

Parent / Guardian  
**Guide to Inclusive  
Education**



New  
Westminster  
Schools

# Contents

<a href="#"><u>Introduction</u></a> .....	<a href="#"><u>3</u></a>
<a href="#"><u>Section A: Our Foundation</u></a> .....	<a href="#"><u>4</u></a>
<a href="#"><u>Section B: Ministry of Education Special Needs Categories</u></a> .....	<a href="#"><u>7</u></a>
<a href="#"><u>Section C: District and School Staff</u></a> .....	<a href="#"><u>9</u></a>
<a href="#"><u>Section D: Individual Education Plans</u></a> .....	<a href="#"><u>13</u></a>
<a href="#"><u>Section E: Adapted and Modified Programming</u></a> .....	<a href="#"><u>17</u></a>
<a href="#"><u>Section F: Assessment</u></a> .....	<a href="#"><u>19</u></a>
<a href="#"><u>Section G: Problem Solving</u></a> .....	<a href="#"><u>23</u></a>
<a href="#"><u>Section H: Communication with the School – Frequently Asked Questions</u></a> .....	<a href="#"><u>24</u></a>
<a href="#"><u>Section I: Transitions</u></a> .....	<a href="#"><u>25</u></a>
<a href="#"><u>Section J: Provincial Outreach Programs</u></a> .....	<a href="#"><u>27</u></a>
<a href="#"><u>Appendix A: Community Resources for Parents</u></a> .....	<a href="#"><u>29</u></a>
<a href="#"><u>Appendix B: Glossary of Terms</u></a> .....	<a href="#"><u>35</u></a>

## Introduction

At New Westminster Schools, providing Inclusive Education options that support a wide range of student and family needs is something we're deeply committed to.

We know it can feel challenging as you work to support your kids with diverse needs – whether you've been doing it for years or whether you've just received a diagnosis. From our leadership teams to our front line Educational Assistants, and everyone in between, we want to be partners in better supporting your child as they grow through our schools. A big part of doing that work happens through supporting parents and guardians as they navigate the educational system too.

This handbook has been developed to help support parents and caregivers in making the process easier. This revised version was developed as one part of the recommendations that came out of our year-long [Inclusive Education Review](#).

We know you'll still have many questions, and like any child's education, this will involve a journey of learning and growing together, as we make sure each child gets opportunities to access the supports that are right for them. But we hope this helps start or support that process for you.

The original *Parent/Guardian Resource Guide to Special Education (2014)* was developed in partnership with the District Parents' Advisory Council. Special acknowledgement is extended to:

- Beth Ott, Chair, District Parents' Advisory Council;
- Maya Russell, Vice-Chair, District Parents' Advisory Council; and,
- Heather Burke, Secretary, District Parents' Advisory Council.

This revised resource comes from a specific recommendation in our District Review of Inclusive Education. We would like to acknowledge the following people for their work and dedication to this revised resource.

- Kathleen Carlsen - District Parents' Advisory Council Chair
- Laurie Scouten- Parent
- Anne Whitmore - Parent
- Janice OBriain - Parent
- Tonya Roy - Parent
- Susan Crosby – District Behaviour Support Teacher

This resource will be updated annually (or as needed) by district staff.

## Section A: Our Foundation

### Vision

A place where students love to learn

### Mission

To enable each student to learn in a safe, engaging, and inclusive environment

### Values

#### Collaboration

Purposeful, cooperative relationships to achieve shared goals and consider each other in our decisions and actions

#### Engagement

Meaningful, purposeful, and relevant learning

#### Equity

Fair treatment and the removal of barriers to learning, achievement, and the pursuit of excellence for all

#### Inclusion

Learning where all people are welcomed, respected, and supported

#### Innovation

Curiosity, inquiry, and creativity

#### Integrity

Ethical, principled, and honest in our words and actions

### Our Strategic Priorities

- Transform the student experience
- Build meaningful relationships
- Lead into our future
- Ensure full participation in learning

These priorities apply to all members of the school community regardless of economic status, gender, sexual orientation, gender expression, neurodiversity, racial or religious background, academic ability, physical challenge, or any other form of diversity.

The district review of inclusive education identified five areas for focused improvement:

We are dedicated to the successful inclusion of ALL students. The Inclusive Practices Review identified five areas for New Westminster Schools to work on to strengthen their effectiveness in successfully including all students.

The full report can be found here: <https://newwestschools.ca/programs-services/inclusive-education/inclusive-education-review/>



The district is committed to continuous improvement in these areas:





Effective Student Supports refers to the realization that all children have the capacity to learn and achieve positive results. As such their access to the curriculum, personalization, mental health supports, cultural safety and representation, and positive behaviour supports all contribute to their opportunities for learning and ultimately their achievements.



Collaboration and Teamwork includes such areas as teamwork, collaboration, Individualized Education Program (IEP) development, follow-through on recommendations, roles of team members and the documentation of team meetings. Authentic team means that families and students are essential and respected members. Teams should welcome members in culturally appropriate ways and when appropriate, staff with Indigenous ancestry will be part of the team.



Home School Partnerships entails parent participation in a child's education program, effective communication for diverse families, links between home and school learning opportunities, involvement of families in student transitions, involvement of families in school activities and creating an understanding with families about the school system.



High-Quality Professional Learning describes such activities as staff professional growth, embedded professional learning/in-service opportunities and training for cross stakeholder groups.



Clearly Articulated Policies and Protocols refers to administrators and staff being knowledgeable about current provincial and district inclusive education policies; as well as district policies, protocols and practices being clearly articulated, easily accessible and applied consistently across the district.



## Section B: Ministry of Education Special Needs Categories

Students should be identified according to the following general guidelines:

- The current 'categorical' system is not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student's needs and educational program.
- A medical diagnosis by itself does not determine the appropriate special needs category or service required.
- Identifying and reporting students should involve careful determination of the nature, extent and impact of their disabling condition(s) and the nature and extent of educational interventions required.
- Students with diagnosed conditions should be identified in the educational category that best reflects the type and intensity of educational interventions documented in the IEP.

