described by the Ministry of Education, Skills and Training as school-based, non-categorical resource services designed to support classroom teachers and their students who have mild to moderate difficulties in learning and adjustment. (See Part Five – BC Ministry of Education Roles and Responsibilities for additional information).

Learning Disabilities (LD)

www.bced.gov.bc.ca/specialed/ppandg/planning_3.htm

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 abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual disabilities. (See Part Five – BC Ministry of Education Roles and Responsibilities for additional information).

Occupational Therapy (OT)

www.bced.gov.bc.ca/specialed/ppandg/services_5.htm

Occupational therapy (OT) is a professional health discipline that utilizes the analysis and application of activities specifically related to performance in the areas of self-care, productivity, and leisure. In a school setting, 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. (See Part Five – BC Ministry of Education Roles and Responsibilities for additional information).

Physiotherapy (PT)

www.bced.gov.bc.ca/specialed/ppandg/services_5.htm

Physiotherapy (PT) is a professional health discipline primarily directed toward the prevention and alleviation of movement dysfunction to promote maximal independence for the student in his/her home, school and community. 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 in schools may include screening, assessment, consultation, program planning, assistance in diagnosis, treatment, equipment selection/adaptation, administration, education and research. (See Part Five – BC Ministry of Education Roles and Responsibilities for additional information).

Special Education Assistant (SEA)

www.bced.gov.bc.ca/specialed/ppandg/roles_3.htm

Teachers are expected to design programs for students with special needs. Teacher assistants (or Special Education Assistant – SEA) 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 supervision of a teacher they may play a key role in implementing the program. While teacher assistants may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents. (See Part Five – BC Ministry of Education Roles and Responsibilities for additional information).

Speech Language Pathologists (SLP)

www.bced.gov.bc.ca/specialed/ppandg/services_4.htm

Speech-language pathology (SLP) services are those services provided by speech-language pathologists which are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. The speech-language pathology services in a school district may include a full range of services encompassing prevention, identification and assessment, direct instruction for students (individually, in classroom settings, or in small groups as appropriate), consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, inservice training, information sharing with families and other service providers and public education. (See Part Five – BC Ministry of Education Roles and Responsibilities for additional information).

Part Two

COMMUNICATION GUIDELINES

The communication process works best when there is collaboration and ongoing consultation between the classroom teacher(s) and the parent(s). Clear communication is key. Addressing issues in a timely fashion helps to prevent minor issues transforming into larger problems. Points for consideration include:

1. Ask your classroom teacher for a meeting time to discuss concerns that you have concerning your child. Using the performance standard Quick Scales as a point of reference is helpful for articulating your concerns (see Appendix 1).
2. Prior to the meeting think about why you would like to meet with the classroom teacher. Asking yourself questions such as those listed below may assist you in structuring your thoughts.
 - Do I need to be heard and have my views recognized and validated?
 - Am I dissatisfied and want to see changes for my child?
 - What action do I want taken?
 - Am I wanting more information about my child's program or progress?
 - Do I need to know what I can do at home to support my child's learning?
3. In writing, organize your concerns about your child's academic/social performance and/or educational program. For specificity, please refer to the performance standard Quick Scales (see Appendix 1).
4. Try to begin the meeting on a positive note. Be specific about things that are going well for your child in the school (e.g., feels safe and welcome in the school). This will help to create a positive atmosphere which will in turn facilitate positive outcomes.
5. During the meeting, listen carefully and take notes. If you think that you may become emotional during the meeting, you may wish to ask another adult to accompany you to the meeting in order to assist you with processing information both during and after the meeting.
6. To conclude the meeting, consider completing an action plan implementation checklist (see Appendix 2). Having a written plan helps everyone understand their responsibilities. Frequently, further investigation is one key part of the action plan. If this is the case please refer to Developing an Individual Education Plan. Before leaving the meeting, set a date for your next meeting.
7. If repeated attempts at communication with the classroom teacher does not result in forward movement, you may wish to address your concerns with the school vice-principal or principal.
8. In the unlikely event that situation cannot be resolved at the school level, then contacting the assistant superintendent or superintendent is an appropriate option.



