

**EDUCATION COMMITTEE OF THE WHOLE  
MEETING AGENDA**

**TUESDAY, NOVEMBER 10, 2020**

**2:30 PM (PT) –4:00 PM (PT)**

[Zoom](#) - Meeting ID: 684 5368 8313 - Passcode: 953306

**1. Call to Order**

**2. Acknowledgement of Aboriginal Territory**

*We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.*

**3. Insertions/Deletions to proposed Agenda**

**4. Adoption of Agenda**

**Proposed Resolution:**

**THAT** the agenda for this November 10, 2020 meeting, **BE ADOPTED**, as circulated.

**5. Receiving Presentations**

**6. Opportunity for Comments by the Public**

**7. Consent Package:** Nil

**8. Adoption of Minutes (p. 2)**

App. 8

**Proposed Resolution:**

**THAT** the minutes from the September 22, 2020 Education Committee of the Whole meeting **BE ADOPTED**.

**9. Old Business:** Nil

**10. New Business**

A. Intermediate and Middle School Data Update – District Principals Ross and Malloff

B. Middle School Assessment and Trends - Principal Luck

C. Inclusive Education – Director Holitzki (p. 7)

App. 10. C.

D. 2019/2020 Framework for Enhancing Student Learning (FESL) – Superintendent Perkins (p. 92) App. 10.D.

**11. Celebration of Learning**

Please come prepared to share a recent learning experience.

**12. Question Period**

**13. Meeting Schedule & Reminders (p. 144)**

App. 13

The next meeting of the Committee is scheduled for March 9, 2021 at the Nelson Board Office.

**14. Adjournment of Meeting**

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**EDUCATION COMMITTEE OF THE WHOLE MEETING**  
**Minutes**

**TUESDAY, September 22, 2020**

**1:45 pm – 2:45 pm PST**

Via Zoom: <https://sd8.zoom.us/j/68453688313?pwd=T2pvVUtvcGoxZmJ3VHhXUkxzVEw5UT09>

**BOARD:**

L. Trenaman  
S. Walsh  
D. Lang  
S. Chew  
B. Maslechko (*via video conference*)  
A. Gribbin (*via video conference*)  
S. Nazaroff (*via video conference*)  
B. Coons (*via video conference*)  
C. Beebe (*via video conference*)

**DISTRICT STAFF:**

C. Perkins, Superintendent  
M. McLellan, Secretary-Treasurer  
B. MacLean  
N. Howald, Director of Information Technology  
N. Ross, District Principal  
T. Malloff, District Principal  
J. Schmidt, District Principal of International Education  
N. Lynn, Learning Innovator

**PARTNERS:**

S. Kalabis, KLPVPA  
L. Mackay, KLPVPA  
A. Early, CUPE  
R. Bens, CUPE Alternate  
M. Bennet, CUPE  
C. Wilson, KLTF  
C. Ziefflie, KLTF  
C. Bendig, KLTF

**REGRETS:**

B. Eaton, Director of Innovative Learning  
G. Higginbottom, District Principal Aboriginal Education

**GUESTS:**

B. Dickerson, Parent  
J. McMurray, Editor of Valley Voice  
N. Nazaroff, Parent

**1. Call to Order**

Committee Chair Maslechko called the meeting to order at 1:45 p.m.

**2. Acknowledgement of Aboriginal Territory**

*We acknowledge, respect and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.*

**3. Insertions/Deletions to proposed Agenda**

NIL

**4. Adoption of Agenda**

**Moved** by Trustee Walsh , seconded by Trustee Coons , **AND RESOLVED:**

**THAT** the agenda for this September 22, 2020 meeting, **BE ADOPTED**, as circulated.

**5. Receiving Presentations: Nil**

NIL

**6. Opportunity for Comments by the Public**

B. Dickerson, Trafalgar Middle School PAC Co-Chair – learning Mathematics in a 5 week time.

**7. Consent Package: Nil**

NIL

**8. Adoption of Minutes**

**Moved** by Trustee Coons , seconded by Trustee Walsh, **AND RESOLVED:**

**THAT** the minutes of the June 9, 2020 Education Committee of the Whole meeting **BE ADOPTED**.

**9. Old Business: Nil**

NIL

**10. New Business**

A. Education Committee of the Whole Terms of Reference and Annual Plan 2020-2021.

**Moved** by Trustee Walsh, seconded by Trustee Lang, **AND RESOLVED:**

**THAT** the Education Committee of the Whole Terms of Reference and Annual Plan 2020-2021 **BE RECOMMENDED** to the Board for approval with amendments.

B. District COVID-19 Update – Superintendent, Dr. Christine Perkins

Superintendent Perkins –

- Stage 2 with respect to COVID-19 in the Province. SD8’s updated Stage 2 Pandemic Plan. Public Health is coordinating all communication in the event of confirmed COVID-19 cases.
- Acknowledgement and thank you to all SD8 staff who worked over the summer to get Stage 2 in place. Stage 2 has been a team effort. Thank you to the SD8 Board of Education for their support.
- Confirmed that the gargle test is available to all SD8 students.

Director MacLean –SD8 is currently getting set up and organized for the election. Protocols are being established for a COVID friendly process.

C. International Update – District Principal, Jann Schmidt

- International students have arrived in SD8 and have completed their 14 day quarantine. All students have been cleared and are in schools.
- Not one case of COVID-19 has been brought to Canada from an international student.
- There are 11 international students currently enrolled in SD8 for the 2020-21 school year. These students are at PCSS and LVR.

D. Seamless Day Update – District Principal, Naomi Ross

- The 2020 application to the Ministry of Children and Family Development’s Childcare BC New Spaces fund was approved for approximately \$267,000 and the project is now underway.

Director MacLean –

- The modular is now on site and is currently being positioned.

Superintendent Perkins –

- Formal communication will be coming from the Ministry soon.

E. Strong Start/Early Learning Update – District Principal Naomi Ross

Overview of Innovative Learning for 2020-21—District Principal Naomi Ross & District Principal Tamara Malloff

- Innovative Learning Services goals for the 2020/2021 school year
- Explanation of how Innovative Learning goals relate directly to the 2020/2021 Education Committee Annual Plan.
- School Celebration of Learning virtual Presentations. The format of the presentations will include presentations from students, staff and parents. The school’s growth plan as well as an opportunity for asking questions will be included. The presentations will be posted on the school website. Parents and committee members are all welcome to attend.

DESK and Elev8 update: District Principal Malloff:

DESK and Elev8 students will be included in the data set and will be included in all Professional Development events.

Superintendent Perkins –

- A presentation about DESK and Elev8 will be made to the Education Committee this year.
- Additional teachers are currently being hired for Elev8.
- A newsletter will be coming out shortly from Elev8.

Director Holitzki – 2020-21 Food Security Plans for SD8 families

- SD8 has a plan for distributing food resources out to students and families facing challenges. Schools have plans in place and food is getting to students. This is in direct reference to the MDI data that illustrates students in SD8 are experiencing challenges relating to adequate nutrition and sleep.
- An analyst has been hired to look at food programs in SD8 and will be providing a report after Christmas.



- Connections have been made with BC Fruit and Vegetable program and a program will start in October which will run through the year.

F. 2018/2019 Framework for Enhancing Student Learning (FESL) – Superintendent, Dr. Christine Perkins

- FESL overview. The FESL is a multi-year school and district plan based on meaningful evidence from the EDI, MDI, Literacy, Numeracy and Student Learning Surveys. It is a capacity building document and is meant to be impactful on all levels.

Director Holitzki – Kindergarten Education Assistant supports in classrooms:

- Kindergarten students don't start full days until later into September. EAs are in the schools they worked in the previous year until shifting takes place in October.

Superintendent Perkins – 3 year Graduation Plans

- Every student in SD8 will have a 3 year grad plan this year.
- Data analysis will be brought back to the Board of Education regularly this year. All students, including DESK and Elev8 will be included in the data.

## 11. Celebration of Learning

Trustee Walsh –

- She is excited about the Ani-Racism journey that the district will be taking this year.
- Shared From the Heart poster.

Trustee Lang –

- She participated in the installation of the Pride side walk and flag in Kaslo.

Teacher C. Bendig –

- Thanked the Trustees for taking part in the September 18 Professional Development day.
- Trafalgar has started a Pod Cast called the Trafalgar Thunder Cast.

<https://anchor.fm/trafalgar-thunder>

Superintendent Perkins –

- Thanked everyone for the Professional Development day on September 18.

## 12. Question Period

Trustee Walsh –

- PAC questions regarding SD8 secondary school timetabling.

B. Dickerson –

- Shared his current experience tutoring SD8 students in mathematics.
- 

Superintendent Perkins –

- L.V.R. is one of several schools who are doing the 5 week model. The school will sent out a survey to students, parents and staff regarding the 5 week model.
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## 13. Meeting Schedule and Reminders

- The next meeting of the Education Committee of the Whole is scheduled for November 10, 2020 at 2:30 pm at the Nelson Board Office.

**14. Adjournment**

The meeting adjourned at 2:56 p.m.

## DESCRIPTION OF SERVICES

- Implement/support **curriculum** for students who are Deaf and Hard of Hearing (DHH)
- Support designated students with their **speech and language goals**
- Work with students who use **hearing aids, FM systems, and cochlear implants.**
- Help students and **train staff** to use equipment properly
- Create **opportunities to connect students** who are DHH both in and out of district.
- **Develop and implement IEP's**
- **Collaboration** with teachers and other professionals
- **Advocacy** for teaching practices.
- Help develop **self-advocacy for DHH students**
- Kindergarten **hearing screenings and referrals** (not all districts)

### TDHH's WORK WITH STUDENTS IN A VARIETY OF WAYS:

- Support **reading and writing**
- Support **social-emotional issues** especially regarding hearing levels
- Increase students' understanding of **texts, lessons, and oral language.**
- Increase students' **self-advocacy skills**
- Build capacity about the **anatomy of the ear, how the ear works, and how to protect hearing.**
- **Integrate classroom objectives**
- **Help students understand** their hearing loss, their equipment, and teach strategies that help all learners, both hearing and hard of hearing.

### SERVICES CAN VARY BASED ON STUDENTS' NEEDS

- Individual Small Group Session
- Collaborating & Consulting
- Classroom-based services
- Monitoring or periodic screening

#### Inclusive Education

250.352.6681  
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DEAF & HARD  
OF HEARING



## WHAT IS A HEARING RESOURCE TEACHER?



**Teachers of the Deaf and Hard of Hearing (TDHH)**, also known as Hearing Resource Teachers (HRT), are specially trained professionals who have earned a Master's degree in Deaf Education in special education. We are active members of the Canadian Association of Educators of the Deaf and Hard of Hearing (CAEDHH).

### RESOURCES

**POPDHH** <https://popdhh.ca/>  
Provincial Outreach Program Deaf and Hard of Hearing



## HOW TO ACCESS SERVICES:

### POSSIBLE REASONS FOR REFERRAL FOR A HEARING SCREENING

- If a child appears to be “**day dreaming**” or not **paying attention**.
- If a child has **challenges focusing** when background noise is present.
- If a child has **communication challenges** with peers.
- If a child has a hard time learning **phonemic awareness** and **pre-reading skills**.
- If a child has **speech articulation challenges**.
- If a child has a **history of ear infections**.
- A child has had **allergies, a cold, and or are stuffed up and have been for a long period of time**.

*Note: If a child has a documented hearing loss diagnosed from an Audiologist, most likely the TDHH will be involved.*

### CONTACT

**AMBER GAMACHE**

[agamache@sd8.bc.ca](mailto:agamache@sd8.bc.ca)

Cell # 250-777-4767



## DESCRIPTION OF SERVICES

Screening, assessment, monitoring, planning and development of goals in the areas of:

- **Fine motor development**
- **Printing development and skills**
- **Visual perceptual skills**
- **Sensory processing abilities**
- **Activities of daily living skills (self-care, feeding, dressing etc)**

Evaluation of the environment and making recommendations to improve the fit for greater access and participation

Recommendation of assistive technology and equipment to support student success

Training of staff to carry out routines such as positioning, seating, feeding or motor activities for optimal maintenance of students in classroom settings during the school day

Collaboration with teachers and other professionals

Provide education and resources on motor abilities and development as well as sensory processing.

### SERVICES CAN VARY DEPENDING ON STUDENTS' NEEDS:

As per the Ministry of Education Special Education Handbook, Occupational Therapist provide services on a consultative model.

- **Evaluation and recommendations**
- **Ongoing consultation for students with significant motor/sensory needs**
- **Program planning in collaboration with the school-based team for students with significant motor/sensory needs**



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# OCCUPATIONAL THERAPY

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## WHAT IS OCCUPATIONAL THERAPY

**Occupational therapists** aim to enable students to actively engage in learning, participate in all aspects of school life and ultimately, achieve his/her potential.



## HOW TO ACCESS SERVICES:

### REFERRAL CRITERIA AND PRIORITIZATION

#### Priority 1:

- Seating – toileting, meal time, wheelchair
- Feeding – protocols, positioning, any equipment
- Fine motor/sensory processing assessment as part of a larger diagnostic query
- Access to school buildings

#### Priority 2:

- Sensory processing challenges affect a student's ability to attend full school days
- Sensory processing challenges significantly impact a student's behaviour

#### Priority 3:

- Fine motor/sensory processing challenges due to a pre-existing diagnosis

#### Priority 4:

- Written output
- Visual perceptual skills
- Ocular motor skills
- Fine motor development
- Sensory processing/self-regulation challenges

#### How to access service:

- Ask school based team (SBT) to request service.

Please contact either Rachelle or Cari for support according to their schools listed below.

#### RACHELLE VOGEL

RVOGEL@SD8.BC.CA  
OFFICE: # 250-505-7062  
CELL: # 250-551-9921

#### CARI JULIEN

CJULIEN@SD8.BC.CA  
OFFICE # 250-505-7062  
CELL # 250-551-6169

#### SLOCAN FAMILY OF SCHOOLS

WEG  
Winlaw  
Mt Sentinel  
Brent Kennedy

#### CRAWFORD BAY FAMILY OF SCHOOLS

Crawford Bay

#### NELSON FAMILY OF SCHOOLS

Blewett  
Rosemont  
South Nelson  
Redfish  
DESK

#### NELSON FAMILY OF SCHOOLS

Hume  
Wildflower  
Trafalgar  
LVR

#### KASLO FAMILY OF SCHOOLS

JVH  
Jewett

#### CRESTON FAMILY OF SCHOOLS

ARES  
Canyon  
Erickson  
Homelinks  
Wildflower

#### SALMO FAMILY OF SCHOOLS

Salmo Elem.  
Salmo Sec.

#### CRESTON PRESCHOOL





# PHYSIOTHERAPY

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special needs

## DESCRIPTION OF SERVICES

Physiotherapy addresses the development, rehabilitation, and improvement of movement skills and performance in those students who require support. Physiotherapists may work on gross motor skills such as rolling, crawling, sitting, standing, walking and running as well as improvement in flexibility, muscle strength, muscle length, endurance, balance, coordination, posture and fitness.

Physiotherapy will look at student performance and provide adaptations for student participation in a variety of areas including physical activity within the schools, community and at home. We work with the student, the family, caregivers, teachers, Education Assistants and other health care professionals to establish an individualized therapy treatment plan and goals.

### PHYSIOTHERAPY INTERVENTIONS MAY INCLUDE:

- **Gross Motor Assessment**
- **Orthopaedic Assessment**
- **Vestibular Assessment**
- **Exercise/Therapy Programs**
- **Recommendation or assistance in the prescription of equipment such as:**
  - Splints for legs and/or feet
  - Supports for arms/and or hands
  - Specialized chairs or modifications to commercial chairs



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## WHAT IS DISTRICT PHYSIOTHERAPY SUPPORT?



**Physiotherapists** are primary health care professionals with a significant role in health promotion and treatment of injuries and disease. They combine their in depth knowledge of the body and how it works with specialized hands on clinical skills to provide thorough assessments and treatments of injuries and illnesses.

All physiotherapists registered to practice in Canada are qualified to provide safe and effective physiotherapy. They have earned either a Bachelor's degree or a Master's Degree in Physiotherapy and have successfully passed a standardized physiotherapy competency examination prior to being registered with the college of physiotherapists in British Columbia.

## CONDITIONS WE TREAT

Physiotherapists are skilled in the assessment and management of a broad range of conditions that affect the musculoskeletal, circulatory, and respiratory and nervous systems including but not limited to:

- Cerebral Palsy
- Down Syndrome
- Various Neurological conditions and palsies
- Global developmental delay
- Developmental coordination disorder
- Low/High Muscle tone

*Reasons for a referral may be but are not limited to:*

- Physical Diagnosis
- Need for Equipment or staff education on equipment use (lifts, walkers, etc.)
- Need for a modified PE program
- Parent concern regarding movement, coordination, alignment, posture, strength

## HOW TO ACCESS SERVICES:

*To request a physiotherapy assessment for your child, please contact your child's school (teacher, principal) and the School Based Team will be notified.*

### CONTACT:

**ROBYN KINRADE BSC.,  
MPT, REGISTERED  
PHYSIOTHERAPIST.**

Cell: 250-551-427

Email: [Robyn.kinrade@sd8.bc.ca](mailto:Robyn.kinrade@sd8.bc.ca)



## DESCRIPTION OF SERVICES

*School Psychologists provide supports at multiple levels/tiers, to support healthy school/classroom climates for all students and to provide more individualized supports and assessments for a smaller portion of students.*

### SUPPORTS AT A BROADER LEVEL (FOR ALL STUDENTS)

- **Professional Development** for School Staff
- Involvement in **School-Wide Initiatives**

### SUPPORTS FOR SOME STUDENTS PRESENTING WITH NEEDS:

- Formal **Observation/Consultation** of specific students
- **General consultation** with school staff and teachers about needs present in their classroom

### SUPPORTS FOR FEWER STUDENTS WHOSE NEEDS HAVE YET NOT BEEN FULLY ADDRESSED THROUGH AVAILABLE SCHOOL-BASED SUPPORTS AND ASSESSMENTS:

- **Psychoeducational** Assessment
- **Social-Emotional/Behavioral** Assessment

*Other services Psychologists can assist school and district staff in providing inservice training for professional and teacher assistant staff (e.g., behaviour management, observational techniques/data gathering), and participate or assist in program evaluation and research activities.*

# SCHOOL PSYCHOLOGY

Helping teachers  
of students with  
special needs



## WHAT IS SCHOOL PSYCHOLOGY?



School Psychologists have specialized training in evidence-based approaches to assessing and supporting students' learning, behavior, social skills, and mental health.

According to the British Columbia Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines, the purpose of School Psychology Services "are district-based, non-categorical educational and mental health services designed to support students, school personnel and parents in enhancing academic, adaptive and social skills for students".

### PURPOSE:

*School psychology services play a supportive role in the identification, assessment, planning, implementation, reporting and evaluation process.*

### SCHOOL PSYCHOLOGISTS:

- Provides **collaborative consultation**
- May assist with **pre-referral interventions**
- Provides **psycho-educational assessments** for students referred by the school based team
- Provides ongoing **collaborative planning**
- May contribute to the **design and evaluation of the IEP**, and
- May provide **inservice training** in the area of assessment



## HOW TO ACCESS SERVICES:

After a pre-referral process has been undertaken by the School Based Team and/or SD#8 Integration Support Services, and the need for additional services has been identified, the District School Psychologist can be contacted prior to the referral being made. The goal for a referral is to better understand the student's strengths and needs in order to plan more effectively for that student.

### CONTACT:

**DEANNA J BRITTON-  
RUMOHR, PSY D (BCASP)**

Cell: 250-354-2840

Office: 250-428-2217 Ext 3011

617 – 11 th Ave S; Creston, BC V0B 1G0

Email: [drumohr@sd8.bc.ca](mailto:drumohr@sd8.bc.ca)



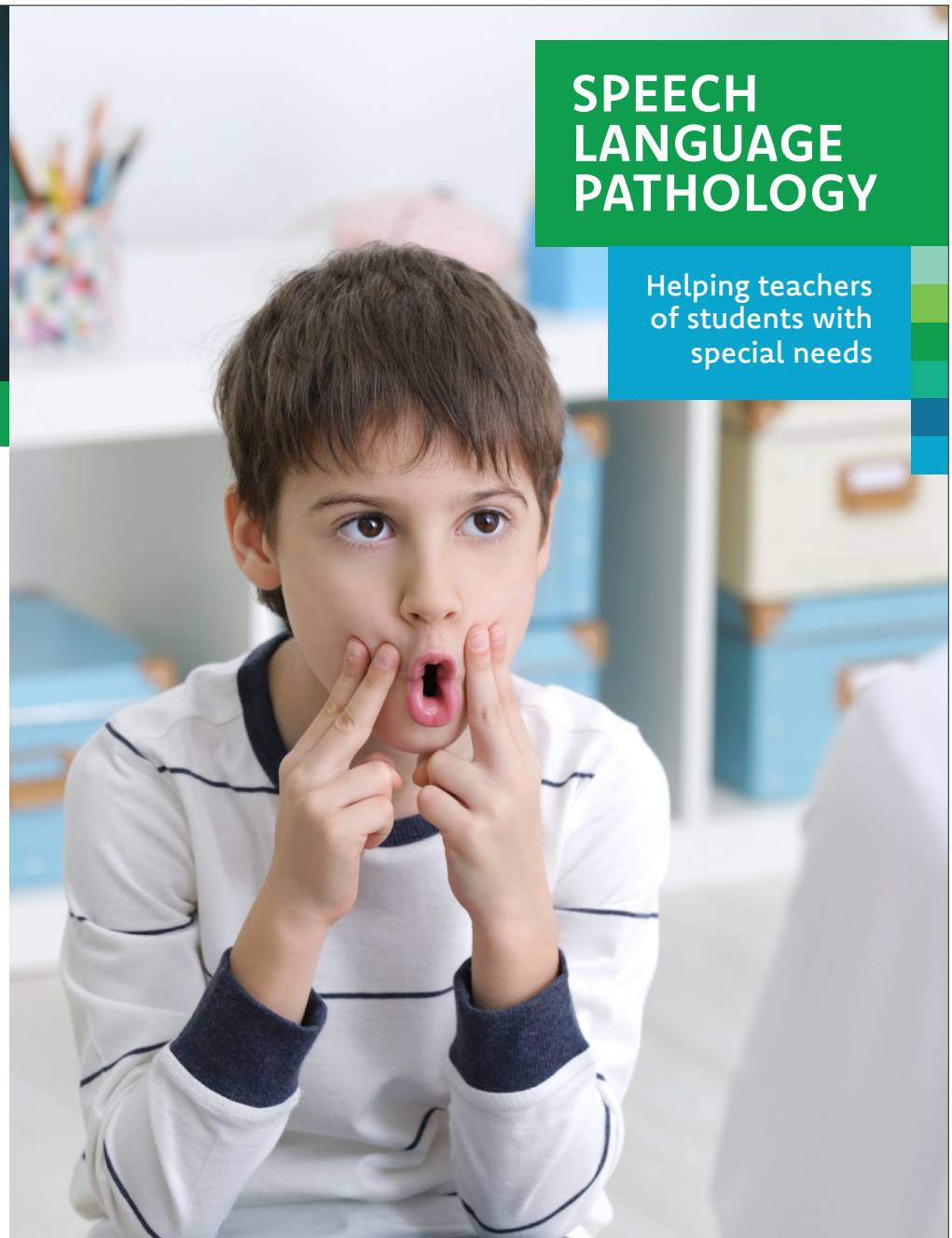


# SPEECH LANGUAGE PATHOLOGY

Helping teachers  
of students with  
special needs

## DESCRIPTION OF SERVICES

- District-wide Kindergarten screening of speech, language, and communication skills.
- Assessment of students' speech, language, and communication skills using standardized assessment tools.
- Supporting students with speech, language, and communication needs; either directly through therapy sessions (including in a virtual format) or indirectly through consultation with teachers and/or School Based Team, and families.
- Development and implementation of IEP goals related to a student's speech, language, and communication needs.
- Collaboration with teachers to combine communication goals with academic/social goals and to integrate these goals with classroom objectives.
- Supporting receptive language, including the student's ability to understand written text and oral lessons.
- Supporting expressive language, including the student's ability to express themselves through writing and oral expression.
- Collaboration with other members of the Inclusive Education department, with the purpose of creating interdisciplinary programs to support students/school staff as a team.
- Advocacy for teaching practices that support language and communication.
- Supervision of Speech-Language Pathology assistants and students from Speech-Language Pathology master's degree programs.



Inclusive Education  
250.352.6681  
[inclusiveeducation.sd8.bc.ca](http://inclusiveeducation.sd8.bc.ca)



## WHAT IS SPEECH LANGUAGE PATHOLOGY?



### PURPOSE:

To provide support to teachers and students through professional expertise in the areas of speech, language, and communication. Speech-language pathologists in SD8 can support students through direct therapy, assessment, and/or consultation with the school based team and families. Priority of services is given to the youngest students in the district (K-3) and to those students with identified needs as part of their Individual Education Plans. This is a district specialist position in the Inclusive Education Department.

## HOW TO ACCESS SERVICES:

- Ask the school based team (SBT) to request a consultation with the Speech-Language Pathologist.

### POSSIBLE REASONS FOR REFERRAL MAY INCLUDE:

- o Difficulty with speech sounds, fluency, or voice
- o Difficulty with receptive/expressive/social language
- o Referral suggested by the school-based team or a community professional
- o Parent concerns regarding speech and/or language

### CONTACT:

#### KOOTENAY LAKE – WEST

**Alison Gozna, M.Sc. (SLP-R)**

*Registered Speech-Language Pathologist*

agozna@sd8.bc.ca

Office# 250-551-7057

**Lisa Tremblay, M.Sc. (SLP-R)**

*Registered Speech-Language Pathologist*

ltremblay@sd8.bc.ca

Office 250-505-7056

Cell #: 250-551-4536

**Lianne Johnson, M.Sc. (SLP-R)**

*Registered Speech-Language Pathologist*

ljohnson@sd8.bc.ca

Cell# 250-551-6400

**Shannon Carter, M.CL.Sc. (SLP-R)**

*Registered Speech-Language Pathologist*

scarter@sd8.bc.ca

Office #250-505-7066

#### KOOTENAY LAKE – EAST

**Steve Pierson, M.Sc. (SLP-R)**

*Registered Speech-Language Pathologist*

Creston Early Intervention Program

spierson@sd8.bc.ca

Office #250-505-7047

Cell #:250-551-5114

**Christine Bourgeois**

*Speech-Language Pathology Assistant*

Creston Early Intervention Program

cbourgeois@sd8.bc.ca



## DESCRIPTION OF SERVICES

### TSVI and COMS in SCHOOLS:

- Is a member of the student's educational team and helps develop the student's IEP
- Assesses functional vision, technology and learning media to determine the most appropriate tools for access to education.
- Teaches skills in different areas of the Expanded Core Curriculum: use of braille, large print and assistive technology, career education, independent living skills, recreation and leisure skills, social interaction skills and orientation and mobility skills.
- Connects students and their families to supporting organizations (PRCVI, CLVP-BC, CNIB)

### RESOURCES

#### PRCVI: <https://prcvi.org/>

Supports school districts to with resources, leadership and training to ensure equitable educational access for students with visual impairments.

#### CNIB

<https://www.cnib.ca/en?region=bc>

CNIB is a non-profit organization that delivers innovative program and advocacy.

#### VISION IMPAIRMENT PROGRAM – BC CHILDREN'S HOSPITAL <http://www.bcchildrens.ca/our-services>

The SunnyHill Vision Impairment program provides assessment, evaluation and support for children with visual impairment and their families. educational access for students with visual impairments.