[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special\\_ed\\_policy\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)

Click here for the [Ministry of Education Inclusive Education Resources Link](#)

**Supplemental funding for Level 1-3 is allocated to the School District to be distributed equitably to schools for specialized supplemental services to enable students with diverse needs to access educational programs. Funding is not attached to specific students. School Districts may claim a student in only one Ministry Category. Your child's support is not dependent on a designation.**

### Ministry of Education Special Needs Categories:

<b>Low Incidence:</b>  A relatively low incidence of students compared to the general school population	Level 1 \$44,850	A	Physically Dependent
		B	Deafblind
	Level 2 \$22,280	C	Moderate to Profound Intellectual Disability
		D	Physical Disability or Chronic Health
		E	Visual Impairment
		F	Deaf or Hard of Hearing
	Level 3 \$10,750	G	Autism Spectrum Disorder
H		Intensive Behaviour Interventions/Serious Mental Illness	
<b>High Incidence:</b>  A higher prevalence of students in these categories.	No supplemental funding. Basic allocation provided for all students.	K	Mild Intellectual Disability
		P	Gifted
		Q	Learning Disability
		R	Moderate Behaviour Support/Mental Illness

## What supplemental services are the funds used for?

Specialized supplemental services may include one or more of the following (depending on the level of student need and the Ministry designation):

### School Staff:

- Educational Assistants
- Child & Youth Care Worker
- Learning Support Teacher
- Aboriginal Support Worker

### District Staff:

- Deaf and Hard of Hearing Support Teacher
- Vision Support Teacher
- Occupational or Physical Therapist
- Behaviour Intervention & Support District
- Inclusion Curriculum Facilitators
- Speech and Language Pathologist

The precise programming offered through these supplemental services varies depending on the educational needs of the student. Some students may receive support within the classroom; others may receive some services outside the classroom in one-on-one or small groups. Sometimes indirect service and resources are provided to the Classroom Teacher with no direct service to the student. The *Individual Education Plan* (IEP) will outline the supports used in your child's educational program.

## How are supplemental services assigned to schools?

Twice a year (September and May), the Director of Instruction, Learning Services formally meets with School-Based Teams to discuss the level of student need at both the individual student level and the school level. There are also Spring Staffing meetings that occur to project staffing needs for the next school year. The total support staff allocation is discussed during these times to ensure that students with diverse needs can access an educational program. District Inclusive Education staff provide support based on referrals made to them by the School-Based Team.

During next-school year planning meetings in May, preliminary class cluster placements may also be discussed for the coming school year.

The level of individual student need is always the focus of discussion when allocating supplemental services. For example, while two students may be similar in that they both meet the criteria for Category G (Autism Spectrum Disorder), their needs may be markedly different. One student with Autism may require a higher level of support than another student.



## Section C: District and School Staff

Depending on your child's needs, there are a wide variety of school-based and district allocated staff who may be available to help support your child. See below for a better idea of the range of specialist and experts, and to get a better sense of what each of them is responsible for doing.

### School Staff:

School  
Counsellor

Facilitates the educational, personal, social-emotional, and career development of students.  
Develops Individual Education Plans (IEP) for students in Ministry Categories R and H.  
Liaises with community partners and supports outside agency referrals.  
Supports staff with self-care, social emotional learning, mental health and trauma training.

Aboriginal  
Support Worker

Provides academic, social-emotional, and cultural support for Indigenous students.  
Liaises with families and community members.

Educational  
Assistant

Supports all students in their educational program.  
Supports implementation of Positive Behaviour Support Plans.  
Works under the direction of the classroom teacher and/or the Learning Support Teacher.  
Participates in the development of Individual Education Plans (IEP).  
Supports implementation of a student's Individual Education Plans (IEP).

Child and Youth  
Care Worker

Works directly with students in classrooms and other settings to support student wellness.  
Implements groups to support self-regulation, social skills, leadership and diversity.  
Provides attendance support and outreach.  
Works under the direction of the Counsellor, Administrator and School-Based Team.

Learning Support  
Teacher

Classroom support in academics.  
Push-in and pull-out instruction.  
Co-teaching and collaboration with classroom teachers.  
Individual Education Plan (IEP) development and implementation.  
Teach enrolling courses at the secondary level.

English Language  
Learning Support  
Teacher

Support English Language Learning students (Level 1 to 5).  
Annual Instruction Plan development and implementation.  
Teach enrolling courses at the secondary level.  
Support students in their classrooms.

### District Staff:

Speech  
Language  
Pathologist

Service delivery involves assessment, consultation, and in some cases direct service.  
Service is prioritized to students in kindergarten to grade 3.  
Referred by the School-Based Team in consultation with parents.

Speech  
Language  
Pathologist -  
Early Literacy

Provides support to all staff in the area of literacy interventions.  
Focuses on supporting skills at the early elementary level.  
May provide direct support to students on a short-term basis.  
Referred by the School-Based Team in consultation with parents.

Occupational Therapist	Collaborates with families, schools, and other service providers to support students who fall in Low Incidence Ministry Categories (A to G). Services are provided by employees of Share Society. Referred by the School-Based Team in consultation with parents.
Physical Therapist	Collaborates with families, schools, and other service providers to support students who fall in Low Incidence Ministry Categories (A to G). Services are provided by employees of Share Society. Referred by the School-Based Team in consultation with the parents.
Vision Teacher	Supports students who meet Ministry of Education criteria for a designation of visual impairment - Ministry Category E. Referred by the School-Based Team in consultation with the parents.
Teacher of the Deaf and Hard of Hearing	Supports students who meet Ministry of Education criteria for a designation of Deaf or Hard of Hearing - Ministry Category F. Referred by the School-Based Team in consultation with the parents.
Behaviour Support and Intervention/ BCBA	Supports School-Based Teams with Functional Behaviour Assessments and Positive Behaviour Support Plans. Referred by the School-Based Team in consultation with the parents.

