



# Student Services District Review

APRIL 2018

# Purpose of the Review

- ▶ Part of the district wide process reviewing the use and delivery of many of our school district programs and departments.
- ▶ Will provide an environmental scan of the department within the scope of public education in the Comox Valley

# Our Process



1. Review Committee Established - 25 members-including principals, vice principals, teachers, specialists, and educational assistants
2. Service Delivery Rubric sent to Principals and LSTs

# Review Process con't

- ▶ 3. Appreciative Inquiry Sessions – Tuesday February 20<sup>th</sup>, Wednesday February 28<sup>th</sup> 2018 with committee members  
Sessions included a) Student Services Overview  
b) Table Group Feedback
- ▶ 4. Review questions to student services staff
- ▶ 5. Results compiled and analyzed

# Student Services

Embracing Diversity

How did We Get Here ???

# Historical Context

1890--the first recorded legislative appropriation to provide education to “handicapped children in British Columbia. Deaf children were sent to the Institution for Deaf and Dumb in Winnipeg Manitoba

In the ensuing years programs for students with visual impairments and hearing loss and intellectual disabilities were provided in Vancouver and Victoria



1925—Putnam-Weir survey of the School system recommended the modification of curriculum for the mentally handicapped and the establishment of opportunity classes and special school facilities

1955— the Provincial government introduced funding for programs for “handicapped” children as part of the basic grant


# Definition of the Exceptional Child


As one who deviates from the average or normal child in mental characteristics, sensory abilities, neuromotor or physical characteristics, social behaviour, communication abilities or multiple handicaps. Such deviations must be of such an extent that the child requires a modification of school practices, or special educational services, to develop to maximum capacities.



# Access to Appropriate Education

- ▶ ....least restrictive and damaging environment possible must be found in order to make education useful for a handicapped child.... ( Goldstien, Freud, Solnit 1973)..basis for the American Education for All Handicapped Children Act 1975, as well as to legislative revisions in Canadian provinces
- ▶ This concept– least restrictive environment- provided the guideline for programming and placement and provision of additional services

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- ▶ 1970 – Special Education Division of the Ministry created the first guide for districts in development of programs and to assist in ensuring that programs met the funding criteria
  - ▶ 1980– revision of the Ministry of Education Manual of Policies, Procedures and Guidelines
  - ▶ 1981-82 –Emphasis placed on the need for the IEP and program evaluation

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- ▶ **The School act required boards of education to provide sufficient school accommodation and free of charge tuition to all children of school age residing in the school district;**
  - ▶ **1980 Statement of Present Policy stated that every child in the province has the right to a free and appropriate education.**
  - ▶ **1982 Charter of Rights :** “Each individual is equal before and under the law and has the right to equal protection of law without discrimination, based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability.”
  - ▶ **2010 UN Convention** “Each individual is equal before and under the law and has the right to equal protection of law without discrimination, based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability.”
  - ▶ **2010 Inclusion Policy developed: Continuum of Inclusion**

# To put our journey into perspective:

- ▶ Segregated Institutions
- ▶ Segregated Classrooms
- ▶ Opportunity Classroom
- ▶ Categorical placements
- ▶ Non-Categorical Classrooms
- ▶ Definition of “exceptional children”
- ▶ Mainstreaming students
- ▶ Integration of students
- ▶ Inclusion – Learning for all students

# Ministry of Education

## SPECIAL EDUCATION SERVICES

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### A Manual of Policies, Procedures and Guidelines



April 2016

# Manual of Policies Procedures and Guidelines

- ▶ Originally published in 1995, following an extensive Special Education Review (1993-94)
- ▶ **The purpose-** to provide a single point of reference regarding legislation, ministry policy and guidelines to assist school boards in developing programs and services that enable students with special needs to meet the goals of education
- ▶ Contains procedural information to assist in **accessing** programs and services provided at the provincial level.
- ▶ Primarily for the use of principals, school based teams and special education professionals but may also prove of interest to other professionals, **social services/ health care, to parents** and to members of the **community at large**.
- ▶ Last updated August 2016
- ▶ Currently in the process of being reviewed and reconfigured to two publications–
  - ▶ 1. Policies
  - ▶ 2. Guidelines

# Special Education Policy

- ▶ All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.
- ▶ Rational
  - “Special education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.”