#### BC BLIND SPORTS & RECREATION ASSOCIATION

<http://www.bcblindsports.bc.ca/>

BC Blind Sports is a non-profit association dedicated to facilitating participation in physical activity for British Columbians who are blind, visually impaired, deafblind and those who have additional disabilities.

#### BLIND BEGINNINGS

<https://www.blindbeginnings.ca/>

Blind Beginnings is an organization that inspires children and youth who are blind or partially sighted and their families through diverse programs, experiences and counseling.

#### CHILDRENS LOW VISION PROJECT OF BC:

<http://www.clvp-bc.com/>

CLVP-BC brings together a team of vision specialists to a clinic that evaluates each child and prescribes and dispenses low vision devices to students and their teams.



## VISION SERVICES

Helping teachers of students with special needs

#### Inclusive Education

250.352.6681  
[inclusiveeducation.sd8.bc.ca](mailto:inclusiveeducation.sd8.bc.ca)



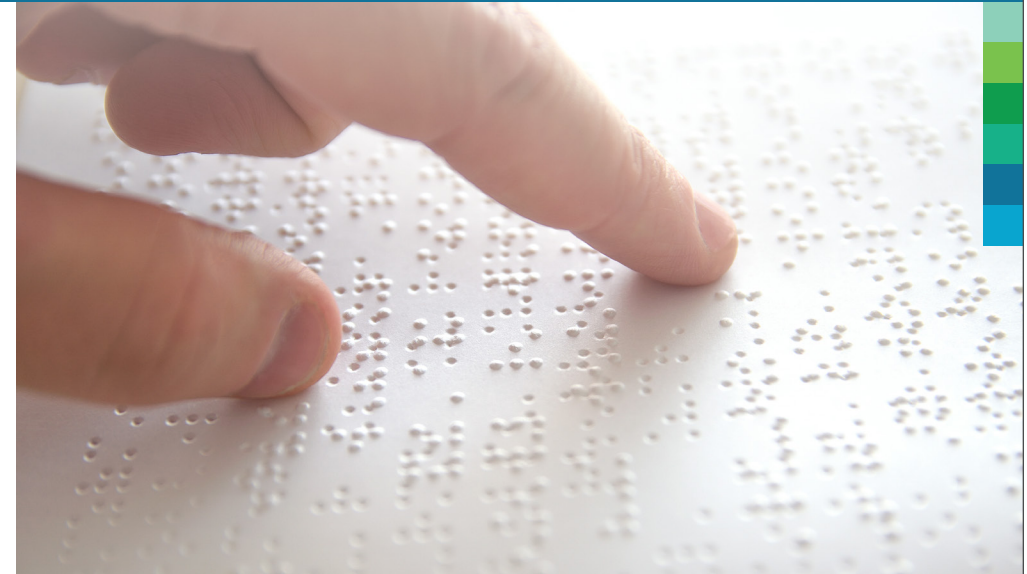
## WHAT IS A TEACHER OF STUDENTS WITH VISUAL IMPAIRMENTS (TSVI) & ORIENTATION & MOBILITY SPECIALIST (COMS)?



### WHO WE ARE

The district TSVI/COMS is trained in working with students who are blind, Deafblind or children and youth who have low vision, along with students who have visual impairment with additional exceptionalities. The TSVI/COMS is an important member of the student's educational team and provides direct and indirect services in a variety of settings, including the student's home, school and community and in both indoor and outdoor environments.

A student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used and/or the learning environment. It is not intended to include students described as having visual perceptual difficulties unless they also have a vision loss\*



## HOW TO ACCESS SERVICES:

### REFERRAL CRITERIA

- Documented observations of vision difficulties noticed at school: holds materials too close or too far; head tilt, excessive blinking, squinting; covers eye with hand or rubs eyes; eyes tear excessively; frequently bumps into or drops things; headaches, nausea, double vision and
- Current documentation in the opinion of an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at BC Children's Hospital, the student's functioning may be described by one of the following:

- o **A visual acuity of 6/21 (20/70) or less in the better eye after correction**
- o **A visual field of 20 degrees or less**
- o **Any progressive eye disease**
- o **A visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her vision is limited to 6/21 (20/70)**

*\*Information taken from SPECIAL EDUCATION SERVICES: A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES, 2016 p.74.*

### CONTACT:

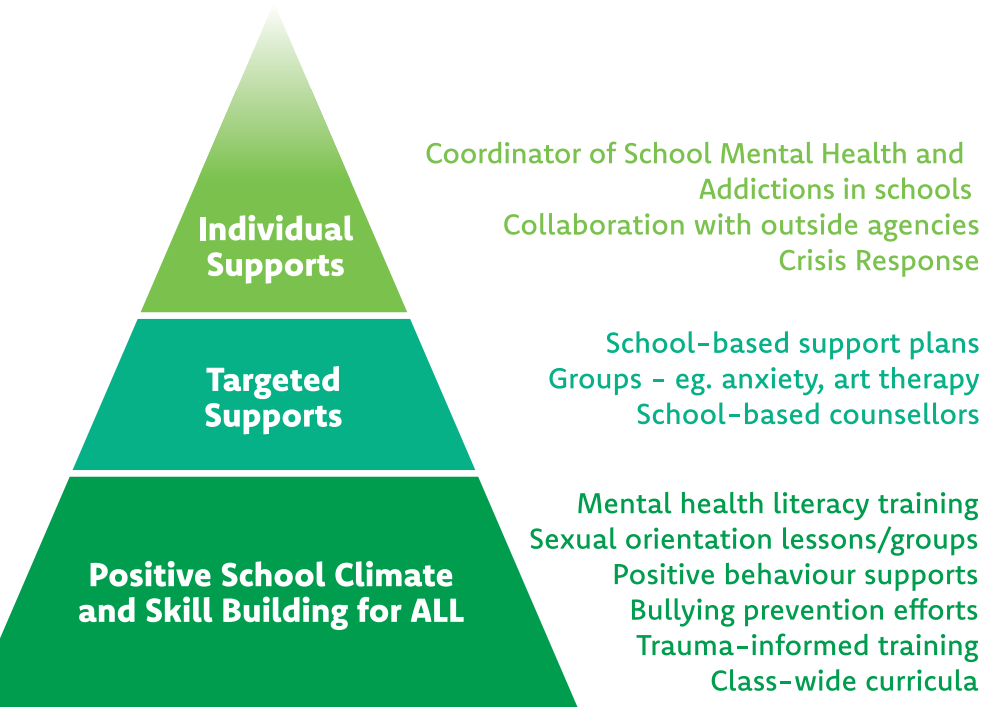
**SOFEYA DEVJI**

Office: 250-505-7063 Cell: 250-551-8757  
Email: sdevji@sd8.bc.ca



## SUPPORTIVE AND INCLUSIVE ENVIRONMENTS

Essential to mental well-being is a feeling of belonging and inclusion. School District 8 has multiple, targeted efforts to promote school and classroom environments that are inclusive for students with diverse backgrounds, gender identities, social-emotional needs, and learning needs.



## HAVE MORE QUESTIONS?

Visit our website: [sd8.bc.ca](http://sd8.bc.ca)  
Send us an email: [info@sd8.bc.ca](mailto:info@sd8.bc.ca)



## MENTAL FITNESS IS EVERYONE'S BUSINESS

Supporting social and emotional well-being in our learning community



## WHAT IS MENTAL FITNESS?

Mental fitness includes everything we do and experience everyday, including understanding our feelings and emotions, managing and building relationships, creating goals, and achieving purpose. Life is naturally full of challenges and stressors. Developing healthy social-emotional skills and a toolbox of strategies can help everyone maintain and enhance their mental fitness.

## HOW DOES SCHOOL DISTRICT 8 FOSTER MENTAL FITNESS?

### Mental Health Literacy training for school staff



### Directly teaching skills and strategies to all students



Mindfulness Programs

Social-emotional Curriculums

Mental Health Curriculum in Secondary Health and Careers

### Life Tools



Healthy Boundaries

Mindfulness

Relationship Skills

Coping Strategies

Understanding Emotions

Asking for Help

## RESPONDING TO INDIVIDUAL NEEDS

In British Columbia, 1 in 7 youth have a mental illness. Parents, caregivers, extended family and friends all feel the stresses and strains. We are all impacted, whether it is while waiting for a diagnosis, receiving treatment or just trying to get through the day to day. A strong, supportive network is important for all the individuals involved.

### What is School District 8 doing?

- Coordinator of School Mental Health & Addictions
- Stigma reduction through mental health literacy
- Collaboration with outside agencies
- Manager of Safe Schools
- Critical Incident Response Teams



### How can you get support?

#### GET INFORMED

- **Teen Mental Health:** [teenmentalhealth.org](http://teenmentalhealth.org)
- **Provincial Resource for Families:** [kelymentalhealth.ca](http://kelymentalhealth.ca)
- **Anxiety Resources:** [anxietycanada.com](http://anxietycanada.com)
- Attend SD8 Parent Sessions



#### ASK FOR HELP

- Speak to the school team
- Speak to a physician
- **Kids Help Phone:** 1-800-668-6868
- **Child & Teen Mental Health:** [gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health](http://gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health)





## INCLUSION IN SCHOOL DISTRICT 8

**Mission Statement:** “We focus on excellence for all learners in a nurturing environment.”

**Vision:** Focus.Learn.Excel.

**Inclusive Education Goal:** 100% Graduation for ALL Students

School District No. 8 (Kootenay Lake) expects, promotes, and supports **inclusion** of all students through a continuum of service delivery in regular classrooms throughout the District. We commit to including all students with diverse needs in regular classrooms as much as possible, provided the needs of all can be met and a safe effective learning environment can be maintained.

### What is Inclusion?

*Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners. The inclusive education system is built on a values-based approach to accepting responsibility for all children and students.*

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

*British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms and goes beyond placement to include meaningful participation and the promotion of interaction with others. (p.2)*

*The teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student. Where the student requires specialized instruction, this is best done in consultation with resource personnel available, with the parents and with the students. Where the student’s program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a coordinated approach. In secondary, where several teachers may be involved in the student’s program, coordinated planning is especially important. (p. 9, 10)*

**From Inclusion BC ([inclusionbc.org](http://inclusionbc.org)):**

*“All students in BC, including those with special needs, are entitled to receive a quality publicly funded inclusive education. A Ministerial Order directs students with special needs to be placed in regular classrooms as the first option. Research shows that when students are included in regular classrooms they make greater overall academic gains than do their peers with similar disabilities in segregated classrooms 1. (KATZ AND MIRENDA, 2002)*

**Inclusion Guiding principles:**

- 1) All children are welcome at school
- 2) Every child should experience a sense of value and belonging at school
- 3) Meaningful programming needs to be provided within a child’s learning community
- 4) Whenever possible, children should be educated with their peers in a common space (for the majority of the time)

Inclusive Education in School District 8 provides both direct and indirect support to our students with exceptionalities and to their educational teams. The purpose of our department is consistent with those of the District at large and reflects the generally accepted philosophy of *inclusive education* in the Province of BC and more globally.

District-wide goals set by the Board of Education of Learning, Organizational Excellence, Relationships, and Engagement for students with exceptionalities are addressed through the support of trained specialists including the classroom teacher, school-wide teachers, Education Assistants, Youth and Family Workers, principals and vice principals, Inclusion Support teachers, District Psychologists, Speech Language Pathologists, Speech Language Pathology Assistant, Occupational Therapists, Physiotherapist, Teacher of the Deaf and Hard of Hearing, Vision Teacher, and services for students requiring assistive technology. Students with designations have Individualized Education Plans (IEPs) that are updated each year.


**From Shelley Moore (*One Without the Other*):**

***We are diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something. The difference in teaching to diversity, however, is that we don’t start with our deficits; we start with our strengths...***


# MY INCLUSION ABC'S


@kwifens6z


**A** ALL MEANS ALL 

**B** BEHAVIOUR IS COMMUNICATION 


**C** CHOICE 


**D** BE A BEHAVIOUR DETECTIVE 


**E** EVERYONE STARTS TOGETHER 


**F** FAIR MEANS EVERYONE GETTING THEIR NEEDS MET 


**G** GROWTH MINDSET 


**H** CHILD HONOURING 


**I** INDEPENDENCE 


**J** JOYFUL LEARNING 

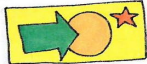
**K** KIDS DO WELL IF THEY CAN 


**L** LEAD WITH STRENGTHS 


**M** MOVEMENT BREAKS 


**N** NEEDS BASED 


**O** OPEN MINDEDNESS 


**P** PLAN & PURPOSE 

**Q** QUESTION UNEXPECTED BEHAVIOUR WHY? WHY NOW? 


**R** RELATIONSHIP 


**S** SELF REGULATION 


**T** ASSISTIVE TECHNOLOGY 

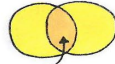
**U** UNCONDITIONAL POSITIVE REGARD 

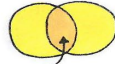
**U** UNIVERSAL DESIGN FOR LEARNING 

**V** VISUALS 

**W** WORDS MAKE WORLDS 

**X** X-TRA PROCESSING TIME 

**Y** YET! 

**Z** ZONE OF PROXIMAL DEVELOPMENT 

YES	IS IT INCLUSION?	NO
<ul style="list-style-type: none"> <li>• Child spends the majority of the day in the general education classroom.</li> <li>• Child’s desk is included with the other groups of desks.</li> <li>• Child has access to and is included in class lessons and activities that are adapted to meet their needs.</li> <li>• Child attends outside activities with class such as field trips, assemblies, and recess.</li> <li>• Child is a valued and respected member of the class, and has regular meaningful interactions with peers.</li> <li>• The Staff <u>facilitates</u> access to the curriculum and classroom activities.</li> <li>• The Staff encourages independent work to the greatest extent possible, providing support only when necessary.</li> <li>• Child receives specialist support (i.e., speech therapy) with minimal disruption to the class routine and programs.</li> <li>• Teacher is able to identify the child’s strengths and needs.</li> <li>• Child can name classmates and has many common classroom experiences.</li> </ul>		<ul style="list-style-type: none"> <li>• Child spends the majority of the day in a separate room and goes to the general education classroom for one or two periods.</li> <li>• Child’s desk is away from the other groups of desks.</li> <li>• Child works on their own curriculum.</li> <li>• Child is given alternative activities and options with other students with special needs.</li> <li>• Child is looked upon as helpless and dependent, and mostly interacts with adults.</li> <li>• Staff <u>determines</u> access to the curriculum and class activities.</li> <li>• Staff does not allow child to work independently and “hovers”.</li> <li>• Child is pulled from the classroom to receive specialist support (i.e., speech therapy), so misses class routines and programs.</li> <li>• Teacher refers to the specialists and paraprofessionals regarding child’s progress.</li> <li>• Child cannot name classmates and does not have many common classroom experiences.</li> </ul>

Adapted from: [The Inclusive Class 2019](#)

## Red Binder Information

Name: \_\_\_\_\_

PEN: \_\_\_\_\_



# Who am I? \_\_\_\_\_

What are some words I would use to describe myself to others?

What are some things that I am good at or interested in?

What is an interesting thing that not a lot of people know about me?

What do I need from My Teacher for me to have a good year?

What are the best ways for me to show what I know to others?

What is something that I would like everyone to know about me?

What do I want to learn more about this year?

What is something I don't like to do?

I'll know I've been successful when I...?

This is Me!

Who Am I? Profile, Adapted from Schnellert & Brownlie, 2011

## Red Binder Checklist

School: \_\_\_\_\_ Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Tick the appropriate box as you complete and enter the information into binder.

**\*A ticked box means that proof is in the red binder.**

School Year		20-21	21-22	22-23	23-24	24-25
Ministry Category → A B C D E F G H K P Q						
Binder Tabs	Description of contents					
<b>Audit Checklist</b>	Ministry Category Checklist - current school year					
	INADS this year (for category A-H)					
	INADS last year (for category A-H)					
	Support Planning Tool completed Completed within past 12 months					
<b>IEP</b>	Evidence of IEP consultation					
	This year IEP					
	Last year IEP					
<b>Behaviour Plan</b>	Within past 12 months, review regularly, include data summary					
<b>Safety Plan</b>	Within past 12 months, review regularly, include data summary					
<b>Medical Reports or Letters (Shows diagnoses)</b>	Doctor					
	Paediatrician					
	Psychiatrist					
	IHCAN					
	Other medical:					
<b>Professional Reports or Letters</b>	Psycho Ed: full or behavioural					
	OT/PT					
	Hearing/Vision					
	SLP					
	Behaviour consultation - FBA					
	Other: MCFD, counsellor, etc.					
	Proof of ongoing Outside Agency					
<b>History of Behaviour</b>	Current records of significant behaviours for past 1-2 years					
<b>Team Meeting Notes</b>	Identify date, topics, action, participants					
	<b>See Procedure P.IE.1 for Ministry Categories</b>					

# Audit Checklits





# Individual Needs Assessment for Designated Student

## 2020- 2021 INADS

**Independence is a fundamental goal of successful inclusion and is necessary for successful transition into the community for adult life.**

When an adult provides physical support to a student in a classroom, a great deal of caution must be exercised to prevent conveying the message that if the student needs help, the support person always will provide assistance. This can prevent interaction with (others), build dependence and prevent skill acquisition by classmates and teachers. The support person should be viewed as an adaptation to the environment and, like all adaptations, should be faded if and when it is appropriate.

*(Support Networks for Inclusive Schooling, Vandercook & York, p.112)*

**Support will be provided using the following principles:**

- √ Requests should reflect an expectation that wherever possible, students benefit from shared support (i.e. 2 students in one classroom with one education assistant). This reflects funding realities and is consistent with effective practice. Classroom organization should support this principle, and plan for shared support whenever possible
- √ Students should be demonstrating a gradual increase in independence and, therefore, a gradual decrease in time required.
- √ In all but a few very exceptional circumstances, students benefit from some independent strategies (time on the computer, activities on tape, participating in silent reading or drawing, etc.), it is beneficial for the student with special needs and reduces the difficulties around scheduling breaks.
- √ Education Assistant time should support goals in an IEP which has been reviewed within the last calendar year.
- √ A final funding allocation will be based on the information provided from INADS, consultation with school and district staff and a review of the student's red binder documentation. In addition, individual student needs are taken into consideration.



**Complete one form for students coded A-H**

**NEEDS INTENSITY RATING SCALE**

w Indicates the amount of daily time and/or the intensity of supports needed in a particular domain.

- 1. Very low intensity and/or frequency 0 - 20%
- 2. Low intensity and/or frequency 20 - 40%
- 3. Moderate intensity and/or frequency 40 - 60%
- 4. High intensity and/or frequency 60 - 80%
- 5. Very high intensity and/or frequency 80 - 100%

Indicate level of intensity or '0' if n/a.  
**Note:** Numbers do not equate to EA hours, but indicate the intensity of support, which is used for the equitable distribution of supports

**Toileting/Personal Hygiene :** Use 0 if not applicable

1	2	3	4	5
Needs reminders/supervision	Routine Trained	Learning Routine	Diapers	Catheter/Colostomy

**Physical Transfers:** Use 0 if not applicable

1	2	3	4	5
Requires supervision	Prompted and assisted	1 person lift	2 person lift 1X per day	2 person lift 2X or more per day

**Feeding:** Use 0 if not applicable

1	2	3	4	5
Requires supervision for safety	Physically learning to feed self	Fed	Difficult feed	Tube fed

**Mobility/Vision/Hearing:** Use 0 if not applicable

1	2	3	4	5
Some balance issues - may participate in adapted P.E. and/or sound field system, requires hearing aide	Mobile with supervision: - walks - wheelchair - walker - may require assistive technology (i.e. CCTV)	May fall if not supported and/or needs canes or walking supports	Uses wheelchair/walker/cane with assistance	Non-mobile and needing physio exercises and/or positioning

**Other Considerations on above needs:**

Teacher consult with applicable itinerant staff (e.g. PT/OT/SLP/Vision/Hearing/Integration Support Teacher/Psych) - Yes No

IEP goals reflect INADS score Yes No  
**Medical Needs/Medication, Sensory Intervention:** Use 0 if not applicable

1	2	3	4	5
Monitor student on medication - no intervention	Provide a daily prescribed medication and/or in class sensory strategies	Monitor insulin levels and/or allergies, for example, and/or able to request an out of class body break	Daily medical procedure, and/or daily body break out of class	Seizure Plan/Care Plan in place - daily monitoring and/or intervention and/or daily body breaks out of class more than 1x per day

**Safety/Behaviour: Use 0 if not applicable**

1	2	3	4	5
Will "shut down" and/or needs reminders	May disrupt the learning environment at times	Disrupts the learning environment on a daily basis	Leaves assigned areas and/or runs away and/or destroys property <i>*4 or more considerations below must be in place</i>	Injures self or others - may need two people to intervene <i>*all considerations below must be in place</i>

Other Considerations on above needs:

Safety Plan in place:	Yes	No
Positive Behaviour Support Plan in place:	Yes	No
Current & past documented evidence of extreme behaviors	Yes	No
Extreme difficulty transitioning from class to class?	Yes	No
Evidence of current outside agency involvement	Yes	No
Teacher consult with applicable itinerant staff	Yes	No

(e.g. Integration Support Teacher/Psych/PT/OT/SLP/Vision/Hearing) -

**Communication: Use 0 if not applicable**

1	2	3	4	5
Needs reminders to use language appropriately and to check for understanding	Difficulty using social language; may need social stories and scripts	Some difficulty expressing needs and wants; some difficulty understanding instructions	Very difficult to understand; poor receptive language; difficulty processing all language	Needs an augmentative communication system (non-verbal)

**Academic Support Use 0 if not applicable**

1	2	3	4	5
Needs assistance to participate	Needs assistance to organize materials	Needs some adaptations to learning materials	Needs more intensive adaptations and/or modifications - including technology	Needs intensive one-on-one support for any learning activity (even with adaptations or modifications)

**Social Skills Use 0 if not applicable**

1	2	3	4	5
Needs some monitoring and coaching	Needs assistance and prompting	Needs monitoring and social skill instruction	Needs more intensive, formalized social skill instructions on a weekly or bi-weekly basis	Needs intensive one-on-one support for social activity (may injure peers or have severe problems with others)

**Community and/or Life Skills Training Use 0 if not applicable**

1	2	3	4	5
Needs monitoring in class and/or community activities or occasional life skills activities	Needs support and monitoring to access life skills or community IEP goals	Participates in an adapted program for group life skills and community programs	Participates in a modified program for group life skills and community programs with support	Participation in community and life skills training and requires intensive one-on-one support (as part of IEP goal)

(Total by adding boxes above)

**Comments:**

Please discuss any extra considerations (i.e. hearing aids), what kind of support you think this student will need to meet their IEP goals and how supports will be organized in the school to allow shared support when possible:

**Work Experience:**

Is the student completing a work experience placement?  
Please provide details of work experience plans:

Yes:

No:

**Transition:**

Please provide details of transition plans identifying how support would be used:

*\*\*We would like to acknowledge School district No. 42 for their valuable contribution to this student needs assessment*

# SPECIAL EDUCATION SERVICES

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## Category Checklists – 2010



Ministry of  
Education

<p><b>Physically Dependent - Multiple Needs</b></p> <p><b>Level I funding allocation</b>  <b>1701 Code A</b>  This checklist should only be used in conjunction with Section E.6 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<b>To be eligible the following must be met</b>	
<p>Assessment documentation shows that the student is completely dependent on others for meeting all major daily living needs. The student requires assistance at <b>all times for each</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> feeding; <b>and</b></li> <li><input type="checkbox"/> dressing; <b>and</b></li> <li><input type="checkbox"/> toileting; <b>and</b></li> <li><input type="checkbox"/> mobility; <b>and</b></li> <li><input type="checkbox"/> personal hygiene.</li> </ul>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p>
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</li> <li><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul> <p>Reduction in class size is not by itself a sufficient service.</p>	

<p><b>Deafblind</b></p> <p><b>Level I funding allocation</b>  <b>1701 Code B</b></p> <p>This checklist should only be used in conjunction with Section E.7 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<b>To be eligible the following must be met</b>	
<p>Medical documentation shows that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the student's vision is impaired (from partial sight to total blindness); and</li> <li><input type="checkbox"/> that the student's hearing is impaired (from moderate to profound hearing loss).</li> </ul>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p>
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The degree of impairments, when compounded, results in significant communicative, educational, vocational, and social skills difficulties.</li> </ul>	
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</li> <li><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul> <p>Reduction in class size is not by itself a sufficient service.</p>	



<p><b>Moderate to Profound Intellectual Disabilities</b></p> <p><b>Level 2 funding allocation</b>  <b>1701 Code C</b></p> <p>This checklist should only be used in conjunction with Section E.2 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p><input type="checkbox"/> assessment documentation shows the student's intellectual functioning is 3 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning (SS <math>\leq</math> 54); <b>and</b></p> <p><input type="checkbox"/> assessment documentation shows there are limitations of similar degree in 2 or more adaptive skill areas (appropriate to the student's age) on a norm referenced measure of adaptive behaviour.</p> <p>Note: every instrument has measurement error of approximately 5 points, so a student may be identified with a moderate intellectual disability with an overall cognitive score as high as 59 when there are significant deficits in adaptive functioning, but would not be identified with a moderate intellectual disability if scores in two or more adaptive skill areas (appropriate to the student's age) are not at a similar level.</p>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p>
<p>There is documented evidence that...</p> <p><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</p> <p><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</p> <p><input type="checkbox"/> The goals correspond to the category in which the student is identified.</p> <p><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</p> <p><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.</p> <p><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</p> <p><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</p> <p><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</p> <p>Reduction in class size is not by itself a sufficient service.</p>	

<p><b>Physical Disability / Chronic Health Impairment</b></p> <p><b>Level 2 funding allocation 1701 Code D</b></p> <p>This checklist should only be used in conjunction with Section E.8 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p>There is documentation of a medical diagnosis in <b>one or more</b> of the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> nervous system impairment that impacts movement or mobility; <b>and/or</b></li> <li><input type="checkbox"/> musculoskeletal condition; <b>and/or</b></li> <li><input type="checkbox"/> chronic health impairment that seriously impacts students' education and achievement.</li> </ul>	<p>There is evidence of a medical diagnosis of _____</p> <p>The diagnosis has been made by _____</p> <p>.....</p> <p>Note: For a diagnosis of a complex developmental behaviour condition including FASD, it must be made by either the</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CDBC Network, or BCAAN Network, or</li> <li><input type="checkbox"/> a qualified medical specialist (paediatrician, psychiatrist, neurologist or a medical professional specializing in developmental disorders) in consultation with a multi-disciplinary team of specialists (i.e. registered psychologist, speech/language pathologist, occupational therapist, physical therapist).</li> </ul>
<p>Assessment documentation shows that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This student's <i>functioning and education</i> is significantly affected by his/her physical disability or chronic health impairment <b>and/or</b></li> <li><input type="checkbox"/> The student with complex developmental behaviour conditions, including FASD, exhibits an array of complex needs in two or more domains which significantly impact the student's education and achievement.</li> </ul>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p> <p>Students with mental illness should be reported in the behaviour category that matches their needs.</p> <p>Assessment documentation and other information should indicate that the extent and impact of the medical condition is such that there is a need for significant support services.</p> <p>For students with complex developmental behaviour conditions, assessment documentation must address an array of complex needs and identify two or more of the following domains as being significantly impacted:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> academic/intellectual functioning (development, learning, cognition*)</li> <li><input type="checkbox"/> social-emotional functioning (behaviour, mental health, social skills, peer relations*)</li> <li><input type="checkbox"/> self determination/independence (adaptive skills, safety, daily living skills*)</li> <li><input type="checkbox"/> physical functioning (neuro-motor functioning, motor skills, self care*)</li> <li><input type="checkbox"/> communication (receptive and expressive language, speech intelligibility/impairments*)</li> </ul> <p>* cross-reference to terminology used in the CDBC Framework</p>

There is documented evidence that...