Part Three

STEPS PRIOR TO DEVELOPING AN INDIVIDUAL EDUCATION PLAN

Identification and Assessment

Pre-referral Activities

For most students, the identification/assessment phase begins in the classroom, as the teacher observes exceptionalities in learning and behaviour. The teacher responds by entering the first phase of the process, initiating in-depth, systematic classroom observation and evaluation. Further, while beginning a comprehensive assessment of learning needs, the teacher should also introduce variations in instructional approaches, evaluating the success of using such teaching techniques and instructional materials with the student.

The teacher should consult with the parent and, when appropriate, the student regarding concerns and progress. The teacher should discuss with the parent the appropriateness of a referral to a physician for a comprehensive medical examination to exclude the possibility of a medical basis for the concerns.

If these efforts prove insufficient to meet the student's educational needs the teacher should embark on a process of consultation and collaboration with the school-based resource personnel. This may take the form of classroom observation, additional assessment, the consideration of additional classroom intervention strategies, and implementation of those strategies.

For many students, such collaborative planning and the resulting interventions will successfully address the student's needs. However, if this is not the case, the teacher can approach the school-based team for further assistance.

Students arriving into the West Vancouver School District from another district, who have already been reported to the Ministry as having a learning disability, will be screened by our District Screening Committee before being declared as learning disabled by our district.

For more specific information on criteria for Ministry designation, please go to the Ministry website:

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

Please see Appendix 2 for assessment and intervention procedures specific to West Vancouver School District.

School-based Team Referral

The school-based team is an on-going team of school-based and district personnel (typically including a school based administrator, the classroom teacher, a learning assistance teacher and/or a resource teacher, school-based counsellor, district speech and language pathologist and, by invitation, district school psychologist) who meet regularly and have a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement

instructional and/or management strategies and to coordinate support resources for students with special needs within the school.

Referral to the school-based team can provide:

- Extended consultation on possible classroom strategies;
- Planning for and co-ordination of services for the student;
- Access to additional school, district, community or regional services; and
- Planning for and co-ordination of services in the school.

Depending upon the individual situation, school-based team may deem it appropriate to refer a student on for extended assessments such as psycho-educational testing, speech and language assessment, etc. When extended assessments are requested, the goal is to better understand the student's strengths and needs in order to plan more effectively for that student.

Part Four

DEVELOPING AN INDIVIDUAL EDUCATION PLAN

IEP Explanation

An IEP is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies.

Typically an IEP includes individualized goals with measurable objectives, adaptations and/or modifications where appropriate, the strategies to meet these goals, and measures for tracking student achievement in relation to the goals. It also documents the special education services being provided as these relate to the student's identified needs.

Some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning for educational modifications, adaptive technologies, or health care plans. The IEP will reflect the complexity of the student's need and, accordingly, can be brief or more detailed and lengthy.

The development of an IEP serves a number of purposes:

- It formalizes planning decisions and processes, linking assessment with programming.
- It provides teachers, parents, and students with a record of the educational program for an individual student with special needs, and serves as the basis for reporting the student's progress.
- It serves as a tool for tracking individual student learning in terms of agreed-upon goals and objectives.
- It documents the relationships between any support services being provided and the student's educational program.
- It provides parents and students with a mechanism for input into the individualized planning process.

IEP documentation provides evidence that:

- The parent and/or student were offered the opportunity to be consulted about the preparation of the IEP
- The student is receiving learning activities in accordance with IEP
- The IEP is reviewed at least once each school year

The IEP document does not describe every aspect of the student's program. It makes reference to those aspects of the education program that are adapted or have been modified, and identifies the support services to be provided. IEP learning outcomes are often described as goals and objectives.

An IEP must have one or more of the following:

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

An IEP should also include the following:

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

IEP Planning

At its core, the planning process is the same for all students: it is a collaborative process in which the student, the parents and educators identify educational goals that are appropriate to the student, and the ways of attaining them. The principal of the school should ensure that for each student receiving an IEP, a case manager is appointed to co-ordinate development, documentation and implementation of the student's IEP. Typically, although not always, the case manager is the resource teacher, the learning disabilities teacher or the learning assistance teacher.

For students with special needs it is important that the planning process begin at school entry or as soon as their special needs become known. (for further information please see the IEP definition provided in this booklet).

Questions that parents might find helpful to have answered include:

- Who are the members of the school-based team?
- What are their individual roles on the team?
- What kinds of assistance does each of them provide?
- Who is responsible for coordinating my child's program?
- Who is responsible for delivering my child's program?
- When and how often will we meet?
- What is my role at the team meeting?

