

School District No. 83
K̓wsaltktnéws ne Secwepemcú'ecw
Student Support Services Department



Information for: *Parents & Guardians*



*"We believe **every child** who leaves our classrooms should know they have something of value to offer the world, they are unique and amazing, they matter, and they live in a diverse world with incredible beauty and majesty."*

Jennifer Katz

K̓wsaltktnéws ne Secwepemcú'ecw (SD83) respectfully acknowledges that we are situated on the traditional, unceded, and contemporary lands of the Secwepemc people.



K'wáshktnéws ne Secwepemcúl'ecw (SD83)

Student Support Services Department

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*This Student Support Services Department
Information for Parents & Guardians
Guide was updated August 31, 2026.*



Kwátsktnéws ne Secwepemcúl'ecw (SD83)

Mission, Vision, and Values

We value... *Respect Reconciliation Empathy Equity Perseverance Belonging*

Our Mission... Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Vision... Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Valuing Diversity in BC Education

The British Columbia public school system depends on creating and maintaining conditions that foster success for all students. These conditions include:

- Equitable access to and equitable participation in quality education for all students
- School cultures that value diversity and respond to diverse social and academic needs of individual students
- School cultures that promote understanding of others and respect for all
- School environments that are welcoming
- Policies and practices that promote fair and equitable treatment
- Processes that give a voice to all members of the school community

First Peoples Principles of Learning

First Peoples Principles of Learning are key considerations for supporting students with disabilities and diverse abilities, and ultimately fulfilling our responsibilities as outlined in the Inclusive Education Policy.

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

School District 83 Student Support Services Department

The Student Support Services Department upholds the Ministry of Education and Childcare's Inclusive 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" (*BC Ministry of Education and Childcare Inclusive Education Services: A Manual of Policies, Procedures, and Guidelines*, 2024).



Student Support Services Department

What We Mean When We Say “Inclusion”

What do we Mean by Inclusion?

Being inclusive in education means that we welcome ALL students in our schools. When we say ALL students, we mean ALL students, regardless of their ability, sex, gender, place of origin, skin colour, spoken language, or sexual orientation. ALL students are part of an educational community, which means that they are meaningfully included in classes and educational programs with peers of their same age, in their own neighbourhood schools, with the supports that they need to thrive academically, socially, physically, and emotionally to their best ability. ALL means ALL.

Inclusive education is not just putting those supports in place; it is also designing schools, classrooms, and programs so that barriers are minimized and all students have access to a meaningful education. Inclusive education is teaching to and celebrating diversity; it is not teaching in spite of diversity. Inclusive education is starting from the premise that students are competent, have strengths and gifts, and are unique and valued individuals who make the world better by being part of it; it is not fixing deficits.

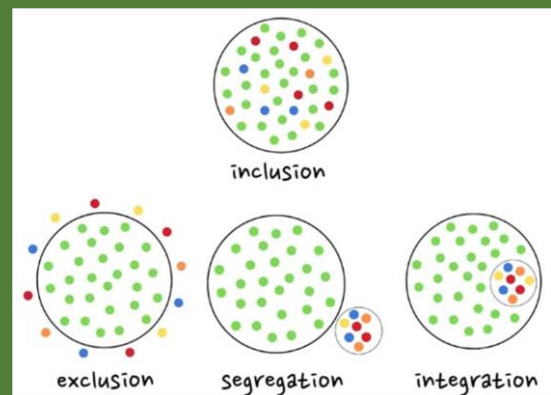
We have come a long way in inclusive education. Shelley Moore calls this era in education an “Inclusion Revolution”. In BC, we used to have separate schools for students with profound disabilities and diverse abilities. This was “exclusion”, in which many students with these

needs were put in special programs and taught individually, with no access to their same age peers and without the opportunity to be in a neighborhood school. The next step was creating separate classes within a school for students with profound needs. They were able to attend a school in their district that had a program for them, but it might not be their neighbourhood school. This was “segregation”, and it is still happening in many places in the province. In some cases, “integration” is still happening as well, a system in which students with needs are placed in a classroom, but grouped with students with similar disabilities or diverse needs. Our moral imperative is to work towards true “inclusion”.

One Without the Other

“Rather than finding out why some students aren’t green, our job is now to figure out what their colour is. What do they bring? What can they contribute *because* of their diverse and unique expertise? For decades, we have been trying to take this “colour” out of our students, taking the special out of special education, the autistic, out of autism, the language out of cultures, and especially, the indigenous out of First Nations, Metis, and Inuit children. This is not teaching to diversity. This is not inclusive. Teaching to diversity and inclusion is where we value the characteristics that ARE diverse, and not try and homogenize them.”

(Moore and Schnellert, 2016)





Student Support Services Department Inclusive Education Ministry Designations

What are the Ministry of Education and Childcare Inclusive Education Designations?

There are specific criteria and documentation requirements that the Ministry of Education and Childcare has established. Letters are assigned to each designation. The terms “low incidence” and “high incidence” are used to describe some categories because of the prevalence rate. The term “prevalence rate” refers to how frequently a specific designation is assigned to students. Low incidence categories do not occur very frequently and have a low prevalence rate. High incidence categories occur more frequently and have a high prevalence rate. Supplemental funding is only provided for the low incidence designations.

The following chart outlines the twelve Inclusive Education designations identified by the Ministry of Education and Childcare. It is important to note that some students meet the criteria for more than one designation. In those cases, the designation that most closely describes the needs of the student is the designation that is officially assigned. While only one of the designations is officially assigned, we recognize that there may be additional needs for those students.

Ministry of Education and Childcare Inclusive Education Designations		
Level One: (Low Incidence)	A	Physically Dependent
	B	Deaf/Blind
Level Two: (Low Incidence)	C	Moderate to Profound Intellectual Disability
	D	Physical Disability or Chronic Health Impairment
	E	Visual Impairment
	F	Deaf & Hard of Hearing
	G	Autism Spectrum Disorder
Level Three: (Low Incidence)	H	Intensive Behaviour Intervention or Serious Mental Illness
Unfunded: (High Incidence)	K	Mild Intellectual Disability
	P	Gifted
	Q	Learning Disability
	R	Moderate Behaviour Support or Mental Illness

Where can I learn more about Inclusive Education Ministry Designations?

There are very clear requirements for students to be assigned a Ministry designation. Those requirements are a public document: [Inclusive Education Funding Allocation Category Checklists](#). [Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024](#) is a guide that is meant for an audience of educators, but is a public document that can be accessed by parents and guardians as well.

Inclusion BC is a non-profit provincial organization that advocates for the rights and opportunities of people with diverse abilities and disabilities and their families. The organization has developed [A Parent's Handbook on Inclusive Education](#) specifically meant for parents, caregivers, and community partners.



Student Support Services Department Ministry of Education Inclusive Education Funding

Per-Student Base Allocation of Funding

At the end of September and the end of February each school year, school districts submit the 1701 Report to the Ministry of Education and Childcare which includes information about student enrollment. This report is one of the ways that the Ministry provides funding to school districts. Public school funding is *mostly* allocated on a per student-based funding system. We include the word *mostly*, because there is a fair amount of complexity with this per student-based funding model, which includes unique geographic factors and other layers of funding.

The base allocation funding is a standard amount of money provided for each funding-eligible student enrolled in the school district, which includes funds to support the learning needs of students who are identified as having learning disabilities, mild intellectual disabilities, students requiring moderate behaviour supports, and students who are gifted. Those designations are often referred to as “unfunded” because there is no supplemental funding attached to the designations.

Per-Student Base Allocation of Funding

The funding that is allocated for unique populations of students, such as Inclusive Education, English Language Learners, Indigenous Education, Online Learners, and Adult Learners is in addition to the base allocation. The Ministry refers to any funding that is meant to support unique populations of students as “supplemental funding” because it is over and above the usual per student funding.

Supplemental Inclusive Education funding is provided based on the number of students with Levels One, Two, and Three designations. Only low incidence designations are funded. This is based on the premise that students with high incidence categories are best served educationally through high quality teaching and excellent inclusive practices such as Universal Design for Learning, universal supports, and essential supports that are easily provided in a mainstream classroom setting. Because students with low incidence categories require a higher level of service delivery, those categories are funded.