- A current IEP is in place, dated after September 30, previous school year.
- The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.
- The goals correspond to the category in which the student is identified.
- The services outlined in the IEP relate to the identified needs of the student.
- The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.
- The student is being offered learning activities in accordance with the IEP.
- The IEP outlines methods for measuring progress in relation to the IEP goals.
- A parent was offered the opportunity to be consulted about preparation of the IEP.

Reduction in class size is not by itself a sufficient service.

<p><b>Visual Impairment</b></p> <p><b>Level 2 funding allocation</b>  <b>1701 Code E</b></p> <p>This checklist should only be used in conjunction with Section E.9 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p>A documented report from an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at the BC Children's Hospital describes the student's vision impairment as <b>one of the following</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a visual acuity of 6/21 (20/70) or less in the better eye after correction; <b>or</b></li> <li><input type="checkbox"/> a visual field of 20 degrees or less; <b>or</b></li> <li><input type="checkbox"/> Any progressive eye disease with a prognosis of becoming one of the above within a few years; <b>or</b></li> <li><input type="checkbox"/> A visual problem or related visual stamina that is not correctable that results in the student functioning as if his/her visual acuity is limited to 6/21 (20/70) or less.</li> </ul>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p> <p>This category does not include students described as having visual perceptual difficulties.</p>
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</li> <li><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul> <p>Reduction in class size is not by itself a sufficient service.</p>	
<p>A qualified teacher of the visually impaired provides the services.</p>	

<p><b>Deaf or Hard of Hearing</b></p> <p><b>Level 2 funding allocation</b>  <b>1701 Code F</b>  This checklist should only be used in conjunction with Section E.10 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<b>To be eligible the following must be met</b>	
<p>Assessment documentation shows that...</p> <p><input type="checkbox"/> The student has a medically diagnosed significant bilateral hearing loss, a unilateral loss with significant speech/language delay, or a cochlear implant (typically documented in a report from a health professional such as an audiologist).</p> <p><input type="checkbox"/> Assessment information indicates that the student has substantial educational difficulty due to the hearing loss.</p>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p> <p><b>Criteria for reporting of Unilateral Hearing Loss:</b></p> <ul style="list-style-type: none"> <li>• There is an annual assessment;</li> <li>• The unilateral hearing loss is moderate to profound; and,</li> <li>• The student has educationally significant problems directly attributable to the loss.</li> </ul>
<p>There is documented evidence that:</p> <p><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</p> <p><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</p> <p><input type="checkbox"/> The goals correspond to the category in which the student is identified.</p> <p><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</p> <p><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.</p> <p><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</p> <p><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</p> <p><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</p> <p>Reduction in class size is not by itself a sufficient service.</p>	
<p>A qualified teacher of the deaf and hard of hearing provides the services.</p>	

<p><b>Autism Spectrum Disorder (ASD)</b></p> <p><b>Level 2 funding allocation</b>  <b>1701 Code G</b>  This checklist should only be used in conjunction with Section E.11 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p>Documentation of a diagnosis of ASD made by appropriately qualified professionals:</p> <ul style="list-style-type: none"> <li>• BC Autism Assessment Network (BCAAN), <b>or</b></li> <li>• a paediatrician, psychiatrist or registered psychologist whose assessment meets Standards and Guidelines* and adopted BCAAN policy changes (Sept. 2006).</li> </ul> <p><b>Note:</b> Students who are diagnosed with any of the cluster of disabilities referred to as "pervasive development disorders" should now be identified in the ASD funding category.</p>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p> <p>Documentation must meet one of the following conditions for <b>under age six</b> at the time of assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnosis of autism from a qualified specialist <b>prior</b> to Jan. 1, 2004 (completed prior to the introduction of the new <i>Standards*</i> in Jan. 1, 2004) that will, in many but not all cases, include information from various professionals of different disciplines.</li> <li><input type="checkbox"/> Clinical diagnoses and assessment by a qualified specialist completed <b>after</b> Jan. 1, 2004 in keeping with the new provincial <i>Standards*</i>. The assessment <u>must</u> include and integrate information from multiple sources and various professionals from different disciplines.</li> </ul>
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</li> <li><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul> <p>Reduction in class size is not by itself a sufficient service.</p>	<p>Documentation must meet the following conditions for <b>over age six</b> at the time of assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For students over age six who are identified in the category for the first time, school boards must ensure that a qualified specialist conducts a clinical diagnostic assessment. The assessment must integrate information from multiple sources covering development and presenting concerns; must include a mental status examination; must review community records and prior assessments; and must include consultation with professionals from other disciplines where deemed appropriate. Standards for diagnosis and assessment of students age six and over are reflected in the Sept. 2006 BCAAN policy changes.</li> </ul> <p>"Grandfathering" provisions:</p> <p>Students of any age who were identified by school boards in the Autism category in the 2005/06 school year will remain eligible for continued placement in this category, provided a previous documented diagnosis of ASD was made by an appropriately qualified professional, a current IEP remains in place and the student continues to receive ongoing special education services. Such students will be "grandfathered" on the basis that they were identified in the autism category at or before 2005/06, consistent with Ministry of Education requirements for that school year. All students with a documented diagnosis of ASD made by a qualified professional (registered psychologist, pediatrician, neurologist or psychiatrist) prior to January 1, 2004 should be deemed eligible.</p> <p>* <i>Standards and Guidelines for the Assessment and Diagnosis of Young Child with Autism Spectrum Disorder in British Columbia</i>  <a href="http://www.phsa.ca/HealthPro/Autism/default.htm">http://www.phsa.ca/HealthPro/Autism/default.htm</a></p>

<p><b>Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness</b></p> <p><b>Level 3 funding allocation 1701 Code H</b></p> <p>This checklist should only be used in conjunction with Section E.5 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p>Documentation includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a behavioural assessment <b>and/or</b></li> <li><input type="checkbox"/> a mental health assessment</li> </ul> <p>The behaviour or mental health assessment indicates evidence of <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> antisocial, extremely disruptive behaviour in most other environments and consistently/ persistently over time; <b>and/or</b></li> <li><input type="checkbox"/> severe mental illness diagnosed by a mental health professional (psychiatrist, paediatrician, physician, registered psychologist specializing in this area).</li> </ul>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functional behavioural assessment, for example, the Behaviour Disorders Instructional Support Planning Tool, <b>and/or</b></li> <li><input type="checkbox"/> Other assessments by medical professionals or teams of professionals, <b>and/or</b></li> <li><input type="checkbox"/> Norm referenced assessment, i.e., Behaviour Assessment System for Children (BASC), Connors' Rating Scale, Achenbach Child Behavior Checklist, etc.</li> </ul>
<p>There is documented evidence that indicates...</p> <p>The behaviour</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> places student or others at serious risk <b>and/or</b></li> <li><input type="checkbox"/> interferes with his or her academic progress and that of other students.</li> </ul>	
<p>There is documented evidence that ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul>	



**Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness (Cont'd)**

**Level 3 funding allocation  
1701 Code H**

This checklist should only be used in conjunction with Section E.5 of [Special Education Service: A Manual of Policies Procedures and Guidelines \(Nov. 2010\)](#)

Student's Name

PEN

Date

There is documented evidence that indicates...

- The settings in which the behaviour is persistent over time.
- The district or independent school authority has exhausted resources/ capacity to manage.
- Planning is coordinated, across-agency and community (integrated case management/ wraparound).

Documentation of services shows that...

- The services outlined in the IEP relate to the identified needs of the student.
- 
- There is evidence that one or more of the following special education services are provided:
  - direct intervention in the classroom to promote behavioural change or emotional support as per IEP; and/or
  - placement in a program designed to promote behaviour change/implement IEP; and/or
  - ongoing, individual social skills training and/or instruction in behaviour/ learning strategies.

Reduction in class size (or placement in an alternate program or learning environment) is not by itself a sufficient service to meet the criteria.

<p><b>Mild Intellectual Disabilities</b></p> <p><b>Student base funding allocation 1701 Code K</b></p> <p>This checklist should only be used in conjunction with Section E.2 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name</p> <p>_____</p> <p>PEN _____</p> <p>Date</p>
<p><b>To be eligible the following must be met</b></p>	
<p><input type="checkbox"/> assessment documentation shows the student's intellectual functioning is 2 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning (<math>SS \leq 70</math>); <b>and</b></p> <p><input type="checkbox"/> assessment documentation shows there are limitations of similar degree in 2 or more adaptive skill areas (appropriate to the student's age) on a norm referenced measure of adaptive behaviour.</p> <p>Note: every instrument has measurement error of approximately 5 points, so a student may be identified with a mild intellectual disability with an overall cognitive score as high as 75 when there are significant deficits in adaptive functioning. Similarly, a student with a cognitive score below 70 but no significant impairments in two or more adaptive skill areas (appropriate to the student's age) would not be identified.</p>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p>
<p>There is documented evidence that ...</p> <p><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</p> <p><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</p> <p><input type="checkbox"/> The goals correspond to the category in which the student is identified.</p> <p><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.</p> <p><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</p> <p><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</p> <p><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</p> <p>Reduction in class size is not by itself a sufficient service.</p>	

<p><b>Gifted</b></p> <p><b>Student base funding allocation 1701 Code P</b></p> <p>This checklist should only be used in conjunction with Section E.4 of <a href="#"><u>Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</u></a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p>Assessment documentation indicates the student meets the criteria of exceptionally high capability with respect to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> intellect, <b>or</b></li> <li><input type="checkbox"/> creativity, <b>or</b></li> <li><input type="checkbox"/> skills associated with a specific discipline.</li> </ul> <p>As evidenced by several (2 or more) of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> teacher observations including anecdotal records, checklists and inventories; <b>and/or</b></li> <li><input type="checkbox"/> records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments; <b>and/or</b></li> <li><input type="checkbox"/> nominations by educators, parents, peers and/or self; <b>and/or</b></li> <li><input type="checkbox"/> interview of parents and students; <b>and/or</b></li> <li><input type="checkbox"/> formal assessments to Level C of cognitive ability, achievement, aptitude and creativity, etc.</li> </ul> <p>Assessment documentation shows that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> assessment and identification has used multiple criteria.</li> <li><input type="checkbox"/> assessment has collected information from a variety of sources.</li> </ul>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p>
<p>There is documented evidence that ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul> <p>Reduction in class size is not by itself a sufficient service.</p>	

<p><b>Learning Disabilities</b></p> <p><b>Student base funding allocation 1701 Code Q</b></p> <p>This checklist should only be used in conjunction with Section E.3 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> assessment documentation shows persistent difficulties in the acquisition of pre-academic and/or academic skills such as recognition of letters and numbers in the early primary years or acquisition of reading, written language, and/or numeracy, in spite of appropriate opportunities to learn; <b>and</b></li> <li><input type="checkbox"/> assessment documentation shows average to above average cognitive ability; <b>and</b></li> <li><input type="checkbox"/> assessment documentation shows weaknesses in cognitive processing that contribute to persistent difficulties with learning</li> </ul>	<p><b>One or more academic difficulties relative to expected ability, and identified in documentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Recognition, and/or</li> <li><input type="checkbox"/> Reading Comprehension, and/or</li> <li><input type="checkbox"/> Spelling, and/or</li> <li><input type="checkbox"/> Written expression, and/or</li> <li><input type="checkbox"/> Mathematical computations, and/or</li> <li><input type="checkbox"/> Problem Solving</li> </ul> <p>Various achievement instruments can be used to document difficulty.</p>
<p>There is documented evidence that ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Average or above ability, demonstrated either by a cognitive assessment or by average or better performance on a norm referenced test of achievement that measures the student's ability to reason, such as mathematical problem-solving, reading comprehension, written expression and listening comprehension. Average ability is demonstrated by scores at or above one standard deviation below the norm.</li> <li><input type="checkbox"/> Significant weakness exists in one or more of the cognitive processes.</li> <li><input type="checkbox"/> Assessments of cognitive processes must utilize norm-referenced instruments; if other forms of assessment are used, they must be accompanied by a clear rationale for why the alternate assessment is appropriate in identifying the student's processing disorder.</li> <li><input type="checkbox"/> Assessment documents indicate that the difficulties being experienced are not <u>primarily</u>* due to sensory deficits, lack of opportunity to learn, cultural or linguistic differences, or social/emotional/physical health issues.</li> </ul> <p>* Learning disabilities may coexist with other disorders such as behavioural or emotional disorders, sensory impairments, or other medical conditions.</p>	<p><b>Measures used as evidence of cognitive functioning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Full scale score, or other norm referenced estimate of ability with rationale for not using full scale IQ.</li> <li><input type="checkbox"/> Verbal IQ or Performance IQ score</li> <li><input type="checkbox"/> Test of non-verbal cognitive ability score</li> <li><input type="checkbox"/> Norm-reference test(s) of academic achievement in listening comprehension, reading comprehension, mathematics problem solving, or written expression.</li> </ul> <p><b>Significant weakness in one or more cognitive processes, relative to overall functioning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perception</li> <li><input type="checkbox"/> Memory</li> <li><input type="checkbox"/> Attention</li> <li><input type="checkbox"/> Language processing</li> <li><input type="checkbox"/> Visual-spatial processing</li> <li><input type="checkbox"/> Planning and decision making</li> <li><input type="checkbox"/> Phonological processing</li> <li><input type="checkbox"/> Processing speed</li> <li><input type="checkbox"/> Auditory processing</li> </ul> <p><b>Examples of evidence of other primary sources of difficulty addressed in assessment documentation (✓ as appropriate):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Culture and language differences of the home</li> <li><input type="checkbox"/> Consistency of schooling and attendance</li> <li><input type="checkbox"/> Vision and hearing screening results</li> <li><input type="checkbox"/> Medical factors regarding social/emotional/physical health</li> <li><input type="checkbox"/> Other</li> </ul>

**Learning Disabilities (cont'd)****Student base funding allocation****1701 Code Q**

This checklist should only be used in conjunction with Section E.3 of [Special Education Service: A Manual of Policies Procedures and Guidelines \(Nov. 2010\)](#)

Student's Name

\_\_\_\_\_

PEN \_\_\_\_\_

Date

There is documented evidence that...(cont'd)

- The assessment integrates information from a number of sources (two or more).

**Examples of documentation:**

- Information from family about health social/emotional status and developmental history
- Information from professionals about health social/emotional status and developmental history
- Information from classroom teacher(s) about classroom performance
- Information from learning assistance/resource teacher about student performance
- Information from other professionals about strengths and weaknesses
- Relevant academic history
- Other

There is documented evidence that ...

- A current IEP is in place, dated after September 30, previous school year.
- The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.
- The goals correspond to the category in which the student is identified.
- The student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.
- The student is being offered learning activities in accordance with the IEP.
- The IEP outlines methods for measuring progress in relation to the IEP goals.
- A parent was offered the opportunity to be consulted about preparation of the IEP.

**Examples of strategies:**

- Intense, direct instruction
- Skill-building instruction
- Instruction in learning and compensatory strategies
- Skill building in self advocacy
- Adaptations to instruction and assessment
- Adaptations to learning resources, technology
- Social skills training, etc.

Reduction in class size is not by itself a sufficient service.

<p><b>Students Requiring Behaviour Support or Students with Mental Illness</b></p> <p><b>Student base funding allocation 1701 Code R</b></p> <p>This checklist should only be used in conjunction with Section E.5 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p>Assessment documentation from different sources provides evidence of <b>one or more</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> aggression (of a physical, emotional, or sexual nature) and/ or hyperactivity; <b>and/or</b></li> <li><input type="checkbox"/> negative or undesirable internalized psychological states such as anxiety, stress related disorders, and depression; <b>and/or</b></li> <li><input type="checkbox"/> behaviours related to social problems such as delinquency, substance abuse, child abuse, or neglect; <b>and/or</b></li> <li><input type="checkbox"/> behaviours related to other disabling conditions, such as thought disorders or neurological or physiological conditions.</li> </ul>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functional behavioural assessment, for example, the Behaviour Disorders Instructional Support Planning Tool, <b>and/or</b></li> <li><input type="checkbox"/> Other assessments by medical professionals or teams of professionals, <b>and/or</b></li> <li><input type="checkbox"/> Norm referenced assessment, i.e., Behaviour Assessment System for Children (BASC), Connors' Rating Scale, Achenbach Child Behavior Checklist, etc.</li> </ul>
<p>There is documented evidence that shows ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The frequency or severity of the behaviours has a very disruptive effect.</li> <li><input type="checkbox"/> Behaviour(s) are evident over an extended period of time, in more than one setting, and with more than one person (teachers, peers).</li> <li><input type="checkbox"/> The student has not responded to support/ interventions provided through usual school discipline and classroom management strategies.</li> </ul>	
<p>There is documented evidence that ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul> <p>Reduction in class size is not by itself a sufficient service.</p>	

## Behaviour Intervention/ Mental Illness Instructional Support Planning Process

Student's Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

DOB \_\_\_\_\_

Date \_\_\_\_\_

DOMAIN	STRENGTHS	NEEDS	A	B	C
			Choose one (✓), see note below*		
SOCIAL/EMOTIONAL FUNCTIONING					
COMMUNICATION					
SELF DETERMINATION/ INDEPENDENCE					
ACADEMIC/ INTELLECTUAL					
<p><b>*Team Decision: N/A = No impairment of functionality, A = Mild impairment of functionality; B = Moderate impairment of functionality; C = Complex and/or intense impairment of functionality.</b></p>					
<p><b>Goals Developed to Address Needs Identified Above:</b></p>          					
<p><b>Objectives and Strategies to Address Goals Developed: (What interventions/services/strategies can maximize functioning?)</b></p>          					
<p><b>Data Sources to Monitor Outcome/s and Goal Achievement: (What are the outcomes? How useful were the interventions? How can the goals/strategies/services be improved for better outcomes?)</b></p>          					
<p><b>Review Date:</b></p>					