School  
Psychologist

Primary role is to provide Psycho-Educational Assessments (Level C testing).  
There are 2 School Psychologists in the district.  
Approximately 50-70 students each year are assessed in the district.

Hospital  
Homebound  
Teacher

Provides support for students who are absent 10 or more consecutive days from school for medical reasons.  
Services are often provided by one of our Teachers Teaching on Call.  
Referred by the School-Based Team in consultation with the parents.

## Section D: Individual Education Plans (IEP's)

The Individual Education Plan (IEP) is a key document that outlines how the school will support your child's learning needs.

An Individual Education Plan (IEP) is a working document and may contain the same goals and objectives from year-to-year with changes only to the strategies. An IEP is not a document that needs to be completely re-written each year but rather flows with the learning successes of your child.

The school and district staff will work collaboratively with community agencies and home support teams in developing an Individual Education Plan (IEP). Parents may wish to have private home-based specialists, consultants or therapists join the Individual Education Plan (IEP) meetings. Working together strengthens the educational programming for your child.

The Ministry of Education describes an IEP as an individual education plan designed for a student and includes one or more of the following:

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

### An IEP is:

- A concise, usable document that summarizes the plan for the student's education program.
- A tool to assist teachers in monitoring and communicating student growth.
- A plan developed, implemented, and monitored by school staff, in consultation with others involved with the student.
- A flexible, working document with meaning for all contributors.
- An ongoing plan to ensure continuity in programming.

## Frequently Asked Questions:

### Who receives an Individual Education Plan (IEP)?

- Students with a Ministry of Education Special Needs Designation will have an IEP.

### When are Individual Education Plan (IEP) meetings held?

- An Individual Education Plan (IEP) meeting is usually held in the fall with a review at least once during the school year.
- An Individual Education Plan (IEP) can be reviewed at any time during the school year.

### What is an option for my child while we await a diagnosis and approval of a Ministry of Education designation?

- Meeting with the classroom teacher to discuss specific learning needs.
- A Personal Learning Plan may be put in place for your child.

### Who may attend the *Individual Education Plan (IEP) meeting*?

- Parents/guardians
- Student (if appropriate)
- School staff supporting your child  
EA's/teacher/LST/counsellor/etc.
- Consultants or therapists
- Advocates
- Private, family-hired specialists

### The *Individual Education Plan (IEP) meeting* is the time for you to:

- provide input into the goals, objectives and accommodations for your child's Individual Education Plan (IEP); and,
- review and discuss your child's progress in relation to the goals and objectives of the Individual Education Plan (IEP).



### How can I prepare for the *Individual Education Plan (IEP)* meeting?

When you come to the *Individual Education Plan (IEP)* meeting, you may wish to come prepared by asking yourself the following questions:

- What are my child's strengths at school?
- Can I identify anything that has contributed to these strengths?
- What are my child's needs at school?
- What are my child's strengths at home and in the community?
- Is there anything that has contributed to these strengths?
- What are my child's needs at home and in the community?
- What are my short-term educational objectives for my child?
- What are my longer-term educational goals for my child?
- Have I noticed any changes in behaviour in my child?
- If so, have I noticed any patterns or reasons for the behaviour?
- What strategies am I using at home that have been successful?
- What tools/strategies/services will help my child learn?

### Individual Education Plan – Who is on my child's team Contact Sheet

You will receive a contact sheet identifying all staff working with your child.

Staff Name	Role	Contact Information
E.g., Mr. Sam Support	Learning Support Teacher	ssupport@sd40.bc.ca



## Section E: Adapted & Modified Programming

### Adaptations

Any student working on learning standards at any grade or course level may be supported using adaptations. Adaptations are teaching and assessment strategies used by teachers to allow all students the opportunity to demonstrate mastery of concepts and achieve the learning standards.

Adaptations may include alternate formats for resources, instructional strategies and/or assessment procedures.

#### Some examples of adaptations include:

- different teaching strategies such as visual cues and/or breaking tasks into smaller parts;
- different ways of demonstrating learning such as oral exams, visual representation and/or extra time for assignments and tests;
- different formats for resources to enable students to receive information, such as Braille and/or text-to-speech software;
- having written instructions for assignments broken down into steps;
- using technology (laptop / tablet) for writing assignments.

Adaptations are described by the *Special Education Services: A Manual of Policies, Procedures and Guidelines* as:

*“Teaching and assessment strategies especially designed to accommodate a student’s needs so he or she can achieve the learning outcomes / standards of the subject or course and to demonstrate proficiency of concepts.”*

*This resource is available at:*  
[www.bced.gov.bc.ca/specialed/ppandg.htm](http://www.bced.gov.bc.ca/specialed/ppandg.htm)

Adaptations for Ministry Assessments: Foundation Skills Assessment (FSA), Graduation Literacy Assessment and Graduation Numeracy Assessment:

- Students **with** a designation/IEP can access all adaptations as indicated in their IEP.
- Students **without** a designation/IEP who receive regular adaptations in the classroom (e.g., more time on tests, consistent use of a calculator, or a smaller setting for assessments) are eligible for these same adaptations on any Ministry assessment, if these adaptations are recorded on the Report Card in the English Language Arts and/or Math comments.

Students receiving adaptations are working towards the same ***Dogwood Graduation Certificate*** as their peers. A *Dogwood Graduation Certificate* recognizes the successful completion of the BC curriculum.

### Modified Program

The decision for a student to be on a modified program will take place in their Grade 10 year. Parents will be consulted prior to their child being on a modified program.

Individual Education Plan goals in earlier years can lead towards a modified program.

Students on a modified program will receive an **Evergreen Certificate** when they leave high school. The Evergreen Certificate is not a graduation credential. It represents the completion of personal learning goals outlined in their IEP.

Modified programming is for students whose special needs are such that they are unable to access the learning standards of the curriculum:

- students with limited awareness of their surroundings;
- students with fragile mental/physical health;
- students who are medically and cognitively challenged.

A student's program cannot be modified without consultation with parents or guardians.