Program Support and Implementation

Program support/implementation usually includes one or more of the following:

- Adaptations to make the learning environment more accessible
- Alternate approaches to instruction and/or evaluation
- Use of adaptive/assistive technologies
- Provision of intensive, direct instructional intervention (e.g., remedial, compensatory)
- Modifications to the curriculum content
- Provision of support services, (e.g., speech and language therapy, occupational therapy or physiotherapy, counselling, teacher assistants)
- Provision of specialized training (e.g., Braille, orientation and mobility, speech reading and sign language instruction)

Who Must Have An IEP?

All students with special needs must have an IEP. An exception can be made if the student with special needs:

- Requires minor adaptations to educational materials, or instructional or assessment methods
- The expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs
- Is receiving, in a school year, 25 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes

Evaluation of Student Learning

Wherever possible, students will be evaluated using standards established for other students and on all components of their program, including those that have been modified and those that have not. It is important that evaluation and reporting procedures accommodate the range of adaptations and modifications, so as to recognize that students with special needs may:

- Take part in the regular program with some adaptations (i.e., the student is following the same curriculum but aspects of the program require adaptation)
- Take part in the regular program but have some modified components (i.e., in some areas, the expected learning outcomes are substantially different from the regular curriculum; for example, math may be totally individualized, with a life-skills orientation)
- Participate in a program that is completely modified (e.g., a student with profound intellectual disabilities whose program may focus on independence and self-care skills)

There are many students whose learning outcomes are identical to those of their classmates, but for whom teachers use adapted evaluation procedures (e.g., an oral exam rather than a written one). Use of adapted evaluation procedures should be noted in the student's IEP. For these students, evaluation is based on whether the learning outcomes for the course/program have been met. The methods of evaluation and reporting progress must be consistent with ministry grading and reporting policies for the K-12 program.

Some students may require extensive modifications to their program. Some or all of their learning outcomes will be substantially different from the regular curriculum. Evaluation will be based on the degree to which such outcomes are achieved. In this case evaluation must be referenced to individually established standards.

Reporting Student Progress

Student progress reports for students with special needs should be provided on the same schedule as used for all students in the school. When necessary, additional informal reporting may include other procedures such as daily logs.

Where a student with special needs is expected to surpass or achieve the expected learning outcomes set out in the provincial curriculum, regular letter-grading practices and reporting procedures will be followed; however, instructional and assessment methods for some students with special needs may differ, and this will be reflected in their IEP.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program (e.g., speech pathologist, orientation and mobility instructors), those persons should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Grades on reports to parents should identify whether courses have been modified, although adaptations (e.g., oral exam) need not be identified. With written consent, such information should be communicated to post-secondary institutions or community agencies providing adult services in a manner consistent with legislation affecting freedom of information and protection of privacy.

Part Five

BC MINISTRY OF EDUCATION ROLES AND RESPONSIBILITIES

www.bced.gov.bc.ca/specialed/ppandg/roles_3.htm

www.bced.gov.bc.ca/specialed/ppandg/services_1.htm

www.bced.gov.bc.ca/specialed/iep/involve.htm

Learning Assistance Services

Purpose

Learning assistance services are school-based, non-categorical resource services designed to support classroom teachers and their students who have mild to moderate difficulties in learning and adjustment.

Description of Services

Learning assistance provides a coordinated and integrated set of support services which include school-based consultation, collaborative planning and co-ordination with the school-based team, and instruction. It also includes assessment and evaluation to Level B (testing that can be completed without specialized training). Learning Assistance is delivered by the teacher identified as the Learning Assistance Teacher within the school. (Please see section on Learning Assistance Teachers for more detailed information).

Some schools combine learning assistance with other special education services to create a “Resource Teacher” model. Where this model is used, it means that one resource teacher works with a number of classroom teachers to provide support for all students in their classroom: those who are in the high and low incidence groups; those who have mild learning difficulties; those who may need enrichment; and in some cases, those who are learning English as a second language. There are no territorial lines drawn in service delivery. The ministry considers this appropriate provided the supports available to the students served are consistent with guidelines and appropriate to the needs of the students.