DESCRIPTION OF DOMAIN & TYPICAL SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
<b>SOCIAL/EMOTIONAL FUNCTIONING</b>	<ul style="list-style-type: none"> <li>- Adapting and coping behaviours to function in a variety of social/community situations. Functional social and emotional behaviour that that supports learning.</li> <li>- Social and emotional functioning:               <ul style="list-style-type: none"> <li>- impulse control</li> <li>- mood disorders</li> <li>- anxiety</li> <li>- appropriate reciprocal social behaviour</li> <li>- appropriate sexual behaviour</li> <li>- ability to make appropriate social choices</li> <li>- setting realistic social goals</li> <li>- sexual awareness and appropriate expression</li> <li>- turn taking and sharing of materials, equipment and time</li> <li>- difficulties with routine changes</li> <li>- depression</li> </ul> </li> <li><b>POSSIBLE SOURCES OF INFORMATION</b> <ul style="list-style-type: none"> <li>- File review</li> <li>- Functional Behaviour Analysis</li> <li>- Vineland-Maladaptive Scale</li> <li>- Behavior Assessment System for Children</li> <li>- Achenbach Scales</li> <li>- Connor's Rating Scale</li> <li>- Scales of Independent Behavior Revised: Maladaptive</li> <li>- Behavior Specialist assessment</li> <li>- Physician/Child Psychiatrist</li> <li>- Medication review</li> <li>- Child &amp; Youth Mental Health Assessment</li> </ul> </li> </ul>	<b>The student's level of functioning</b>		
		<i>Student exhibits mild functional problems occasionally and intermittently</i>	<i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i>	<i>Significant functional problems occur across multiple settings</i>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Some difficulties with impulse control</li> <li><input type="checkbox"/> Some difficulties with anger control</li> <li><input type="checkbox"/> Some difficulties with routine changes/transitions</li> <li><input type="checkbox"/> Occasional atypical social behaviour (shouting, vocalizing, intruding, negative self talk)</li> <li><input type="checkbox"/> Occasionally fails to respond to mild behavioural intervention (redirection, verbal correction, proximity, etc.)</li> <li><input type="checkbox"/> May need some structured behaviour intervention techniques/procedures (e.g., token economy, checklists, response cost, quiet time, etc.)</li> <li><input type="checkbox"/> Attempts to socialize; has few friends</li> <li><input type="checkbox"/> Experiences minor levels of compulsive thought, anxiety, worry, or difficult fears</li> <li><input type="checkbox"/> Some problems with anger when frustrated or confused</li> <li><input type="checkbox"/> Does not readily accept praise/reinforcement</li> <li><input type="checkbox"/> Occasional inappropriate sexual comments, innuendo, looking</li> <li><input type="checkbox"/> Tends to interact/play with children much younger/much older</li> <li><input type="checkbox"/> May use verbal aggression (words, volume, tone) to respond to conflict</li> <li><input type="checkbox"/> Occasionally displays overly structured routines, obsessions, repetitive or ritualized behaviours</li> <li><input type="checkbox"/> May use physical aggression (hits, punches, kicks – or threatens to)</li> <li><input type="checkbox"/> May attempt to cajole or intimidate others into participation in antisocial or inappropriate behaviours</li> <li><input type="checkbox"/> Some difficulties with or obsessions about rituals/routines</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing moderate problems with impulse control</li> <li><input type="checkbox"/> Ongoing moderate problems with anger control</li> <li><input type="checkbox"/> Regular difficulties with routine changes and transitions</li> <li><input type="checkbox"/> Regular atypical social behaviours (shouting, vocalizing, intruding, fantasy play)</li> <li><input type="checkbox"/> Fails to respond to mild behavioural intervention (redirection, verbal correction, proximity, etc.)</li> <li><input type="checkbox"/> Needs fairly complex behaviour intervention plans/techniques that are closely monitored and enforced</li> <li><input type="checkbox"/> Frequent difficulty relating to peers; atypical play</li> <li><input type="checkbox"/> Experiences moderate levels of compulsive thought, anxiety, worry, or difficult fears</li> <li><input type="checkbox"/> Becomes angry when frustrated or confused</li> <li><input type="checkbox"/> Does not respond appropriately to praise/reinforcement</li> <li><input type="checkbox"/> Often displays inappropriate sexualized behaviour (comments, leering, inappropriate sexual language or touching, dress)</li> <li><input type="checkbox"/> Often uses verbal aggression (words, volume, tone) to respond to conflict</li> <li><input type="checkbox"/> Occasionally physically aggressive (hits, pinches, kicks – or threatens to)</li> <li><input type="checkbox"/> Strong tendency toward self isolation</li> <li><input type="checkbox"/> Frequently displays overly structured routines, obsessions, repetitive or ritualized behaviours</li> <li><input type="checkbox"/> Often interacts/plays with children who are much younger/older</li> <li><input type="checkbox"/> Occasionally cajoles or intimidates others into participation in antisocial or inappropriate behaviours</li> <li><input type="checkbox"/> Ongoing/moderate difficulties with obsessions about routines/rituals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Severe and sustained problems with impulse control</li> <li><input type="checkbox"/> Severe and sustained problems with anger control</li> <li><input type="checkbox"/> Significant difficulties with routine changes and transitions in educational settings</li> <li><input type="checkbox"/> Obsessive about routines</li> <li><input type="checkbox"/> High frequency of socially inappropriate behaviours (shouting, vocalizing, intruding, uncontrolled fantasy play)</li> <li><input type="checkbox"/> Ongoing, continuous non-compliance/defiance</li> <li><input type="checkbox"/> Needs a response plan (safety plan) – for protection of self and/or others (frequently throws objects, hits, bites, screams, tantrums, flight risk)</li> <li><input type="checkbox"/> Throws object/s, hits, tantrums, screams</li> <li><input type="checkbox"/> Often verbally aggressive (shouts, screams, threatens – volume and tone threaten others)</li> <li><input type="checkbox"/> Needs intensive and immediately available interventions to avoid escalation</li> <li><input type="checkbox"/> May need extensive "time out" and/or physical restraint – dangerous if not supervised</li> <li><input type="checkbox"/> Behaviours are dangerous to self and/or others</li> <li><input type="checkbox"/> Unable to relate to peers</li> <li><input type="checkbox"/> Experiences severe levels of compulsive thought, anxiety, worry, or difficult fears</li> <li><input type="checkbox"/> Behaviours significantly worse in the absence of prescribed medications</li> <li><input type="checkbox"/> Excessively withdrawn</li> <li><input type="checkbox"/> Suicidal ideation/behaviour</li> <li><input type="checkbox"/> Tactile defensive</li> <li><input type="checkbox"/> Exhibits severe negative over-reactions to praise</li> <li><input type="checkbox"/> Exclusively interacts/plays with children much older/younger</li> <li><input type="checkbox"/> Frequently displays high risk sexualized behaviour (comments, inappropriate sexual language or contact, dress)</li> <li><input type="checkbox"/> Severe and sustained difficulties with and/or obsession about individual routines and/or rituals</li> <li><input type="checkbox"/> High frequency use of verbal aggression (word, volume, tone) to respond to conflict</li> <li><input type="checkbox"/> Frequent physical aggression (hits, pinches, kicks, or threatens to)</li> <li><input type="checkbox"/> Frequently cajoles or intimidates others into participation in antisocial or inappropriate behaviours</li> </ul>
<b>Examples of Supports</b>				
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some structuring of class routines (transition cueing, re-direction, token economies, quiet time, etc.)</li> <li><input type="checkbox"/> Use of peer/buddy system to model social/emotional behaviours</li> <li><input type="checkbox"/> Use of small group activities to minimize distractions and simplify social/emotional interactions</li> <li><input type="checkbox"/> Promote the development of positive attachments to adults/peers (<i>important to all students at all levels of functioning</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent and structured class routines</li> <li><input type="checkbox"/> Frequent staff intervention to manage behaviour</li> <li><input type="checkbox"/> Direct interventions required to prevent or stop class disruption</li> <li><input type="checkbox"/> Very explicit behaviour intervention techniques</li> <li><input type="checkbox"/> Specialized behavioural/counselling supports</li> <li><input type="checkbox"/> Promote the development of positive attachments to adults/peers (<i>important to all students at all levels of functioning</i>)</li> <li><input type="checkbox"/> Promote the development of positive attachments to adults/peers (<i>important to all students at all levels of functioning</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive individualized programming</li> <li><input type="checkbox"/> Use of planned physical restraint.</li> <li><input type="checkbox"/> Use of supervised time-out procedures (removal from classroom environment)</li> <li><input type="checkbox"/> Unique and highly structured behavioural programming</li> <li><input type="checkbox"/> All social situations require mediation</li> <li><input type="checkbox"/> Safety planning</li> <li><input type="checkbox"/> Ongoing psychiatric care</li> <li><input type="checkbox"/> Ongoing interagency involvement</li> <li><input type="checkbox"/> Promote the development of positive attachments to adults/peers (<i>important to all students at all levels of functioning</i>)</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
<b>COMMUNICATION</b>	<p>Receptive &amp; Expressive Communication. Understanding and using spoken language as a tool for communication.</p> <ul style="list-style-type: none"> <li>- Understanding body language (gestures, visual signs, facial expressions, etc.)</li> <li>- Pragmatic language: active listening, following social rules, initiating and responding to communication</li> <li>- Volume, tone and voice quality appropriate</li> <li>- Understanding non-literal language (metaphor, simile, jokes, etc.)</li> <li>- Responding to communication</li> <li>- Initiating and/or sustaining communication</li> </ul> <p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <ul style="list-style-type: none"> <li>- File review</li> <li>- Speech-Language Pathology assessment</li> <li>- Augmentative Communication Specialist assessment</li> <li>- Behavioural Specialist Assessment</li> <li>- Adaptive Testing:               <ul style="list-style-type: none"> <li>o Vineland Adaptive Behavior Scales</li> <li>o Scales of Independent Behavior Revised SIB-R</li> <li>o Supports Intensity Scale (SIS)</li> </ul> </li> <li>- Psycho-educational testing</li> <li>- Medical evaluation</li> <li>- Audiological evaluation</li> <li>- Visual evaluation</li> <li>- Other</li> </ul>	<b>The student's level of functioning</b>		
		<p><i>Student exhibits mild functional problems occasionally and intermittently</i></p>	<p><i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i></p>	<p><i>Significant functional problems occur across multiple settings</i></p>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> May need prompting/cueing to attend to conversations/class discussions</li> <li><input type="checkbox"/> May ignore speaker/interrupts</li> <li><input type="checkbox"/> May need to be spoken to more slowly</li> <li><input type="checkbox"/> Some difficulty understanding verbal instructions – may need clarification/restatement</li> <li><input type="checkbox"/> Some difficulty interpreting and responding to normal non-verbal behaviours and cues from others</li> <li><input type="checkbox"/> Some difficulty with the appropriate use of non-verbal behaviours and cues from others</li> <li><input type="checkbox"/> Can speak or communicate using alternative communication to express ideas, thoughts and needs</li> <li><input type="checkbox"/> Some difficulty following multi-step instructions</li> <li><input type="checkbox"/> May have difficulty communicating needs in most environments</li> <li><input type="checkbox"/> Language may be simple (telegraphic, echolalic, stereotypic) but still communicates needs</li> <li><input type="checkbox"/> Some difficulty adjusting language to varying social situations</li> <li><input type="checkbox"/> Takes things literally</li> <li><input type="checkbox"/> Tends to use fabrication and and/or embellishment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Needs regular verbal and/or non-verbal cueing to attend to instructions and discussions</li> <li><input type="checkbox"/> May also need simple gestures to enhance understanding of verbal communication</li> <li><input type="checkbox"/> Has difficulty understanding instructions</li> <li><input type="checkbox"/> Frequent difficulty interpreting and responding to normal non-verbal behaviours and cues from others</li> <li><input type="checkbox"/> Frequent difficulty with the appropriate use of non-verbal behaviours and cues from others</li> <li><input type="checkbox"/> Alternative or systematized methods of communication may be required</li> <li><input type="checkbox"/> May need multi-step instructions broken down</li> <li><input type="checkbox"/> Misunderstands complex sentences, language (e.g. humour, metaphor, simile, inference)</li> <li><input type="checkbox"/> Difficulty following topic, watching speaker</li> <li><input type="checkbox"/> Occasionally ignores people speaking to him/her</li> <li><input type="checkbox"/> Occasionally has difficulty communicating needs in most environments</li> <li><input type="checkbox"/> Language may be simple but has difficulty communicating needs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constant verbal and/or non-verbal cueing to attend to instructions and discussions</li> <li><input type="checkbox"/> Concrete visual supports may be also be needed (e.g., pic symbols, pictures, gestural signs)</li> <li><input type="checkbox"/> Communicates basic needs and wants only with supports and prompts – includes absence of spoken language</li> <li><input type="checkbox"/> May become socially withdrawn and/or becomes agitated or aggressive when not easily understood</li> <li><input type="checkbox"/> Tactile defensive</li> <li><input type="checkbox"/> Frequently ignores people speaking to him/her</li> <li><input type="checkbox"/> Requires assistance or is dependent on assistance in understanding instructions</li> <li><input type="checkbox"/> Frequently has difficulty communicating needs in most environments</li> <li><input type="checkbox"/> Cannot communicate needs. Verbalizations may be highly stereotyped, echolalic, perseverative</li> </ul>
<b>Examples of Supports</b>				
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of verbal/nonverbal cues to gain attention</li> <li><input type="checkbox"/> Some simplification of verbal instructions</li> <li><input type="checkbox"/> Monitoring understanding/compliance to instructions</li> <li><input type="checkbox"/> SLP consultation/support</li> <li><input type="checkbox"/> Preferential seating</li> <li><input type="checkbox"/> Use of peer coach/buddy system</li> <li><input type="checkbox"/> Some case management</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management</li> <li><input type="checkbox"/> Instructional prompts, cues and signs</li> <li><input type="checkbox"/> Structured facilitated conversations</li> <li><input type="checkbox"/> Use of alternate forms of communication (visual cues, signs, pictograms, etc.)</li> <li><input type="checkbox"/> Verbal communication may need to be simplified (ie. presented in stages, delivered at a slower pace)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive integrated case management</li> <li><input type="checkbox"/> Constant, direct, structured supports</li> <li><input type="checkbox"/> Systematized communications strategies</li> <li><input type="checkbox"/> Extensive individualized support</li> <li><input type="checkbox"/> Safety planning</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
<b>SELF DETERMINATION/INDEPENDENCE</b>	Independence to access the larger social community. Ability to meet and respond to demands of daily life. Exercising appropriate choices.	<b>The student's level of functioning</b>		
		<i>Student exhibits mild functional problems occasionally and intermittently</i>	<i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i>	<i>Significant functional problems occur across multiple settings</i>
	<ul style="list-style-type: none"> <li>- Acting independently, making individual and appropriate choices without undue external influence</li> <li>- Having appropriate daily living skills, including safety-related behaviours</li> <li>- Ability to use private and public transport, access public places and services (shopping, restaurants, parks, recreation facilities)</li> <li>- Ability to make appropriate personal choices socially</li> <li>- Setting realistic personal goals</li> <li>- Ability to solve social problems</li> <li>- Sexuality awareness and appropriate expression</li> </ul> <p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <ul style="list-style-type: none"> <li>- File review</li> <li>- Vineland Adaptive Behavior Scales</li> <li>- Scales of Independent Behavior Revised SIB-R</li> <li>- Supports Intensity Scale (SIS)</li> <li>- Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has most of the required skill sets for functioning independently and may follow most routines and transitions</li> <li><input type="checkbox"/> May function independently in the school environment most of the time; may need some mild staff intervention</li> <li><input type="checkbox"/> Interacts with peers; may need some mild social re-direction</li> <li><input type="checkbox"/> Some lack of care of personal hygiene, disinterest in grooming/clothing</li> <li><input type="checkbox"/> Some lack of care for personal grooming/clothing</li> <li><input type="checkbox"/> Occasional reminders to engage learning and/or leisure activities</li> <li><input type="checkbox"/> Needs some adult mediation/direction</li> <li><input type="checkbox"/> May require assistance with some activities during transitioning</li> <li><input type="checkbox"/> Some problems with social problem solving</li> <li><input type="checkbox"/> May require some reminders about the needs of others</li> <li><input type="checkbox"/> May make sexually related comments or engage in inappropriate behaviour with sexual overtones</li> <li><input type="checkbox"/> May demonstrate some difficulties with impulse control</li> <li><input type="checkbox"/> May have difficulty understanding the feelings and rights of others.</li> <li><input type="checkbox"/> Disappointed with self</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasionally follows some but not all routines</li> <li><input type="checkbox"/> Needs occasional direction/prompting around social skills/interactions with peers and adults</li> <li><input type="checkbox"/> Will occasionally initiate tasks and activities but may require support to complete</li> <li><input type="checkbox"/> Disinterested in persona; grooming/ hygiene</li> <li><input type="checkbox"/> Some inappropriate sexual behaviours/comments</li> <li><input type="checkbox"/> Needs guidance to engage in learning or leisure activities</li> <li><input type="checkbox"/> Sometimes demonstrates poor impulse control</li> <li><input type="checkbox"/> Needs regular reminders about the needs of others</li> <li><input type="checkbox"/> Needs frequent adult mediation/direction</li> <li><input type="checkbox"/> Requires assistance frequently during transitioning</li> <li><input type="checkbox"/> Frequent problems with social problem solving</li> <li><input type="checkbox"/> May occasionally demonstrate difficulties with impulse control</li> <li><input type="checkbox"/> Careless of feelings or rights of others (destruction of property, vandalism, stealing)</li> <li><input type="checkbox"/> Often personally discouraged</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently does not follow school/class routines</li> <li><input type="checkbox"/> Little desire to achieve independence</li> <li><input type="checkbox"/> Requires special program support planning</li> <li><input type="checkbox"/> Needs frequent direction/prompts around social skills/interactions with peers and adults</li> <li><input type="checkbox"/> Sexual behaviour may be overt, repetitive and significantly interfere with social functioning</li> <li><input type="checkbox"/> Drug use may be overt, repetitive and significantly interfere with functioning</li> <li><input type="checkbox"/> Frequently demonstrates poor impulse control</li> <li><input type="checkbox"/> Unaware of interpersonal and/or physical danger</li> <li><input type="checkbox"/> No regard for the feelings or rights of others</li> <li><input type="checkbox"/> Behaviour dangerous to self and/or others</li> <li><input type="checkbox"/> Needs constant support to engage in learning or leisure activities – few leisure interests or skills</li> <li><input type="checkbox"/> Constant reminders/unable to understand the feelings of others</li> <li><input type="checkbox"/> Needs constant adult mediation/direction</li> <li><input type="checkbox"/> Needs constant support to understand how their behaviour affects others</li> <li><input type="checkbox"/> Requires continuous assistance during transitioning</li> <li><input type="checkbox"/> All social problems require direct mediation</li> <li><input type="checkbox"/> No regard for personal hygiene</li> <li><input type="checkbox"/> Extremely disappointed with self resulting in negative self-concept</li> <li><input type="checkbox"/> Lack of "agency" (does not believe she/he has any power to make change/s)</li> </ul>
	<b>Examples of Supports</b>			
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasional reminders and prompts</li> <li><input type="checkbox"/> Peer coaching/buddy system for social modeling</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management</li> <li><input type="checkbox"/> Frequent supervision</li> <li><input type="checkbox"/> Social skills training</li> <li><input type="checkbox"/> Some behaviour intervention regarding social behaviour</li> <li><input type="checkbox"/> Direct life-skills instruction</li> <li><input type="checkbox"/> Structured peer coaching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive, integrated case management</li> <li><input type="checkbox"/> Consistent, direct adult supervision</li> <li><input type="checkbox"/> Safety planning</li> <li><input type="checkbox"/> Time-out/physical interventions plans</li> <li><input type="checkbox"/> Functional life-skills planning</li> <li><input type="checkbox"/> Skill development for independent living</li> <li><input type="checkbox"/> Referral into community resources and programs</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
<b>ACADEMIC/INTELLECTUAL FUNCTIONING</b>	<p>Includes academics (reading, writing, spelling, mathematics, etc.). Thinking, reasoning skills and problem solving. Ability to generalize learning.</p> <p>– Reading - decoding, sight-word vocabulary, phonemic awareness, comprehension</p> <p>– Writing – printing, cursive, spelling</p> <p>– Mathematics – calculation (paper and non-paper), estimation, measurement, use of calculator, problem solving</p> <p>– Application of reading, writing and arithmetic to other subject areas</p> <p>– Ability to analyze new information, integrate information, generalize learning to new situations</p>	<b>The student’s level of functioning</b>		
		<p><i>Student exhibits mild functional problems occasionally and intermittently</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiences difficulty with the curriculum</li> <li><input type="checkbox"/> Difficulty acquiring new information, making connections and generalizing</li> <li><input type="checkbox"/> Minor difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> Struggles to regularly complete tasks and assignments</li> <li><input type="checkbox"/> May avoid learning; requires additional encouragement to engage</li> <li><input type="checkbox"/> Minor difficulties with multi-step or complex tasks</li> <li><input type="checkbox"/> Skills/abilities appear evenly developed across all academic subject areas</li> <li><input type="checkbox"/> Mild difficulty with problem-solving, especially when dealing with abstractions</li> <li><input type="checkbox"/> Inconsistent use of learning strategies</li> <li><input type="checkbox"/> Minor difficulty generalizing</li> <li><input type="checkbox"/> Some difficulty with short and/or long term memory</li> </ul>	<p><i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student needs adaptations to the curriculum</li> <li><input type="checkbox"/> Moderate difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> Frequent problems learning new material and making connections to prior learning</li> <li><input type="checkbox"/> Often fails to complete tasks and assignments</li> <li><input type="checkbox"/> Moderate difficulty with multi-step complex tasks</li> <li><input type="checkbox"/> Some subject areas may be adapted, other areas may be modified</li> <li><input type="checkbox"/> Has few learning strategies</li> <li><input type="checkbox"/> Academic needs require moderate educational support</li> <li><input type="checkbox"/> Moderate difficulty with problem solving especially when dealing with abstractions</li> <li><input type="checkbox"/> Moderate difficulty generalizing</li> <li><input type="checkbox"/> Moderate difficulty with short and/or long term memory</li> </ul>	<p><i>Significant functional problems occur across multiple settings</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student needs a modified curriculum</li> <li><input type="checkbox"/> Significant skills gaps due to inconsistencies in attendance</li> <li><input type="checkbox"/> Extreme problems learning new material</li> <li><input type="checkbox"/> Rarely completes tasks and assignments</li> <li><input type="checkbox"/> Extreme difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> Great difficulty acquiring and generalizing new information</li> <li><input type="checkbox"/> Significant discrepancies between academic subject areas</li> <li><input type="checkbox"/> Significant lack of learning strategies</li> <li><input type="checkbox"/> Not engaged in learning process (e.g. may be a non-attender)</li> <li><input type="checkbox"/> Significant difficulty with multi-step or complex tasks</li> <li><input type="checkbox"/> Academic needs require extensive educational support</li> <li><input type="checkbox"/> Has significant difficulty with problem solving especially when dealing with abstractions</li> <li><input type="checkbox"/> Significant difficulty generalizing</li> <li><input type="checkbox"/> Significant difficulty with short and/or long term memory</li> </ul>
		<b>Examples of Supports</b>		
<p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <p>– File review</p> <p>– Level B academic assessment</p> <p>– Level C psycho-educational Assessment</p> <p>– Test of Nonverbal Intelligence-2</p> <p>– Curriculum-Based Assessment</p> <p>– Other</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some case management</li> <li><input type="checkbox"/> Some adaptation and/or modification of curriculum</li> <li><input type="checkbox"/> Smaller group instruction and/or individualized instruction intermittently throughout the year</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management required</li> <li><input type="checkbox"/> Significant modification of learning expectations</li> <li><input type="checkbox"/> Use of modified/adapted curriculum</li> <li><input type="checkbox"/> Structured feedback to give maximum praise/reinforcement for progress on individualized program</li> <li><input type="checkbox"/> High levels of practice and repetition (mastery learning) of functional curriculum</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive integrated case management</li> <li><input type="checkbox"/> Functional life-skills curriculum</li> <li><input type="checkbox"/> Skill development for independent living</li> <li><input type="checkbox"/> Individualization of learning outcomes, goals and objectives</li> <li><input type="checkbox"/> Adaptations and modifications are complex and highly individualized</li> </ul>	

**IEP**

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### Evidence of Consultation Form

Background Information:

1. **Regular Program** - student achieves the grade specific learning outcomes
2. **Regular Program with adaptations** - student achieves general learning outcomes with some adaptations to their program (less questions, more time, no penalty for spelling, enlarged print, use of technology for speech to text written output or for text reader, scribe, reader, calculator, etc.)
3. **Modified Program** - student is not able to achieve regular academic outcomes and therefore is working on completely different set of outcomes as outlined in their IEP. Progress is reported through an IEP Progress Report at the end of each term.

I, the undersigned parent or guardian of the child \_\_\_\_\_,  
PEN \_\_\_\_\_, birth date \_\_\_\_\_, am aware that my  
child needs \_\_\_\_\_ to their educational program and have been  
identify either adaptations or modifications  
provided the opportunity to be consulted about the preparation of the IEP.

\_\_\_\_\_  
Parent Name (Please print)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Resource/LA Teacher Signature



# Individual Education Plan

2018-2019

NI

PEN : 12345678

Date of Birth : xxxxxxxx

Grade : 05

## Student Details

**Primary Designation :** D — Physical Disability or Chronic Health

**Additional Designations :**

**IEP Date :** September 30, 2018

**Parent/Guardian Consultation :**

**Parent/Guardian Consulted Date :** October 10, 2018

**Case Manager :** AC

Student Support Team	Role
HK	SLP
AC	Case Manager & LST
MG	Teacher
GK	Vice Principal
HG	Education Assistant
KP	Education Assistant
O & N I	Parents
SL	Principal

## Student Profile

**My Interests :**

*Location of Evidence : Student Based Profile in LST file and Office file.*

Some words that describe me are:

- happy
- positive outlook
- funny
- always have a smile in class
- kind and care about others
- nosy

Some things that I am interested in and enjoy doing are:

- dance
- curling with my class
- helping with younger kids
- tea trolley
- helping adults and having jobs to do

**My Learning Preferences :**

*Location of Evidence : Student Based Profile in LST file and Office file.*

The best ways for me to show what I know are:

- try my best
- paper and pencil work
- show by doing it
- show with pictures/visuals

Some things that I want to get better at this year are:

- math
- to use iPad for reading and writing
- science
- art (drawing, painting, printing)






**What You Need To Know About Me :**

*Location of Evidence : Student Based Profile in LST file and Office file.*

Some things you need to know about me are:

- I'm very kind
- I need to know my schedule for the day
- I can do my work by myself if I need to
- I like having a great teacher (kind, friendly, funny)

My Learning Profile			
<input type="checkbox"/> <i>Thoughts from my team</i>	<b>Personal</b> <i>What I am able to do on my own</i>	<b>Social</b> <i>What I am able to do with others</i>	<b>Intellectual</b> <i>How I think</i>
<b>My Strengths</b>	<ul style="list-style-type: none"> <li>• I know what days I have dance</li> <li>• I get myself ready for school</li> <li>• I get myself out of bed with an alarm clock</li> </ul> <p>Thoughts from my team:</p> <ul style="list-style-type: none"> <li>• has a great sense of humour</li> <li>• loves to dance</li> <li>• compliant and wants to please</li> <li>• enjoys school and is happy to come each day</li> <li>• loves to help others</li> </ul>	<ul style="list-style-type: none"> <li>• I get along well with people</li> <li>• I walk away if I need to</li> <li>• I can figure out what time I should be working with Ms. Alberti</li> <li>• I can ask for help if confused</li> </ul> <p>Thoughts from my team:</p> <ul style="list-style-type: none"> <li>• friendly and outgoing with adults</li> <li>• wants to have same-age friends</li> <li>• says she has friends at school this year and plays with them</li> </ul>	<ul style="list-style-type: none"> <li>• I'm good at reading</li> <li>• I'm good at math</li> <li>• I can figure out the iPad (Mathletics &amp; speech to text)</li> </ul> <p>Thoughts from my team:</p> <ul style="list-style-type: none"> <li>• can read</li> <li>• can do some functional math (calculators, time, basic adding and subtracting)</li> <li>• has a good memory</li> </ul>
<b>My Stretches</b>	<ul style="list-style-type: none"> <li>• I need more help with art</li> <li>• I need to practice typing pal</li> <li>• I need to use the iPad</li> </ul> <p>Thoughts from my team:</p> <ul style="list-style-type: none"> <li>• continued work to strengthen both fine and gross motor skills</li> <li>• support to stay focused and attentive</li> </ul>	<ul style="list-style-type: none"> <li>• I will try to not be shy</li> <li>• I will try to ask first to play with others</li> <li>• I can try to find new people my age to ask to play with</li> <li>• I find it difficult when I get a new teacher each year</li> </ul> <p>Thoughts from my team:</p> <ul style="list-style-type: none"> <li>• speech and Language skills</li> <li>• support with peer social interactions – has difficulty relating to and following play/ conversations of same-aged peers</li> </ul>	<ul style="list-style-type: none"> <li>• I will try to use juicy words in my writing</li> </ul> <p>Thoughts from my team:</p> <ul style="list-style-type: none"> <li>• classroom work is becoming more and more challenging each year</li> <li>• academic skills (reading, writing and math)</li> </ul>

<b>My Focus Area This Year</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>These learning domains can inform the IEP development in these core competency areas</i>	<b>Core Competency Connections</b>	<b>Core Competency Connections</b>	<b>Core Competency Connections</b>
	 <a href="#">Positive Personal</a> <a href="#">Personal Awareness</a>	 <a href="#">Communication</a>  <a href="#">Social Responsibility</a>	 <a href="#">Creative Thinking</a>  <a href="#">Critical Thinking</a>

<b>Supports and Plans</b>	
Essential Supports	<p>Direct teaching of speech and language skills (SLP therapy weekly).</p> <p>Social interactions facilitated by an adult when possible.</p> <p>Shared EA support in the classroom with academics and social goals (daily).</p> <p>OT support - consultation.</p> <p>Consultation with District Vision Support Teacher - SL</p> <p>Tea Trolley (approximately once/month).</p>
Universal Classroom	<p>Work tasks that are short and concentrated.</p> <p>Opportunities for breaks or alternate, preferred activities after completion of work tasks.</p> <p>Teaching around "Growth Mind-set"</p>

Core Competency Goals	
Communication	<p>Connect and Engage with Others:</p> <p>I can continue to develop my expressive and receptive language skills by</p>
Objective	Strategy
using correct word order and grammatical structures in simple present tense questions in conversation with my teacher.	<ul style="list-style-type: none"> <li>- Speech &amp; Language therapy sessions.</li> <li>- Use visuals to support her practice of the correct production of the target, i.e. errorless learning.</li> <li>- Use a large variety of activities and modalities to help her to generalize.</li> <li>- Practice one target at a time: one question word + one pronoun + auxiliary verb + details.</li> <li>- Create books of personally relevant topics to practice the targets.</li> </ul>
identifying the core units of a story grammar (e.g. character, setting, event, actions, and resolution) and produce a simple story with these units within the therapy setting.	<ul style="list-style-type: none"> <li>- Speech &amp; Language therapy sessions.</li> <li>- Use the 'Story Grammar Marker'® tactile tool.</li> <li>- Use visuals that could eventually be transferred to the classroom to help with her language output.</li> </ul>
demonstrating knowledge of emotion vocabulary related to my learning experience as needed by using an "I'm feeling ___" statement instead of a negative comment about myself.	<ul style="list-style-type: none"> <li>- Teach emotion vocabulary: frustration, disappointment, worry, empathy, encouragement, plan</li> <li>- Support development of self-empathy</li> <li>- Support with stating and planning ("I wish ___ and so ___")</li> </ul>
Social Responsibility	<p>Building Relationships &amp; Social Communication:</p> <p>I can build relationships by</p>
Objective	Strategy
initiating a social conversation or interaction with a peer	<p>Direct teaching of rationale for initiating a conversation (why).                      Provide Isla with several options of opening statements/conversation starters.                      Rehearsal with an adult first, if needed.                      Practice in a small group with adult facilitation.                      Encouragement from adults during outside play times and unstructured times at school.</p>
accepting an invitation to join a group or play situation with others	<p>Direct teaching of rationale for initiating a conversation (why).                      Provide several options of opening statements/conversation starters.                      Rehearsal with an adult first, if needed.                      Practice in a small group with adult facilitation.                      Encouragement from adults during outside play times and unstructured times at school.</p>
Personal Awareness	<p>Well-Being</p> <p>I will participate in activities that support my physical wellbeing by</p>

<b>Objective</b>	<b>Strategy</b>
printing my letters on the line with correct letter shape and size when doing written work.	Consistent printing practice (Printing Like a Pro). Reinforcement during writing outside of printing practice. Reminders and encouragement from adults. Slow down and focus on my printing.
asking for an alternative task when my class is doing an activity that I find too challenging in PE.	Reminders and encouragement from adults around me.

Personal Awareness	<p>Self-Determination:</p> <p>I will learn strategies to become more independent by</p>
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<b>Objective</b>	<b>Strategy</b>
starting classroom tasks	Visual script for tasks (i.e., first, then). Prompts and reminders from adults, if needed. Repeat back the first step to an adult. Watch what others are doing.
working for 5 minutes on an independent task	Individualized work at accessible level. Positive reinforcement for independent task completion. Visual supports (i.e. First/Then).

<b>Curricular Goals</b>	
English Language Arts	Teacher Responsible : MG
Learning Standards - Supplemental	

Reading: I can use a variety of decoding and comprehension strategies to read and understand text by

<i>Objective</i>	<i>Strategy</i>
I can reading sight words	Sigh word program (Jolly Phonics). Small group/individual instruction and practice. Games for practice and repetition.
using strategies for reading books	Finger tracking. Chunking words. Sounding out. Using context and picture clues.
increasing my independent reading level.	Daily practice with reading materials at my independent level. Small group or individual instruction and practice. Finger tracking words while reading. Explicit teaching of decoding strategies. Raz Kids computer program for additional practice.
using technology to help with my reading and writing tasks.	Word Processing (Office programs). Keyboarding practice (Typing Pal). Speech to Text training (iPad dictation, Google Read and Write). iPad to use in classroom or Learning Centre.

Mathematics

Teacher Responsible : MG

Learning Standards- Supplemental

Numeracy: I can continue to develop my numeracy skills by

<i>Objective</i>	<i>Strategy</i>
reading and writing numbers with correct place value into the thousands	Small group or individual instruction. Use of visual tools (i.e. place value chart, manipulatives). Base 10 blocks. Mathletics computer program for practice.
adding and subtracting numbers up to 20	Small group or individual instruction. Use of visual tools (i.e. 100 chart, number lines, illustrations). Mathletics computer program for practice. Repetition and graphing of results/progress.
telling time to the hour (i.e. 1:00, 2:00, etc.) on an analogue clock.	Small group or individual instruction. Use of visual tools (i.e. analogue clock manipulative). Mathletics computer program for practice. Repetition.



<b>Objective</b>	<b>Strategy</b>
identifying coin and bill values visually	Small group or individual instruction. Use of visual tools and manipulatives (i.e. fake bills and coins). Relating to real-life situations. Mathletics computer program for practice. Repetition.
using a calculator as a math tool	Small group or individual instruction. Repetition and frequent practice. Using a calculator to check math work. Mathletics computer program for practice.

# Behaviour Plan



# Safety Plan



## SAFETY PLAN

### 2. Prior Events:

Problem behaviours are more likely in the presence of certain early warning signs:

Prior Events (prior situations/events that predict the student will have more difficulty in a day e.g. missing breakfast, morning routine off, feeling sick, constipation, allergies, medication effects, negative interactions with peers/siblings before school)	Strategies (Immediate actions to take when the student presents as anxious, unwell or upset - steps to prevent escalation e.g. monitor the student upon entry, Plan B day, offer breakfast)

### 3. Immediate Triggers:

Be aware of situations and events that are immediate triggers for the escalation of behaviour:

Immediate Triggers (Actions or events that often occur immediately before problem behaviour e.g. verbal overload, non-preferred task demand, noisy environment, unstructured social situation, student perceives someone is upset with them, unpredicted change of routine, being corrected, hearing NO)	Strategy ( <u>Immediate</u> actions to prevent escalation e.g. warning before transitions, allow processing time, break outside of room if too noisy, monitor tone of voice to use with student. Avoid strategies that need implementation time - these are for a behaviour plan. Focus on actions that anyone can use immediately.)



## SAFETY PLAN

4. **Crisis Response Plan:** (Staff responses to student's behaviour. Remove examples.)  
**Designated staff will implement the following crisis management plan when necessary.**

Precursor Behaviours (What you see)	Staff Responses (What you do)
<p><b>Anxiety:</b>            (noticeable increase or change in)            eg: glassy eyed, tense, hunched over, repetitive language</p>	<p><b>Be Supportive:</b>            (empathetic, non-judgmental response)</p>
<p><b>Defensive:</b>            (cues that this student is beginning to lose the ability to think or process information)            eg: stands up, flops down, argues...</p>	<p><b>Be Directive:</b>            (set simple, clear, enforceable limits)</p>
<p><b>Acting Out:</b>            (risk to self or others*)</p>	<p><b>Crisis Intervention Plan*:</b>            (injury prevention):</p> <ul style="list-style-type: none"> <li>a) keep a safe distance;</li> <li>b) clear the area;</li> <li>c) assign one person to direct the actions of intervening adults;</li> <li>d) physical restraint strategies <u>as a last resort</u> when there is a danger to self/others.</li> </ul>
<p><b>Tension Reduction:</b>            (cues that this student is calm)</p>	<p><b>Therapeutic Rapport:</b>            (re-establish rapport - <b>do not</b> recriminate)</p>

## SAFETY PLAN

\* If there is contact with body fluids, refer to SD No. 8 District Health & Safety manual and the district Standard Precautions Procedures.