A modified program is described by the ***Special Education Services: A Manual of Policies, Procedures and Guidelines*** as one where:

*“Instructional and assessment-related decisions are made to address a student’s educational needs that consist of individualized learning goals as opposed to provincial learning outcomes.”*

*If your child is on a modified program, they are assessed in relation to the goals and objectives established in their Individual Education Plan (IEP). Some students spend an extra year in public school to complete the goals in their IEP.*

## Section F: Assessment

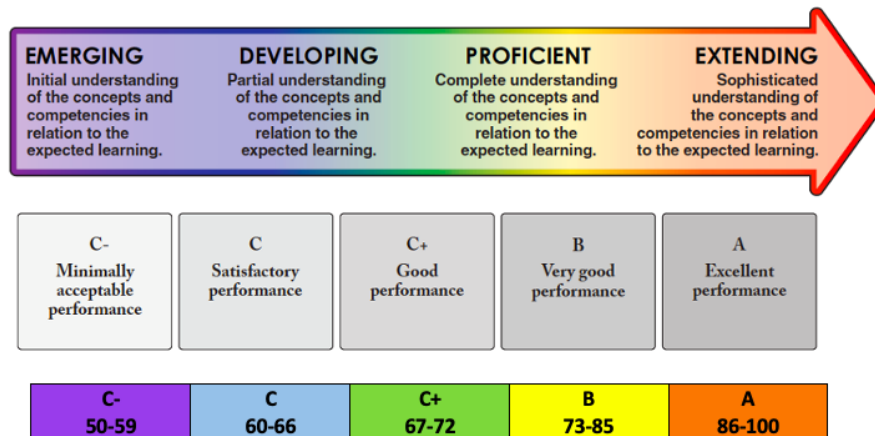
Educators have a responsibility to provide parents/guardians with regular progress updates on their child’s learning.

Progress is measured based on the learning standards in our Provincial Curriculum.

### How do we communicate student progress?

Ongoing Learning Updates	Scheduled Learning Updates	Formal Learning Updates
<ul style="list-style-type: none"> <li>Meetings</li> <li>Phone calls</li> <li>Emails</li> <li>Assessed work sent home</li> <li>Portfolios</li> <li>Student presentations</li> </ul>	<ul style="list-style-type: none"> <li>Interview or Conference</li> <li>Student participation</li> <li>Core Competency Self-Assessment and Student Goal Setting conversations</li> <li>Interviews or Conferences must occur a minimum of 2x a year</li> </ul>	<ul style="list-style-type: none"> <li>Learning Updates: November &amp; March Report Cards (K-8), November &amp; April (9-12)</li> <li>Summary of Learning: June Report Card (K-8), January &amp; June Report Cards (9-12)</li> <li>Report Cards written in MyEducation BC</li> <li>Core Competencies and Student Goal Setting–2x a year as part of Reporting</li> </ul>

### Proficiency Scale: Kindergarten to Grade 8, Letter Grades: Grade 9, Percentages: Grades 10-12



### What will this look like on Report Cards?

Grades K-3	Grades 4-8	Grade 9	Grades 10-12
<ul style="list-style-type: none"> <li>proficiency scale</li> <li>written comments</li> </ul>	<ul style="list-style-type: none"> <li>proficiency scale (letter grades by request)</li> <li>written comments</li> </ul>	<ul style="list-style-type: none"> <li>letter grades (2021-2022)</li> <li>proficiency scale (letter grades by request, 2022-2023)</li> <li>written comments</li> </ul>	<ul style="list-style-type: none"> <li>percentages</li> <li>written comments</li> </ul>

### Essential Skills - Core Competencies

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens.

([curriculum.gov.bc.ca/competencies](http://curriculum.gov.bc.ca/competencies))



### Who will write the report cards?

Classroom teachers are responsible for assessments and writing the report card. Learning Support Teachers and English Language Learner teachers will provide assessment for the support that they provide a student.

Students receiving services may have notes from the district-based support staff.

At Middle and Secondary schools each subject teacher will complete the report card for their subject area.



## Identification and Early Assessment

Early identification is an essential element of successful program planning for students with diverse needs. Students may be identified before they enter the school system and may be receiving specialized services prior to entering Kindergarten. These services may include Supported Childcare, Speech and Language Therapy, OT/PT services, etc. and/or private or District Early Learning programming (Strong Start). These students may have a well-developed transition plan that involves parent preparation checklists, transitioning IEP, interventions and support staff development. In some circumstances whether outside agencies are involved or not, parents may outline their child's diverse needs at the time of school registration. ***Transition to School Kindergarten Entry in New Westminster document is available for all parents.*** In all these cases, existing assessment and programming information will have been gathered prior to the student's entry to school, which facilitates a positive and successful transition.

### Assessment Tools

(Adopted from Jennifer Katz)

#### Level A:

These are curriculum-based and performance-based assessments, and they are not normed or standardized. Level A assessments can include classroom assessments, work samples, checklists, and student interviews completed by the classroom teacher in collaboration with a Learning Support Teacher.

#### Level B:

These are school-based assessments that are standardized or normed. The Level B category would generally include most individual or group tests of achievement or interest, screening and personnel tests. Level B assessments must be administered by a Learning Support Teacher who has completed their coursework and training in Level B assessments.

#### Level C:

These are district-based standardized assessments administered by a District School Psychologist.

Level B and Level C assessments typically make up a psycho-educational assessment.

## Q u e s t i o n s ?

### What is a Psycho-education Assessment?

Together, Level B, and Level C assessments make up a complete Psycho-educational assessment. In some situations, Level A assessments may be used.

Not all students require a complete Psycho-education assessment for their school programming. For some students, Level A and/or Level B assessment provides adequate information for student programming.

### What is the process for getting my child formally assessed by the school?

The *School-Based Team* initiates the referral for formal assessment based on the child's performance in school.