# Legislation and Regulations

- ▶ Special Needs Students Order M150/89: defines students with special needs, describes the obligation of school boards to consult with parents in the placement of students with special needs and describes the policy of integration.
- ▶ Individual Education Plan Order M638/95: sets out the requirements for school boards to design and implement individual education plans for students with special needs.
- ▶ Student Progress Report Order M191/94: describes reporting requirements for students with special needs.
- ▶ Support Services for Schools Order M282/89
- ▶ Section 11 School Act



# School District Responsibilities

- ▶ Placement: A school board must ensure that a principal offers to consult with a parent of a child who has special needs regarding the student's placement in an educational program.
- ▶ And must provide a student who has special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.
- ▶ Planning A school board must ensure that an Individual Education Plan is designed for a student with special needs as soon as practical after the board identifies that student as having special needs. A school board must ensure that the IEP is reviewed at least once each school year and where necessary is revised or cancelled.
- ▶ A school board must offer the parent of the student and where appropriate the student the opportunity to be consulted about the preparation of the IEP.
- ▶ The School Act section 7 (2) requires a parent of a student to consult with the student's teacher or principal when required to do so.

# Responsibilities con't

- ▶ Evaluation: Standards for all students, including students with special needs, are developed with appropriate expectations for student achievement. Students with special needs are expected to achieve some, most or all provincial curriculum outcomes with special support.
- ▶ Accountability: The ministry audits enrolment of students with special needs services to ensure fair distribution of available resources among school districts. The ministry regularly reviews the achievement of students, including those with special needs, by monitoring graduation rates, performance on provincial assessments and transitions.

# Definition

**Student with special needs:** A student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has special gifts or talents, as defined in the Manuel of Policies, Procedures and Guidelines, Section E.

2016 – Students with Diverse Learning Needs

# Inclusion

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

# Inclusion is:

- ▶ About attitudes and beliefs
- ▶ A practice that brings support services to the student
- ▶ Attention to all students' curriculum needs
- ▶ Effective management and good instruction for all students
- ▶ A philosophy
- ▶ About equity, not fairness
- ▶ Accepting and appreciating diversity
- ▶ Active meaningful participation in the regular classroom
- ▶ A sense of belonging for all students– a sense of community and social acceptance
- ▶ A commitment to educate each child
- ▶ Shared ownership among all staff

# Ministry of Education Categories

		CATEGORY	CODE	MEANING
Low Incidence	Level 1	1.19 DEP	A	Physically Dependent
		1.19 DB	B	Deaf/Blind
	Level 2	1.18 MOD ID	C	Mod to Sev/Profound Intellectual Disabilities
		1.18 PH – HEALTH	D	Physical Disabilities or Chronic Health Impair.
		1.18 VI	E	Visual Impairment
		1.18 DF - HH	F	Deaf or Hard of Hearing
		1.18 AUT	G	Autism Spectrum Disorder
	Level 3	1.16 INT BEH	H	Intensive Behaviour Intervention/Serious Mental Illness
High Incidence	1.17 MILD ID		K	Mild Intellectual Disabilities
	1.17 LD		Q	Learning Disability
	1.32 GIF		P	Gifted
	1.17 ModBeh		R	Moderate Behaviour Support/Mental Illness



# Supplemental Funding from the Ministry

- ▶ Level 1      Category A Physically Dependent  
38,140      Category B Deaf & Blind
- ▶ Level 2      Category D Physical Disability/ Chronic Health Impairment  
(Low      Category E Visual Impairments  
Incidence)      Category F Deaf and Hard of Hearing  
19,070      Category G Autism
- ▶ Level 3      Category H Intensive Behaviour Intervention/ Serious  
9,610      Mental Illness

# Student Services Funding

- ▶ Designated funding from the Ministry is distributed to districts twice annually, usually at Sept. 30 and February 15
- ▶ Funding does not come targeted for an individual student, but is sent as part of a large grant in a lump sum.
- ▶ Funding covers all aspects of support services, including support teachers, educational assistants, learning resources, equipment, etc.
- ▶ Designations do not lead to a specific entitlement to a certain type or amount of service. SD 71 uses a holistic model, based on student need, regardless of designation. Impact on learning is a major consideration.
- ▶ Diagnosis does not equal designation