**5. Other Means to Minimize Risk:**

(It is essential to consider any environmental factors that may affect risk, such as the wearing of clothing or jewelry, the positioning of furniture and doorways/exits, the availability of loose objects, for example).

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**6. Post Incident Debriefing:** (ensure all involved employee(s) are included)

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**7. Criteria for Calling Home:**

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**8. Reintegration Plan:** (if required)

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**9. This Plan will be Reviewed:**

- regularly by the principal or designate;
- if any change in behaviour occurs such that the risk of violence is different and/or an incidence of violence occurs.
- At school health & safety meetings

**10. A Safety Plan Meeting will be Convened:**

The principal or designate will call a safety plan review meeting if new information indicates that the safety plan needs to be reviewed or modified.

**Plan Termination Date:**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Y      M      D

# SAFETY PLAN

**11. Next Steps:**

A Behaviour Plan is in place      yes     

<b>Action</b> (example: Behaviour plan meeting has been set, parent will take child to the doctor, school will arrange for art therapy...)	<b>Person Responsible</b>

I have read this plan and am aware of safety procedures to be followed when working with \_\_\_\_\_.

(Student's name)

**Signature:**

**Title:**

**Date (Y/M/D):**

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# Medical Reports

## Directions for Completing the **Diagnosis Verification Form**

- This form should be used for communicating information about a child’s diagnosis between the physician and the school.
- This form was created to fulfill the need for any type of “diagnostic letter” that a medical practitioner would be asked to write confirming a child’s medical diagnosis for the purpose of educational planning.
- Children become eligible for additional school supports and services when a need is identified, and depending on the degree of impact on the child’s educational program, medical documentation may serve as one of the pieces of evidence to support a Ministry of Education designation. **A medical diagnosis, by itself, does not determine the need for specialized educational services for children.**
- **In the case where a CDBC or other multidisciplinary assessment has been completed, this form does not need to be completed** as the necessary information would be included in said report.
- **If it is not yet possible to form a medical diagnosis** please provide a description including any functional impacts within each of the five domains indicated on the form. **As a child may not be adversely affected in all five domains please complete as much of the form as possible.**
- The physician is encouraged to request information from the school and other community agencies regarding the student’s cognitive and physical functioning in order to assist in the form completion. A Request for Information form is included in this package for your convenience.



# DIAGNOSIS VERIFICATION FORM (FROM PHYSICIAN TO SCHOOL)

Attention: \_\_\_\_\_ (Please advise if a different person is the main contact for this student)

The student named below may be eligible for supports and services as provided by the school district.

Information on this form will be used in confidence to assist in program planning and instructional support for the student. This information will be released to other parties only with the express written request of the student/parent or guardian.

---

Student First Name      Middle Initial      Surname      Date of Birth      Phone Number

**1. Description and date of diagnoses (or explain why a diagnosis is not available):** *(referencing reports from other disciplines as necessary)*

**2. Describe the student's functional limitations (and severity) that have significant impact on their education setting:**

*(circle below)*

PHYSICAL FUNCTIONING	(e.g., gross motor, fine motor, and sensory system) In your opinion, does the child's physical functioning (gross motor, fine motor or sensory system) affect his/her ability to access school programming? Please comment:	N/A	Mild	Moderate	Severe	Other
COMMUNICATION	(e.g., receptive, expressive, pragmatic, stereotypic language) In your opinion, do the child's communication skills affect his/her ability to access school programming? Please comment:	N/A	Mild	Moderate	Severe	Other
SOCIAL/ EMOTIONAL FUNCTIONING	(e.g., mood, anxiety, inattention, thought problems, compulsions, stereotyped/disruptive/self-injurious behaviours, aggression, conduct; peer, school, community social adjustments) In your opinion, does the child's social/emotional functioning affect his/her ability to access school programming? Please comment:	N/A	Mild	Moderate	Severe	Other
ACADEMIC/ INTELLECTUAL FUNCTIONING	(e.g., achievement, learning difficulties, independence in school work) In your opinion, does the child's academic/intellectual functioning affect his/her ability to access school programming? Please comment:	N/A	Mild	Moderate	Severe	Other
SELF DETERMINATION/ INDEPENDENCE	(e.g., nutrition, parent and sibling adjustment, safety, feeding, dressing, hygiene, decision making)	N/A	Mild	Moderate	Severe	Other



Additional information can be added on this page; relevant reports can also be submitted.

3. Describe any side-effects and functional limitations resulting from treatments or medications:

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Physician's Name (please print)

\_\_\_\_\_/\_\_\_\_\_  
Telephone Number/Fax Number



American Academy of Pediatrics  
DEDICATED TO THE HEALTH OF ALL CHILDREN™



*This form has been developed jointly by the BC Ministry of Education and the BC Pediatric Society/AAP BC Chapter*

\_\_\_\_\_  
**Additional information (optional):**

# Professional Reports

## PERSONAL AND CONFIDENTIAL

### Level B Assessment Report

**Student:** Harry Potter  
**Age:** Twelve years, eleven months  
**Grade:** Seven  
**Teacher:** Severus Snape  
**School:** Hogwarts

**Date of Testing:** May 12<sup>th</sup>, 2018  
**Date of Birth:** June 4<sup>th</sup>, 2005  
**Date of Report:** May 30<sup>th</sup>, 2018  
**Examiner:** Minerva McGonagall

### BACKGROUND INFORMATION

Harry is a student in grade six at Hogwarts. He previously attended Watson's Preparatory School in London, England. Harry has reports in his file from the Interior Health Children's Assessment Network, dated April 26<sup>th</sup>, 2010 and Watson's School dated June 2013 (full psychoeducational assessment and report) and November 2014 (Level B Achievement assessment). He has previously been diagnosed with a Specific Learning Disorder and an Expressive/Receptive Language Disorder.

### RATIONALE FOR ASSESSMENT and/or REASON FOR REFERRAL

The school-based team would like updated information on Harry's academic strengths and needs.

### BEHAVIOURAL OBSERVATIONS

Harry was cooperative and engaged throughout the assessment. He appeared to be at ease with the assessor, and was quite conversational during breaks.

### TESTS AND PROCEDURES ADMINISTERED

- Woodcock-Johnson Tests of Achievement-Fourth Edition, Form A (WJ-IV ACH)-Standard Battery (composed of the first 11 tests)
- Selected Tests from the Woodcock-Johnson Tests of Oral Language

### TEST RESULTS

Please refer to Appendix A for a table of results.

#### *Description of assessment administered:*

**The Woodcock-Johnson Tests of Achievement- Fourth Edition (WJ-IV ACH)** contains a set of norm-referenced tests that are administered individually. The WJ-IV ACH is used to measure academic achievement. It is composed of 29 tests that make up five clusters: Reading, Oral Language, Math, Written Language, and Academic Knowledge. The WJ IV ACH can be used to determine a person's current academic strengths and areas that need improvement.

### APPENDIX A: ASSESSMENT SCORES AND DESCRIPTORS

Names of Tests and Cluster scores	Standard Score	Percentile Rank	Classification
<b>READING</b>	61	<1	Well Below Average
Letter-Word Identification	58	<1	Well Below Average
Sentence Reading Fluency	65	1	Well Below Average
Passage Comprehension	76	5	Below Average
Oral Reading	63	<1	Well Below Average
Word Attack	83	13	Low Average
<b>MATH</b>	75	5	Below Average
Calculation	68	2	Well Below Average
Math Facts Fluency	77	6	Below Average
Applied Problems	93	33	Average
<b>WRITTEN LANGUAGE</b>	78	7	Below Average
Spelling	77	6	Below Average
Writing Samples	89	23	Low Average
Sentence Writing Fluency	78	7	Below Average
<b>ORAL LANGUAGE</b>			
Picture Vocabulary	80	9	Low Average
Oral Comprehension	95	37	Average
Sentence Repetition	90	32	Average
Retrieval Fluency	98	45	Average

## SUMMARY AND REPORT

### Reading

Harry's scores in reading ranged from Well-Below-Average to Low Average. These scores are in line with both a psychoeducational assessment from June 2013 and an achievement assessment dated November 2014. Please refer to recommendations and strategies for ways to support Harry with reading tasks.

### Math

Harry's scores in math ranged from Well-Below-Average to Average. Harry showed relative strength on the Applied Problems test where he scored in the Average range. These scores are similar to scores on previous assessments.

### Written Language

Harry's scores on the Written Language tests ranged from Below Average to Low Average, which is an improvement from his scores on his last WJ-III in 2014, where he scored in the Well-Below-Average Range.

### **Oral Language**

Harry scored in the Low-Average to Average range on four tests that he completed from the Oral Language battery. His scores indicate a relative strength completing tasks that rely on oral language skills.

### **Conclusions**

Harry's scores on the WJ-IV assessment showed development of his writing skills since his last assessment in 2014. He showed relative strength in math and oral language tasks. With supports and adaptations, Harry should be able to participate in the math curriculum. Harry's scores in reading suggest that accessing information through text-based materials will continue to be difficult for him. His strength in oral language skills indicates that giving him alternate formats to access information and demonstrate his knowledge will be helpful. Harry will likely benefit from audio versions of textbooks and opportunities to give oral reports rather than written reports.

At this stage, the focus should shift away from remedial support to providing ways to accommodate Harry's needs so that he can fully participate in class. He enjoys using technology, so providing him with ways to use an iPad or laptop to support his learning may be successful. Allowing him to complete a project using the laser cutter at school would be a way to emphasize his strengths and engage him in learning.

It was a pleasure working with Harry!

Minerva McGonagall

## Recommendations and Strategies

### Reading:

Accommodations:

- Utilize audio books where available so that Harry can have more than one access point to information.
- Use technology where feasible to support access. There are numerous options available. Solo Suite can be installed on most devices and is designed to support students to access reading and writing activities. Contact Sofeya Devji, the technology support teacher for more information. Google Apps for education also provide opportunities for students to access the curriculum in an adapted manner.

### Writing:

A. Spelling:

- Provide Harry with an individualized sequential spelling program using a resource such as the “Words Their Way” program. The developmental spelling tests contained within the program help to place students at the appropriate level.

B. Written Expression:

- Provide Harry with additional time to complete written assignments and decrease the written output expectation.
- Consider providing Harry with opportunities to use predictive writing programs or speech to text (such as Co:Writer). Contact Sofeya Devji, technology integration teacher, for additional support.

### Math

- A. Incorporate math concepts into applied activities (woodworking, computer-based projects etc.). Applied problem solving is a strength for Harry.
- B. Whenever possible, use concrete manipulatives to help Harry make sense out of math calculations.
- C. Allow Harry to use a calculator and/or multiplication table when appropriate. This will allow him to focus on the conceptual and/or applied aspects of math.
- D. If possible, reduce the number of items that he has to complete.



**Social Emotional:**

The focus for Harry should be providing opportunities for him to feel successful, and building on his strengths. Encouraging him to demonstrate his skills with technology, and providing him with opportunities to share this strength with others will help to capitalize on his strengths. Connecting him with a mentor who is knowledgeable and passionate about technology would not only be motivating for Harry, but would also contribute to the development of job skills.

## Test Descriptors

### **Reading Test Descriptions - Woodcock-Johnson Tests of Achievement- Fourth Edition**

The Broad Reading cluster score is derived from the Letter-Word Identification, Reading Fluency, Oral Reading and Passage Comprehension tests.

The Letter-Word Identification test measures a student's word identification skills. The initial items require the student to identify letters, and the remaining items require the student to pronounce words correctly. The student is not required to know the meaning of any word.

The Sentence Reading Fluency test measures reading speed and semantic processing. On this test, students are required to read printed statements and respond with true or false.

The Passage Comprehension test measures reading comprehension. On this test, students are required to identify a missing key word in a written passage.

The Oral Reading test measure reading accuracy and prosody. On this test, students are required to read sentences aloud that gradually increase in difficulty.

### **Math Test Descriptions- Woodcock-Johnson Tests of Achievement- Fourth Edition**

The Broad Math cluster score is is derived from the Math Facts Fluency, Calculation and Applied Problems tests.

The Math Facts Fluency test requires students to solve one-digit addition and subtraction questions with speed and accuracy.

The Calculation test requires students to solve increasingly complex math problems with paper and pencil. The initial items in Calculation require the individual to write single numbers. The remaining items require the person to perform addition, subtraction, multiplication, division and combinations of these basic operations.

The Applied Problems test requires students to analyze and solve math problems that are presented aloud and in written form.

### **Written Language Test Descriptions- Woodcock-Johnson Tests of Achievement- Fourth Edition**

The Broad Written Language cluster scores is derived from the Spelling, Sentence Writing Fluency and Writing Samples tests.

The Spelling tests measure the ability to write orally presented words correctly. The initial items measure prewriting skills such as drawing lines and tracing letters. The next set of items requires the person to produce uppercase and lowercase letters. The remaining items measure the person's ability to spell words correctly.

The Sentence Writing Fluency test measures a student's ability to formulate and write sentences quickly.

This Writing Samples sub-test measures a student's ability to write sentences given a verbal and picture cue.

### **Oral Language Descriptors-** Woodcock-Johnson Tests of Achievement- Fourth Edition

The Picture Vocabulary tests measures oral language development and word knowledge. The task requires students to identify pictured objects. Although a few receptive items are offered at the beginning of the test, this is primarily an expressive language task at a single-word level. The items become increasingly difficult as the selected pictures occur less frequently in the environment and comprehension-knowledge becomes a component of the task.

The Oral Comprehension test measures a student's ability to comprehend short audio-recorded passages and then supply the missing word using syntactic and semantic cues.

The Sentence Repetition test measures the ability to remember and repeat single words, phrases, and sentences presented from an audio recording.

The Retrieval Fluency test measure the speed of lexical access. The student is required to name as many examples as possible from a given category within a 1-minute time period.

# History of Behaviours



Student Name:

Date:

Record your suggestions for how to prevent behaviour on back of page →

<p><b>Setting Event</b> Something that sets the stage for the behaviour to occur (lack of sleep, ill, hungry, TOC)</p>	<p><b>Antecedent</b> The thing/event that happened immediately before IB (was given directive – asked to put book away, transition time from recess, fire alarm...) Activity might be recess, gym, math, assembly, snack</p>		<p><b>Intense Behaviour (IB)</b> A detailed description of behaviours (be specific and objective: <b>who</b> was involved, <b>what</b> happened, <b>how</b> severe/intense was behaviour and how long did it last) If you took a photo what would it look like.</p>	<p><b>Consequence</b> What happened immediately after the behaviour? Did they gain or avoid something? Where did they go? How long did it take for them to calm?</p>
	<p>Time/Date:</p> <p>Activity:</p> <p>Person:</p>			
	<p>Time/Date:</p> <p>Activity:</p> <p>Person:</p>			
	<p>Time/Date:</p> <p>Activity:</p> <p>Person:</p>			
	<p>Time/Date:</p> <p>Activity:</p> <p>Person:</p>			
	<p>Time/Date:</p> <p>Activity:</p> <p>Person:</p>			

**Circle the Possible Functions of Behaviour:** Avoid/escape peers, Avoid adults, Avoid group work, Avoid independent work/tasks, Avoid scheduled events, Avoid sensory stimuli.

Gain attention of peers, Gain attention of adults, Gain/fulfill a sensory need, Gain/obtain an item, Gain/obtain an activity, Gain/obtain a choice.

**The most frequently occurring setting events are:**

**The most frequently occurring antecedents are:**

**The most frequently occurring behaviours are:**

**Your ideas for how to prevent the behaviour from occurring:**

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**Describe how we can teach the student a more appropriate behaviour to get their needs met:**

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Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Schedule	Behavior 1	Behavior 2	Behavior 3	Notes:
9:00 - 9:30	Y N	Y N	Y N	
9:30 - 10:00	Y N	Y N	Y N	
10:00 - 10:30	Y N	Y N	Y N	
10:30 - 11:00	Y N	Y N	Y N	
11:00 - 11:30	Y N	Y N	Y N	
11:30 - 12:00	Y N	Y N	Y N	
12:00 - 12:30	Y N	Y N	Y N	
1:00 - 1:30	Y N	Y N	Y N	
1:30 - 2:00	Y N	Y N	Y N	
2:00 - 2:30	Y N	Y N	Y N	
2:30 - 3:00	Y N	Y N	Y N	
3:00 - 3:40	Y N	Y N	Y N	
<b>Total:</b>				

**Incident Duration and Intensity**

Start	Finish	Intensity

Intensity scale:  
 1 - mild (disruptive but not dangerous)  
 2 - moderate (verbal/physical threats and/or destructive to physical environment)  
 3 - severe (poses a physical danger to student and/or other)

# **Team Meeting Notes**



**Meeting Notes - CONFIDENTIAL**

School:	Date:	Time:
Student/Topic:	Grade:	DOB:
<b>Participants' name and role</b>		<b>phone #/or email</b>

**Purpose of meeting:**

**Highlights of Discussion:**

**Services in Place:** (please list all service providers, eg: OT, SLP, Counsellor)

**Action Plan:**

Person	Action	Date

**Notes Taken by:** \_\_\_\_\_

**Next Meeting Date:** \_\_\_\_\_



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- e. Who will monitor progress? \_\_\_\_\_
- f. How will progress be monitored? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



1. Challenge #2 (from referral)

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2. Discussion, data, attendance

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3. Brainstorm of strategies which could be implemented

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\_\_\_\_\_

e. Who will monitor progress? \_\_\_\_\_

f. How will progress be monitored? \_\_\_\_\_

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g. Set date for SBT follow-up in 6-8 weeks. \_\_\_\_\_

Other notes and information: \_\_\_\_\_

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**NOTE:** If this file requires DBT support please forward a copy to the Director of Inclusive Learning:

Date/time submitted: \_\_\_\_\_

# Framework for Enhancing Student Learning

2019-2020 Annual Report on Learning

*Released November 2020*



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## Superintendent's Remarks

Dear School District 8 - Kootenay Lake School District Community,

The *Framework for Enhanced Student Learning 2019/2020* document, our annual learning report, identifies district priorities and measures the progress we have made in achieving these priorities. Data is from the 2018/2019 school year as the current year is still underway.

The story of this success illustrates the transformative impact of skillful assessment, intervention and programming on student learning, and highlights the ways in which we can empower students by giving them the skills, knowledge, and opportunities they need to move forward with confidence as learners. The focus in our school district is on improving student learning regardless of the advantages or challenges faced by any individual student.

In this report, you will learn about a school in which teachers take a comprehensive, collaborative, and research-based approach to helping students improve their literacy and numeracy skills. You will learn that this approach is well-supported not only by the school district but also through community structures and systems that we have developed.


The School District 8 - Kootenay Lake Board of Education update supports our [strategic plan](#), which identifies the following four pathways for staff to improve student learning and support the success of all our students: improved learning, organizational excellence, relationships, and engagement. With our learning, we focus on literacy, numeracy, indigenous education, and inclusion.

Through our mission to “focus on excellence for all learners in a nurturing environment”, we developed our three-year **Focus. Learn. Excel** professional learning campaign to assist our district in implementing strategies to include all students, providing school-level support and resources through well-trained and highly competent teacher leaders, and continue to make funding available for teachers and instructional support staff to ensure greater achievement for all of our students.

We have asked all departments and all schools across the school district to engage actively and collaboratively in this work. Your school planning teams have now aligned school plans with district and provincial educational goals. Our data shows that our interventions are making a difference, and also shows us the areas in which we can continue to improve. We are very pleased to be involved in work that is already reaping positive results for our students and look forward to building on these student learning successes.

During the 2019-2020 school year, we have had the additional challenges offered by a global pandemic and a speedy transformation to online and blended learning models. Through it all, our team has seen positive results for our students and look forward to building on these student learning successes.

We hope you enjoy reading our second annual *Framework for Enhancing Student Learning* (FESL) Report.



Dr. Christine Perkins  
Superintendent of Schools

# Provincial Perspective and Overview

## Alignment toward a common vision for the education system

Goals and strategic priorities demonstrate clear alignment with the sector's priorities, such as:

- the Ministry's Policy for Student Success;
- the Educated Citizen;
- Provincial legislation, priorities and policy direction

## Strategic Engagement

Engagement is a process that brings education partners together to participate in a cycle of continuous improvement to bring about positive change.

## Strategic use of resources and consideration of risk

Goals and strategies are practical in terms of what resources are available to achieve success, including staff, non-personnel finances, and other opportunities and constraints.

- The plan leverages available resources and existing opportunities to meet goals.

## Clear focus on improving student outcomes

The purpose of the plan supports stronger outcomes for students, with an emphasis on the most vulnerable student groups. The plan focuses on the 5 provincial objectives:

- Students feel welcome, safe and connected to their school.
- Students meet or exceed literacy expectations for each Grade level.
- Students meet or exceed numeracy expectations for each Grade level.
- Students graduate.
- Students have the core competencies to achieve their career and life goals.

## Robust Implementation Plan

The plan outlines:

- specific strategies that will be implemented to meet goals; and
- communication efforts to ensure goals and expectations will be communicated to those responsible for implementing it;

The plan stipulates how the district intends to monitor and report back on progress for accountability and transparency purposes.

## Appropriate timelines

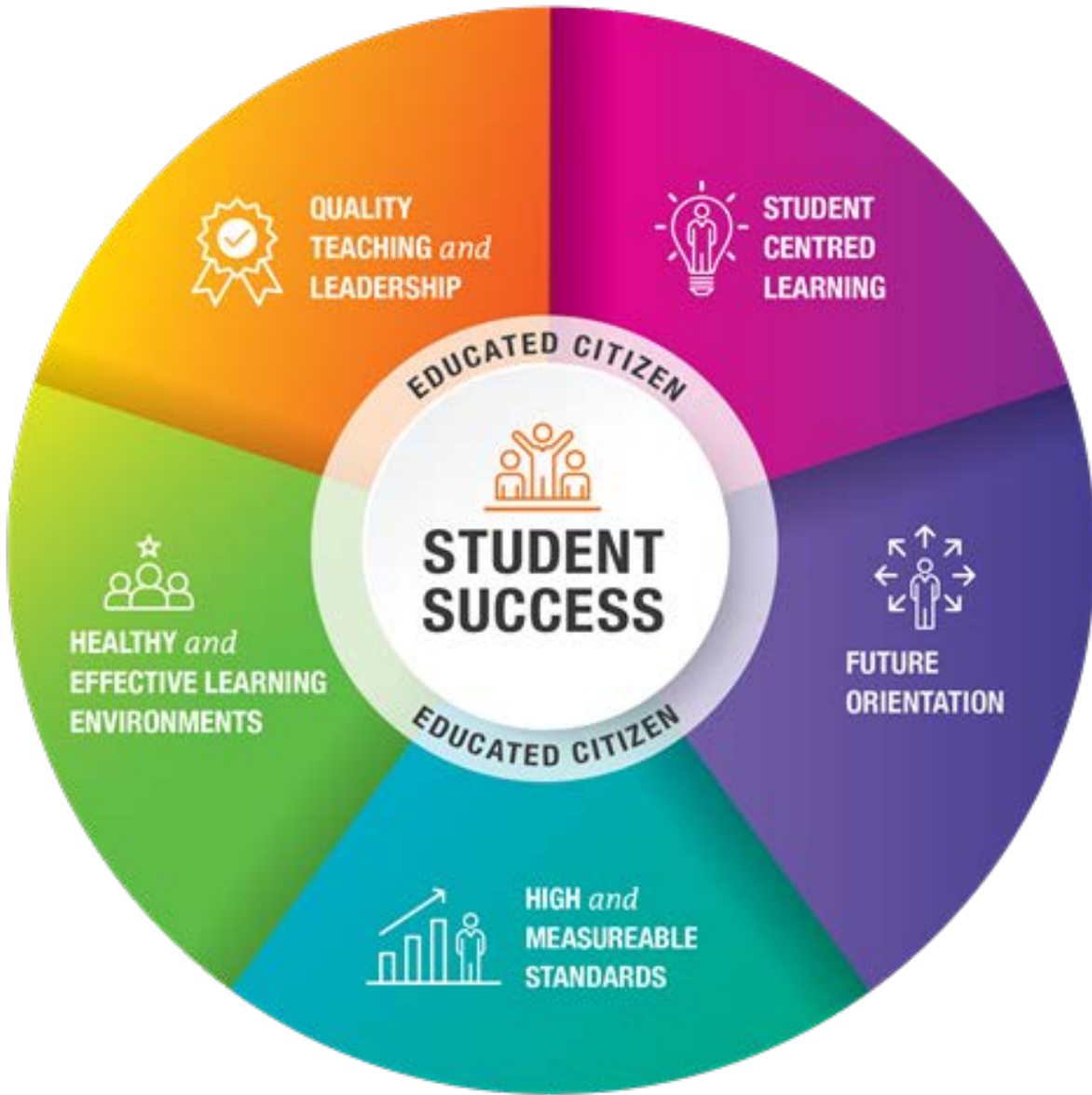
Timelines are reasonable and in line with goal scope and pay attention to long-term progression of the goals and how they may change over time.

## Clearly articulated language

Language is clear and leaves no ambiguity in what is trying to be achieved.

The plan uses plain language for accessibility and accountability purposes (to those using the plan in the system and the public).

# BC Ministry of Education Policy for Student Success





# Educated Citizen

## Our Mandate - Ministry of Education for British Columbia

As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the “educated citizen.” which is defined as having:

- **Intellectual Development** - to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- **Human and Social Development** - to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- **Career Development** - to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

All of us as at School District 8 Kootenay Lake follow: Provincial legislation, priorities and policy direction.



# Vision, Mission and Values

## VISION

Focus. Learn. Excel.

## MISSION

We focus on excellence for all learners in a nurturing environment.