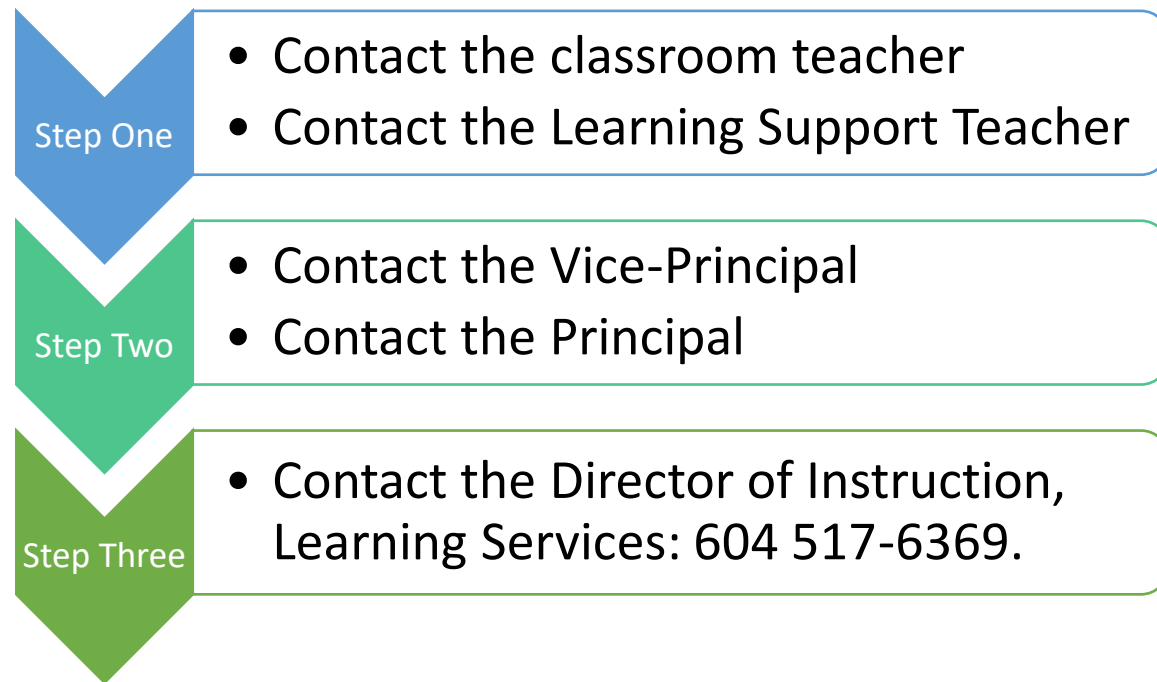
If you have concerns and believe that formal assessment should be considered, the first step in getting your child assessed would be to contact the Classroom Teacher who may then bring your child forward to the *School-Based Team* for problem-solving and possible school-based assessment.

### Will the school accept formal assessments done privately?

Yes, if the formal assessment is complete, and the report meets the guidelines and criteria of the Ministry of Education for a designation in one of the special education categories. The school district makes the final determination that the student is to be designated as a child with special needs. Parents can speak with their Learning Support Teacher if they have any questions regarding private assessments.

## Section G: Problem Solving

What do I do if I have a concern about my child's educational program?



It is always our goal to work with parents in the best interests of our students. Often issues that come up are the result of miscommunication. Please let us know right away if you have any concerns so we may work together to address them. We want to keep the lines of communication open. We value our relationship with you.

In the rare circumstance where your concerns have not been adequately addressed, *Board of Education Policy 13 Appeals Bylaw* recognizes the right of a parent or student to appeal any decision of an employee of the Board which significantly affects the education, health or safety of the student.

Details of the appeal process may be found on the district website at: <https://newwestschools.ca/policies-by-number-2/> under Policy 13.

## Section H: Communication with The School FAQ

Generally, district email is set up with the staff member's first initial followed by their last name: *jdoe@sd40.bc.ca*.

<p>If I have a question or a concern, who should I contact?</p>	<p>If you have a question or concern about your child's educational program, you should talk to the Classroom Teacher and or the Learning Support Teacher.</p> <p>Parents can connect with their school Principal to ask questions or discuss concerns.</p>
<p>When will I be invited to an Individual Education Plan (IEP) meeting?</p>	<p>The Learning Support Teacher who is case managing your child's program will invite you in the fall.</p>
<p>My child is non-verbal. How can I find out how their day went?</p>	<p>A daily communication system can be set up with school staff so you will know how your child's day went.</p>
<p>How does the school communicate to staff about my child's special needs?</p>	<p>The Learning Support Teacher who case manages your child's educational program shares this information with the teachers and any support staff who work with your child on a "need to know basis" (e.g., Educational Assistant, Child &amp; Youth Care Worker). This information sharing is done respecting student privacy and confidentiality.</p>
<p>Is the documentation on my child kept confidential?</p>	<p>Yes. All confidential documents (e.g., medical documents related to any diagnosis, formal assessment results, the <i>Individual Education Plan (IEP)</i> and any other documents) are placed in a specialized file that is part of the student's regular file. This file is kept in a secure location. A parent may request that specific student information be placed in a sealed envelope within the student's file.</p>
<p>How do I know what accommodations and services are provided for my child?</p>	<p>The <i>Individual Education Plan (IEP)</i> meeting is the best time to ensure that you fully understand the accommodations and services being provided to your child.</p> <p>At any time, you can contact your child's Classroom Teacher and/or the Learning Support Teacher.</p>
<p>When can I expect to be invited to an Expanded School-Based Team Meeting?</p>	<p>The school invites parents to an Expanded School-Based Team meeting when the expertise of a wider group of people is needed to support your child's educational program.</p>

## Section I: Transitions

### Transition to Kindergarten:

The School District works together with the New Westminster Children's Centre to support children as they transition to kindergarten. A transition meeting with the school team will take place in either June or September.

Click here for to access the [Parent Workbook Kindergarten Entry](#) in New Westminster.

### Welcome to Kindergarten

Your elementary school will run a Welcome to Kindergarten event in the spring for all new families to attend. Schools will send out the dates and time after registration has taken place.