Collaborative Planning and Co-ordination

The learning assistance teacher plays an active role in the identification, assessment, planning, implementation, reporting and evaluation process. He/she is a member of the school-based team, provides collaborative consultation, assists with pre-referral interventions and works closely with teachers and the school-based team to plan for, organize and access support services for students with special needs.

Instruction

Instructional services (individual and/or small group) include:

- Teaching students to develop learning strategies for use in classroom settings or for independent learning
- Skill development or remediation
- Development of compensatory skills to minimize the effect of a disabling condition on learning

Students receiving ongoing instruction in a learning assistance program should have an Individual Education Plan.

The setting in which the direct instruction provided by learning assistance teachers takes place (the classroom, the learning assistance centre, or some combination of both) should be determined in collaboration with the classroom teacher based on student needs and the instructional goals to be achieved.

Consultation

Consultative services include:

- Collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials
- Advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or group of students
- Consulting with parents and students regarding learning strategies and organizational skills
- Consulting with district and community resource personnel

Assessment

The purpose of assessment and evaluation is to plan and implement an educational program to help the student learn. The assessment support may include:

- Criterion-referenced or norm-referenced assessment as appropriate to answer questions about how best to provide instruction or support
- Systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours
- Synthesis of information from parents, student records, other service providers, and health-related information to aid the assessment process
- In-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies

Access to Learning Assistance Services

Each school should establish procedures for teachers, students and parents to access learning assistance services consistent with the overall purpose stated above. Schools should also decide the focus for learning assistance services, considering the nature of the needs and range of other school-based supports.

Teachers

The teacher responsible 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 the parents and with the student.

Where the student's program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a coordinated approach.

In secondary schools, where several teachers may be involved in the student's program, coordinated planning is especially important.

Teachers are responsible for the educational programs for all students assigned to them.

- For most students, questions about achievement or behaviour arise from teachers' observations.
- Teachers communicate about the student's progress and behaviour with the parent/guardian and, as appropriate, the student.
- Teachers will first address differences in student learning and behaviour by trying a variety of strategies and materials. If necessary, they will then consult and collaborate with school-based resource personnel such as a learning assistance or a resource teacher.
- If students' needs are still not met, the teachers will approach the school-based team or in-school special education personnel for consultation and possibly further assessment.
- Teachers may have the support of the school-based team to develop strategies or provide services to enable them to meet the special needs of students.

Learning Assistance Teachers

Learning Assistance Teachers typically help to organize, maintain, and integrate services in the school and, as part of a school-based team, provide the major link with support services available at the district level. Students who have severe disabilities usually require access to more specialized programs and services.

Learning assistance teachers and resource teachers are members of the teaching staff who are specialists with the training or experience to provide student and teacher support for students with special needs. These supporting teachers, located in most schools, work cooperatively with all school personnel and assist in some of the following ways:

- Suggesting strategies to the school and family for working with the child who requires assistance
- Consulting with the school-based team to review student needs and assisting in problem-solving
- Providing school-based resource services to support classroom teachers and their students, including student instruction and assessment, if required
- Helping organize, maintain and integrate services in the school and providing access to support services available at the district level

Special Education Assistants

Teachers are expected to design programs for students with special needs. Teacher 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 supervision of a teacher they may play a key role in implementing the program.

While teacher assistants may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents.

In cases where teacher assistants are required to perform health-related procedures, the inter-ministerial protocol for the provision of support services requires that they be given child-specific training by a qualified health professional (see Province of British Columbia, Inter-Ministerial Protocols for the Provision of Support services to Schools, Victoria: October 1989).

Teacher assistants may be assigned by the school district to help the teacher in carrying out her responsibilities. Under the general supervision of a teacher, principal or vice-principal, they may be assigned to the following duties:

- Providing direct service to students ranging from personal care to assisting with instructional programs
- Assisting in implementing the educational program
- Performing health-related procedures for which they must be given child-specific training by a qualified health professional

Counsellors

Purpose

School counselling services are school or district based, non-categorical resource services designed to support students, their families and educators. These services are intended to facilitate the educational, personal, social, emotional and career development of students in schools and in the community.

Description of services

The focus of school counselling is upon enhancing the students development, assisting with the development of an enabling school culture, and empowering students toward positive change.