Operating Grant Estimates for 2026-2027 Inclusive Education Funding	
Level One	\$51,300
Level Two	\$24,340
Level Three	\$12,300

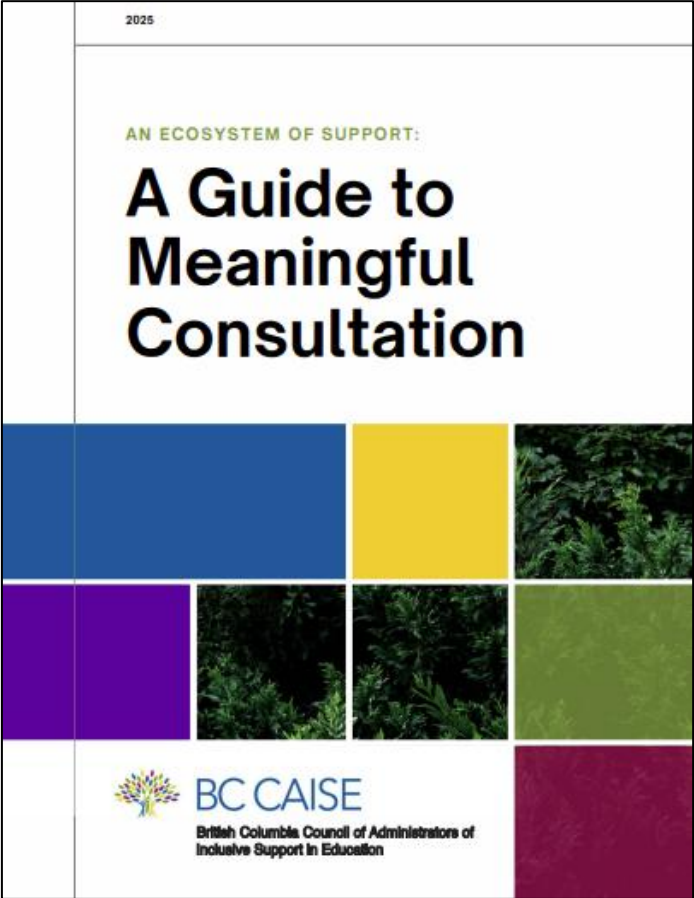
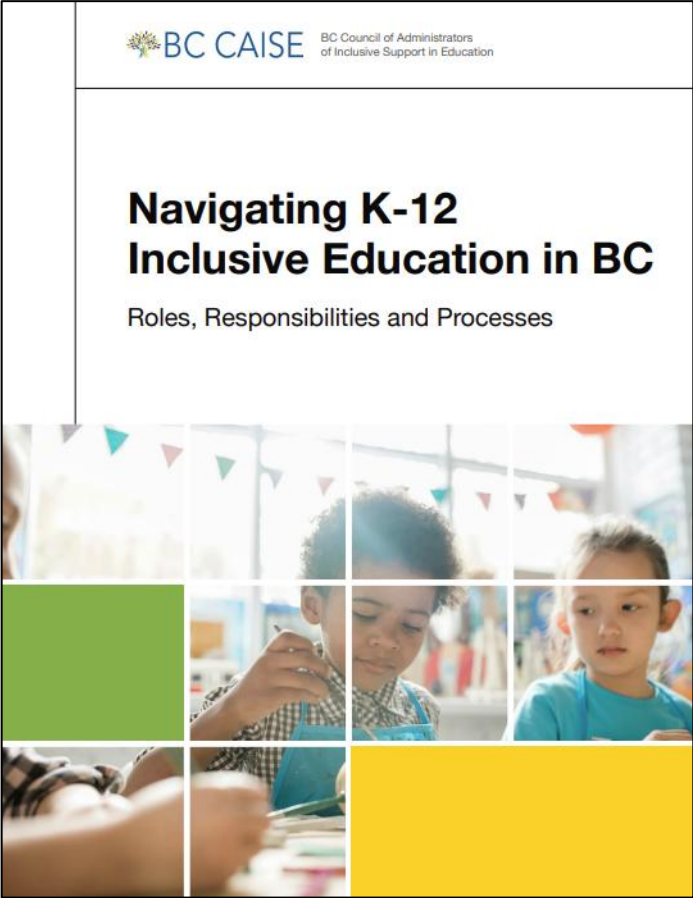
*please note that these allocations are subject to change.

It is often assumed that because the specific category is generating a specific amount of funding, that the funding would go directly to supporting the individual student with the low incidence designation. However, this is a funding ratio. These funds are not targeted to specific students, but are instead provided to districts to address the needs of all students within the district. The funding from the Ministry of

Education and Childcare for Levels One, Two, and Three categories is allocated to the school district to provide Student Support Services Department services. In our district, additional funding is allocated from the Operating Grant to the Department to provide these services. The Department then allocates staffing and services mostly at the school level but also at the district level to serve students based on need, which we will explain in another section of this guide.

The funding is intended to provide specialized supplemental services to students with disabilities and diverse abilities to access educational programs. These services may be professional teacher specialist support in the form of Learning Resource Teachers, Inclusion Support Teachers, Counsellors, English Language Learner Teachers, Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Teachers of the Visually Impaired or the Deaf and Hard of Hearing, or School Psychologists. These services may also be paraprofessional support in the form of Education Support Workers, Youth and Family Support Workers, Certified Education Assistants, Speech and Language Pathologist Assistants, and Bus Monitors.

The BC Council of Administrators of Inclusive Support in Education (BCCAISE) have created two excellent resources. [Navigating K-12 Inclusive Education in BC](#) gives a good overview of Inclusive Education with a provincial lens for an intended audience of everyone who participates in any way with BC’s K-12 education system. [A Guide to Meaningful Consultation](#) is intended for parents and guardians to learn about meaningful consultation – an ongoing, collaborative effort involving students, families/caregivers, and educational staff, focused on open dialogue and joint decision-making for educational matters. The Student Support Services Department uses both these resources extensively.





Student Support Services Department

Allocation of Staffing to Schools

How is Learning Resource Teacher Time Allocated to Schools?

In schools, Learning Resource Teacher time is based on the collective agreement staffing ratios. These ratios vary from school district to school district. In the case of our school district, the ratio is based on school population, with one full-time Learning Resource Teacher for every 169 students. There is a district ratio and a school ratio. Some schools are allocated slightly over or slightly under the collective agreement ratio depending on the number of students with designations at the school (prevalence) or other available services at the school such as Bridge and Inclusion Resource Teachers, who are part of the District Team but are assigned to schools. As a district, we consistently exceed the district ratio for Learning Resource Teachers. District Team staffing does not count toward the district ratio for Learning Resource Teachers.

How is School Counsellor Time Allocated to Schools?

In schools, School Counsellor time is based on the collective agreement staffing ratios. These ratios vary from school district to school district. In the case of our school district, the ratio is based on school population, with one full-time Counsellor for every 693 students. School Counsellors at the middle and secondary levels are assigned to individual schools. Elementary Counsellors are part of an itinerant Counselling Team who are assigned to schools for a certain number of days each week. Secondary school Counsellors are also Case Managers for students with “R” and “H” designations and support schools with timetabling and class placement. Because of these additional responsibilities, our school district allocates secondary Counselling time at a higher ratio of one full time Counsellor for every 350 students.

How Are Other Specialists Assigned to Schools?

All other specialists are assigned to schools based on individual student needs, except for English Language Learner Teachers. We staff ELL Teachers based on collective agreement staffing ratios of 23.5 ELL students for every full-time ELL Teacher. Students who qualify for ELL services are eligible for 5 years of ELL support. Similar to neighbouring districts, we begin ELL support in Grade 1, not Kindergarten, because of the short time of eligibility.

How Are Certified Education Assistants Assigned to Schools?

Each Spring, the Student Support Services Department creates a spreadsheet with totals of all students with Ministry designations. CEA hours are assigned in a base allocation to schools based on Level 1 and 2 funded designations. We provide more support to elementary schools, because students are generally less independent when they are younger.

At that point in the Spring, we assign an initial allocation of CEA's to a school based on the students who are projected to attend in the Fall, including incoming Kindergarten students. That allocation is based on a formula that is only used at this point in the allocation process. For example, a student with a Level 1 designation will require full-time support, so full-time hours are allocated to a school. As of September 2026, there were only five students with Level One designations in the whole district. For Level 2 designations in elementary and middle schools, 11 hours of CEA time is allocated, while in secondary schools, 5 hours of CEA time is allocated. We do not allocate CEA support for students with Level 3 designations in elementary and middle schools; instead, we make adjustments on a case-by-case basis, depending on the needs of the specific student.

We believe in transparency, so we are sharing this formula. We are concerned that sharing this information might create a narrative of "a funded designation=hours of CEA support", but we want to ensure that parents and guardians understand that we **only** use this formula for the initial allocation. Once that base allocation is completed, we review the allocation with local knowledge of actual student need. We are working with a budget for CEA staffing based on Board approval. Good practice is to keep a healthy reserve in that staffing budget in case students with Level 1 designations enroll, or in case of additional needs at a school.

It is important to understand that we do not use a sliding scale to increase allocations after this initial allocation. Once we have determined the per-school allocation in the Spring during the staffing process, we do not generally increase the allocation if additional students are designated with Level 2 or 3 designations. Instead, we wait until the Fall to see actual numbers of students with funded designations who are enrolled, and to do in-school observations to determine need, and add CEA's within the predetermined staffing budget.

Staffing Allocation Considerations

In our school district, we have a higher-than-average prevalence rate of students with Autism Spectrum Disorder (ASD), which is Category G, a Level 2 funded designation. According to the Provincial Outreach Program for Autism and Related Disorders (POPARD), approximately 1 in 68 children and youth in BC have ASD diagnoses. To qualify for Category G in BC, this diagnosis must be made by a recognized and qualified assessment team such as the Interior Health Children's Assessment Network (IHCAN).