## VALUES

Educational Success  
Creativity and Imagination  
Engaged Citizenship  
Resiliency



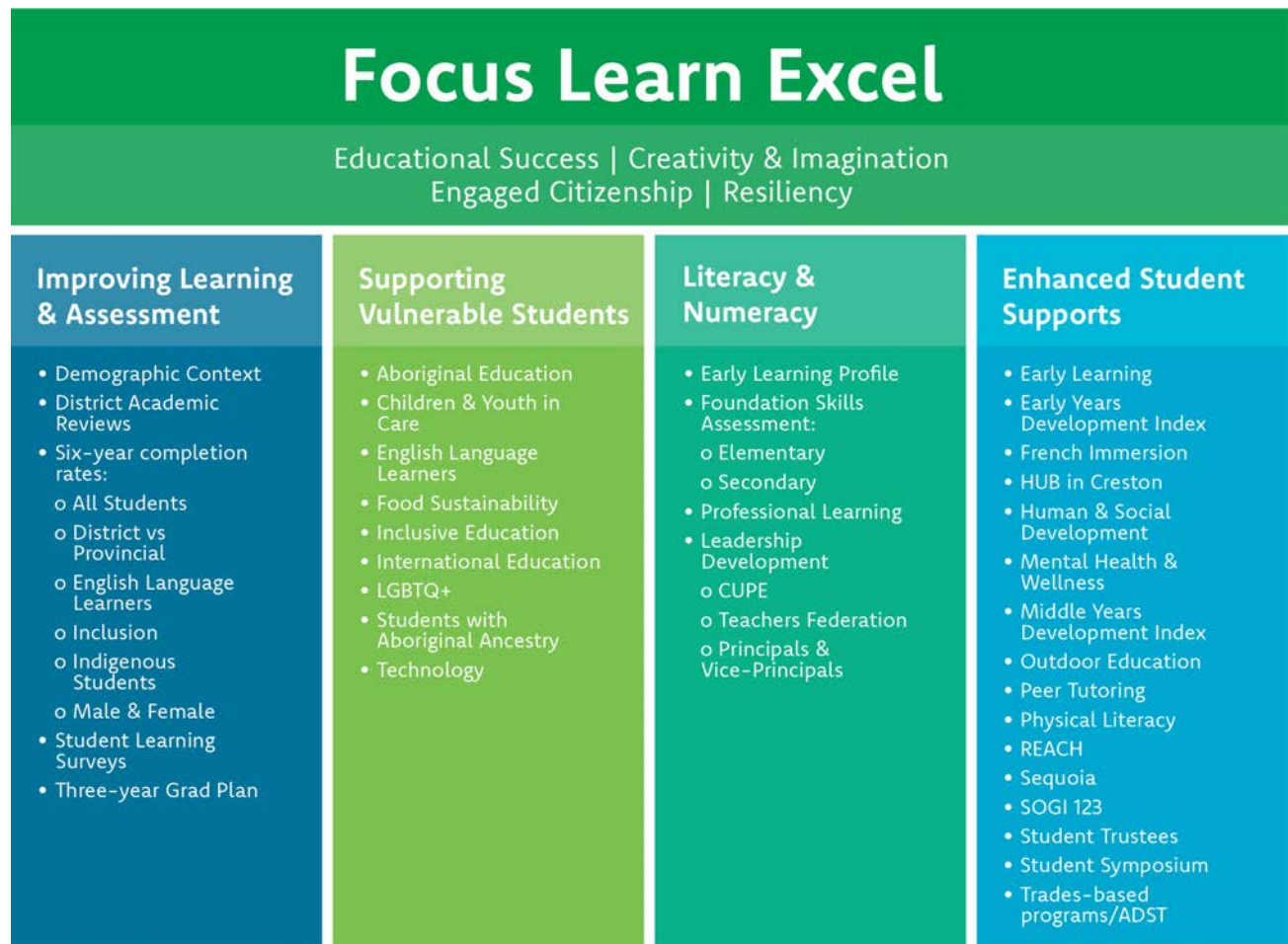


# Introduction

School District No. 8 - Kootenay Lakes meets the learning needs of approximately 5,000 students of all ages in an area that covers 55,000 square kilometers and is defined by its mission to focus on excellence for all learners in a nurturing environment.

All decisions made by the School District 8 - Kootenay Lake School District are guided by its vision and core values, and are based on research and extensive consultation. Similarly, the district’s initiatives and resources are aligned with Ministry of Education goals and school plans to support its firm commitment to the mandate of an educated citizen by supporting intellectual, human and social and career development for all our students.

Our Framework for Enhancing Student Learning (FESL) reflects our strategic district priorities for all learners. These strategic priorities are guided and informed by our vision, mission, and values, and are also informed and supported by our school-based learning plan process. The illustration below demonstrates our priorities and the specific areas where we have chosen to intentionally dedicated significant resources and support to our learners:



## Strategic Engagement

We bring our education partners together throughout the year, approximately every six weeks. The committee is made up of members of our senior team, Kootenay Lake Teachers' Association (KLTF), CUPE 748, our Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA), our District Parent Advisory Council (DPAC), our school Parent Advisory Councils (PACs), our Student Trustees, and various members of our exempt staff.

School District 8 - Kootenay Lake works together, with education and community partners, to support student learning. Relationships are most important to engagement. We know we maximize student success when we maximize our relationships in a positive way. At School District 8 - Kootenay Lake, we focus on our students, first. Next, our relationships extend to families, teachers, support staff, our village, town, and community mayors and councils, and the Regional District of Central Kootenay (RDCK).

We focus more and more on the post-secondary transitions of our students and have forged relationships with institutions across the province and our great country. We do foster a special relationship with those closest to us: Selkirk College, College of the Rockies, and the UBC - WKTEP (West Kootenay Teacher Education) program.

In addition, we monitor engagement and participation of our Board of Education, our Student Trustees, our PACs and DPAC, Student Symposium, and public consultation around the budget which includes all partners in education.



## Improved Learning & Assessment

We are pleased with the success our students at School District 8 - Kootenay Lake experience as they graduate. While overall graduation rates are important, it is also important to consider more closely groups of students who haven't historically found success at school, including students with Aboriginal ancestry, students with learning disabilities, and students who struggle with mental health issues and/or display intense behaviours at school. In this section of our annual learning report, we provide graduation data about all students as well as data specific to these groups of students.

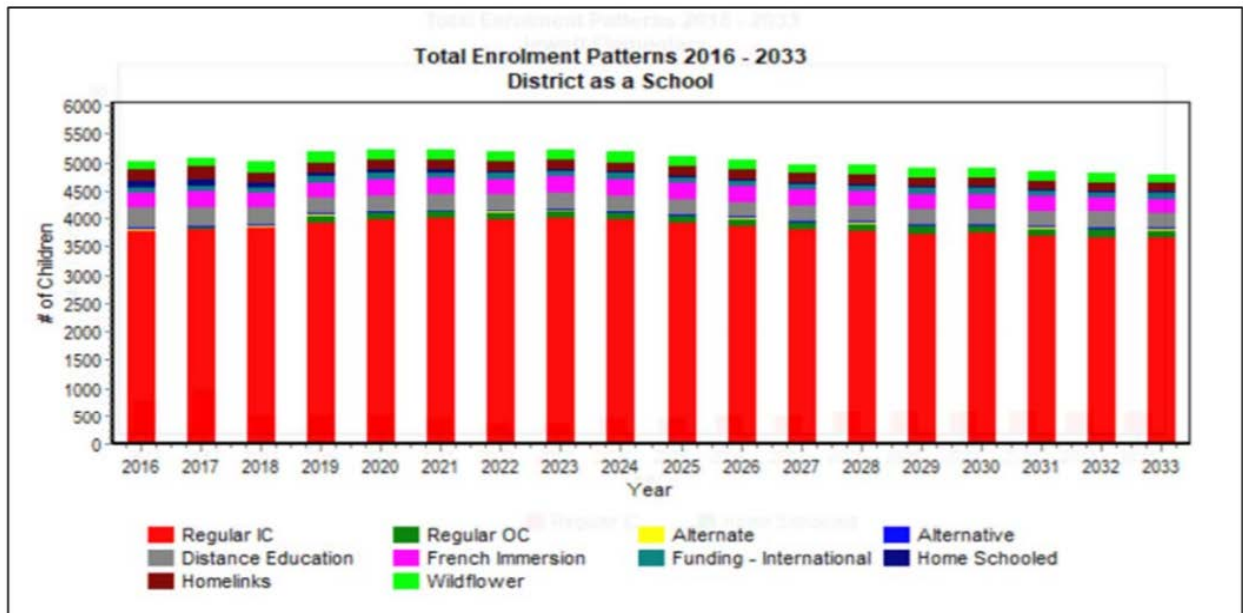
### Demographic Context

The school district is forecasting steady growth through to the 2030/31 school year and beyond - approximately 1%.

The District's current year enrolment, as of September 30, 2019 was:

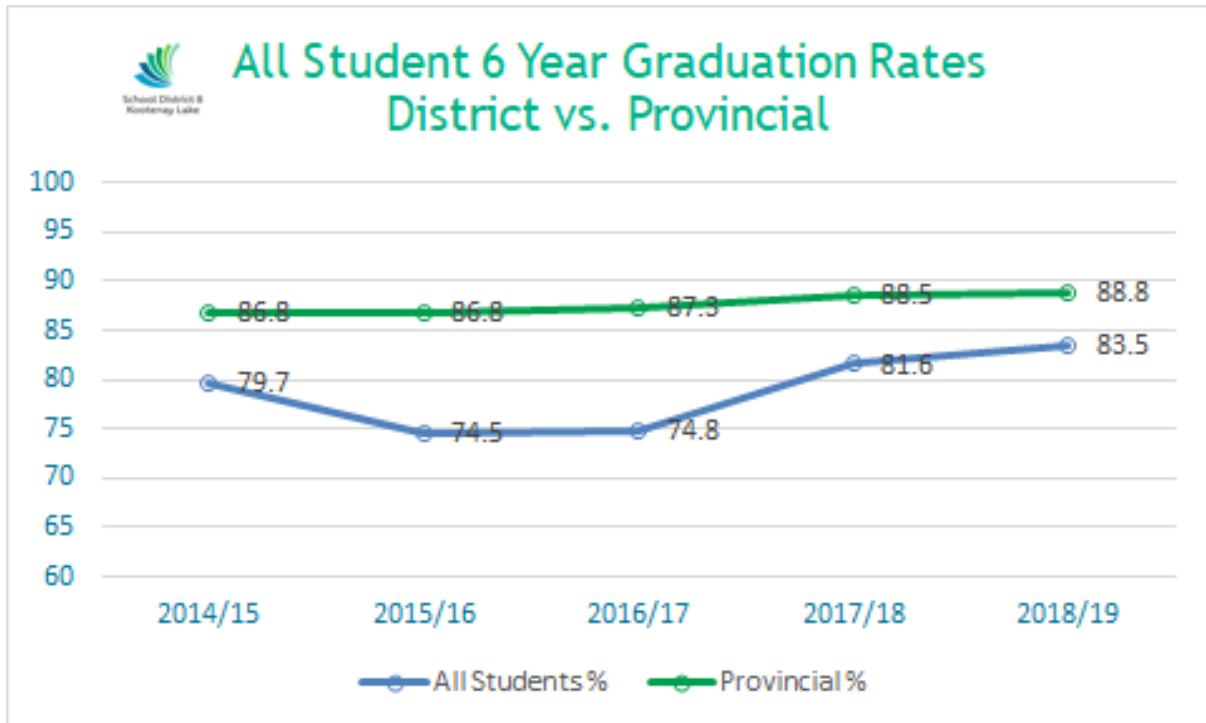
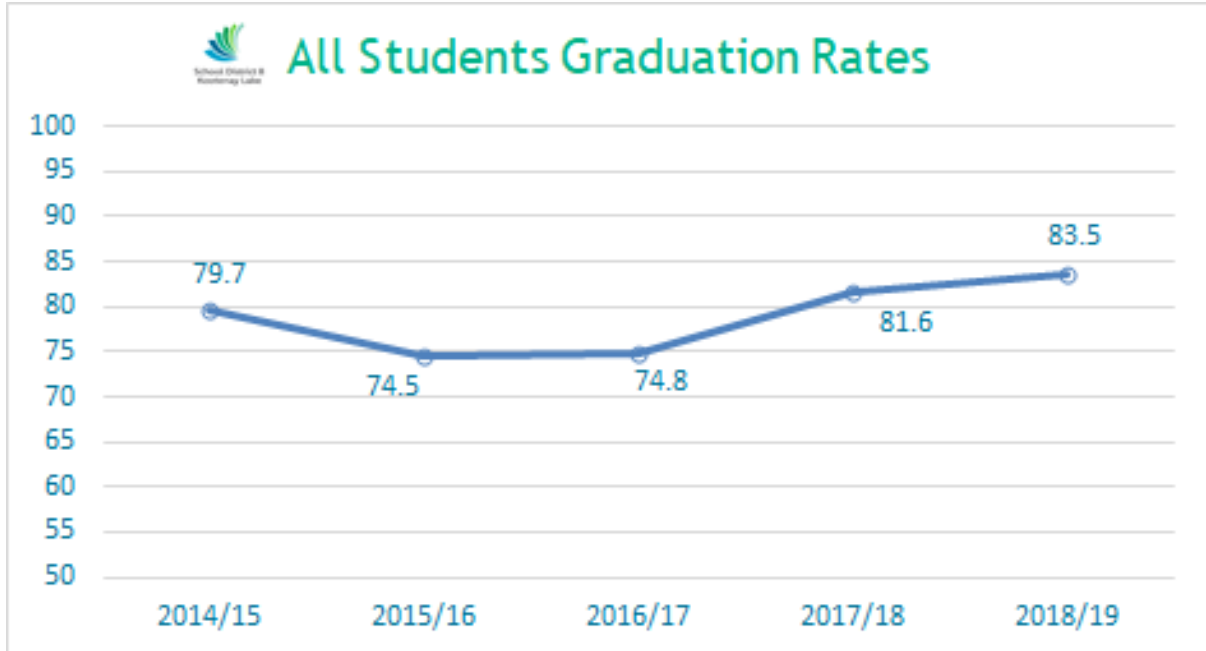
- 4938 student (headcount)
- 4695 student (FTE)

The following chart shows the District's with actual overall student enrolment from 2016-2018 and future-years enrolment projection from 2019 to 2033.

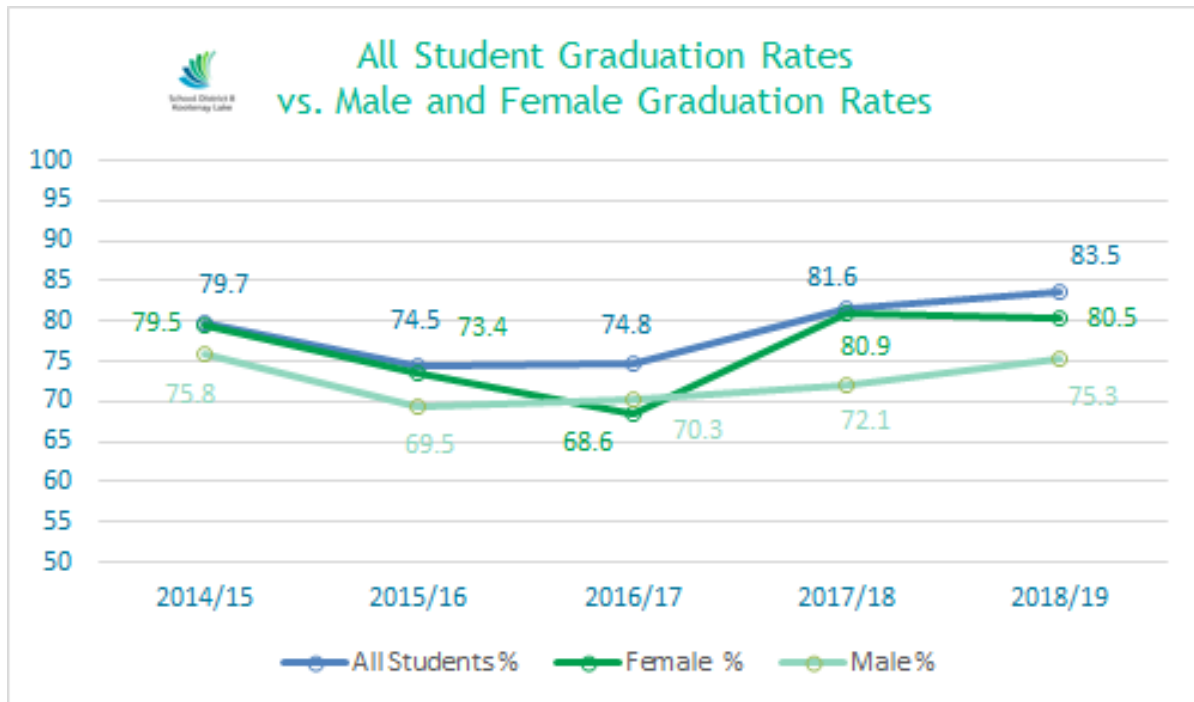


# Completion Rates

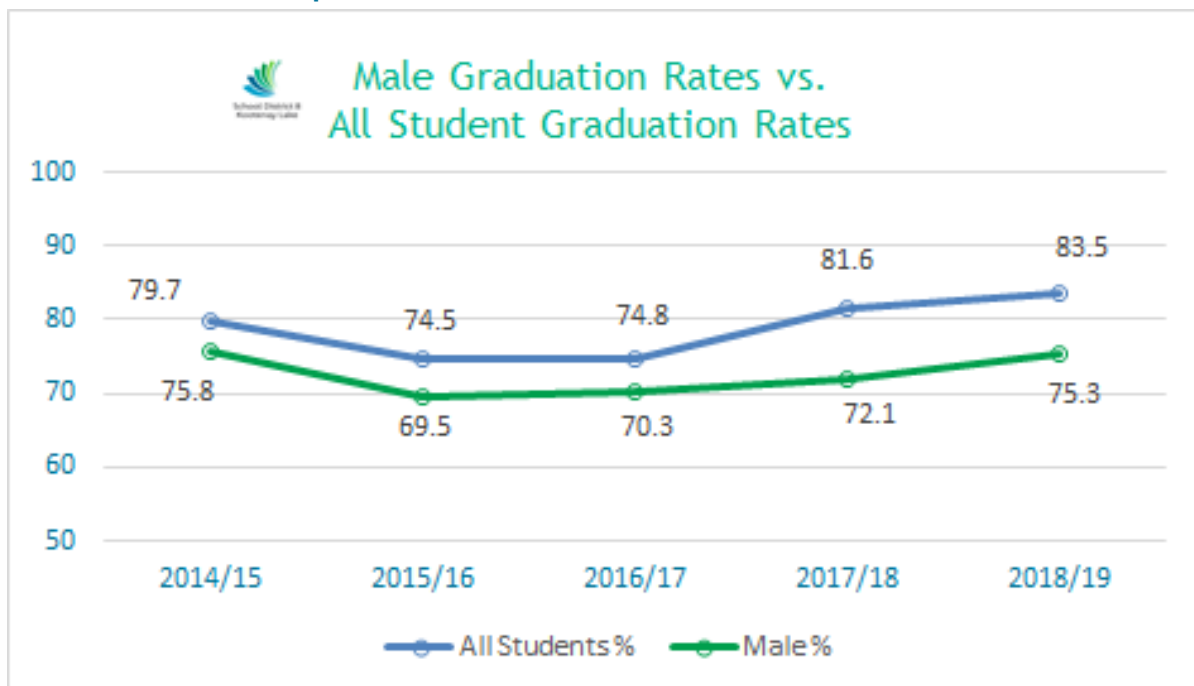
## 6-year Completion Rates - All Students



## Graduation and Completion Rates - Male and Female

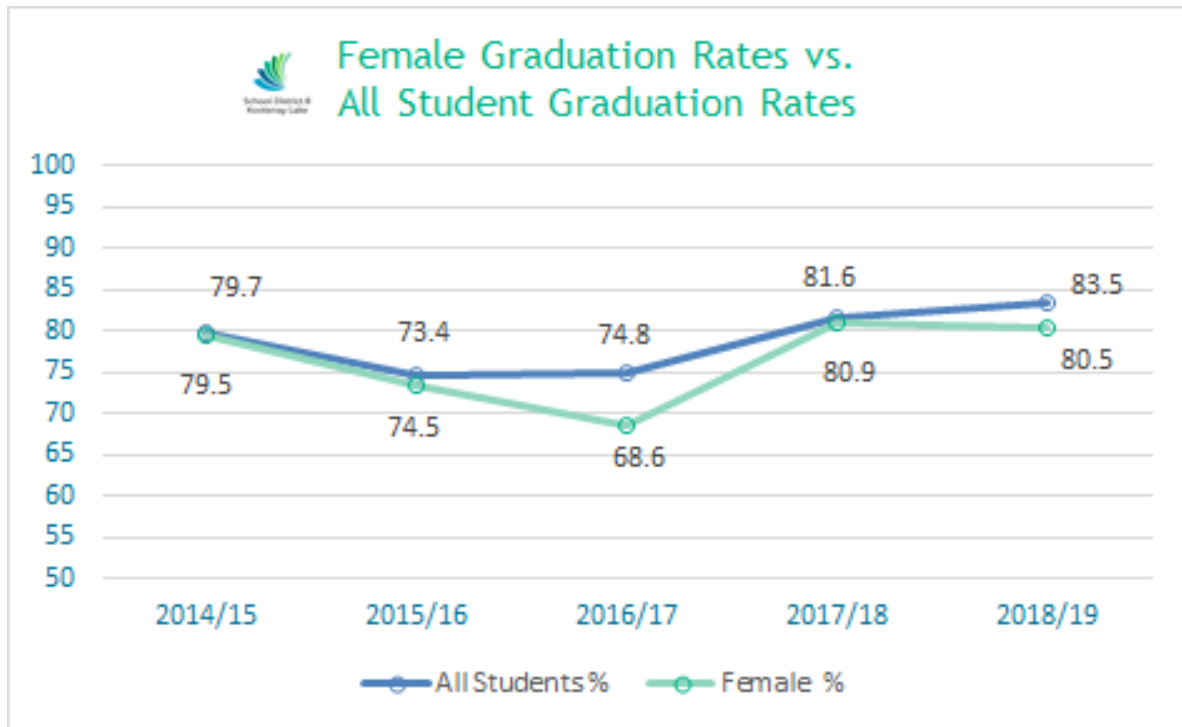


## Graduation and Completion Rates - Male

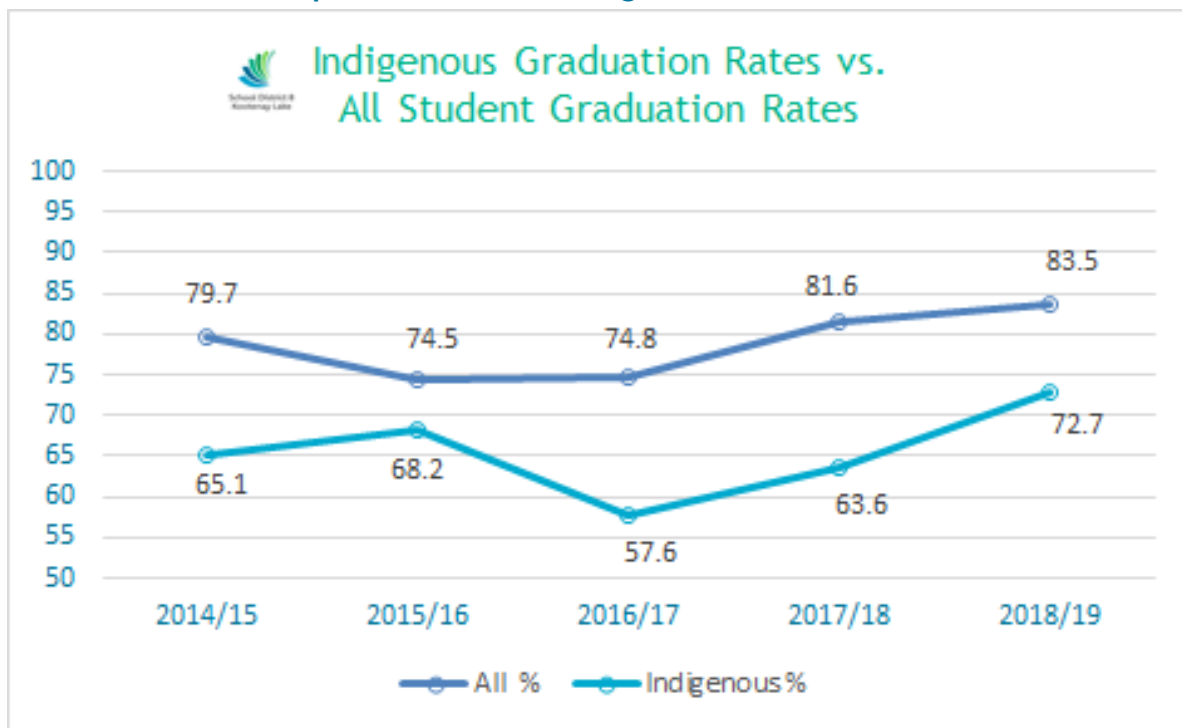




### Graduation and Completion Rates - Female

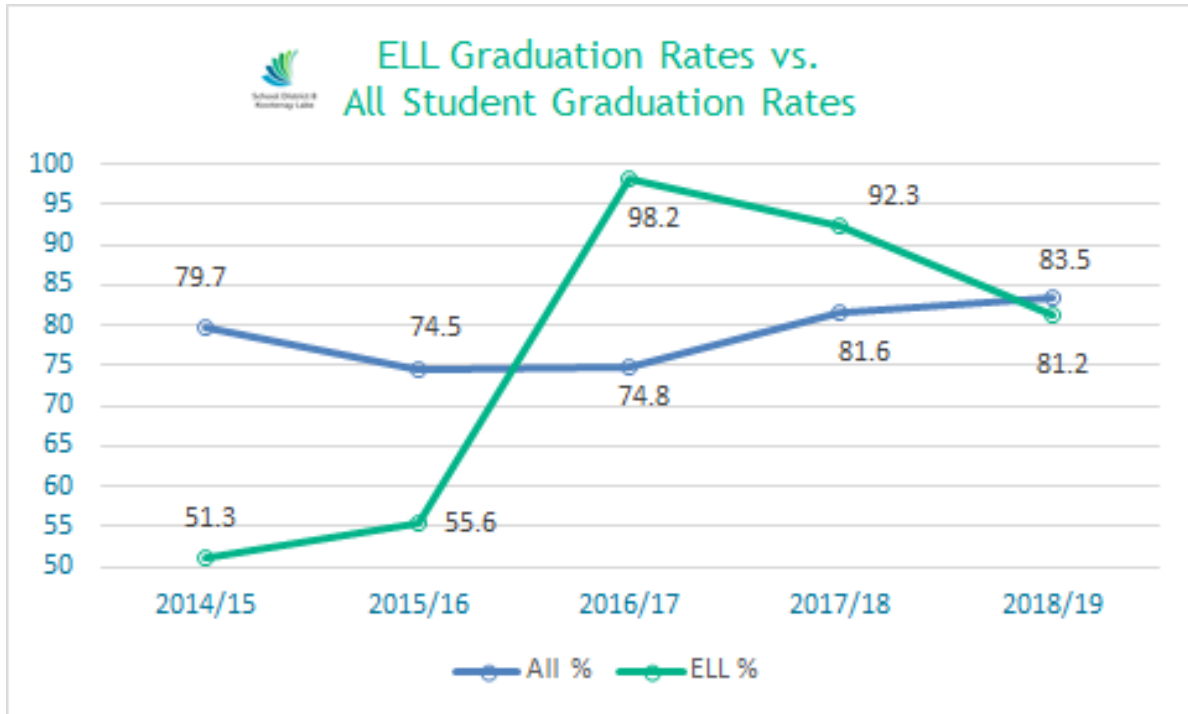


### Graduation and Completion Rates - Aboriginal

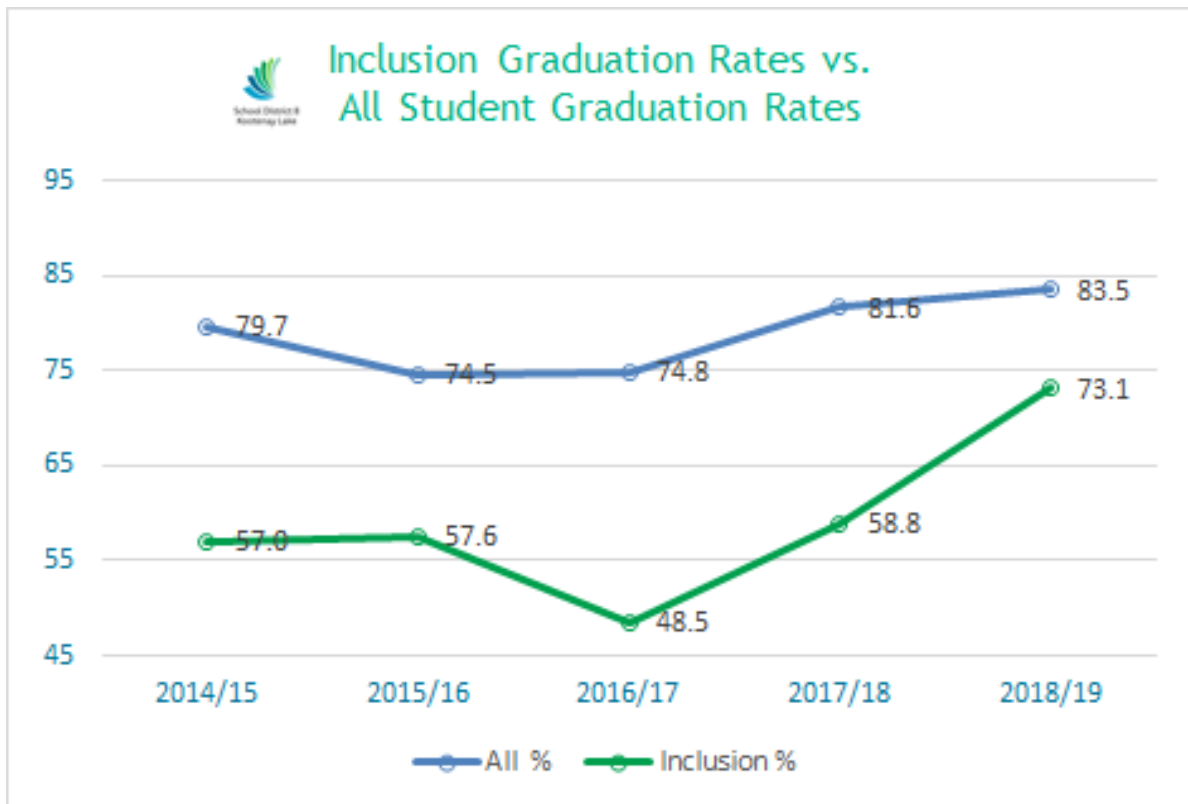




### Graduation and Completion Rates - English Language Learners (ELL)



### Graduation and Completion Rates - Inclusion



# Graduation Plans

## Current and Ideal State

School District 8 is implementing *Three Year Grad Plans* for all students in their graduation program years, from grades ten through twelve.