# Ministry of Education Initiatives Impacting Service Delivery

- ▶ Update of Special Education Manual and development of a Guidebook to align with current research and philosophy of inclusion, curriculum, assessment, reporting and graduation.
- ▶ Funding Formula Review
- ▶ DSM V Language
- ▶ Bill 28 Restored Contract Language
- ▶ Competency Based IEP
- ▶ Changes in the adjudication process
- ▶ Changes to SET BC service delivery model
- ▶ Provincial Resource Program Reviews

# School District #71 Comox Valley

- ▶ 8239 Students
- ▶ 15 Elementary Schools (including 2 Island schools)
- ▶ 5 Strong Start Centres
- ▶ 1 Community School (gds K-9)
- ▶ 1 Junior Secondary Middle Schools (6-9)
- ▶ 3 Secondary Schools (8-12)
- ▶ 1 Secondary Alternate Centre (7-12)
- ▶ 1 Aboriginal alternate School (9-12)
- ▶ 1 Distance Learning School

# Demographics

- ▶ Encompasses 3 municipalities and a large Regional District
- ▶ A mix of urban and rural and island communities
- ▶ Varied socio-economic neighborhoods
- ▶ Unique school communities and populations
- ▶ High degree of vulnerability across the district
- ▶ 600 teachers
- ▶ 300 Support Staff

# Board Policy: System Direction 4-3

## Student Services

- ▶ **The Board of School Trustees believes that all students, including those with special needs and those challenged by circumstance, are fully participating members of a community of learners.**

Consistent with current legislation, the Board believes that Student Services programs and services should be provided throughout the K-12 system in the most inclusive setting possible, notwithstanding that in some specific circumstances alternative programs or service models may be requested, as appropriate and/or beneficial to the student.

- ▶ Toward this end, the Board authorizes the development of specialized services and programs supporting the curricular and behavioural goals of individual students with unique needs, groups of students, and schools in general.

# Student Services Department

## Operations Manual: 2010

- ▶ 2.1 The goal of the Student Services Department is to provide support for students with special needs to achieve their individual potential by supporting inclusionary practice and developing specialized programs and services.
- ▶ 2.2 The Student Services Department also endeavors to provide, to all students and staff, information and awareness about students with disabilities and their needs.
- ▶ 2.3 The Student Services Department also provides school-based services that are available to support and enhance student learning. These services are non-categorical (available to all students) and include: learning support teachers, counselors, English as a second language teachers, youth and family program workers, and home/school support workers.

# Scope of the Student Services Department

- ▶ 3.1 The Student Services Department provides programs and services for students with special needs.
- ▶ 3.2 As defined by the Ministry of Education, students with special needs have disabilities of an intellectual, physical, sensory, emotional or behavioural nature; learning disabilities, or they have exceptional gifts or talents.
- ▶ 3.3 Supplementary services are provided for students who meet Ministry of Education criteria in the following categories (see Appendix A for ministry criteria for each category) (School District No. 71 link for category descriptions is [http://sd71.bc.ca/sd71/stud\\_serv/IEP](http://sd71.bc.ca/sd71/stud_serv/IEP))



# Student Services Leadership

Director of Instruction: Student Services

District Vice Principal

Lead Teachers

Technology

District Support (Low Incidence/Autism)

Behaviour

# Student Services Department

## **Vision**

A respectful Learning Community that embraces diversity, supports relationships, and prepares every learner for a changing world.

## **Mission**

To empower all learners to achieve their potential through the collaborative support of inclusionary, educational practice and specialized services.



# 1701 Special Education Enrolment

2/2018

A	Physically Dependent	6
B	Deaf/Blind	1
C	Moderate/Profound Intellectual Disability	18
D	Physical disabilities or Chronic Health Impairment	137
E	Visual Impairment	8
F	Deaf/Hard of Hearing	20
G	Autism	159
H	Intensive Behaviour Intervention/ Serious Mental Illness	68
K	Mild Intellectual Disability	32
Q	Learning Disability	301
R	Moderate Behaviour	126
P	Gifted	50
	Total	925