Of all the Ministry designations, we see the greatest range of ability, behaviours, and needs in students with a Category G designation. The famous autistic professor of special education, Dr. Stephen Shore, once said, "If you've met one individual with autism, you've met one individual with autism." As such, some students with ASD may be very independent and only need some environmental adaptations or occasional enrichment, and others need significant adult support to access a meaningful education. In both cases, the supplemental Inclusive Education funding received by the school district is Level 2 funding.

While we use contractual ratios and calculations to provide initial allocations to schools, we also consult with schools to consider what might not be evident from a specific Ministry designation. Some schools may need more support, while others may need slightly less support. We try our best to be as fair as possible with the knowledge we have, and then we trust schools to create their own support schedules and to decide on how that staffing is used.



Student Support Services Department

Advocating for My Child

What is meant by “advocacy”?

Parents and guardians know their child best, and their knowledge and experience are essential to supporting a student’s educational programming and planning. Being an advocate means speaking up on behalf of the needs of the student, which is especially important for students with diverse abilities and disabilities, because often, they are not able to speak on their own behalf. The most effective way to be an advocate is to become a partner with the school. Establish good working relationships and positive connections with the Principal, Case Manager, and Classroom Teacher(s). Advocacy works best when it looks like an ongoing process to find solutions together, rather than fighting about who is “right”. For more information about being an effective advocate, please see [A Parent’s Handbook on Inclusive Education](#).

What is meant by “support”?

Often, we hear from parents that they would like to have more **support** for their child in our schools. We have noticed that there is an assumption that "support" means having a Certified Education Assistant (CEA). “Supports” are actually tools that students use as accommodations for their needs. There are many staff members, including CEA’s, who can help students access educational programming by using those supports with increasing independence. As much independence as possible is consistently a goal for the work that we do in our department.

The Case Manager, the Case Manager working with the Classroom Teacher on specific programming for students, and all the professional staff such as Speech Language Pathologists, School Psychologists, Occupational Therapists, Physical Therapists, and Teachers of the Blind and Visually Impaired and Teachers of the Deaf and Hard of Hearing are all staff members who can help students access educational programming. Nowhere in the Inclusive Education Manual from the Ministry of Education and Childcare does it say that students require or are entitled to CEA support. Those are individual district decisions. All of that being said, we do highly value the work of CEA's, which is why, as a district, we allocate significantly more CEA time in our schools than our neighbouring districts.

Process for Parent Concerns

As a school district, we believe in being partners with families to support students. From time to time, parents and guardians may have concerns. The School District 83 Leadership Team and the District Parent Advisory Council (DPAC) have jointly developed some guidelines that are intended to help prevent and/or resolve conflict. If you have a concern regarding your child, please discuss this directly with the staff member, Principal, or Vice Principal of your child’s school. If there is still a concern after this discussion, refer to [Communicating With Your School: A Guide for Families](#). We have included a copy of this resource in this guide for your reference.



K'w'saltktnéws ne Secwepemcúl'ecw (SD83) Communicating With Your School: A Guide for Families



K'w'saltktnéws ne Secwepemcúl'ecw School District No. 83

Communicating With Your School A GUIDE FOR FAMILIES

Developed jointly by SD83 and the SD83 District Parent Advisory Council

Ways to Build a Positive Relationship with Your Child's School

Be Involved

- Support and work with your child's teacher(s)
- Participate in your school's Parent Advisory Council (PAC)
- Attend school events and activities
- Offer to help in the classroom
- Support your child's learning at home
- Stay informed of your child's progress at school

Communicate

- Take opportunities to get to know the people who work with your child
- Ask your child about their school day
- Keep the school informed about issues that may affect your child by reaching out directly to the school, first, to problem-solve
- Don't wait for a small problem to become a large concern; your voice matters
- Stay updated on school activities via the school website and social media

Resolving Issues and Concerns

- **Make an appointment** - Making an appointment ensures concerns can be heard without distractions. Everyone should be informed, in advance, of who will attend the meeting.
- **Be Specific** - Communicate clearly about the concern. Making notes may help clarify your thoughts. Keep focused on what is best for the student. Collaboration is the key to success and both parents and staff are interested in the child's success.
- **Be Respectful** - Stay calm and be polite. Listen to everyone. Try to see the issue from the other person's perspective and be prepared to explore various solutions. Confidentiality is important.
- **Be Patient** - Give the process a chance to address the concern at each step before proceeding to the next step. Keep a record of actions taken.
- **Be Transparent** - Confirm that everyone understands the decision reached and any timeline involved.

Guidelines for Families to Follow When There is an Issue or Concern

- 1 Start with the staff member whose action has given rise to the issue or concern.
- 2 If the issue is not resolved, contact the school's principal or vice principal.
- 3 If the issue is still not resolved, contact the District Education Support Centre at 250-832-2157 and connect with a Family of Schools Lead.
- 4 If after working through the steps above, you have not received a decision or you disagree with the decision, depending on the nature of the issue you may be able to appeal to the Board of Education under Section 11 of the School Act: [Policy 220](#).

Other sources of support and guidance are your Parent Advisory Council (PAC) or the District Parent Advisory Council (DPAC). Your school office can provide you with the names of your school's PAC executive. The DPAC executive can be reached at: sd83dpac@gmail.com.



Student Support Services Department

Department School Teams and District Teams

What is meant by “School Team” and “District Team”?

The following charts provide more detail about the school teams and district teams that are part of the Student Support Services Department:

Student Support Services Department School Teams	
School Principal	Under the School Act, the school’s Principal is responsible for the overall implementation of educational programs and day-to-day operations. For students with Ministry designations, they are responsible for leading the School Based Team and ensuring that it is operational and effective, supervising of successful development and implementation of Individual Education Plans, meaningfully involving parents/guardians in consultation about placement or programming, and managing the available resources are available and staffing to flexibly and collaboratively to meet student needs. The Principal may delegate some of their responsibilities to other staff members, such as Vice Principals or Learning Resource Teachers, but they are ultimately responsible for ensuring that all Ministry requirements are met for students with disabilities or diverse abilities.
Learning Resource Teacher	Every school is staffed with a Learning Resource Teacher (LRT). In some small schools, the LRT may work part time, while in some larger schools, there may be more than one LRT. LRT’s are Case Managers for students with all of the Ministry designations in elementary schools and for all students in middle and secondary schools except for the “R” and “H” designations. The role has the following responsibilities: • work with the family and School-Based Team to develop the CBIEP • work closely with the Classroom Teacher to implement, monitor, and review the CBIEP • provide direct service to students in classroom, small group, and individual settings • in collaboration with the School Principal, oversees and schedules Certified Education Assistants
Elementary School Counsellor	Elementary schools have itinerant School Counsellors who are district staff members. They provide support to students who are struggling with behaviour regulation and a range of social-emotional needs. Their support in schools is both preventative and capacity building and also intervention. On the preventative side, they may support with co-teaching, social emotional learning, friendship group support, resource navigation for families and staff, and co-building school and community culture. They are routinely involved with the delivery of school-wide prevention programs such as WITS, EASE, and Open

	Parachute. On the intervention side, they attend School-Based Team meetings when possible, provide one to one counselling support by referral and with parental permission, support families and students with resource referrals, support school teams with threat assessments and worrisome behaviour assessments, and are part of the school teams for restorative practices. They are integral supports in the school and district Crisis Incident Response Teams.
Middle and Secondary School Counsellor	Middle and secondary schools are staffed with School Counsellors, who support students with social-emotional needs, case manage students with “R” and “H” designations, and also support the school with timetabling, course selection, and transition to post-secondary programs. They also facilitate referrals to other support services or outside agencies. Success in the classroom is the primary goal of their work. If clinical level support is needed, students should be referred to community counsellors or the Integrated Child and Youth team. Like elementary counsellors, the support of middle and secondary school counsellors in schools is both preventative and capacity building and also intervention. On the preventative side, they may support with co-teaching, social emotional learning, friendship group support, resource navigation for families and staff, and co-building school and community culture. They are routinely involved with the delivery of school-wide prevention and learning programs such as SOGI, Mental Health Literacy and Preventure. On the intervention side, they attend School-Based Team meetings, provide one to one counselling support if accessed by students or by referral, support families and students with resource referrals, support school teams with threat assessments and worrisome behaviour assessments, and are part of the school teams for restorative practices. They are integral supports in the school and district Crisis Incident Response Teams.
Certified Education Assistants	Certified Education Assistants are paraprofessional staff members who work under the directions of the Classroom Teacher or the LRT. Teachers are responsible for the planning, design, implementation and assessment of the educational program for students with disabilities and diverse abilities, while CEA’s often support with delivery of that programming. They may support with collecting achievement or behavioural data for teachers. For students with personal care needs, a CEA is usually primarily responsible for providing this level of care. Some CEA’s have additional training and skills in the area of Sign Language, Braille, and communication and speech therapy.
Youth and Family Workers/ Education Support Workers	Youth and Family Workers (YFW) work in secondary schools, while Education Support Workers (ESW) work in elementary schools, but there is quite a bit of overlap between the roles. They work with Classroom Teachers, School Counsellors, or LRT’s to support students with CBIEP’s in achieving the social-emotional or behavioural goals of students.