### Transition to Middle School / Secondary School:

#### Student Articulation

The teachers at each school complete a student articulation form for every student. This provides the new school with important information about your child. School-Based Teams meet to review their new students and develop a transition plan with the elementary school staff.

#### Transition Planning

Your child's Learning Support Teacher will be your main contact for transition to their new school.

Learning support teachers will work with families and the new school to develop and facilitate a transition plan for students. For some students, this may involve visits to the new school in the spring.

### Our Middle and Secondary Schools:

#### École Glenbrook Middle School

EGMS offers programs in English and French. It is home to the district's Late and Early French Immersion programs for students in grades 6 through 8.

#### Queensborough Middle School

QMS has students in grades 5 through 8.

#### Fraser River Middle School

FRMS has students in grades 6 through 8.

#### New Westminster Secondary School (NWSS) Grades 9-12

All New Westminster students will attend NWSS - New Westminster Secondary School

## Transition to Adulthood

Your child's Learning Support Teacher will work with you and the appropriate outside agencies to facilitate their transition to adult programming. Kinsight has developed a Transition to Adulthood resource that outlines planning, information, and resources.

Kinsight

### Transition to Adulthood



Planning, Information &  
Resources

#### **Kinsight Transition to Adulthood Resource:**

<https://files.constantcontact.com/ad469b37101/0181f48a-a9ac-4bbb-b102-4fdadeddafc8.pdf>






- Transition Planning for Youth and Young Adults  
<https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/transition-planning-for-youth-young-adults>
- Cross-Ministry Transition Planning Protocol for Youth with Special Needs:  
[http://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-special-needs/2012\\_ytpp\\_protocol.pdf](http://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-special-needs/2012_ytpp_protocol.pdf)



## Section J: Provincial Outreach Programs

Provincial Outreach Programs are specialized education programs and services that support equitable and accessible education for all students in BC. These programs are operated through the administrative oversight of various school Districts.

Ministry of Education Link: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/inclusive-education#programs>

 <p><a href="#">Provincial Outreach Program for Autism and Related Disorders</a></p>	<p>We provide consultation, training, and support services to more than 1500 public schools and approximately 350 independent schools across the province of British Columbia with a primary focus on increasing the capacity of school district staff to support students with autism spectrum disorder (ASD). POPARD’s mandate is determined by the Ministry of Education for the province of British Columbia. The POPARD team collaborates with educators who request support for students with ASD. Our collaborative approach promotes meaningful consultation with parents and community teams. We promote a wide range of evidence-based approaches to facilitate inclusive educational programs in the least restrictive environment.</p>
 <p><a href="#">Provincial Outreach Program for Fetal Alcohol Spectrum Disorder</a></p>	<p>We share current research, ideas, strategies, training, and resources in order to build capacity in school districts for students with FASD and their teachers.</p>
 <p><a href="#">Provincial Outreach Program for Students with Deafblindness</a></p>	<p>The mandate for the Provincial Outreach Program for Students with Deafblindness is to provide support to BC school teams working with K-12 students with deafblindness. POPDB consultants work with school districts and school-based teams to ensure that the unique needs of the student with deafblindness are being met, and that each student is receiving an appropriate educational program.</p>
	<p>POPEY provides services to educators in BC public schools. Our support is delivered through in-services, networking, resources and eLearning opportunities.</p>
 <p><a href="#">Provincial Outreach Program: Deaf &amp; Hard of Hearing</a></p>	<p>Our focus is to collaborate with school districts in meeting the needs of all Deaf and Hard of Hearing learners. Through collaborative consultation POPDHH supports educational teams in addressing the unique communication and learning styles of individual Deaf and Hard of Hearing students.</p> <p>To reach every student’s potential, POPDHH promotes goals of language development, literacy, numeracy, cognitive development, self-advocacy, and self-confidence in becoming responsible, global citizens.</p> <p>POPDHH encourages students to become contributing members of both the Deaf and Hearing communities.</p>

 <p><a href="#">Provincial Outreach Program for Special Education Technology - BC</a></p>	<p>SET-BC is a BC Ministry of Education Provincial Resource Program established to assist school districts in utilizing technology with students whose access to the curriculum is restricted. SET-BC provides school districts with three tiers of services.</p>
 <p>The Accessible Resource Centre - BC</p>	<p>The goal of ARC-BC is to provide BC students with perceptual (or print) disabilities and their educational teams with high quality digital alternate format materials that align with <a href="#">British Columbia's K-12 curriculum</a>.</p>
 <p><a href="#">Provincial Resource Centre for the Visually Impaired</a></p>	<p>PRCVI is charged with producing primary learning materials in alternate formats for <a href="#">qualifying students with visual impairments who are registered with PRCVI</a> and enrolled in a public school district or Group I or II independent schools in British Columbia.</p>
<p>{inclusion outreach}</p>	<p>Inclusion Outreach assists school teams and families to develop meaningful and functional programs for BC students with complex intellectual and physical disabilities. The program builds capacity in schools by providing training and ongoing distance mentoring support to district partners, teachers, therapists, itinerants and educational assistants. We support students meeting criteria for Ministry of Education categories A, C, and D.</p>
 <p><b>Auditory Outreach</b> Provincial Resource Program</p>	<p>Auditory Outreach, in collaboration with provincial centres, local audiologists and other service providers, assists public and group 1 and 2 independent schools throughout the province address the needs of school-aged students through loans of assistive listening devices for individual students with hearing loss identified as needing this technology for school use. In addition to equipment loans and services, we offer audiology, speech language pathology, and hearing resource teacher expertise and outreach in support of the development of local capacity, through consultation with school staff and parents, assistance with assessments, and assistance with the establishment of goals for individual education plans for cochlear implant students.</p>

## Appendix A: Community Resources for Parents

### ACT – Autism Community Training

604.205.5467 <http://www.actcommunity.ca>

ACT provides excellent information and training, in accordance with international best practices. Their goal is to enable parents, professionals and para-professionals to support children and adults with Autism Spectrum Disorder to live productive, satisfying lives within their families and communities.