# Yearly Comparison

	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Phys Dep/ DB	18	20	18	16	16	15	12	10	7
Mod-Pro Int Dis	46	42	35	32	28	30	25	22	20
Phys Dis/ Chron Hlth	175	193	183	180	180	173	154	140	143
Vis Imp	14	15	13	14	11	10	9	8	7
Deaf/HH	7	8	6	7	8	7	9	13	14
Autism	90	89	95	105	114	119	121	123	120
IBI/SMI	122	117	108	92	85	91	77	73	72
Mild Int Dis	22	21	24	27	33	29	32	31	32
Gifted	110	110	59	43	85	45	54	53	53
LD	508	450	462	373	371	334	331	310	323
MBS/Mi	92	105	105	123	128	103	159	154	157

# District Services

- ▶ Low Incidence/Autism Support
- ▶ Technology
- ▶ Behaviour Resource Services
- ▶ School Psychology
- ▶ Speech and Language Pathology
- ▶ Occupational Therapy
- ▶ Physical Therapy
- ▶ Provincial Resource Programs
- ▶ Transition Planning
- ▶ Special Needs Busing / Transportation
- ▶ Specialized Equipment
- ▶ School Counselling Services
- ▶ English Language Learner Services
- ▶ Gifted Support Teacher
- ▶ Teacher of the Deaf and Hard of Hearing
- ▶ Teacher of the Visually Impaired
- ▶ Learning Support Teachers
- ▶ Educational Assistants
- ▶ Program Workers

# School Based Services

Non Categorical Services

Learning Support

Counselling

Special Health Services: Speech and Language Pathology;  
Physiotherapy; Occupational Therapy

Assessment Services: School Psychology

English Language Learner Services

Educational Assistant Support

Capacity Building

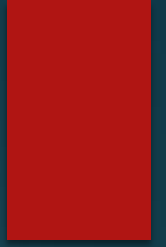
# Student Services District Programs

- ▶ Challenge Program @ Courtenay elementary
- ▶ Behaviour Resource Programs @ Ecole Robb Road
- ▶ PREP @ Vanier
- ▶ Life Skills @ Isfeld
- ▶ Link Transition Program in partnership with North Island College

# Allocation of Support and Resources

- ▶ Yearly School Services Review Meeting
- ▶ Contract Language
- ▶ Ratio: Counsellors– 1-463
  - Learning Assistants 1-504
  - Resource Teachers 1-333
  - ELL Teacher 1-58
- ▶ Staffing FTE

# Student Services Service Delivery Model



In schools:

- ▶ Learning Support Teacher– in collaboration with classroom teachers and consultation with parents: provide assessment, instruction, consultation, coordinated and integrated support services to students with diverse learning needs.
- ▶ Students are referred through School Based Team
- ▶ District Staff – Support the schools in response to requests from SBTs through referral process

# Student Services Matrix 2017/18

Learning Support Teachers	32.35 FTE
Counsellors	17.79
Speech and Language Pathologists	5.2
Educational Psychologists	2.8
Physiotherapist	1.0
Occupational therapist	1.0
English Language Learner Teachers	1.7
Gifted support Teacher	1.0
Technology Lead Teacher	.7
Behaviour Resource Services	2.6
Low Incidence/autism support Teacher	1.0
Secondary Special Education	3.0
Teacher of the Deaf and HH	.7
Teacher of the Visually Impaired	.6
Program Workers: Technology& Wex	3.0



# Learning Support Delivery 2017/18

SCHOOL	FTE	# LI IEPs	# HI IEPs	# LPs	ADDL PRIMARY SUPPORT	ADDL INTRMT SUPPORT	Total (direct service)
AIRPORT	0.6 FTE	5	2	8	20	8	
ARDEN	1.0 FTE	14	3	21	32		70
	0.4 FTE	4	2	2		?	?
ASPEN PARK	1.0 FTE	8	7	3	34	19	71
	0.4 FTE	4	2	1		10	
BROOKLYN	1.0 FTE	8	7	14	18	12	59
COURTENAY	1.0 FTE	8	0	12	12	8	40
	0.5 FTE	3	4	1	6	2	
CUMBERLAND COM.	1.0 FTE	11	2	3	26	0	42
	1.0 FTE	15	8	5	0	16	44
DENMAN ISLAND	0.1 FTE		1		6	7	
ECOLE PUNTLEDGE PARK	1.0 FTE	12	2	25	10	10	59
FI	1.0 FTE	5	3		23	17	48
ECOLE ROBB ROAD	1.0 FTE	2		44			46
	0.5 FTE	3	7	11		17	
HUBAND PARK	0.8 FTE	6	5	3	37	16	67
	0.6 FTE	5	4	2	5	16	
LAKE TRAIL MIDDLE	1.0 FTE	17	28	12		20	77
MIRACLE BEACH	1.0 FTE	6	5	10	22	16	59
QUENEESH	1.0 FTE	9	8	4	12	15	48
	1.0 FTE	7	11	16	29	3	66
ROYSTON	0.6 FTE	4	10	3	30		47
VALLEY VIEW	1.0 FTE	14	2	2	25	5	48
	0.4 FTE		7	1		14	