Bus Monitors	For bus routes on which there are students who need additional support in order to access school district transportation services successfully, bus monitors, who are usually CEA's, are assigned.
School Based Team	The School Based Team (SBT) meets regularly and plays a formal role as a school-based problem solving team who supports Classroom Teachers in developing and implementing strategies for students who do not have an CBIEP. They may also problem-solve, review and coordinate resources for students who already have an CBIEP but need additional supports. The School Based Team is usually composed of the following people: • the Principal and/or Vice Principal • Learning Resource Teacher(s) • Classroom Teachers (for specific concerns) • Counsellor(s) • other staff as required such as the Indigenous Education Worker (IEW), Indigenous Education Success Teacher, Indigenous Outreach Worker, CEA, ESW/YFW
Expanded School-Based Team	The purpose of the Expanded School-Based Team is to bring in additional expertise and available resources for a specific student. It is still a collaborative problem-solving and planning team. The School-Based Team may be expanded to include: • parent/guardian and/or the student • MCFD or CYSN Social Worker • outside service providers such as community-based counsellors, medical professionals, district staff, behavioural consultants, advocates/supports for the family/student, Band Education Department members • Inclusive Education Department staff • Indigenous Education Department staff

Student Support Services Department Leadership Team	
Assistant Superintendent – Indigenous Education and Student Supports	The Assistant Superintendent – Indigenous Education and Student Supports leads both the Indigenous Education Department and the Student Support Services Department and is a member of the Senior Leadership Team. This role provides leadership, direction, and supervision of the departments, and is responsible for fiscal duties within the department budgets. Equity initiatives, inclusion, anti-racism, and Indigenous community connections are all part of this role.
District Principal or Vice Principal – Student Support Services	The District Principal or Vice Principal – Student Support Services reports directly to the Assistant Superintendent – Indigenous Education and Student Supports. As part of the Student Support Services Leadership Team, the District Principal or Vice Principal – Student Support Services leads the inclusion side of the department, supporting school-based teams with CBIEP planning and program implementation for Ministry-designated students, transition planning for students with disabilities and diverse abilities, allocating and

	supervising Learning Resource Teacher, CEA, and department itinerant support staffing in schools, developing and monitoring safety protocols for staff working with students with complex behaviours, receiving and following-up with Student to Staff Threat Reports, and assuming responsibility for Ministry Inclusive Education audit compliance. The District Principal or Vice Principal – Student Support Services leads inter-department collaboration on high quality professional learning to implement innovative and up-to-date instructional practices that support the needs of all students, collaborates with school-based PVP in the implementation and use of research-based instructional strategies and innovative practices to ensure that all students have access to meaningful and effective learning opportunities, and coordinates professional learning activities for various staff under the Student Support Services umbrella. The District Principal or Vice Principal – Student Support Services liaises with parents, school and District staff, Ministry of Education, MCFD and other support agencies, and manages the District partner role for SET-BC, POPARD, PIOP, POPFASD, POPDB, PRCVI, Auditory Outreach, and supervises the itinerant specialist team, SLP's, ELL team, and the District Inclusion Support Teachers.
District Vice Principal – Student Wellness	The District Vice Principal – Student Wellness reports directly to the Assistant Superintendent – Indigenous Education and Student Supports. As part of the Student Support Services Leadership Team, the District Vice Principal – Student Wellness provides leadership in maintaining safe, caring and inclusive schools, supporting in Safer School initiatives including training and processes (including Worrisome Behaviour), serves as the liaison between district/school counsellors and the Integrated Child and Youth Team, collaborates between the Student Support Services Department team and the District Vice Principal of Early Learning and Childcare to support social emotional learning. The District Vice Principal – Student Wellness collaborates with District senior leadership, school principals, employee groups, community partners, and outside agencies, to develop a vision for school safety, CommunityLINK funding, Integrated Child and Youth Teams, and social emotional learning across the district. The District Vice Principal – Student Wellness supervises District counsellors, leading research-informed, trauma informed, culturally responsive, and inclusive education practices in all departments within SD83.

Student Support Services Department District Staff (District Teams)	
Bridge Teachers and Inclusion Resource Teachers	Bridge Teachers and Inclusion Resource Teachers support classroom teachers in addressing complex student behaviour and social-emotional needs. The role involves co-teaching, coaching, mentoring, and collaborative problem-solving to promote inclusive practices using district-directed functional behaviour intervention and support. They develop and implement Employee Safety Plans and Positive Behaviour Support Plans according to district standards. Working with school teams and District Inclusion Support Teachers, they help develop and implement evidence-based strategies that foster safe, caring, and inclusive learning environments. This may include supporting students during unstructured times and across classroom, school, and community settings.
Orientation and Mobility Specialist (COMS)	Orientation and Mobility (O&M) represents the skills, knowledge, and tools that students with visual impairment will need to travel safely, efficiently, and gracefully at home, school, and in the community. A Certified O&M Specialist (or COMS) has successfully completed a post-graduate program of study in Orientation and Mobility, passed a knowledge exam and maintains their certification through continuing education, service, and professional practice. O&M specialists teach their students how to answer the questions: "Where am I?", "Where am I going?" and "How am I going to get there?" O&M specialists teach people how to move about their homes, schools, communities and workplaces with safety and confidence. Orientation and mobility training should not be restricted to the school environment but should include other environments in which the student is required to function at different times of the day.
Teacher of Students with Visual Impairments (TSVI)	A TSVI has a valid B.C. Teaching Certificate and a Master's degree in the education of the visually impaired. The TSVI will share with the team how a student's visual impairment impacts their learning and development. This information helps all members of the team appreciate access issues the student faces at home, school, and within the community as well as how to plan and implement meaningful instruction for all students in their classroom. TSVIs are itinerant teachers who travel to students in grades K-12 in schools within the school district. TSVIs provide a unique educational approach to support the full inclusion, access and development of students who are partially sighted or blind. This collaborative teaching approach varies with each student's needs, the school's needs and the team's needs. Some examples of the TSVI's role in schools: 1. A direct role with students that includes teaching and conducting assessments within the 9 areas of the Expanded Core Curriculum (ECC) to best support the student CBIEP. 2. A supportive role to consult and/or collaborate with families, classroom teacher, Learning Resource Teacher (LRT), EAs, braillists/alternate format transcribers, deaf blind intervenors, administration, specialized itinerant professional such as orientation

	and mobility specialists, physiotherapists and occupational therapists and community organizations. 3. A facilitative role to share information during meetings, share/interpret vision related assessment and evaluations, review new referral information, monitor student's eye condition progression/eligibility, as well as observe students and offer suggestions to the school team. 4. An informative role to provide resources, student materials, in-services, arrange and invite Provincial Outreach for school/classroom visits, and train school staff to best support a student's full access to ensure the BC Core Curriculum is accessible to students who are partially sighted or blind. School teams must include the TSVI in communication and planning (including CBIEP meetings) when supporting a student whose vision meets the Ministry of Education and Childcare criteria for visual impairment.
District Inclusion Support Teachers	The District Inclusion Support Teacher promotes and supports inclusion for all students in the most enabling environment within their school community. The DIST works directly with the Student Support Services Leadership Team and school teams to support and plan student-centered interventions for students with significant academic or behavioural needs. They coach, model, and support school teams with Universal Design for Learning, Multi-Tiered Systems of Support, Employee Safety Plans, Positive Behaviour Support Plans, Non-Violent Crisis Intervention, transition planning into Kindergarten, between schools, and into adulthood. They provide professional learning and mentoring for teachers and LRT's in CBIEP development, data collection and interpretation, case management, audit compliance, and student programming. Rarely, they provide direct service in schools to support school teams with significant situations. In addition, they develop resources, forms, guides, and tools for use within the Student Support Services Department.
English Language Learner Teachers	ELL Teachers have specialized training in ELL methodology. They specialize in strategies and supports for English Language Learners and provide support to LRTs and classroom teachers. They work closely with ELL students, providing individualized instruction and support to meet their unique language needs. They collaborate with teachers and provide a combination of push-in, small group, and individual support. ELL teachers also play a key role in the district in fostering cultural understanding and appreciation in school communities by promoting diversity, inclusivity, and respect for different cultures, helping to create a welcoming and supportive environment for ELL students and their families.
Occupational Therapist	Occupational Therapy (OT) plays an important role in supporting students' school participation and success. OT in schools supports students' participation in daily activities, such as writing, using scissors, tying shoelaces, and engaging in classroom learning. By focusing on self-regulation, motor skills, visual-motor integration, OT helps create adapted classroom activities, materials, and routines to meet