School counsellors provide a continuum of preventative, developmental, remedial, and intervention services and programs and facilitate referral to community resources. The school counsellor's role includes counselling, school-based consultation, co-ordination and education. The school counsellor does not discipline, but rather helps in the development of effective behavioural change. The relative emphasis given to the services described below varies between elementary and secondary schools and reflects the needs of each school, the school district and community.

School counselling functions include individual, group and class work to provide both an intervention and a prevention service. The counsellor:

- Promotes personal and social development appropriate to developmental stages
- Counsels students, their families and the community to foster growth in the students' self esteem, individual responsibility, and in skills such as decision-making and social skills
- Ameliorates factors which may precipitate problems for students
- Enhances students' educational achievement through goal setting, assisting with the development of SLPs, IEPs and activities such as promotion of effective work and study habits
- Provides appropriate interventions to assist students with school-related problems and issues
- Facilitate the goals of career education by assisting students and their families to explore and clarify the student's career options, through developmental activities that stress decision-making, personal planning and career awareness

School Psychologists

Purpose

School psychology services are district-based, non-categorical educational and mental health services designed to support students, school personnel and parents in enhancing academic, adaptive and social skills for students.

Description of Services

The school psychology services play a supportive role in the identification, assessment, planning, implementation, reporting and evaluation process described in Section C.

The school psychologist:

- Provides collaborative consultation
- Assists with pre-referral interventions
- Provides psychoeducational assessments for students referred by the school-based team
- Provides ongoing collaborative planning
- May contribute to the design and evaluation of the IEP
- May provide in-service training in the area of assessment

Consultation and collaboration

Consultative services include:

- Consultation with teachers, parents, students and community agencies regarding the nature of students' strengths and needs, their educational implications, and ways to enhance learning and interpersonal relations
- Collaboration with school-based and/or district personnel to gather classroom-based data, design or implement instructional strategies, and design and implement behaviour management interventions

Speech Language Pathologists

Purpose

Speech-language pathology services are those services provided by speech-language pathologists which are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. The speech-language pathology services in a school district may include a full range of services encompassing prevention, identification and assessment, direct instruction for students (individually, in classroom settings, or in small groups as appropriate), consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, inservice training, information sharing with families and other service providers and public education.

Any student with delayed, disordered or atypical speech and/or language skills should be brought to the attention of the speech-language pathologist.

Speech and/or language difficulties may occur at any age and/or in any segment of the school population. Although they may occur in relative isolation from any other special education considerations, they are often associated with intellectual disabilities, autism, physical disabilities, sensory impairments, severe emotional/behaviour problems, learning disabilities or other learning difficulties. Not all children with these disorders will require direct intervention by a speech-language pathologist, but information sharing and monitoring of needs through collaboration among professionals and team management will ensure that appropriate and coordinated services are provided.

Providing primary assistance to students using English as a second language is not considered to be the responsibility of the speech-language pathologist, although these children may have specific communication disorders which warrant intervention.

Description of services

All districts are encouraged to use school-based teams to initiate and monitor referrals for assessment and program planning, and a clearly defined pre-referral and referral process should be in place. A variety of identification and assessment activities related to speech and language difficulties is possible. Some districts may elect to implement screening programs for students of a particular age or in a particular program. Others may rely on a referral system that involves the administrative officer, teachers, parents or guardians, the learner and/or community agencies.

Speech-language pathologists should use both formal and informal measures to evaluate a student's abilities relative to established norms, school expectations, the classroom environment and the student's needs. A variety of standardized measures should be used in conjunction with samples of behaviour taken from the school context, observations of students and/or interviews with the student, parent/guardian and relevant others. The information obtained should be related to other assessment/planning activities undertaken as part of the learner's educational program.

Ministerial Order 149/89, the Support services for Schools Order, requires that:

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

A school district's speech-language pathology services should be directed towards assisting educators as well as specific students in their attempt to provide support for students with communication impairments. Each school district should document program goals and objectives, service priorities, operating procedures, reporting practices and record-keeping systems. Program entrance and exit criteria should be established, together with follow-up policies and practices. Procedures for handling and storing confidential records should be established. Documentation of program policies and operating practices should be clearly articulated and available for use in planning, management and evaluation activities.

The speech-language pathology services in a school district may include a full range of services encompassing prevention, identification and assessment, direct instruction for students, consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, inservice training, information sharing with families and other service providers, and public education.