# Student Services Budget

- ▶ The School District receives **\$11.000.000** from the province based on Level 1,2,3, Funding
- ▶ Student Services spends **\$13.500.000**
- ▶ The School District provides **\$2.500,000** to supplement the costs from general revenue.
- ▶ 98.7% of the budget is salary and benefits
- ▶ 17.7% of SD #71 budget is allocated to Student Services

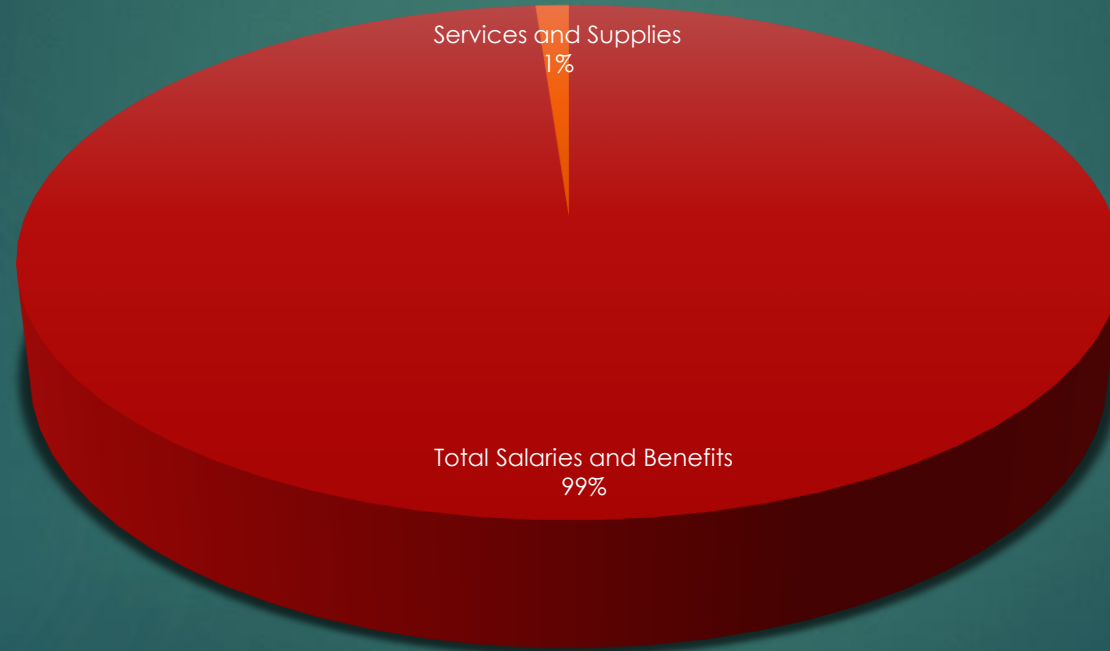
# Student Services 2016/17 Operating Revenue