	unique student needs. OT collaborates with school-based teams, to understand students' strengths and challenges in various areas of development. Individual assessments and collaboration between OT and the school-based team help create supportive classroom environments. This collaborative approach helps build classrooms with accommodations and modifications that support students' success. OT uses a variety of assessment tools and techniques to gather data about students' strengths and areas for improvement. These assessments may include observations, standardized tests, and interviews with the school-based team and parents. The information gathered from these assessments helps OT tailor interventions to meet the specific needs of each student. Through collaboration with school-based teams, individual assessments, and evidence-based interventions, OT helps create inclusive classroom environments that cater to the diverse needs of students.
Physiotherapist	Physical Therapy (PT) in schools focuses on supporting students with motor skill or mobility challenges. The PT collaborates with school teams, including teachers and other professionals, in a consultative role, to ensure that students have the necessary support to participate fully in their educational experience. Through screening, assessment, staff training, program planning, and equipment recommendations, the PT helps maximize students' functional independence at school. Based on the assessment results, the PT develops individualized intervention plans for students. These plans outline specific goals, strategies, and activities to address students' motor skill or mobility challenges. The PT collaborates with teachers and other school professionals to implement these plans and monitor students' progress over time. By regularly reviewing and adjusting the intervention plans, the PT ensures that students receive ongoing support to meet their physical development goals. Specialized equipment may be recommended by the PT to maximize a student's functional independence at school. This can include assistive devices, such as walkers or wheelchairs, which help students move around the school environment safely and efficiently. The PT works closely with the student, their family, and the school team to ensure that the recommended equipment is appropriate and properly utilized to meet the student's specific needs. With eligible students, PT assists the student and their family with funding acquisition for required positioning and mobility equipment. In conclusion, physical therapy in schools plays a vital role in supporting students with motor skill or mobility challenges. Through collaborative consultation with school teams, screenings, assessments, staff training, program planning, and equipment recommendations, the PT helps maximize students' functional independence at school. By addressing students'

	specific needs and providing ongoing support, physical therapy promotes their participation and success in the educational setting.
Speech and Language Pathologists	Speech and Language Pathologists (SLP's) provide a continuum of services to schools, including assessment, consultation, and direct therapy, mostly for students in elementary school, for students who have difficulty expressing themselves due to speech problems or due to weaknesses for language understanding and/or expression, including social language. For a very small number of students with significant language needs, direct support may continue until graduation. Priorities are determined by the severity of the student's expressive, receptive, and/or social language deficits, intelligibility, fluency, and voice. Services are provided by referral from School Based Team. They may provide services such as: supporting with assistive technology; communication assessment; interpretation of assessment results; providing recommendations to families and classroom teachers; developing goals and strategies for students with an CBIEP in collaboration with their Case Manager; providing appropriate programming and materials for students with language, learning, articulation, voice, or fluency disorders; providing direct intervention individually in small groups; and attending School Based Team when possible to participate in discussion of teacher referrals.
School Psychologist	School Psychologists provide consultation to school teams and support for students with disabilities and diverse abilities. They collaborate and consult with school teams to assess the learning situation for a referred student, and make recommendations for appropriate programming and/or assessment. Their role is to complete comprehensive Psycho-educational Assessments for students referred by School Based Team to gain further understanding of their cognitive, psychological, academic, social-emotional, and behavioural functioning. They identify barriers to student achievement that may be contributing to negative behaviour or avoidance. When appropriate, they diagnose specific learning disorders and make recommendations for Ministry designations. Recommendations may include adaptations, modifications, and/or accommodations that may be implemented by students, families, and schools to benefit the referred student. They also interpret assessment results either by means of creating a Psycho-Educational Assessment report or interpreting reports completed by other qualified professionals. They provide professional learning opportunities for school staff to build capacity in assessment.
Teacher of the Deaf and Hard of Hearing	Teachers of the Deaf and Hard of Hearing (TDHH) are specially trained professionals who support students who are deaf and hard of hearing in multiple ways. They support designated students with their communication goals and work with students who use hearing aids, FM systems, or who have cochlear implants. They help train staff and students to use assistive technology properly and support with Kindergarten hearing screening. The TDHH advocates for inclusive and accessible teaching practices and collaborates with Case Managers and classroom teachers on goals and

	strategies for the CBIEP's of students with an "F" designation. They support social-emotional issues, and help build understanding of the barriers experienced by students who are deaf or hard of hearing. They create opportunities to connect students who are deaf and hard of hearing both within and outside of the district, and help students to understand their hearing abilities, equipment, and strategies that will help them to be successful at school and in their adult lives. School teams must include the TDHH in communication and planning (including CBIEP meetings and School Based Team Meetings) when supporting a student whose vision meets the Ministry of Education and Childcare criteria for deaf and hard of hearing.
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Student Support Services Department

How do Students Receive Designations?

How do we know if a student should have a designation?

In some cases, although this is rare, students already have the documentation in place for a designation when they enter the school system. In these rare cases, it was evident to parents/caregivers and medical professionals that the student had a disability or diverse need, and the appropriate testing was pursued to develop a diagnosis.

More frequently, once students have started school, the classroom teacher, using observation, early learning screening tools, and classroom assessments, becomes concerned about the achievement and/or rate of skill acquisition of a particular student. The classroom teacher makes a referral to School Based Team. During the initial referral to School Based Team, team members usually offer additional strategies or universal supports for use by the classroom teacher. Sometimes, members of the team will suggest conducting a file review to determine if there is documentation in the student's file that has been missed, or if there is a pattern of this learning challenge. Where there is need for further support, the School Based Team would refer the student to the Student Support Services Department for assessment. In some cases, the designation cannot be determined by a School Psychologist, and the school can support the family with seeking a diagnosis through the medical system. For example, only high incidence categories can be diagnosed by a School Psychologist, while all low incidence categories must be diagnosed by medical practitioners.

What is meant by "Formal Standardized Testing"?

There are several types of formal standardized assessments. Level A assessments are ones that measure achievement, foundational skills, literacy, numeracy, or they may be screening tools. These assessments are typically completed by the classroom teacher, and are generally for all students. Most Learning Resource Teachers and School Counsellors are qualified to perform Level B testing at the school as a screening tool to determine if more testing is required. The Level B testing that we use in our district is the Wechsler Individual Achievement Test (WIAT).

Level C assessments can only be performed by more qualified specialists such as School Psychologists. They measure verbal comprehension, perceptual reasoning, fluid reasoning, working memory, and processing speed. For a Psycho-Educational Assessment, it is necessary to complete the WIAT within six months of the assessment. If the WIAT's scores indicate that the student should undergo a Psycho Educational Assessment, they should be referred to the School Psychologist through the Student Support Services Department, and we ensure that the assessment is completed in a timely manner. Even if the Psycho Educational Assessment does not result in a diagnosis, the results can be helpful to schools and families in learning more about how best to support the student.

If families choose to do so, they may wish to pursue Level C assessments privately. As long as the assessment has been completed by a qualified psychologist (registered by the College of Health and Care

Professionals of BC) who is certified to conduct Level C assessments and the criteria for a specific designation is met in the report, we can use that assessment. The Student Support Services Department is responsible for determining if a student meets the Ministry criteria for a specific designation. In some cases, even when there is a diagnosis, the student may not require a CBIEP. For example, if the student requires little to no adaptations to educational materials, or the student requires no additional services to be successful in a school setting, we may not apply a designation to a student. If this is the case, we do not apply a Ministry designation to that particular student, and that student does not have a CBIEP.

How does Student Support Services prioritize Psycho Educational Assessments?

When a school's SBT makes a referral for a Psycho Educational Assessment, a district team reviews the referral and places the student on a School Psychologist Priority List. Sometimes families hear that their child is "on the list" and assume that there is a "wait list" that we work through in order of referral. School Psychologist services are provided in order of priority. It is important to note that demand is always greater than what we are able to provide, which is why we use a "priority list" rather than a "wait list".

Highest priority is given to students in Grades 10, 11, and 12 who have previously been assessed, but require reassessments for eligibility for Community Living BC supports as they transition into adulthood, or learning or accessibility accommodations in post-secondary programs. As an act of Reconciliation, students with Indigenous ancestry who live on Reserve are prioritized for assessment. The district team also considers new assessments based on severity of need and reassessments when necessary. The district team attempts to balance the available time of School Psychologist services, which means that occasionally, lower priority assessments may be scheduled before all higher priority assessments have been completed.

What is meant by "De-Designation" or "Delisting a Designation"?

There are many students who have designations at some point in their educational journey who no longer require or no longer qualify for the designation. All designations are reviewed annually, and if a student no longer requires or no longer qualifies for the designation, the Case Manager will apply for "de-listing" the designation. That is the terminology we use in our district, but some other districts use the terminology "de-designation". Parents/guardians must be informed of de-listing the designation, along with the rationale for de-listing. Regardless of whether a student is designated with Ministry designation, schools and families will work together to best support that student.

Some designations are meant to be temporary. For example, a student with Type 1 Diabetes who is so young that they require a Nursing Support Services (NSS) Plan to manage their condition at school, would qualify for a "D" (Physical Disability or Chronic Health Impairment) while that NSS Plan is in place. Once the student is able to manage their condition independently or with minimal supervision and no longer requires a NSS plan, the designation is de-listed. Another example would be Category H (intensive Behaviour Intervention or Serious Mental Illness), which may be designated while a student is in crisis and is accessing significant external agency interventions in collaboration with the school team temporarily. Once that student no longer requires the intensive interventions, the designation is de-listed.