This year, each school underwent a Graduation Program Review during the months of November and December. The purpose of a Graduation Program Review is to ensure students are on track for graduation; it also provides an opportunity for district staff to collaborate with school staff to ensure any students who may not yet be on track for graduation have a plan in place to do so.

Ideally, all students would begin planning for a successful graduation program starting in Grade 9, in time for course selection. These plans will be updated on an annual basis, with a gradual and continued release of responsibility to students to manage their plans and transcripts.

In addition, we are looking to harmonize scholarships and bursaries across the district, with an equity imperative, so that all students have the information and support needed to apply for a wide variety of scholarships.

Our aspiration is for each student to have a personalized graduation plan and scholarship program pathway in order to graduate with dignity, purpose, and options.

## Future Goals and Success Measures

Our goal is for every student to have a 3 Year Graduation Plan, a solid understanding of what it takes to graduate, the skills to seek out information and resources to do so, and access to graduation and post-secondary program and scholarship planning tools.

Our measure for 2020-21 would be as follows:

- 100% of students to have a 3 Year Graduation Plan in grades ten through twelve
- Improved graduation and completion rates by at least 5%
- All school counsellors, learning support teachers, and administration to have training in graduation program and scholarship planning tools
- Track scholarships and bursaries for wider gains in equity, diversity, and inclusion



# Student Learning

## Current and Ideal State

The provincial Student Learning Surveys are a measure of curriculum, feedback, equity, health and well-being, and more. These surveys, which students take in grades four, seven, ten, and twelve provide the District and schools with a multi-year snapshot of students' attitudes, perceptions, and experiences at school. Coupled with assessment data, they are part of a powerful toolbox to examine, analyze, and act upon improvement for student learning and health and well-being.

The Student Learning Surveys are administered in the Spring. Concurrent Staff and Parent provincial surveys are also distributed for completion electronically. These results also support school growth planning which takes place in May.

Our ideal is to improve not only the participation rate, especially at the secondary level, but to make stronger connections between the surveys and assessment information to support professional learning.

## Future Goals and Success Measures

In the following year, we will improve the participation rate significantly for Student Learning Surveys to within 90% of the grade ten and twelve population, in particular.

We will also survey principals and vice-principals with respect to the Student Learning Survey to not only add relevant questions, but to improve the delivery and administration of the surveys to students, parents, and staff. This also includes a deeper understanding for how to connect the surveys to school planning and assessment.

### Success measures will include:

- Improved participation rates for Student Learning Surveys to within 75% of the secondary student population
- Improved participation of surveys to parents, staff, and administration
- Increased participation by principals and vice-principals in workshops and think tanks to support the connection between surveys and assessment and school planning
- Improved school growth plan goals, and as a result, improved outcomes in the District strategic goal areas

# Supporting Our Vulnerable Students

## Current and Ideal State

A measure of success in School District 8 is the graduation rates for students each year. Over the past three years, students with unique needs designations as identified through the Ministry of Education's 1701 document have steadily increased in terms of graduation rates as follows:

### Graduation Rates for students with Designations

- 2019/20: TBD
- 2018/19: 73.1%
- 2017/18: 58.8%
- 2016/17: 48.5%

Our overall goal for students is 100% Graduation for all students. For the 2019/20 school year, our goal is 75% Graduation (an increase of almost 1.9%) for students with designated unique needs.

The District has committed significant resources to provide excellent professional learning for our staff. We have continued (Year 2) to work regularly directly with Shelley Moore, to ensure that our staff has current, proven pedagogy for working with our unique learners in inclusive settings.

Additionally, we have worked with Sarah Ward to ensure that our staff understand and are able to implement effective strategies in Executive Functioning - helping many of our students in school settings.

Another area of focus has been teaching our staff Positive Behaviour Intervention Support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Event	Date	# of Participants
Sarah Ward	September 2019	30
Shelley Moore	September 2019	38
Shelley Moore (virtual)	November 2019	41
Shelley Moore (virtual)	April 2020	190

## Community LINKS funding

### Counselling Contracts

- **Nelson Community Services:** \$5000 Counselling for vulnerable students Redfish Elementary
- **WEGraham Community Services:** \$50,000 Counselling, food services, and art therapy for students in the Slocan Valley
- **Valley Community Services:** \$55,000 HUB at Prince Charles Secondary School, counselling and associated health services, Strengthening Families Outreach for vulnerable families, counselling services at Canyon Lister Elementary

### Food Equity

- **\$98,000 allocated to schools for food services**

Increased food supports during COVID-19 - significant increase in financial support to schools to provide supports for families facing food insecurity.

### Mental Health and Addictions

- \$81,000 allocated to Mental Health and Addictions' Coordinator position funding (full time position in the District to support students and families, as well as to build capacity of staff)

### Other measures to support Vulnerable Learners

- Full time, highly trained District Psychologist in Creston to support students with learning and mental health needs, in addition to providing assessments for students.
- Contract with Summit Psychology to support further assessments for students.
- In 2019/20, combined Psycho-Educational Assessments: **70 assessments completed**
- Two full time Inclusion Support Teachers in schools
- Manager of SafeSchools working in schools to support LGBTQ2S+ students
- Creation of a District Based Team to support schools in supporting students
- Creation of a Graduation Planning team to support schools in supporting students
- Continued bi-weekly Case Manager/Learning Support Teacher and PVP Zoom meetings
- Review of students in Grade 13, students in care, students with multiple designations
- Coordinated District Review Committee for at risk students and to provide support for schools
- Wraparound teams work with schools, students, and families to promote and provide multi-specialist expertise to support students

### Future Goals and Success Measures

- Our goal for 2020-21 is to raise the rate of graduation for students with designations by 2%.
- Our goal is to increase participation rates in standard assessments by 5%.

As well, our grade to grade Transition Rates for **Category H** students are:

**Grade 9 to 10: 83%**                      **Grade 10 to 11: 100%**                      **Grade 11 to 12: 90%**

- Our goal in this area is to increase grade to grade transitions by 5% at grade 9 to 10 and 5% at grade 11 to 12.

# Aboriginal Education

## Current and Ideal State

School District 8 - Kootenay Lake Aboriginal Education Department (ABED) is committed to equity for Indigenous learners. ABED supports self-identified students with individual needs as they arise, offering individualized support varying from winter gear, to food at school, to Elder connections. Equity focused work continues our commitment to supporting all self-identified Aboriginal students on pathways to graduation.

We are also committed to continuing to work together with all school staff on the journey of Reconciliation, creating learning opportunities for all to understand First Peoples. Professional Development this year will focus on both local lands and Reconciliation with guest speakers such as Dr. Christopher Horsethief, Elder Robert Louie, and Monique Gray Smith.

For 2019-2020, ABED will work with the local First Nations toward continued partnerships for the Local Education Agreement, BC Tripartite Transportation Funding for on-reserve students, and BC Tripartite Agreement Extra-curricular funding. As well, we will continue to jointly review nominal roll students, to ensure consistency between the First Nations and the school district. We will continue to share professional learning opportunities with the local Band operated school, Yaqan Nukiy, as well as invite local Indigenous knowledge keepers into schools to share and grow local knowledge with students and staff. This will be our first year of formalizing Elders in Residence Programs at three schools in our district. This year, we will also formalize College of the Rockies and School District 8 - Kootenay Lake Board Authorized Courses in Ktunaxa 100, 101, and 102 as Dual Credit options in the district.

The ideal state of ABED includes all students graduating with strong identities, connections to culture, academic success, and big dreams. We will continue to work toward that ideal.

## Future Goals and Success Measures

Continuing with the four goals of the original Enhancement Agreement, the vision for ABED is a shared responsibility, as we collectively strive toward a more enriched learning environment focusing on the following goals for Aboriginal learners: Belonging, Success, Connections, and Awareness.

The ABED department is working on the 2nd year of department goals which include: growing academic supports in literacy and numeracy, providing opportunities for students to share their individual stories: “The truth about stories is that is all we are” T. King, and creating Truth before reconciliation: deepening relationships with the traditional territories and the Metis Nation. These goals align with the Enhancement Agreement and with support delivery in all schools.

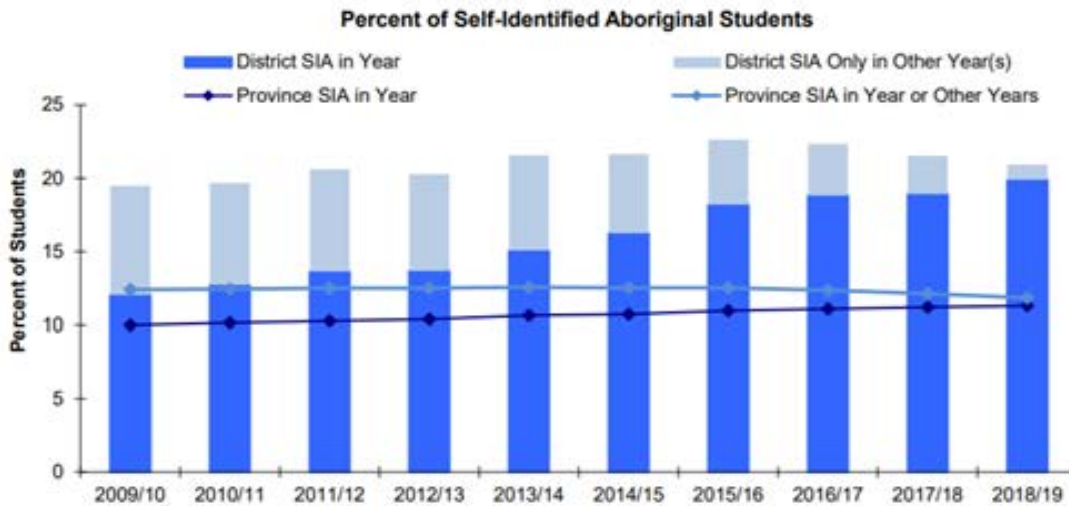
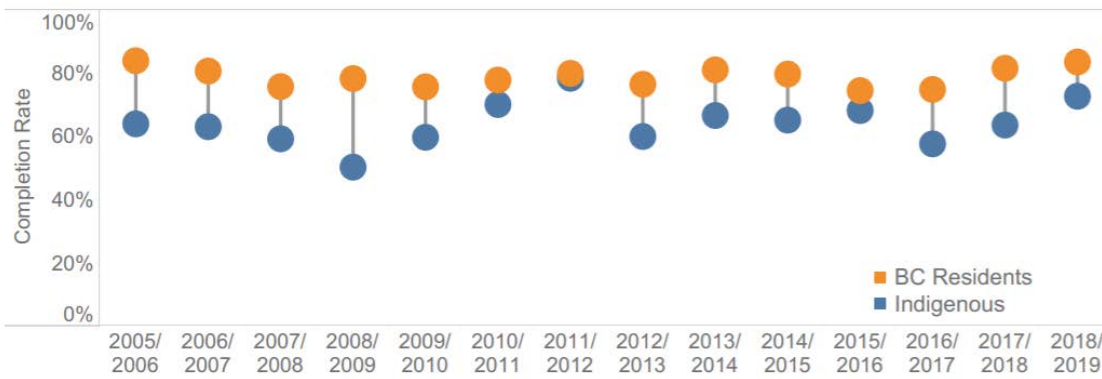
We are excited and eager to continue the work of Reconciliation as we also support the integration of the First Peoples’ Principles of Learning into the culture and climate of School District 8 - Kootenay Lake as well as all classrooms K-12.

# Students with Aboriginal Ancestry

## Six Year Completion Rates

For 2018/19, the six-year completion rate for students with Aboriginal Ancestry has risen to 74%, up from 58% in 2016/17. Our school district is moving in the right direction with graduation pathways for Aboriginal students.

## Completion Rates Over Time for Indigenous and All Students



**Note:**

- "SIA in Year" - the student self-identified as Aboriginal in this year
- "SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year
- "Never SIA" - the student did not self-identify as Aboriginal in this year or any other



## Future Goals and Success Measures

It is our goal to continue to improve this positive trend, growing graduation rates for Aboriginal students. Our ultimate goal is to close the academic achievement gap between Aboriginal and non-Aboriginal learners. We are also wanting to build a culture that is equity focused in pedagogy, governance, learning environment and student success. The Equity Scan has helped build this foundation and we will continue to work toward greater understandings across the district for supporting Aboriginal student success.

A CLOSER LOOK Provincial data indicates that self-identified Aboriginal students are increasing in School District 8 - Kootenay Lake. For example, in 2009/10 school year, there were 658 self-identified students, compared to 985 in 2018/19. This is a rise in 8% over 10 years, which is significant in a district of 5,000 students. About 20% of students in School District 8 - Kootenay Lake are Aboriginal.





# English Language Learners (ELL)

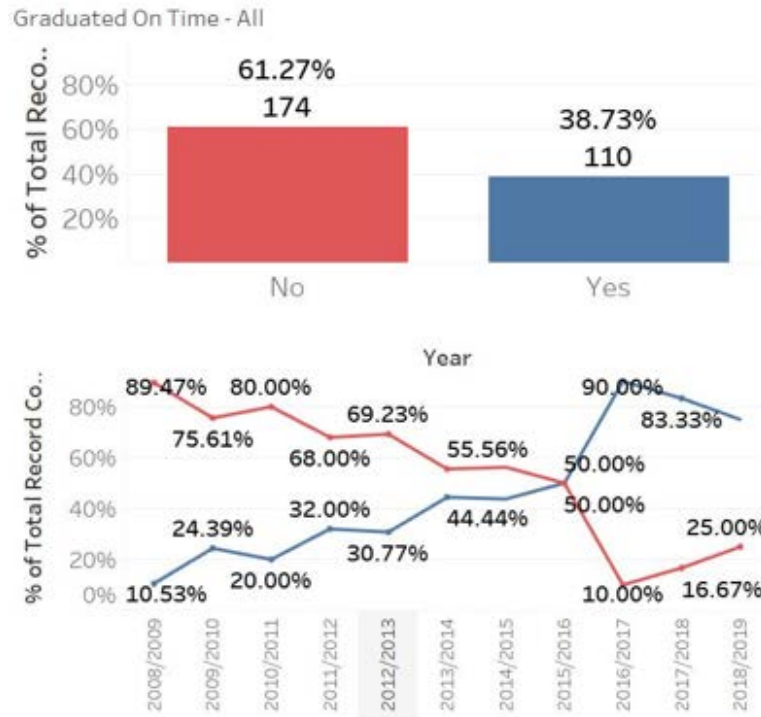
## Current and Ideal State

English Language Learner numbers are rising in the Kootenay Lake School District. The cohort numbers for students receiving English Language Learner services and support, as identified on our 1701 submissions, over a five-year period has increased by greater than 100%. We see growing numbers of ELL students in all our communities due to the number of Refugee Sponsor programs in our area, Work/Study Permit holders taking advantage of options, and a growing number of new Canadians moving from the lower mainland looking for more affordable options.

Past years have seen schools providing support through the Learning Support school department. This year we will work on developing a district wide consistent plan to provide service in a way that supports the Ministry of Education compliance expectations. The Kootenay Lake International Program staff will help develop an in-service presentation and work with LST teachers in schools that identified ELL learners in their schools.

Students identified as requiring ELL supplemental assistance were supported in a variety of learning settings (i.e. individually, small group, or in-class, etc.) and through a variety of staff (i.e. ELL/LST, EA, counselor, etc.). Through the use of the new district wide in-service and structures, a consistent assessment and reporting of student learning will be established. This process will be reinforced by continued staff development and the opportunity for LST/ELL professionals to join in breakout working groups during a professional development day.

Year	District Cohort Numbers
2015/2016	31
2016/2017	31
2017/2018	42
2018/2019	57



## Future Goals and Success Measures

- 1) Development of a District Wide process for ELL support in order to meet the Ministry of Educations Reporting order.
- 2) Creation of resources for ELL teachers to access.
- 3) Update to ELL/ESL webpage on the Kootenay Lake International Program site.
- 4) International Principal to connect with every ELL Resource Teacher to support and answer questions about the process.
- 5) Present to Principals and Vice Principals about ELL Ministry requirements.

As our schools welcome more and more new to Canada students, it is important to share reflections from our schools:

*“A celebration: A grade 2 student who could not speak English upon entering kindergarten is reading so well we know he’ll be ok.*

*A memory: doing the volunteer orientation with a mom who could not speak English so we used her phone and Google translate to talk to each other. Lots of giggles there as well.*

*So lovely to welcome families new to Canada and to the Kootenays, to see them thrive and ski and swim and enjoy all the wonderful parts of what we consider a good education in School District 8 - Kootenay Lake.”* - Janene Stein, Principal - Hume Elementary School

# International Education

## Current and Ideal State

School District 8 Kootenay Lake has had a long history of welcoming international students into the district. This has been supported through a district international team that manages elements of recruiting, homestay and accounting. The International Program supports the Kootenay Lake School Board's goals and directions through the development of Intercultural development, cultural exposure and inclusion.

The School District 8 - Kootenay Lake International Program has a new District Principal for the 2019/20 school year. Global relationship development and brand revisioning will be primary focuses.

Student numbers are strongly connected to global events and the economies of countries of origin. There is a need to continue to build relationships with growing international markets.

The international program will continue to develop educational opportunities for local and international students and staff. The development of cultural celebrations and awareness training, dual track Intercultural course options with the local college and the creation of professional development opportunities for cultural sensitivity and ELL pedagogy would assist teachers, schools and communities to be ready to support the diverse needs of international students.

We will continue to develop partnerships in the community (Selkirk - Summer Camp 2021, Cultural Awareness Professional Development, etc.) and abroad (India Exchange with the Rishikul Vidyapeeth school, Global Intercultural Exchange - Oaxaca, International Student agents, etc.), in order to create opportunities for local students and our visiting international students. Continuing to strengthen these relationships and seeing the completion of successful Cultural Awareness Professional Development.

Our International Program staff are working with the Ministry of Education to pilot a Global Intercultural Studies course. The intent of this will be to explore the inclusion of Cultural Competencies within the new curriculum. This option will be included in LVRs course selection.

The Kootenay Lake International Program will explore the possibility of the creation of other income generating ideas which would bring International students to our area.

The 2019/20 school year will be a year of revisioning with the arrival of a new District Principal of International Education.



Country	2015/2016	2016/2017	2017/2018	2018-2019	2019/2020
Argentina	0	0	0	0.03	0
Australia	0	0	0	0.2	0
Austria	0.5	0.5	1	0.5	1.5
Brazil	1.5	0.91	0.49	0.48	0.8
Chile	0.2	0.4	0.3	0.5	0
Germany	17.2	19	14.5	21.1	17.7
Italy	0	0	1.53	0.5	2
Japan	7	14.3	23.5	13	6
Mexico	3	3.5	1.4	2.9	2.8
People's Republic of China	11	12	19.4	16.6	7.5
Republic of Korea	18	10.7	15.2	19.1	11
Russia	0	0	0.3	0	0
Spain	5.2	5.2	8.2	12.9	12.7
Sweden	0	0	0	0	1
Switzerland	1	0	0	1	0
Ukraine	1	0	0	0	0
United States	0	0	0.6	0.55	0
<b>TOTAL FTE</b>	<b>65.6</b>	<b>66.51</b>	<b>86.42</b>	<b>89.36</b>	<b>63</b>

## Future Goals and Success Measures

Student achievement is strongly connected to staff intercultural awareness and inclusion. An understanding of anti-racism, diversity and equity is essential and will always be a goal. The school district continues to work within itself and with partner groups in the community to develop cultural awareness and connections.

### Goals:

- 1) Creation of a Professional Development opportunity that will allow school and community to develop their understanding of racism and intercultural awareness.
- 2) Increase connection between international students
- 3) Increase connection between international students and their Canadian community
- 4) Creation of updated marketing material that is in alignment with the Kootenay Lake School District branding.
- 5) Increase connections with local organizations (i.e. Selkirk College)
- 6) Explore the possibility of a Camp Canada Summer program.
- 7) Work with international partners to consider having a boarding facility for international students.
- 8) Creating of a Global Intercultural Studies (GIS) course to be presented at LVR.

# 2019-2020 Foundation Skills Assessment Data

## Elementary Grade 4 and 7 FSA Data:

### Reading

#### Current and Ideal State

Students in grade 4 demonstrated a slight increase in reading proficiency. 75.3% of grade 4 students were on track or extending in reading. Of particular note, Indigenous students in grade 4 exceeded typical performance expectations in reading compared to last year's results. Indigenous students in grade 7 also had an increase in reading comprehension performance. In addition, we also saw an increase in grade 4 participation levels across the District.

Students in grade 7 demonstrated a slight decrease in reading proficiency compared to last year's results, although still within the typical performance range.

As a district, we recognize that there is a specific need for targeting literacy skills for our primary and intermediate students. For 2020/2021 we are developing a "Literacy Coherence" initiative that will focus on developing the capacity of our staff in order to support our primary and intermediate aged learners in literacy. We will be working with renowned BC literacy educators: Faye Brownlie, Adrienne Gear, Donna Kozak and Lisa Wilson, to support both our primary and intermediate teachers. The focus will be on developing tools for district-wide support such as literacy assessments at the primary and intermediate levels along with literacy toolkits for primary teachers and in-class support from District itinerant staff. In addition, through a strengths-based approach, teachers will be able to align their instruction to best support the needs of all learners.

#### Future Goals and Success Measures

- Improve our reading comprehension rates across primary and intermediate grade levels by 2%.

### Writing

#### Current and Ideal State

Our FSA results for both grade 4 and 7 students have been consistent over the last 3 years. 85% of our grade 4 students and 84% of our grade 7 who participated in the FSA writing component were on track and extending, including a significant increase of our grades 4 and 7 Indigenous students who participated. We will continue to focus on supporting our teachers through offering ongoing professional development and resources for teachers through renowned experts including Adrienne Gear and Faye Brownlie. We will also encourage increased student participation in the FSA Writing component.

#### Future Goals and Success Measures

- Increase student participation in the FSA writing component by 2%.
- Improve writing fluency in grades 4 and 7 students by 2%.



## Numeracy

### Current and Ideal State

Students in both grades 4 and 7 demonstrated a slight increase in numeracy FSA results compared to 2018-19. Our Indigenous learners demonstrated a significance increase in numeracy skills at both the grade 4 and grade 7 level, with the gr. 4's exceeding the typical age range expectations.

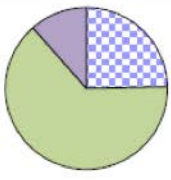
We recognize that our numeracy success rates need to continue to improve at all levels. Through our district **Focus. Learn. Excel** initiative School District 8 - Kootenay Lake will focus on professional learning and numeracy resources for teachers, utilizing renowned BC Numeracy professionals such as Peter Liljedahl, Carole Fullerton and Michael Pruner.

### Future Goals and Success Measures


- Improve our numeracy rates for both Grade 4 and 7 by 2%.
- Provide numeracy resources for teachers and hands-on numeracy manipulatives for elementary schools.

## Foundation Skills Assessment 008 - Kootenay Lake - Writers Only


### Grade 4 - 2019/20




Reading		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>334</b>	<b>83.5</b>	<b>69</b>	<b>24.7</b>	<b>178</b>	<b>63.8</b>	<b>32</b>	<b>11.5</b>
		Female	160	85	27	19.9	89	65.4	20	14.7
		Male	174	82.2	42	29.4	89	62.2	12	8.4
		Indigenous	64	78.1	12	24	30	60	8	16
		ELL	5	80	3	75	1	25	0	0
		Special Needs*	29	62.1	8	44.4	9	50	1	5.6

Writing		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>334</b>	<b>77.2</b>	<b>38</b>	<b>14.7</b>	<b>215</b>	<b>83.3</b>	<b>5</b>	<b>1.9</b>
		Female	160	80	13	10.2	112	87.5	3	2.3
		Male	174	74.7	25	19.2	103	79.2	2	1.5
		Indigenous	64	73.4	7	14.9	39	83	1	2.1
		ELL	5	60	2	66.7	1	33.3	0	0
		Special Needs*	29	48.3	2	14.3	12	85.7	0	0


Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>334</b>	<b>83.5</b>	<b>85</b>	<b>30.5</b>	<b>182</b>	<b>65.2</b>	<b>12</b>	<b>4.3</b>
		Female	160	83.8	38	28.4	94	70.1	2	1.5
		Male	174	83.3	47	32.4	88	60.7	10	6.9
		Indigenous	64	78.1	16	32	32	64	2	4
		ELL	5	80	3	75	1	25	0	0
		Special Needs*	29	62.1	11	61.1	6	33.3	1	5.6


 Not Yet Meeting     
  Meeting     
  Exceeding

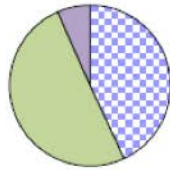
\*Note: Special Needs includes all students identified in 11 categories (i.e. excludes gifted)


## Foundation Skills Assessment 008 - Kootenay Lake - Writers Only

Grade 7 - 2019/20

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>394</b>	<b>83</b>	<b>93</b>	28.4	<b>223</b>	68.2
	Female	191	80.6	33	21.4	112	72.7	9	5.8
	Male	203	85.2	60	34.7	111	64.2	2	1.2
	Indigenous	100	86	28	32.6	56	65.1	2	2.3
	ELL	2	0	0	#NA	0	#NA	0	#NA
	Special Needs*	47	72.3	22	64.7	12	35.3	0	0

Writing		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>394</b>	<b>77.2</b>	<b>49</b>	16.1	<b>239</b>	78.6
	Female	191	77	9	6.1	126	85.7	12	8.2
	Male	203	77.3	40	25.5	113	72	4	2.5
	Indigenous	100	80	14	17.5	62	77.5	4	5
	ELL	2	0	0	#NA	0	#NA	0	#NA
	Special Needs*	47	66	15	48.4	16	51.6	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>394</b>	<b>81.2</b>	<b>138</b>	43.1	<b>161</b>	50.3
	Female	191	79.6	61	40.1	82	53.9	9	5.9
	Male	203	82.8	77	45.8	79	47	12	7.1
	Indigenous	100	81	39	48.1	36	44.4	6	7.4
	ELL	2	0	0	#NA	0	#NA	0	#NA
	Special Needs*	47	66	21	67.7	10	32.3	0	0

 Not Yet Meeting

 Meeting

 Exceeding

\*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)

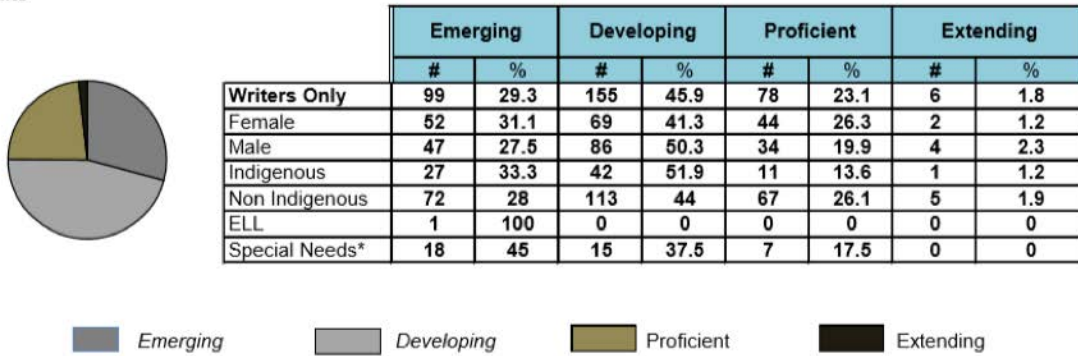
## Secondary FSA Data:

### Current and Ideal State

With the introduction of the Graduation Numeracy 10 (GNA10) provincial assessment as a graduation requirement, School District 8 - Kootenay Lake is ensuring all students write at least once prior to grade twelve.