In developing individual speech-language pathology services for students, care should be taken to relate communication objectives to the student's total educational program. Services for communicatively disabled students should be based on documented objectives and incorporated into each student's Individual Education Plan. Parents/guardians and other educators should be informed of assessment results, be involved in plans for intervention, and assist in observing and evaluating progress toward stated goals. These partners should be active participants throughout the intervention process.

Speech-language pathologists should have access to work spaces that are conducive to effective instruction (i.e., in compliance with health and safety codes, quiet, and free from distractions). It may be most appropriate for intervention to take place within the classroom context, in which case the speech-language pathologist will be called upon to determine instructional approaches in collaboration with the classroom teacher. Speech-language pathologists should have ready access to relevant instruments and materials that will permit effective assessment and intervention for the wide variety of students who experience communication difficulties.

APPENDIX 1

BC Performance Standards

www.bced.gov.bc.ca/perf_stands/

The BC Performance Standards have been developed for voluntary use in BC schools. They describe the professional judgments of a significant number of BC educators about standards and expectations for the following key areas of learning:

- Reading (English, French Immersion and Francophone)
- Writing (English, French Immersion and Francophone)
- Numeracy
- Social responsibility
- Information and communications technology integration (ICTI)

The standards focus exclusively on performance assessment. In performance assessment students are asked to apply the skills and concepts they have learned to complete complex, realistic tasks. This type of assessment supports a criterion-referenced approach to evaluation and enables teachers, students, and parents to compare student performance to provincial standards.

The BC Performance Standards are intended as a resource to support ongoing instruction and assessment. Teachers can use these standards to:

- Monitor, evaluate, and report on individual student performance
- Identify students who may benefit from intervention
- Develop a profile of a class or group of students to support instructional decision-making
- Prompt discussions with parents, students, and other teachers about student performance
- Inform professional development activities
- Collaboratively set goals for individuals, classes, or schools
- Develop evidence for school growth plans
- Provide models for designing performance tasks

Using the Performance Standards

Performance standards describe levels of achievement in key areas of learning. Performance standards answer the questions:

“How good is good enough? What does it look like when a student’s work has met the expectations at this grade level?”

The BC Performance Standards describe and illustrate four levels of student performance in terms of prescribed learning outcomes relevant to the key areas of reading, writing, numeracy, social responsibility and information and communication technology.

Supporting Learning

The BC Performance Standards can be used to help plan instruction, they can also contribute to a comprehensive assessment and evaluation system.

For further information and links to the performance standards and Quick Scales for various subjects at each grade level, visit the Ministry of Education website at:

www.bced.gov.bc.ca/perf_stands/

Example—Quick Scale: Grade 4 Reading Literature

Quick Scale: Grade 4 Reading Literature

For a full breakdown of the Quick Scale for Grade 4 Reading Literature, see the accompanying document: [Grade 4 Reading Literature Quick Scale](#)

Level	Low Proficient Performance	Basic Proficient Performance (Minimal Level)	High Proficient Performance	Exceeds Expectations
Comprehension Student understands and finds meaning in texts, such as story, drama, etc.	With suggestions from the teacher, student can find the main idea and understand the plot, characters and events. Often needs cues to understand what is going on in the story or drama.	Can identify the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events.	Can identify the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events.	Can identify the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events.
Analysis Student can identify the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events.	Can identify the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events.	Can identify the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events.	Can identify the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events.	Can identify the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events. Can find the main idea and understand the plot, characters and events.