	FTE	\$/FTE	16/17 Funding	
Sept 30, 2016 Enrollment Count	480.00	\$7,218	\$3,464,640	
Sept 2016 Level 1 Special Needs	10.00	\$37,700	\$377,000	
Sept 2016 Level 2 Special Needs	298.00	\$18,850	\$5,617,300	
Sept 2016 Level 3 Special Needs	81.00	\$9,500	\$769,500	
English Language Learning	91.00	\$1,380	\$125,580	
Total Special Needs Enrollment Revenue				\$10,354,020
February 2017 Count Level 1 Special Needs	0.00	\$18,850		\$0
February 2017 Count Level 2 Special Needs	9.00	\$9,425		\$84,825
February 2017 Count Level 3 Special Needs	5.00	\$4,750		\$23,750
Priority Measures Funding - 2 FTE				\$90,529
Total Revenue				\$10,553,124
Budgeted Expenditures	-13,677,598			
Expenditures to June 30, 2017				-\$12,731,533* Schedule A
Expenditures from Priority Measures Funding - 2 FTE				-\$90,529* Schedule A
Net Surplus <Deficit>				-\$2,268,938
Student Services 2016/17 Special Purpose Fund Revenue and Expense				
			16/17 Funding	
Learning Improvement Fund - Minimum Support Staff Obligation (EA's)			\$283,940	
Special Education Equipment grant - Previous Yr Amounts Recognized as Revenue			\$10,919	
Community Links Funding - Value relating to Youth and Family Support Workers Compensation			\$320,229	
			\$0	
Total Special Purpose Fund Revenue				\$615,088
Learning Improvement Fund Expenditures to June 30, 2017				-\$283,940* Schedule A
Special Education Equipment Grant Expenditures to June 30, 2017				-\$10,919* Schedule A
Youth and Support Workers Compensation Expenditures to June 30, 2017				-\$320,229* Schedule A
Net Surplus <Deficit>				\$0