### ANXIETY BC

604.525.7566 <http://www.anxietybc.com>

AnxietyBC™ provides a rich resource of self-help information and programs, as well as resources for parents and caregivers. Our mission is to increase awareness, promote education and improve access to programs that work.

### AUTISM SOCIETY OF BC

604.434.0880 <http://www.autismbc.ca>

Autism Society of BC strives to promote understanding, acceptance, and full community inclusion for people with autism in British Columbia while providing support for the realization of the rights and informed choices of individuals with autism and their families.

### BC CONFEDERATION OF PARENT ADVISORY COUNCILS

604.687.4433 <http://www.bccpac.bc.ca>

BC CPAC strives to advance the public school education and well-being of children in the province of British Columbia and carry on activities to promote and enhance meaningful parent participation in an advisory role at the school, school district, and provincial levels.

### BC ELKS ASSOCIATION

604.513.0155 [www.bcelks.ca](http://www.bcelks.ca)

The objectives are (a) to promote mental, spiritual and physical development for children throughout British Columbia; (b) to continue providing camp facilities not available elsewhere for children; and (c) to maintain those facilities while building new camps.

### BC EPILEPSY SOCIETY

604.875.6704 [www.bcepilepsy.com](http://www.bcepilepsy.com)

A non-profit, charitable organization dedicated to serving the well-being of people living with epilepsy.

## **BURNABY- NEW WESTMINSTER YMCA CHILD CARE RESOURCE & REFERRAL**

604.294.1109 [www.childcareresource.ca](http://www.childcareresource.ca)

Childcare support program for licensed and license-not-required childcare providers. Provides childcare referral service for parents, ongoing training for caregivers, and information for parents to help choose a childcare setting.

## **CANADIAN NATIONAL INSTITUTE FOR THE BLIND (CNIB)**

604.431.2121 [www.cnib.ca](http://www.cnib.ca)

Provides adjustment to blindness services for all ages including counselling; orientation and mobility; free Braille and talking book library; and eye safety programs. Works with people who are experiencing any degree of low vision.

## **CANUCK PLACE CHILDREN'S HOSPICE**

604.731.4847 [www.canuckplace.org](http://www.canuckplace.org)

When a child in British Columbia is diagnosed with a progressive, life-limiting illness, Canuck Place can provide pediatric palliative care services for both the child and the entire family.

## **CEREBRAL PALSY ASSOCIATION OF BC**

604.408.9484 [www.bccerebralpalsy.com](http://www.bccerebralpalsy.com)

Services include education, advocacy, information and resources, lending library and a bi-monthly newsletter.

## **CITY OF NEW WESTMINSTER PARKS, CULTURE AND RECREATION PROGRAMS AND SUBSIDIES**

New Westminster: 604.527.4567 Queensborough: 604.525.7388 [www.newwestcity.ca](http://www.newwestcity.ca)

## **CH.A.D.D. Vancouver Chapter**

604.222.4043 [www.vcn.bc.ca/chaddvan/](http://www.vcn.bc.ca/chaddvan/)

CH.A.D.D. helps to support, educate, and ultimately better the lives of individuals with ADHD, and those who care for them. Through family support, public and professional education, and encouragement of scientific research, CH.A.D.D. Canada works to ensure that those with ADHD reach their inherent potential.

## **CHILD DISABILITY BENEFIT (CDB)**

The child disability benefit is a tax-free monthly payment made to families who care for a child under age 18 with a severe and prolonged impairment in physical or mental functions.

<https://www.canada.ca/en/revenue-agency/services/child-family-benefits/child-disability-benefit.html>

## **COMMUNITY LIVING BC (CLBC)**

604.664.0101 [www.communitylivingbc.ca](http://www.communitylivingbc.ca)

Community Living BC (CLBC) delivers supports and services to adults with developmental disabilities and their families in BC. CLBC works to create communities where people with developmental disabilities have more choices about how they live, work and contribute.

## **DEAF CHILDREN'S SOCIETY OF BC**

604.525.6056 [www.deafchildren.bc.ca](http://www.deafchildren.bc.ca)

Offers a family-centered approach to support deaf and hard of hearing children and their families by improving the ability of the family to develop and advocate for opportunities to maximize their child's development.

## **DOWN SYNDROME RESEARCH FOUNDATION**

604.444.3773 [www.dsrf.org](http://www.dsrf.org)

Mandate is to empower people with Down syndrome to achieve their potential; lead independent and fulfilled lives; and participate fully in the communities in which they live.

## **FAMILY NETWORK FOR DEAF CHILDREN**

604.684.1860 [www.fndc.ca](http://www.fndc.ca)

Goal is to gather and share information with deaf and hard of hearing youth, their families as well as the professional communities that support them. FNDC's primary goal is to gather and share information with deaf and hard of hearing

## **FAMILY SUPPORT INSTITUTE**

604.540.8374 [www.familysupportbc.com](http://www.familysupportbc.com)

The purpose of the Family Support Institute is to strengthen and support families faced with the extraordinary circumstances that come with having a family member who has a disability. Families are the best resource available to support one another. Directed by families, the Family Support Institute provides information, training, and province-wide networking to assist families and their communities to build upon and share their strengths

## **FORCE Society for Kids' Mental Health**

604.878.3400. [www.forcesociety.com](http://www.forcesociety.com) The FORCE Society for Kids' Mental Health coordinates and delivers parent training, in partnership with the Ministry of Children and Family Development.

## **GIFTED CHILDREN'S ASSOCIATION OF BC**

No phone number listed <https://giftedchildrenbc.org>

Dedicated to providing support and advocacy for gifted children and their families.

## HEALTH SERVICES: NEW WESTMINSTER HEALTH UNIT

604.777.6740 [www.fraserhealth.ca](http://www.fraserhealth.ca)

Immunization clinics, communicable disease control information, environmental health, childcare information, etc. In-school health support service for children with chronic medical conditions.