APPENDIX 2

Stages of Ongoing District Literacy Assessment and Intervention

- District Kindergarten/Grade 1 Early Literacy Screener is administered to all students in January of their Kindergarten year.
- Those students who have a limited ability to do phonological awareness tasks (isolating, blending and segmenting sounds and words) and have difficulty naming letters and letter/sound relationships receive targeted instruction from their classroom teachers.
- District K/1 Literacy Screener is re-administered in May. Those students who are still experiencing difficulty in the above areas and have made limited progress between screening administrations receive Learning Assistance support at the school level.
- A Developmental Spelling Test is given to all Grade 1 students in the fall. There is a further in-depth phonological awareness assessment given to those students whose results are below a certain cut-off score.
- Those students who were identified by the Kindergarten screener and the Developmental Spelling Test work with the LAC teacher using a special program to develop knowledge of sound/symbol relationships and/or phonological awareness.
- Throughout the Grade 1 year, teachers monitor students' progress. Children who are struggling at this level of literacy are brought to School-based Resource Team and may be eligible for Learning Assistance support.
- A Grade 2 District Developed Reading Assessment is administered in the fall and spring of Grade 2. The DART (District Assessment of Reading Team) is administered to Grades 3, 5, 6, 7, & 8 in the fall and spring of each year. These are performance standards based assessments which look at fluency, miscue analysis, and reading comprehension through a written response. At any time, following targeted classroom intervention, teachers may bring students to School-based Resource Team for consideration for Learning Assistance support.
- Students receiving 25 hours or more of Learning Assistance instruction per year will qualify to have an Individualized Education Plan (IEP) written which identifies learning objectives and the strategies to achieve those objectives.
- Students who are still struggling with aspects of literacy following a consistent level of Learning Assistance instruction (i.e. small group to individual) may be referred for an in-depth assessment at the district level by either a speech/language pathologist or a school psychologist. This requires parental permission. This assessment can occur at any time following consistent and targeted intervention at both the classroom and learning assistance level.
- Following district assessment a student may be referred for designation as a student with a learning disability. If a student is designated, an IEP must be written. An IEP can be written prior to designation if the level of service indicates.

APPENDIX 3

Summary and Action Plan of Meeting

Summary and Action Plan of Meeting			
Students:		Date:	
Team Members Present:			
Action Item	Person Responsible	Implementation Date	Review Date

APPENDIX 3

Summary and Action Plan of Meeting

Action List

Student Name:

Date: _____ Action: _____	Done. <input type="checkbox"/>
Date: _____ Action: _____	Done. <input type="checkbox"/>
Date: _____ Action: _____	Done. <input type="checkbox"/>
Date: _____ Action: _____	Done. <input type="checkbox"/>
Date: _____ Action: _____	Done. <input type="checkbox"/>
Date: _____ Action: _____	Done. <input type="checkbox"/>

APPENDIX 3

Summary and Action Plan of Meeting

Implementation Plan for _____

Date: _____

<u>Activity</u>	<u>Who</u>	<u>By When</u>	<u>Done</u>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
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			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

APPENDIX 4

Individual Education Plan Planning Team

Individual Education Plan Planning Team	
Student Name:	
Team Members	Services Provided
Parent	
Administrator	
Classroom Teacher	
Case Manager	
Learning/Resource Teacher	
Counsellor	
Speech/Language Pathologist	
Occupational Therapist	
Physiotherapist	
Special Education Assistant	
Other	
Other	

APPENDIX 5

IEP Preparation Questionnaire

IEP PREPARATION QUESTIONNAIRE

CHILD'S NAME:	AGE:
CHILD'S STRENGTHS:	
CHILD'S CHALLENGES:	
CHILD'S PREFERENCES/LIKES	
TOP 3 'WISHES' FOR MY CHILD (ACADEMIC AND/OR SOCIAL) ARE:	
1.	
2.	
3.	
TOP 3 'CONCERNS' REGARDING MY CHILD (ACADEMIC AND/OR SOCIAL) ARE:	
1.	
2.	
3.	
ADDITIONAL COMMENTS:	

APPENDIX 6

List of Additional Resources/Programs

www.sd45.bc.ca/ps/student-services.html

West Vancouver School District: Student Support Services Brochure

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

Ministry of Education: Special Education

www.bced.gov.bc.ca/specialed/ppandg/

Special Education Services: A Manual of Policies, Procedures and Guidelines

www.bced.gov.bc.ca/specialed/ppandg/iep_1.htm

Developing an Individual Education Plan

www.bctf.bc.ca/

B.C. Teachers' Federation

www.bced.gov.bc.ca/specialed/iep/

Parent's Guide to Individual Education Planning

www.bced.gov.bc.ca/specialed/ppandg/prp_4.htm

Special Education Services: A Manual of Policies, Procedures and Guidelines,
Section F: Provincial Resource Programs

www.bced.gov.bc.ca/specialed/ppandg/qref_1.htm

Special Education Services: A Manual of Policies, Procedures and Guidelines,
Section G: Quick Reference—Internet Resources