\*\*This analysis excludes indirect overhead and transportation costs

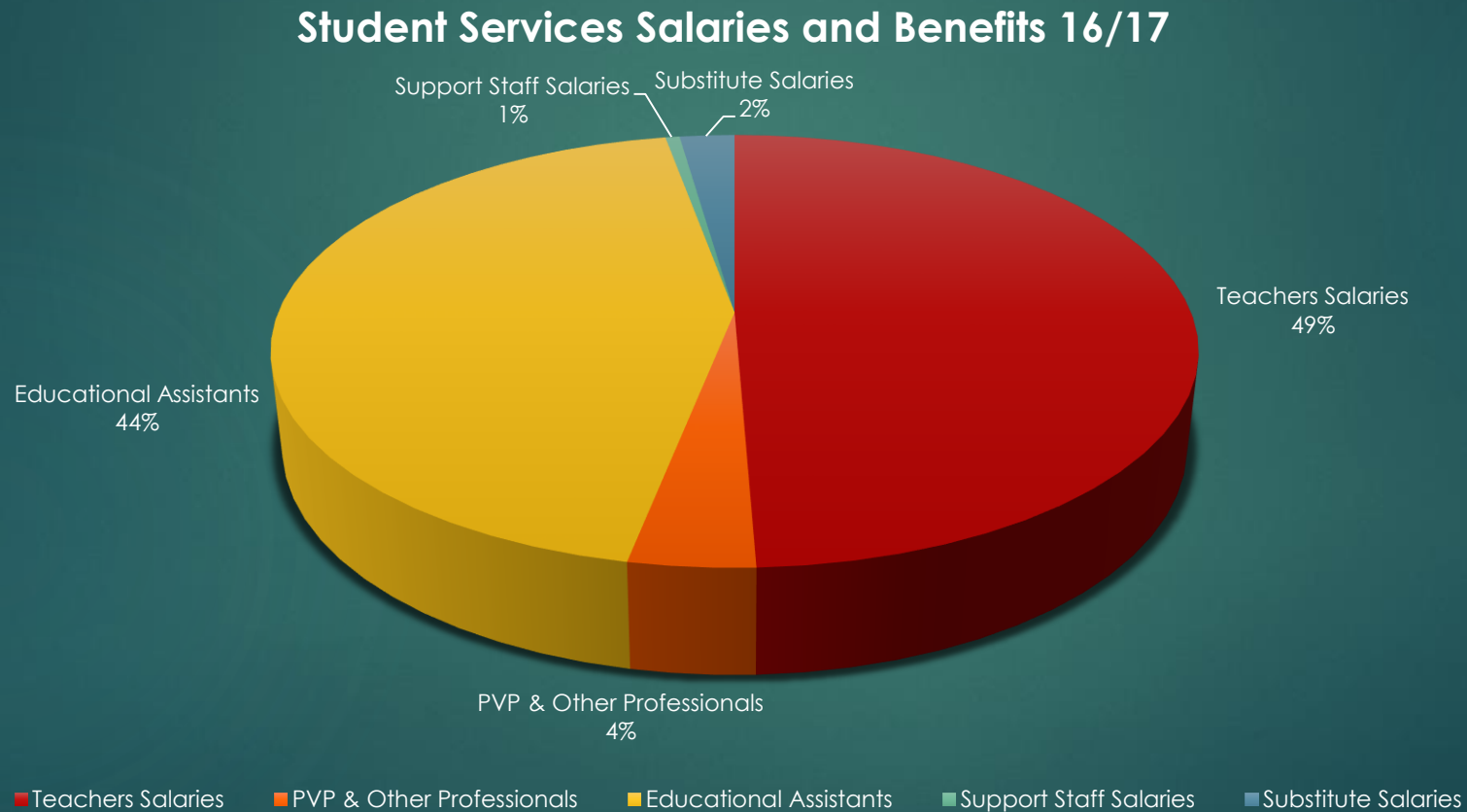
# Student Services Expenses 2016-2017

**Student Services Expenses 16/17**



■ Total Salaries and Benefits   ■ Services and Supplies

# Student Services Salaries and Benefits 16/17



# Total Expenses

## Schedule A - Total Expenses

	Teachers Salaries	PVP & Other Professionals	Educational Assistants	Support Staff Salaries	Substitute Salaries	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	
Operating Expenses	5,167,969	396,298	4,190,510	62,236	240,799	10,057,811	2,529,984	12,587,795	143,738	
Priority Measures Expenses	73,328	-	-	-	-	73,328	17,201	90,529	-	90,529
Special Purpose Fund Expenses	-	-	484,144	-	345	484,490	119,679	604,169	10,919	615,088
Total Expenses	\$ 5,241,297	\$ 396,298	\$ 4,674,654	\$ 62,236	\$ 241,144	\$ 10,615,629	\$ 2,666,864	\$ 13,282,493	\$ 154,657	\$ 13,437,151

## Schedule A - Total Expenses

	Teachers Salaries	PVP & Other Professionals	Educational Assistants	Support Staff Salaries	Substitute Salaries	Total Salaries and Benefits	Services and Supplies	2017 Actual
Schedule A - Total Expenses	\$ 5,241,297	\$ 396,298	\$ 4,674,654	\$ 62,236	\$ 241,144	\$ 13,282,493	\$ 154,657	\$ 13,437,151

# EA Staffing Budget 2016-2017

- ▶ Total EA Salaries \$4,674,654
- ▶ Total Benefits at 26% \$1,215,410
- ▶ Total Compensation Estimate \$ 5,890,065
- ▶ FTE Count avg 28.75/hr week \*\* EA Staffing by Position - 168.31
- ▶ \$34,995 per year



# Educational Assistants

- ▶ Elementary EA
- ▶ Secondary EA
- ▶ Health Care EA
- ▶ Behaviour EA
- ▶ EA Complex– Autism/ Other includes: Interpreter, Braille
- ▶ Life Skills
- ▶ PREP
- ▶ Placed largely through Expression of Interest process
- ▶ Approximately 170 supporting students
- ▶ Typically placed 3:1 ratio

[illegible]

# Additional Factors Impacting EA Allocation

- ▶ Increase in Deaf/HH registrations
- ▶ Increase of complexity of students
- ▶ Kindergarten registrations: Referrals from the Child Development Association
- ▶ New students to the District
- ▶ New Designations after the February count

# Student Services Initiatives

- ▶ Capacity Building (Shelley Moore, Inclusive Education, UDL, RTI, Self Regulation, Staff Meeting In-service)
- ▶ Increasing push in service delivery from specialists to increase generalist capacity
- ▶ Mawhinney House
- ▶ Assistive Technology
- ▶ Trauma Sensitive Schools
- ▶ Leadership (Island Leadership Coalition)
- ▶ Staff Safety (Risk Reduction Plans, CPI,
- ▶ Building Community Relations (Transitions, Integrated Case Management, Youth at Risk)