Student Support Services Department

Multi-Tiered System of Support

What is the Multi-Tiered System of Support?

We used to use the term “Response to Intervention”, which was sometimes referred to as RTI or the RTI Triangle. The RTI Triangle is a framework for formative assessment that involves collecting data on a regular basis to make instructional decisions in a multi-tier model. RTI is based on the principle of prevention and early intervention. By using ongoing assessment to inform teaching practice and allocate instructional resources, teachers provide appropriate, evidence-based interventions or supports.

We have begun to use the term “Multi-Tiered System of Support” (MTSS) instead, because the idea focuses on *supports* rather than *interventions*. MTSS also looks at the social-emotional and behavioural side of supporting students as well as the academic side. Social-emotional and behavioural support often overlaps or works hand in hand with academic supports.

How is MTSS used in School District 83?

In current educational research, MTSS is considered very good practice and is intended for use in instruction for all students. The multi-tiered system of support is based on the concept that with effective, universal instruction and positive behaviour systems and structures as a strong foundation, referred to as Tier 1, helps all students to be successful learners. For some, students, they require additional targeted supports, and for few students, they require intensive and individualized supports. We use the framework to support the whole child on both the academic side and the social-emotional and behavioural side to be success. It is a series of timely, systematic, increasingly focused, and intensive research-based instructional practices and supports and behaviour approaches and plans based on provincial curriculum and continuing assessment of student learning and development.

Tier 1: All students receive high-quality, inclusive instruction, with a variety of learning resources, using universal supports, with multiple ways to access learning. Students have access to the provincial curriculum and evidence based instructional and behavioural practices including differentiated instruction and universal design for learning to meet their learning needs. All students are explicitly taught positive behaviour expectations and there are school and class-wide approaches to teaching and reinforcing behaviour. Most students will have all their academic and behavioural needs met in this tier.

Tier 2: Some students need targeted supports to supplement Tier 1 supports to be successful, such as a little more time, support, and instruction to develop skills, which may happen in the classroom and occasionally individually or in small groups outside the classroom. Some students require supplemental targeted behavioural intervention and planning, usually individually or in small groups.

Tier 3: A few students may need intensive interventions or supports for accessing academic programming at the district level or outside the school system. In addition, and often overlapping, a few students may need individualized or intensive interventions or supports with behaviour, mental health at the district level or outside the school system. These support measures may take place in the general learning environment or in an alternative setting and include access to BC curriculum if the student is capable, or to replacement learning standards aligned with the curriculum.

What does the Multi-Tiered System of Support Look Like?

Multi-Tiered System of Support

Academic Systems

Behavioural Systems

often overlap

TIER 3:

Intensive, Individual Support and Interventions (FEW students)

A few students may need intensive interventions or supports for accessing academic programming at the district level or outside the school system.

- Itinerant Specialist and Inclusion Support Teacher referrals and support
- SLP ongoing support
- Integrated Case Management

A few students may need individualized or intensive interventions or supports with behaviour, mental health at the district level or outside the school system.

- Inclusion Support Teacher behaviour support referrals
- ICY referral
- Integrated Case Management

TIER 3:

Intensive, Individual Support and Interventions (FEW students)

TIER 2:

Targeted Support and Interventions (SOME students)

Some students need a little more time, support, and instruction to develop skills, which may happen in the classroom and occasionally individually or in small groups outside the classroom.

- SBT referral when consistent Tier 1 strategies are ineffective
- essential supports and adaptations/modifications
- SBT reviews student response to current interventions
- SBT develops classroom responses that ensure that universal and/or essential supports are in place
- SLP referrals and service
- ELL referrals and service
- LRT/CEA push-in or occasional pull-out supports for development of lagging skills or CBIEP goals
- development of CBIEP or Student Support Plan as needed

Some students require supplemental targeted behavioural intervention and planning, usually individually or in small groups.

- SBT referral when consistent Tier 1 strategies are ineffective
- SBT reviews student response to current behavioural interventions
- SBT develops classroom responses to behaviour
- Positive Behaviour Support Plans
- Employee Safety Plans
- counsellor referral
- SAFE plans
- Worrisome Behaviour plans
- restorative practices
- discipline if appropriate
- sensory or movement breaks
- behaviour contracts

TIER 2:

Targeted Support and Interventions (SOME students)

All students receive high-quality, inclusive instruction, by using a wide range of learning tools, resources, universal supports, and different ways to learn or show their learning.

- classroom teacher is primarily responsible for Tier 1 instruction but consults as needed with school team
- learning is differentiated
- multiple entry points and opportunities for extension
- universal supports available for all learners
- essential supports consistently available to students with designations
- strength-based approach to ability

All students are explicitly taught positive behaviour expectations, and there are school and class-wide approaches to teaching and reinforcing behaviour.

- positive behaviour systems in classrooms
- positive school and classroom environment and culture
- classroom teacher primarily responsible for Tier 1 behavioural management and supports
- trauma-sensitive
- SEL programs/learning
- equity-centered
- mental health learning

TIER 1:

Universal Support and Interventions (ALL students)

TIER 1:

Universal Support and Interventions (ALL students)

All students requiring Tier 3 supports also require Tier 1/2 supports.
All students requiring Tier 2 supports also require Tier 1 supports.

All students requiring Tier 3 supports also require Tier 1/2 supports.
All students requiring Tier 2 supports also require Tier 1 supports.



Student Support Services Department

Universal Design for Learning and Differentiation

About Universal Design for Learning

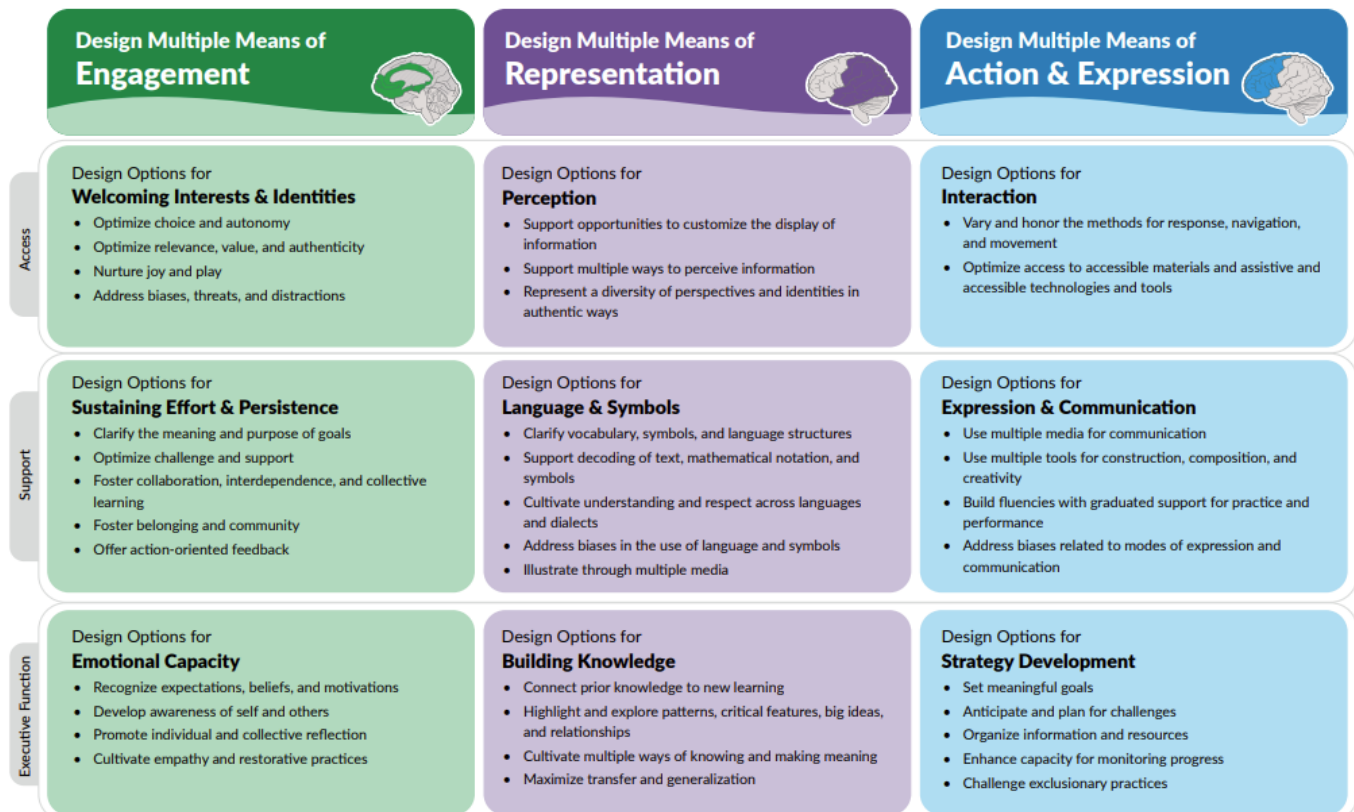
Universal Design for Learning (UDL) is a framework for designing instruction that meets the needs of all learners. The framework is based on research about how all humans learn, and recognizes and accommodates varied learning needs. It includes “universal” in the title because the framework allows for multiple access points into every learning area. When using UDL to design instruction, teachers proactively address needs rather than retroactively putting supports in place for students with learning differences. It provides support for all students and motivates through the element of choice.