## INCLUSION BC

604.777.9100 [www.inclusionbc.org](http://www.inclusionbc.org)

Founded in 1955, Inclusion BC is a provincial non-profit organization dedicated to promoting the participation of people with developmental disabilities in all aspects of community life. They provide support, education and advocacy where and when it's needed, breaking down barriers and building communities that include people of all abilities.

## KELTY MENTAL HEALTH

604.875.2084 [www.keltymentalhealth.ca](http://www.keltymentalhealth.ca)

The Kelty Mental Health Resource Centre is a provincial resource centre that provides mental health and substance use information, resources, and peer support to children, youth and their families from across BC.

## LEARNING DISABILITY ASSOCIATION

604.873.8139 [www.ldabc.ca](http://www.ldabc.ca)

Provides effective programs and services throughout the years starting at pre-school. Services include recommended interventions, social skills development, tutoring and advocacy.

## MINISTRY OF CHILDREN & FAMILY DEVELOPMENT

604.660.8180 [www.gov.bc.ca/mcf/](http://www.gov.bc.ca/mcf/)

Provides information and support services for people with developmental disabilities and their families. The *Child and Youth with Special Need Social Worker* can be reached at the New Westminster Children's Centre at 604.521.8078 (extension 329).

## MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT: MENTAL HEALTH

604.660.9495 <https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health>

Provides community mental health services for children under 19 years of age. They offer a multi-disciplinary approach to community service with the objective being to help families with children who are experiencing mental health difficulties. Services may be direct and indirect through contracts, consultation to individuals, families, agencies and the general public.

## **MINISTRY OF SOCIAL DEVELOPMENT AND SOCIAL INNOVATION: EMPLOYMENT & INCOME ASSISTANCE**

604.660.8100 [www.eia.gov.bc.ca/bcea.htm](http://www.eia.gov.bc.ca/bcea.htm)

*(For childcare subsidy see Burnaby-New Westminster Child Care Resource & Referral)*

## **M.O.S.A.I.C.**

(Multilingual Orientation Service Association for Immigrant Communities)

604.254.9626 [www.mosaicbc.com](http://www.mosaicbc.com)

Provides translation, interpretation, counselling services, employment programs and English training for beginners.

## **MUSCULAR DYSTROPHY CANADA**

604.732.8799 [www.muscle.ca](http://www.muscle.ca)

Muscular Dystrophy Canada's mission is to enhance the lives of those affected with neuromuscular disorders by continually working to provide ongoing support and resources while relentlessly searching for a cure through well-funded research.

## **NEW WESTMINSTER CHILDREN'S CENTRE**

604.521.8078 [Kinsight](http://Kinsight)

Provides services to families of children with varying needs, which include Key Worker Services (CDBC); Occupational Therapy and Physiotherapy; Speech and Language Pathology; the Supported Child Development Program; and the Infant Development Program. This is an initiative of the Simon Fraser Society for Community Living and SHARE Family and Community Services.

## **PLANNED LIFETIME ADVOCACY NETWORK**

604.439.9566 [www.plan.ca](http://www.plan.ca)

PLAN was established in 1989 by families who wanted an answer to the question: "What will happen to our sons and daughters with disabilities when we are gone?" In order to answer that question, we work with our members to give their loved one with a disability a network of caring relationships, a sound financial plan, opportunities for contributions, supported decisions making options and a place to call home.

## **SHARE FAMILY & COMMUNITY SERVICES**

604.540.9161 [www.sharesociety.ca](http://www.sharesociety.ca)

Non-profit, community-based organization which provides leadership in a wide range of programs in response to the social needs of the residents of the Tri-Cities and neighbouring communities.

## **SIMON FRASER SOCIETY FOR COMMUNITY LIVING - KINSIGHT**

604.525.9494 [Kinsight](#)

Formerly Simon Fraser Society for Community Living. Kinsight works alongside families of children, youth and adults with developmental delays and disabilities to set and achieve goals that will increase opportunities for growth, development and greater independence.

## **S.U.C.C.E.S.S.**

(United Chinese Community Enrichment Services Society)

604.684.1628 [www.successbc.ca](http://www.successbc.ca)

Non-profit social service agency that serves the Chinese community. Offers English Language programs; family and youth counselling; employment training; orientation for new Immigrants; and volunteer development.

## **SUNNY HILL HEALTH CENTRE FOR CHILDREN**

604.453.8300 <http://www.bcchildrens.ca/our-services/sunny-hill-health-centre>

Sunny Hill provides services for children with physical and/or developmental disabilities and their families. During your visit, you and your child may work with one health professional or have a team of professionals. The team will focus on your child's needs, assess your child, create a plan for your child's services, and help you and the professionals in your community make the plan work.

## **WESTERN SOCIETY FOR CHILDREN**

604.515.0810

Provides programming in many areas of child development and family resilience. Services are available to members of WSFC and to partners or individuals in the community. Families may self-refer or be referred by community services. For more information arrange to speak with a Family Resource Assistant.

[Click here to return to the first page](#)



## Appendix B: Glossary of Terms

Terms are taken from the [\*B.C. Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines\*](#)

**Adaptations** are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are “best practice” in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

**Assessment** is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, set goals, and results in the identification and implementation of selected educational strategies.

**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 education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

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

**Modifications** are instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.) Using the strategy of modifications for students not identified as special needs should be a rare practice.

**School-based team** is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to co-ordinate support resources for students with special needs within the school.

**Standardized tests** are tests that have been “normed” on a population, which means that the test was presented to a large number of students of a particular age (demographic) and, from the results, the average number of correct answers for that demographic was determined. These tests are considered to have been “normed” because the students are being compared to what is normal for their age and grade, or “standardized” because students are being compared to a standard that has been developed based on the norms.

*Jennifer Katz: Resource Teachers A Changing Role in the Three-Block Model of Universal Design for Learning.*

**Transition** is the passage of a student from one environment to another at key points in his or her development from childhood to adulthood.

**Transition planning** is the preparation, implementation and evaluation required to enable students to make major transitions during their lives - from home or pre-school to school; from class to class; from school to school; from school district to school district; and from school to post-secondary, community or work situations.

[Click here to return to the first page](#)