# Community Partners



- ▶ Child Development Association
- ▶ Ministry of Children and Family (CYSN, CYMH)
- ▶ STADD Services to Adults with Disabilities
- ▶ Community Living B.C.
- ▶ John Howard Society
- ▶ North Island College
- ▶ Vancouver Island University
- ▶ RCMP

# Facets Committee asked to Consider

- ▶ Policy and Protocol
- ▶ Financial
- ▶ Facility
- ▶ Student Services Leadership
- ▶ Service Delivery Model
- ▶ Technology
- ▶ Staffing
- ▶ Programming (Early Intervention, School Based Intervention and Case Management, RTI, Trauma Informed Practice)
- ▶ Asset Management
- ▶ **Initiatives** (Capacity Building Shelley Moore, Inclusive Education, Staff Meeting In-service, Island Leadership Coalition, Risk Reduction Plans, CPI, Building Community Relations (Transitions, Integrated Case Management, Youth at Risk) **Next Steps**


# Sources of Information


- ▶ Review Sessions
- ▶ LST Survey
- ▶ LST interview Matrix
- ▶ Service Delivery Rubric




# What We Learned

- ▶ District and Student Services Department Policies are aligned with the Ministry of Education
- ▶ Student Services Vision and Mission statements are aligned with the District statements
- ▶ Growing attitudes toward better inclusionary practice
- ▶ Inclusive attitudes are at district level and developing at the school level
- ▶ Senior Management is attuned to current needs and philosophies
- ▶ District Lead Teachers are modeling inclusion in lessons
- ▶ Student Services Website provides useful information for staff and parents
- ▶ Good relationship with engaged parents
- ▶ Location, centralization and accessibility of Student Services Department—confidential files and resources can be a barrier
- ▶ Transparent system/ clear process in place in terms of student designation process

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- ▶ Classroom teachers are experiencing difficulty adapting and modifying curriculum.
  - ▶ Teachers are in need of supports for those students designated with Mild Intellectual abilities
  - ▶ Teachers are in need of supports for students struggling with mental health challenges
  - ▶ IEPs are organized, clear and in compliance with Ministry
  - ▶ Professional development opportunities align with Student Services goals.
  - ▶ Students are more complex, case load numbers high
  - ▶ Early intervention and remediation are impacted by case load demands
  - ▶ LRC style of lending or “learning commons” where Student Services staff can access resources
  - ▶ There is a need for the Home Support Program Worker in our schools
  - ▶ Independence/self advocacy starts with student voice being captured and reported on through portfolios, student profiles

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- ▶ School Psychologists are valuable School Based Team members, consulting and collaborating on all students.
  - ▶ Continue to encourage parent involvement
  - ▶ Continue to support students who are not designated but have significant needs
  - ▶ Resources and supports are spread thinly across the district
  - ▶ Continue to capacity build with Learning Support teachers, maintain monthly sessions, provide mentorship and yearly orientation
  - ▶ Need in the school district for increased OT and PT
  - ▶ To reach our preferred future we require increased funding for staffing levels, opportunities for collaboration, opportunities for professional development and access to resources.
  - ▶ Leadership model to include District Principal of Student Services
  - ▶ Transition process and protocols for incoming K's and outgoing students are thorough and well received by community partners.
  - ▶ Funding formula should be based on need rather than medical model.

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- ▶ EAs are requesting capacity building so that they are able to be effective with our complex, challenging students
  - ▶ Schools indicate that inclusive attitudes and practice are developing and evident; that assessment is common practice and used to direct programming; that differentiated practice is evident, that the referral process is established and followed; that collaboration occurs among multidisciplinary teams to identify plan, monitor and review; that time/energy is invested in developing relationship with parents and caregivers; that IEP development is consistent with ministerial requirements, that parents are involved; that programming fostering independence and self advocacy is developing; and that agencies and school based personnel work together to align resources and case management.

# Dig Deeper

- ▶ Update Student Services Operations Manual to include procedural knowledge related to inclusive education, to identify the responsibilities of practitioners and ownership of student learning within our educational setting.
- ▶ Review District Programs: Challenge, PREP, Life Skills, Link Transition, Year 13, Behaviour Resource Services
- ▶ Review Home Support Program Worker position
- ▶ Review EA staffing process
- ▶ Design evaluation/growth plan process for Specialists
- ▶ School Based Learning Support service delivery model review

THANK YOU