UDL was originally developed by CAST. CAST (a nonprofit education organization that uses the acronym that used to stand for their old name - Center for Applied Special Technology) revises the guidelines periodically because the framework is based on research, and educational research is an ongoing, iterative process.

The framework has three different domains for designing instruction. Teachers should provide multiple means of Engagement, Representation, and Action and Expression.

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



Each of these domains activate parts of the brain. “Engagement” activates the affective networks, the “why” of learning. “Representation” activates the recognition networks, the “what” of learning. “Action and Expression” activate the strategic networks, the “how” of learning. Under each of the domains, there are suggestions of providing options for access to the curriculum, building on the learning, and ways for learning to be internalized. There is of course a goal at the end: expert learners who are “purposeful and motivated”, “resourceful and knowledgeable”, and “strategic and goal-directed”.

The new guidelines for UDL, which were released on July 30, 2024, were developed because we are at an evolved point in understanding the impact on learning in our system as a result of inherent and overt biases, race, culture, place of origin, sexual orientation and gender identity, socio-economic background, poverty, and systems of exclusion.

UDL is an ideal fit for BC’s curriculum. The B.C. curriculum recognizes that not all students learn at the same rate, in the same learning environment and in the same ways. Decisions on educational support measures should be made with the needs and interests of the student at the center. When selecting specific topics, activities, and resources to support the implementation of the provincial curriculum, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. Teachers have the responsibility to ensure that classroom instruction, assessment, and resources are accessible to all students, respect diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect and acceptance. This includes diversity in family compositions and gender orientation. We have a very diverse population in this province, with young people of varied backgrounds, interests, and abilities. Each student contributes to our society and brings attributes that can significantly enrich the life of the school and enhance learning for all students.

About Differentiation

Carol Ann Tomlinson is considered an expert in differentiation. She believes that it is essential to understand the individual learning style and readiness to learn of students in a class before designing instruction, and then tailoring that instruction to that group of students, by offering differentiated content, process, product, and learning environment. Differentiation is a highly effective method of designing instruction for students with learning differences and also those who are high achieving. Differentiation also increases engagement because students often have choice in what they learn and how they show what they know or understand.

What is the difference between UDL and Differentiation?

Differentiation is an approach used by teachers to ensure that they are meeting the needs of learners by varying their instructional and assessment methods, providing choice to students, and adapting curriculum for students with learning differences. Like UDL, when using the approach of differentiation, teachers need to be flexible, and adjust the curriculum for students. Teachers differentiate the content, process, product, and learning environment according to the readiness, interest, and learning profile of students. They do this by using a variety of instructional approaches, often embedding choice for students to show what they know or understand. Basically, in order to implement UDL effectively, teachers need to be able to differentiate skillfully.



Support Services Department Supports, Adaptations, and Modifications

What are Universal Supports?

As we discussed in the section on Universal Design for Learning and Differentiation, most students can be successful with Tier 1 Interventions and Support through high quality classroom instruction, assessment, feedback, and universal support. The most meaningful supports are designed as a part of lesson planning and are embedded into daily teaching practice.

Teachers present the information using a variety of learning resources in efforts to meet the learning preferences of the students in the classroom. Teachers plan for students to access information through different means such as reading, listening, experimenting, and speaking. They also provide students with options to demonstrate their learning in a variety of ways such as writing, oral presentations, PowerPoint presentations, skits, and projects. When planning for the widest range of learners within a classroom from the start, UDL principles and strategies benefit all learners by maximizing access points.

“Universal Supports” are tools that are available to all learners to support their learning. We use the term “universal” because any student may use these tools; they do not have to have a CBIEP or a Ministry designation.

What are some examples of Universal Supports?

This is by no means an exhaustive list, but here are some examples of universal supports:

- digital/audio texts or peer helpers to assist with assigned readings
- access to assistive tools/technology (e.g., work processors, calculators, text to speech/voice to text tools, magnifiers, FM system, etc.)
- alternate ways of demonstrating learning standards
- graphic organizers/strategy list to assist students
- extended time to complete assignments or tests
- extra support to develop and practice study skills
- pre-teaching key vocabulary or concepts and providing multiple exposure to materials

The terms **supports**, **adaptations**, and **modifications** are often used interchangeably, and it is helpful to understand the distinction.

Supports are tools or services that help a student access learning. They might be **universal** (available to all students), or **essential** (individualized and available to specific students).

Adaptations and **modifications** are terms that we use in reference to the curriculum.

Adaptations change **how** a student completes a task or accesses information. Students who use adaptations are still following the BC curricular expectations. Most students with a CBIEP will have a list of adaptations that are required.

Modifications change **what** a student is expected to learn because they are not cognitively capable of meeting curricular expectations. Some students with a CBIEP will have modified programs that are required.

- explicit teaching to nurture a classroom community and sense of belonging
- differentiated instruction
- goals identified by the student
- culturally responsive teaching
- self-regulated learning
- social-emotional learning
- student voice and choice

What are Essential Supports?

“Essential Supports” are highly individualized tools that a specific student with a Ministry designation must have to access the curriculum. They are sometimes formally identified through medical, psycho-educational, or clinical assessments, and are listed as part of a student’s CBIEP.

What are some examples of Essential Supports?

This is by no means an exhaustive list, but here are some examples of essential supports:

- ASL Interpreter
- Guide dog
- Personal hearing aid(s)
- Designated reader or scribe
- Personal FM/RMT (Remote Microphone Technology) system
- Closed Circuit Television (CCTV)
- Video magnifier
- Alternative formats (Braille, large print, auditory, specialized assistive technology)
- Low vision tools (monoculars and magnifiers)
- Technology such as Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch
- Orientation and Mobility Support (lift, walker, standing frame, cane, GPS etc.)
- Specialized equipment (Slant board, switch interface, Powerlink, audio hub etc.)
- Alternative personal work space
- Specialized Seating (Source of sound to stronger ear, individual wedges etc.)

What are adaptations?

Most students are able to achieve the learning standards and curricular competencies of the curriculum. A few students may require adaptations – teaching and assessment strategies and supports – to do so. Adaptations are designed to accommodate the needs of students with learning differences. An adaptation can be given to any student, regardless of if they have an CBIEP.

Adaptations are frequently misunderstood. It can be perceived that they give unfair advantage to students; however, they are just tools to allow capable students to access the curriculum. Not providing adaptations to students with learning differences is unfairly penalizing those students.

When assessing students who require adaptations, their achievement should be a direct result of how well they are meeting the learning standards and curricular competencies WITH the necessary adaptations in place. The use of adaptations should be noted in the descriptive feedback of the communication of student learning. Essential adaptations should be included in a student's CBIEP.

What are some examples of adaptations?

This is by no means an exhaustive list, but here are some examples of adaptations:

- audiobooks, electronic texts, e-reader
- assistive technology for writing such as speech to text, use of a word processor, word prediction software, spell-checker
- alternatives to written assignments to show knowledge and understanding
- graphic organizers
- pre-teaching of concepts
- individualized homework/practice
- extended time for assignments/tests
- copies of notes
- separate space
- access to dictionary/thesaurus
- access to calculator
- working on learning standards/curricular competencies from a younger grade
- remedial teaching
- learning assistance time
- EA support/peer support
- strategic seating
- individualized timetable
- preferential scheduling
- reduced quantity of work
- alternative materials
- choice of learning materials
- manipulatives, number lines, counters
- scheduled breaks
- participation by choice

What are modifications?