Quick Reference – Internet Resources

- G.1 Accessible School Facilities Planning
www.bced.gov.bc.ca/capitalplanning/resources/areastandards.pdf
-
- G.2 Access to Equipment & Technology:
G.3.1 Auditory Training Equipment (ATE) & Cochlear Implant Supp <http://prp.sd47.bc.ca>
G.3.2 Provincial Resource Centre for the Visually Impaired (PRCVI) www.prcvi.org
G.3.3 Special Education Technology-BC (SET-BC) www.setbc.org
-
- G.4 Adjudication: Provincial Examinations
www.bced.gov.bc.ca/exams/handbook/handbook_procedures.pdf
-
- G.5 Appeals
www.bced.gov.bc.ca/legislation/schoollaw
G.5.1 Resolution of Conflicts
www.bccpac.bc.ca/advocacy/Advocacy-Main.htm
-
- G.6 Braille Instructional Program (PRCVI)
www.prcvi.org/visualimpairment
-
- G.7 Child Abuse Prevention
www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm
-
- G.8 Classification of Educational and Psychological Tests - Information
www.acposb.on.ca/identity.html#WHO%20PROVIDES%20PSYCHOLOGICAL%20SERVICES_outline
G.8.1 Standards – APA (American Psychological Association)
www.apa.org/science/standards.html#overview
www.apa.org/science/testing.htm
-
- G.9 Deaf or Hard of Hearing Programs
www.mcf.gov.bc.ca/psdhh/programs.htm
-
- G.10 Distributed Learning for Students with Special Needs
www.bced.gov.bc.ca/policy/policies/spneed_distance_ed.htm
-
- G.11 Full Day Kindergarten (Reference: Form 1701 Instructions, p. 6)
www.bced.gov.bc.ca/datacollections/september/public_school/pi1701.pdf

- G.12 Funding Special Education Programs
www.bced.gov.bc.ca/policy/policies/funding_special_needs.htm
-
- G.13 Graduation Requirements
www.bced.gov.bc.ca/policy/policies/graduation_req.htm
-
- G.14 Health and Safety Information:
- G.14.1 Infectious Disease, Health Act
www.qp.gov.bc.ca/statreg/reg/H/Health/4_83.htm
- G.14.2 Needle Stick Injury Information
www.ccohs.ca/oshanswers/diseases/needlestick_injuries.html
- G.14.3 Universal Precautions
www.bchealthguide.org/healthfiles/hfile29.stm#E46E1
- G.14.4 Blood and Body Fluids
www.bchealthguide.org/kbase/topic/special/tv7778spec/sec1.htm
-
- G.15 Independent Schools and Students with Special Needs
www.bced.gov.bc.ca/independentschools/bc_guide/spec_ed.htm
-
- G.16 In-School Nursing Support Services
www.mcf.gov.bc.ca/nursing_support_services
-
- G.16.1 Support for Students with Special Needs
www.mcf.gov.bc.ca/spec_needs/index.htm
-
- G.17 Integrated Case Management Information
www.mcf.gov.bc.ca/publications/integ_manage.htm
-
- G.18 Resources for Learning
www.bced.gov.bc.ca/irp_resources/lr/aboutlr.htm
-
- G.18.1 Resource Documents - Special Education, Diversity, ESL, etc.
www.bced.gov.bc.ca/specialed
www.bced.gov.bc.ca/diversity
www.bced.gov.bc.ca/esl
-

G.19 Relevant Governing Legislation:

G.19.1 School Act

www.bced.gov.bc.ca/legislation/schoollaw

G.19.2 Ministerial Orders

www.bced.gov.bc.ca/legislation/schoollaw/e.htm

G.20 Student Records

G.20.1 Examination of Records

www.qp.gov.bc.ca/statreg/stat/S/96412_02.htm#section9

G.20.2 Maintenance of Records

www.qp.gov.bc.ca/statreg/stat/S/96412_06.htm#part6

G.21 Freedom of Information and Protection of Privacy

www.qp.gov.bc.ca/statreg/stat/F/96165_01.htm

G.22.2 Summary Policy Documents:

G.22.1 Distributed Learning

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

G.22.2 Funding Special Needs Policy

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

G.22.3 Special Education Policy

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

G.23 Transition Planning:

G.23.1 Graduation Requirements

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

G.23.2 Career Development

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

G.24 Transportation and Housing

www.bced.gov.bc.ca/k12funding/funding/04-05/estimates/operating-grants-manual.pdf

G.25 Work Experience

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



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