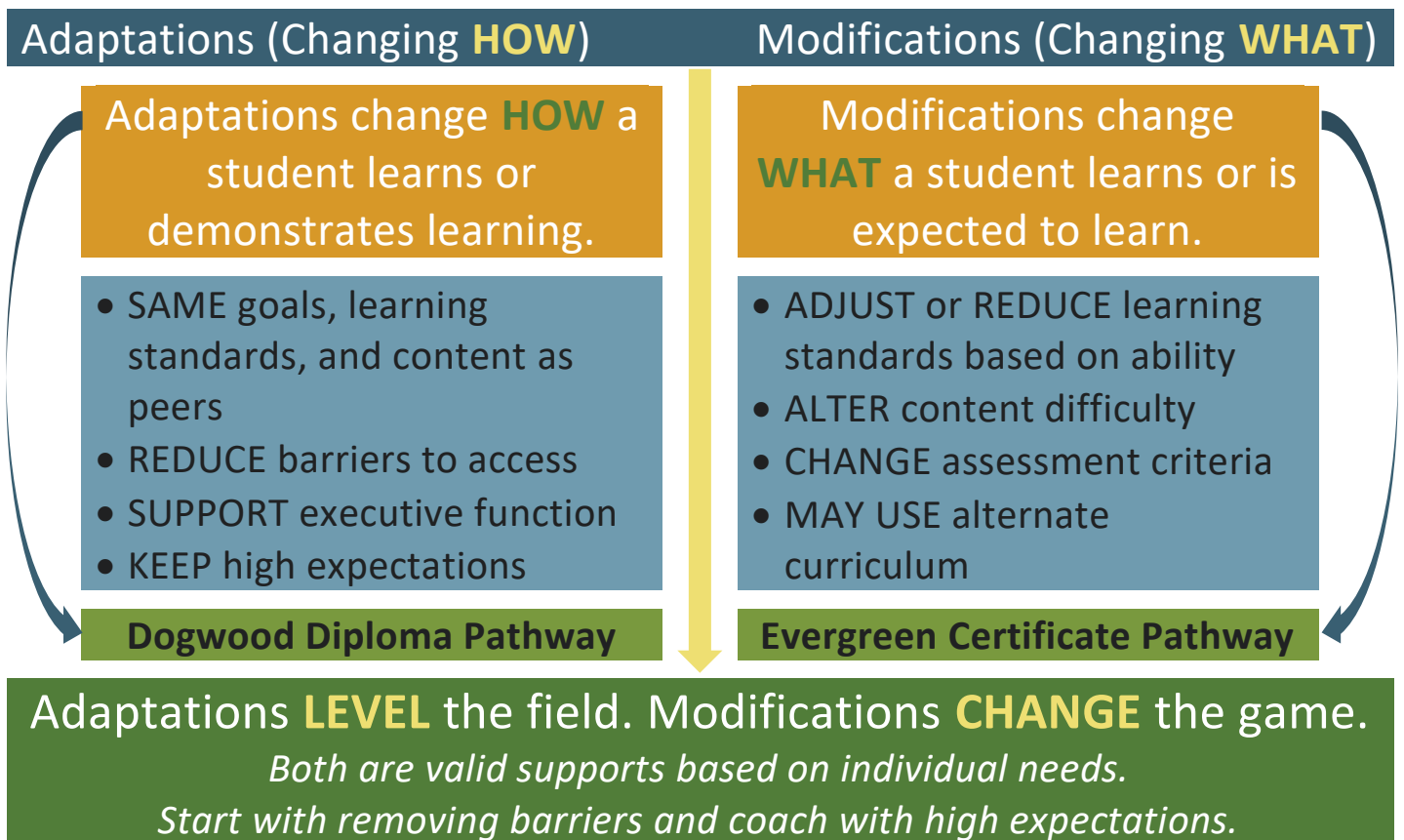
A very small number of students, despite providing adaptations, are not able to meet the learning standards and curricular competencies of the curriculum in one, some, or all content areas. Using modifications should be a rare and carefully considered practice, only done after all attempts to provide adaptations have been made. Modifications may be applied to only some subject areas, and the modifications may not be permanent. Students on modified programs have rich, individualized, and meaningful education programs specifically targeted to a student's ability and needs. Modifications change WHAT a student is being taught, while adaptations change HOW a student is being taught.

In our school district, students are not formally on a modified program until Grade 10 (entry in the Graduation Program), although in some cases we may know that the disabilities or diverse needs are so profound that the program is modified right from the start. It is important to consider that students in the Graduation Program who are on a modified program will not be able to achieve a Dogwood Diploma; they will achieve a School Completion Certificate (Evergreen). Informed consent from a parent/caregiver must be established before a student is placed on a modified program.

What are some examples of modifications?

This list is by no means exhaustive, but here are some examples of modifications:

- content/evaluation is at a lower level of conceptual difficulty
- content is less difficult but still age appropriate
- assignments are designed so that a student feels successful
- program mirrors Dogwood track program as much as possible
- life skills, functional academics
- significantly lower grade level of content or learning standards
- assistive technology such as speech to text, text to speech, calculator, e-readers
- alternate assignments
- EA support, peer support and mentoring, preferential grouping
- reduction in work load, answering fewer and less complex questions
- responding at a functional level
- choice in how a student shows what they know/understand
- preferred activities
- token economy, positive reinforcement
- frequent or scheduled breaks





Student Support Services Department

Competency-Based Individual Education Plans (CBIEPs)

A Competency-Based Individual Education Plan (CBCBIEP) is a collaborative, cyclical process that is repeated at least once every year if a student has a Ministry designation. They include goals, objectives, and strategies that are individualized for each student to help the school meet the academic, social, and behavioural needs. Effective CBCBIEP's are strength-based and student-centred.



There are four stages to the CBIEP Process:

1. Gather Information
2. Develop CBIEP in Consultation with Family
3. Implement CBIEP
4. Review/Update CBIEP in Consultation with Family

Looking at the diagram, you will see that consultation overlaps the “Gather Information” and “Develop CBIEP” parts of the process. You will also see that collaboration overlaps the “Implement CBIEP” and “Review and Update CBIEP” parts of the process. Students with a CBIEP have a whole support team around them that includes their families, school and district staff, and in some cases outside services and agencies as well.

- Gathering information takes place in the Fall before developing the CBIEP, or shortly after the student receives a new designation.
- The Case Manager should connect with the Classroom Teacher, complete a file review, and observe the student in a couple of different environments.
- Before the CBIEP meeting, a Strength-Based Student Profile – Parent/Guardian Questionnaire should be sent home, so parents have time to think about what they might want to have included in the CBIEP.
- Depending on the age and ability of the student, a meeting may be held with the student to complete a Strength-Based Student Profile – Student Questionnaire so that the student has time to think about what they might want to have included in their CBIEP, and to share their interests, strengths, stretches, and needs. Some students might be able to complete this form independently.
- The Case Manager should plan the CBIEP Development Meeting, and should invite the parent(s), student (if appropriate), classroom teacher(s), Principal, and CEA (if appropriate). For some students who receive support from other District professionals, such as the Speech and Language Pathologist, the Occupational Therapist, the Physiotherapist, the Teacher of Students with Visual Impairments, or the Teacher of the Deaf and Hard of Hearing must also be invited. For students who live on Reserve, the parents may request members of their Nation's Education Department attend and may ask that the meeting be held in their community.
- There should be enough time for collaborative discussion and planning. During the meeting, the Case Manager will not be writing the CBIEP, but instead gathering information from the whole team to assist in the development.



- After the CBIEP Development Meeting, the Case Manager will collate the information gathered during the meeting as well as the information from the parent and student forms to create the CBIEP.
- It must contain:
 - the student's information,
 - evidence of parental involvement,
 - the specific date, specific, measurable, achievable, and relevant objectives,
 - a review date, and
 - progress indicators.
- The CBIEP is sent home to the family and shared with the student's team to ensure that the plan will be followed. The CBIEP is a living document and may be revised from time to time to ensure that the needs of the student are being met.
- The CBIEP should be developed in the Fall to allow progress to be monitored by the first Communication of Student Learning, but this may vary if the student receives a designation midway through the year.



Develop CBIEP



Implement CBIEP

- The classroom teacher is primarily responsible for the student's program, but they may collaborate with the Case Manager or other professionals, and may be supported by an CEA.
- Throughout the year, when Communication of Student Learning is occurring, the objectives and progress of the CBIEP must also be reported on.
- For students with particularly complex needs, tracking of the progress might occur more frequently.
- It is the responsibility of the Principal to ensure that an CBIEP is in place, and that the CBIEP is being followed by all members of the team.



Review and Update CBIEP

- Near the end of the school year, the CBIEP should be reviewed with the student's team to assess the effectiveness of the plan. This provides important information for next year's CBIEP Development. The review may include suggestions for next steps, continuation of specific objectives, and an examination of the progress that has been made so far.
- When an CBIEP is already in place, updating of the CBIEP and the CBIEP Development overlap. Based on the CBIEP Review from the previous year, there is a whole new bank of information about the student's program.
- When it comes time for CBIEP Revision in the Fall of the new school year, the Case Manager will follow the same process as the CBIEP Development, but will already have a current CBIEP with which to work.




Mental Health and Substance Use Supports for Children, Youth and Families in BC

HOW WE CAN HELP

-  Personalized care & support
-  Mental health support for children and youth
-  Integrated Support Services
-  Substance use & addiction support
-  Connection to local resources
-  Support for families & caregivers

PROGRAMS AVAILABLE

-  Summer Youth Art & Craft Group
-  Youth Cooking Group
-  Counselling Support
-  Parents Peer Support
-  Parenting Skills Group
-  Youth Peer Support

NEED SUPPORT?



Speak with your school counsellor, Family Doctor

OR

Contact the Salmon Arm ICY Team

250-833-4130



Walk-In: Child & Youth Mental Health Intake Clinic



550 Lakeshore Drive NE
Salmon Arm



Tuesday:
9:00 am to 12:00 pm
1:00 pm to 4:00 pm
Thursday:
1:00 pm to 4:00 pm



250-832-1719



Walk-In: Child & Youth Mental Health Intake Clinic



3007 35th Avenue
Vernon



Tuesday:
9:00 am to 11:00 am
1:30 pm to 3:30 pm
Thursday:
9:00 am to 11:00 am
1:30 pm to 3:30 pm



250-549-5404

gov.bc.ca/ICYteams

Caring • Inclusive • Connected • Strengths-Based



Support Services Department

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