The last released numeracy results in 2018-19 showed that most students fell in the “Developing” range (nearly 46%), followed by “Emerging” (about 29%), and then “Proficient” (at 23%). Our goal is to improve numeracy by 2% per year in the “Proficient” category. Our focus will continue to be on inclusion (“Special Needs”) and Indigenous students; however, it is evident we’ll need to focus on closing the gap between male and females in the “Proficient” category.

Results



*\*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)*

Specifically, we’d like to see growth in students’ abilities to strategically apply problem-solving methods and to justify them, and to solve mathematical problems using a variety of approaches.

Based on the provincial Satisfaction Survey, students’ overall self-efficacy with regard to “getting better at mathematics” continues to be below the provincial average as a historical trend, and worsens slightly from grade ten to grade twelve:



## Student Survey - Improving Student Learning: Intellectual Development

### Students Reporting "Agree" or "Strongly Agree"

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%

I continue to get better at mathematics (for example, even if my problem-solving is already good, there is something else that is continuing to improve). (Grade 3/4 in 2016/17 and grades 7, 10, 12)

I feel I am getting better at math. (Grade 3/4 from 2017/18)

(Satisfaction Survey Question:) Are you getting better at math? (Grades 3/4, 7)

Are you getting better at mathematics? (Grades 10, 12)

2015/16	190	72	179	68	156	61	62	42
2016/17	170	76 0	146	61 -10	66	45 -14	49	51 0
2017/18	198	80 2	136	61 -10	102	55 -5	54	49 -5
2018/19	204	73 -4	161	59 -11	95	56 -3	35	44 -9
2019/20	131	67 -7	132	63 -6	24	77 15	7	44 -11

This past year, middle and secondary educators have had focused professional development opportunities with the "Thinking Classroom," incorporating visible whiteboards into instructional practice, and assessment in mathematics. We will continue this as a focal area.

### Future Goals and Success Measures

As mentioned, our goal is to improve numeracy rates in the "Proficient" category by at least 2%. Our future aspiration is that all learners will become confident, successful, and numerate, and will develop the requisite competencies to improve their life chances after they graduate.

Our measures will include the GNA 10 and Student Learning Survey results for Grades 10 and 12, and our focus will be on professional learning and development in the Middle and Secondary years.

# Other Student Supports

## Early Learning

### Current and Ideal State

B.C.'s revised Early Learning Framework recognizes the important role of education as the central driver in achieving equal opportunities with a vision to transform lives through education and guarantee the full development and blossoming of children from their earliest years. School District 8 is committed to ensuring that our youngest learners receive the support and tools they need to thrive. Some of our initiatives this year are as follows:

- Fostering partnerships with community Early Childhood Educators to ensure that our children and families experience positive transitions as they begin Kindergarten.
- Collaborating with Early Childhood Educators to offer Professional learning workshops designed to explore the BC Early Learning Framework, Social-emotional Learning, and Self-regulation.
- StrongStart Outreach programs in each Family of Schools for a total of 13 programs. These free drop-in programs support families with children aged 0 to 5 years of age.
- Ready, Set, Learn: each elementary school receives Ministry of Education funding to provide programming and learning resources for families of children aged 3-5. "Come Read with Me" and "Come do Math with Me" as well as "Magic Schoolbus" are programs being offered in School District 8 - Kootenay Lake communities.
- Kindergarten Transitions: Each child receives a cloth totebag filled with educational materials as a welcome gift to start them successfully on their educational path in our SD 8 - Kootenay Lake schools.
- Kindergarten brochure: we have a highly informative Kindergarten brochure for families that outlines all the important questions and information about Kindergarten in SD 8 - Kootenay Lake.
- "Changing Results for Young Children": This Ministry of Education provincially funded project involves teams consisting of StrongStart Early Childhood educators, Education Assistants, and Kindergarten teachers. This year School District 8 - Kootenay Lake has 6 Elementary school teams participating: Winlaw, Hume, Salmo, Canyon Lister, Erickson and Blewett.
- "Strengthening Early Years to Kindergarten": Salmo Elementary School in collaboration with the Salmo Children's Centre have received Ministry of Education funding to support families with preschool aged children as they transition to Kindergarten. Community-based Open House activities such as "Play in the K", "Pop up Play", and Family Literacy evenings have been hosted to promote positive education transitions for children and their families.
- Roots of Empathy programs happening in 4 schools: PCSS, Rosemont, TMS, Wildflower

### Future Goals and Success Measures

- Education Assistant support in Kindergarten and K/1 classrooms.
- Targeted professional learning opportunities for primary teachers with a focus on literacy and numeracy.
- Implementation of a District-wide early literacy profile to ensure coherence in early learning supports, resources, and professional development at the primary level.

## French Language and Immersion

### Current and Ideal State

Kootenay Lake School District has a vibrant late French Immersion program offered to students in grade 6-12. The program is at Trafalgar Middle School and LV Rogers Secondary.

Core French is taught in all School District 8 - Kootenay Lake schools from Grade 5 through 12.

Our French Advisory Committee (FAC) offers guidance for the program, and meets two to three times per year.

Students have the opportunity for local excursions and connections in the community, and to participate in the annual Carnaval at Trafalgar Middle School. Our Nelson chapter of Canadian Parents for French are strong supporters of our French Immersion program, and play a key role in organizing and staging Carnaval.

Ideally, French Immersion would be offered in the Creston Family of Schools, and we would robust professional learning for Core French teachers in our district. We would also hope to have further opportunities for regional French language professional collaboration as well as peer cultural connections and travel that at this point have been deferred due to pandemic circumstances.



### Future Goals and Success Measures

Currently, the Board of Education has approved a late French Immersion program at Canyon-Lister Elementary School for 2020-21.

Future goals for the French Immersion program include a potential virtual regional language conference. Funds have also been dedicated to Core French professional learning and development of a Community of Practice through AIM (Accelerative Integrated Method) next year.

Ideally, future goals and success measures would be strengthened and articulated in an Annual Plan, and subsequently, through French Immersion program plans.

## Trades and Career Programs

### Current and Ideal State

#### **ADST & Makerspaces:**

In School District 8 - Kootenay Lake, we've been focussing on ADST and Youth Trades Training. Starting in the elementary and middle years, several elementary and our middle school have functional Makerspaces. Students have the opportunity to engage with many educational tools to learn about in programming and computational thinking, including access to technology such as: Mbots, Spheros, Beebots, Cubelets, LittleBits, 3D Printers. Two district teachers support teachers in implementing Makerspaces, design thinking, and robotics. This year, a highlight was the Trades Discovery program that ran at Trafalgar Middle School to introduce trades as a career to middle years learners.

#### **Youth Trades Programs:**

School District 8 - Kootenay Lake Youth Trades gives students the opportunity to start a rewarding career path while they are finishing secondary school. Students have the ability to start their trades training without incurring significant debt that they may carry for many years. Once completed, students can more easily transition into in-demand careers and establish a secure financial future for themselves. For the coming years, our School District 8 - Kootenay Lake Youth Trades Training Coordinator is aiming to connect with local employers and to work together with them to expand student's work experience opportunities and transition into the workplace. The district currently has partnerships with the Selkirk College, College of the Rockies, and Okanagan College.

In addition, School District 8 - Kootenay Lake has implemented a Youth Trades Explore Sampler program in partnership with Selkirk College. Participation in Youth Train in Trades has grown approximately 25% in the past two years. All secondary schools in the district have students enrolled in the YTT Foundation programs. However, Youth Work in Trades has lagged in uptake -- we would like to see that change.

#### **Career Education:**

Career Life Education (CLE 10) and Career Life Connections (CLC12) and CLE are both offered with options in-timetable and outside of timetable. At one of our schools, CLE10 and CLC12 are combined with a Leadership program and strong mentor connections. Two of the rural schools identified local mentorships and place-based, experiential learning as key components to a successful Career Education program.

One of the innovations has been the impetus to embed and combine CLE 10 and CLC12 into Trade-based programs rather than a stand-alone course.

In timetable CLE 10 lays the foundation for CLC 12 and Capstone. Students have presented their projects and inquiries in two main formats: a presentation to a panel of community members, or in a school-wide capstone fair where students share their experiences with all other students in the district.

Finally, School District 8 - Kootenay Lake has been innovative in its approach to developing Career Education and Capstone, with a team of secondary teachers writing a Career Education and Capstone Guide that has received interest and accolades at the provincial Career Education Society (CES) Conference in 2019.



## Future Goals and Success Measures

One of the key goals in 2020/2021 is to begin to purposefully develop a coherent and continuous Trades and Career Education program from K-12. This would require the support of a middle-secondary District Principal of Innovative Learning, and the continuation of a District Trades Training Teacher Coordinator.

Part of the plan will be to gather an Advisory Committee, to develop community mentor networks, and to develop credited Work Experience program across the district. Another goal next year is to embed Youth Skills Explore at the Grade 10 level at one of the high schools.

Our aspiration is to ensure School District 8 - Kootenay Lake has a robust Trades and Career Education program, strong community partner networks, and students who are successful in their choice of post-secondary Trades program. Success measures will include participation rates from Middle to Post-Secondary, retention and completion rates (especially for inclusion and Indigenous students), achievement in Skills Competitions, and scholarships and bursary awards.

## Physical Literacy

### Current and Ideal State

School District 8 - Kootenay Lake hired a specialist to inspect and repair all the equipment in school gymnasiums.

17 schools received funding from the Columbia Basin Trust to Support Physical Literacy throughout their schools. The total amount of the grant received was \$48,750. Multiple school initiatives got funding including winter activities (Downhill skiing, X-country skiing, snowshowing, etc) swimming lessons, archery, equipment for track & Field, Tennis, Judo & dance lessons.

Over 60 School District 8 - Kootenay Lake teachers signed up for the *Take Me Outside Challenge*, which brings students outside into their communities once a week.

### Future Goals and Success Measures

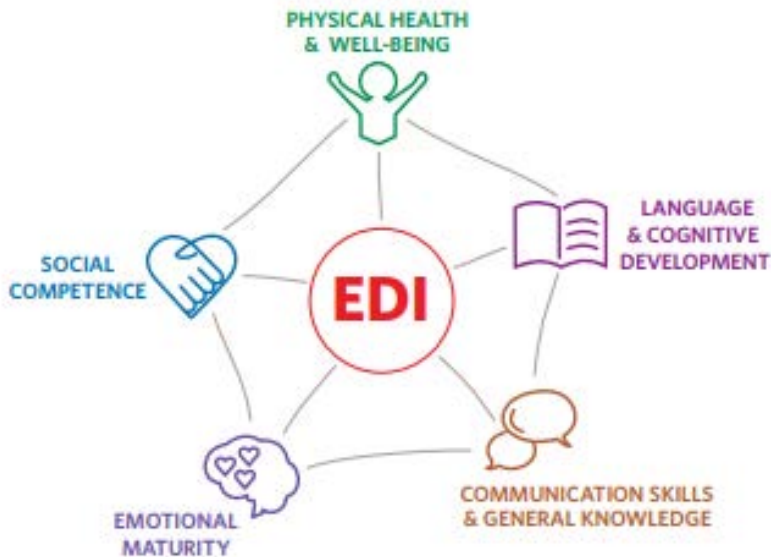
- Increase the number of outdoor classrooms.
- Increased participation in outdoor learning opportunities.



## Human and Social Development

In addition to data collected at the classroom and school level, School District 8 - Kootenay Lake also uses nation-wide tools called the EDI and MDI to help inform our sense of the impact we are having on Social Emotional Learning (SEL) in our schools and what our next steps should be.

FIGURE 3. THE FIVE SCALES OF THE EDI



## Early Years Development Instrument (EDI)

### Current and Ideal State

The Early Development Instrument (EDI) is a short questionnaire developed by the UBC-Human Early Learning Partnership. The data has historically been collected by Kindergarten teachers once in every 3 years. We use the EDI to measure 5 core areas of early childhood development: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills. Our most recent district results indicate that overall, we have fewer children who are vulnerable (28%) compared to the provincial average (33.4%). In addition, while our children are well above the provincial average in their language and cognitive development and their communication skills, our highest areas of vulnerability are in our kindergarten children's emotional maturity and physical health and well-being. It is also worth noting that the children in our Creston Family of Schools have lower levels of vulnerability in 4 of the 5 domains (21% overall).

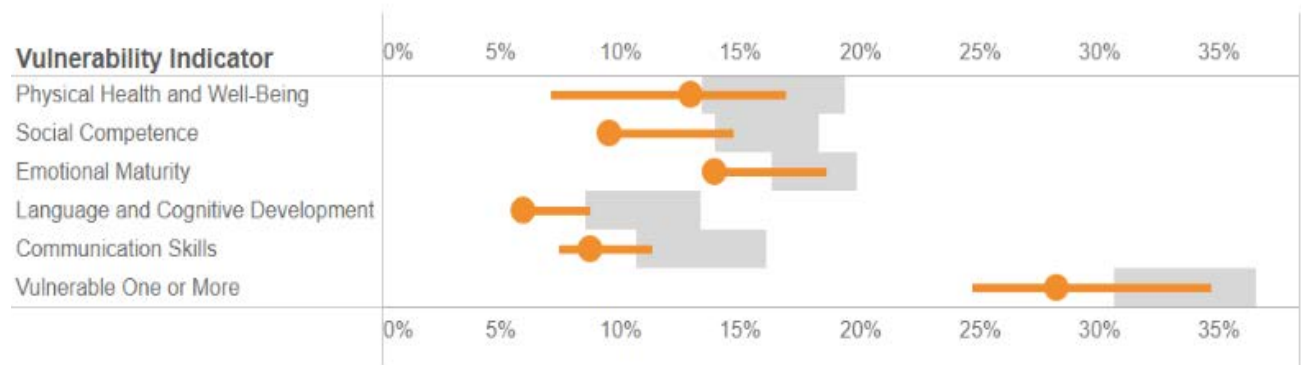
In 2020/2021 our early learning supports will specifically target our Kindergarten and Grade 1 children in providing classroom support and building capacity in our teachers and educational assistants who are working with our primary-aged learners.

## Future Goals and Success Measures

- School District 8 - Kootenay Lake will commence EDI data collection 2 out of every 3 years to provide a more fulsome snapshot of our Kindergarten students.
- Providing increased Education Assistant and School District 8 - Kootenay Lake itinerant teacher support to Kindergarten classrooms.
- Implementation of a District-wide Early Literacy Profile commencing at the K/1 level

## Characteristics of Kindergarten Students Entering School

- 277** Total number of students assessed (2016/17 - 2018/19)
- Typical range across B.C. (middle 50% of districts)
  - Selected district's most recent results (2016/17 - 2018/19)
  - Range of district's results over time (2007/08 - 2018/19)





# Middle Years Development Instrument (MDI)

## Grade 4



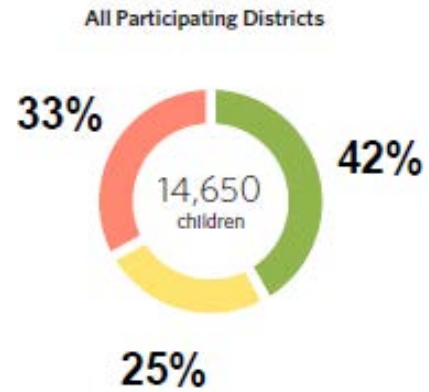
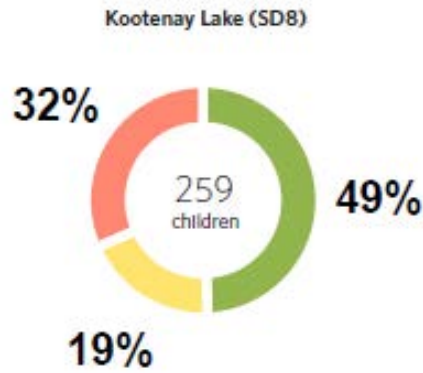
**Thriving**  
Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



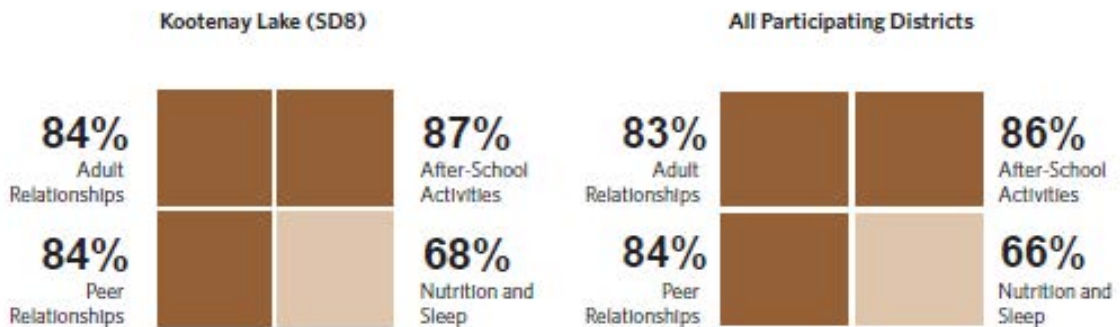
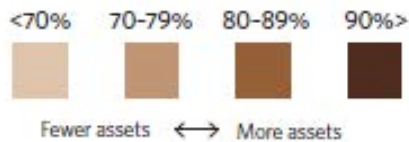
**Medium to High Well-Being**  
Children who are reporting no negative responses, but fewer than 4 positive responses.



**Low Well-Being**  
Children who are reporting negative responses on at least 1 measure of well-being.



Percentage of children reporting the presence of assets in their lives:



## Middle Years Development Instrument (MDI) continued

Number of children: 259

Percentage of children who reported:



\* The average for all districts participating in the 2017/18 MDI represents 14,650 children, including those from your district. See page 9 for a list of participating districts.

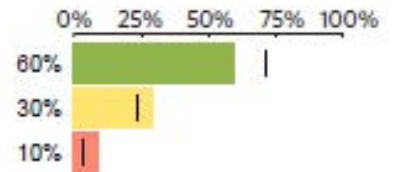


*For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement, and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).*

### CONNECTEDNESS WITH ADULTS

#### ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



#### ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."

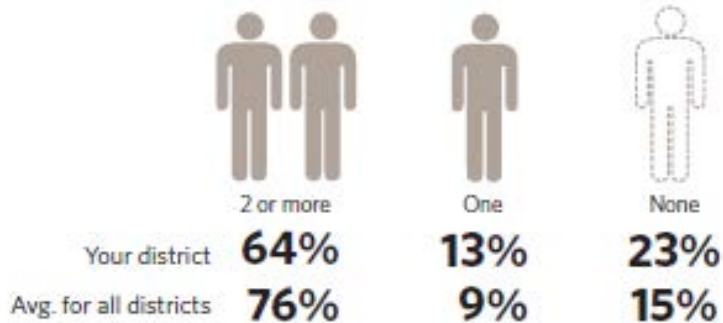


#### ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."

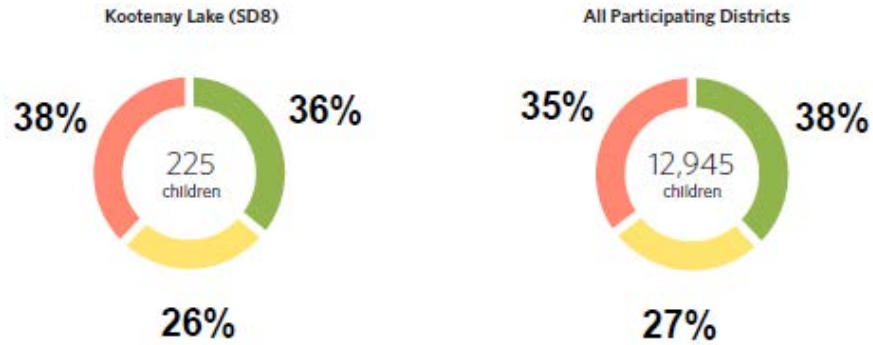


### NUMBER OF IMPORTANT ADULTS AT SCHOOL

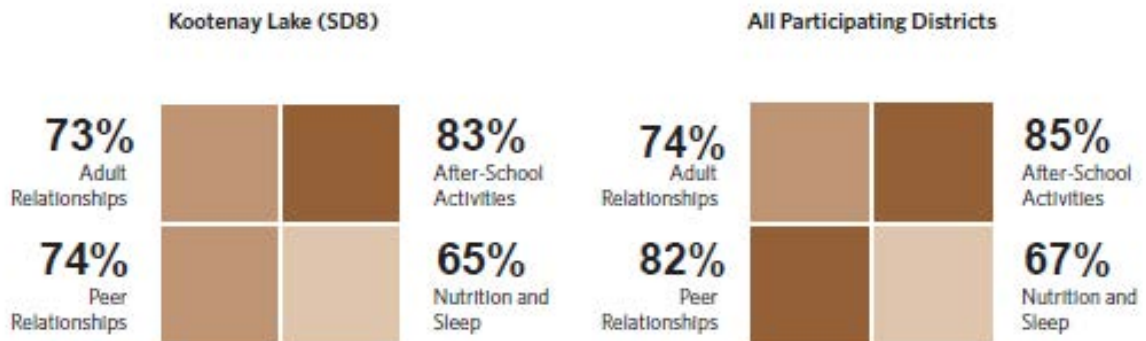
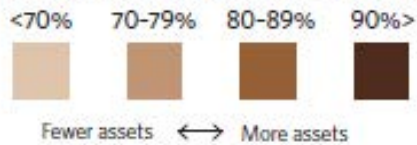


# Middle Years Development Instrument (MDI) continued

## Grade 7



Percentage of children reporting the presence of assets in their lives:



## Current and Ideal State

The Middle Years Development Instrument (MDI) is a voluntary self-report questionnaire completed by our students in Grade 4 and Grade 7. It is conducted once in every 3 years. It asks students how they think and feel about their experiences both inside and outside of school. Both the Grade 4 and the Grade 7 questionnaires include questions related to the five areas of development that are strongly linked to well-being, health, and academic achievement. Our most recent MDI data, from the 2017-18 school year, indicated that 70% of our Grade 4's and 69% of our Grade 7 students participated in the MDI. The Well-being Index is part of the MDI and combines five measures relating to children's physical, health and social and emotional development that are of critical importance during the middle years: optimism, happiness, self-esteem, absence of sadness, and general health. Scores from all five of these measures are combined to correspond to three categories of well-being: "Thriving", "Medium to High Well-being", "Low Well-being". This indicator provides a holistic summary of children's mental and physical health.

68% of Grade 4 students reported having a medium to high/thriving sense of well-being. Our School District 8 - Kootenay Lake results are directly in line with the provincial average in this area. Of particular note, 89% of our grade 4's report eating breakfast every day and their overall general health is higher than the provincial average. In addition, our children self report that overall, they have a positive self-concept, as reflected in the "absence of sadness and absence of worries" domains. Our students do report that their overall connectedness to adults at their school is significantly low (64%) compared to the provincial average (76%).

The Assets Index portion of the MDI indicates four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Our District MDI results for both Grades 4 and 7 indicated that School District 8 - Kootenay Lake needs to focus on supporting our children in making good choices in nutrition and sleep. We also need to support opportunities for positive peer relationships for our grade 7 students.

## Future Goals and Success Measures

- We will endeavour to encourage stronger participation from both our grade 4 and grade 7 students for the next MDI wave, occurring in 2020-21.
- Encourage greater connection between School District 8 - Kootenay Lake staff and students.
- Focus on supporting our children in making good choices in nutrition and sleep habits.
- Foster opportunities for positive peer relationships.

## Peer Tutoring

### Current and Ideal State

School District 8 - Kootenay Lake has a credentialed Peer Tutoring program, formalized as a BAA. Last year, three of our secondary schools had Peer Tutors who work with peers to explain concepts, assist with demonstrations, work side by side on projects, and who demonstrated important skills and leadership.

Peer tutors meet with their teacher, and have a brief entrance interview. They log their hours and reflections of learning.

In addition, senior student leadership groups also offer peer tutoring after school or at lunch. In fact, during the beginnings of the pandemic, School District 8 - Kootenay Lake Student Trustees volunteered to start peer tutoring in their constituent schools.

### Future Goals and Success Measures

The hope is to continue with an embedded BAA Peer Tutoring program in School District 8 - Kootenay Lake. Success will be measured by the number of students enrolled in the programs across electives and academics.

## Information Technology

### Current and Ideal State

Our Technology Department seeks to provide proactive, superior technological support to empower users by giving them confidence in technology to help them succeed.

We strive to be ambassadors of learning by providing seamless systems to foster learning and creativity and approach our days with empathy and compassion within our team and towards staff, students and the School District Community.

### Future Goals and Success Measures

- To improve access to technology to support learning for all students
- Provide teachers and staff learning opportunities to integrate technology into their work
- Ensure privacy and security of personal information for the District





## Mental Health and Wellness

### Current and Ideal State

School District 8 - Kootenay Lake is committed to providing resources and environments for well-being and positive Mental Health Literacy in order to support student success. Mental Health Literacy includes the knowledge, beliefs and abilities that enable the recognition, management and/or prevention of mental health challenges. Enhanced Mental Health Literacy appears to confer a range of benefits for mental health: illness prevention, early recognition and intervention, and reduction of stigma associated with mental illness.

Funding and resources are specifically targeted to Mental Health and Wellness in our District:

- Coordinator of Mental Health and Addictions
  - \$81,000 from LINKS funding
  - \$27,000 from Interior Health - Health Promoting Schools grant
- HUB services at Prince Charles Secondary in Creston
  - \$20,000 to Valley Community Services to provide service to students
- Counselling and support in Creston
  - \$40,000 to Valley Community Services to provide counselling services to students and their families
- Counselling and art therapy in the Slocan Valley
  - \$50,000 to WEGraham Community Service Society to provide counselling and art therapy services to students in the Slocan Valley (WEGraham, Winlaw Elementary, Brent Kennedy Elementary and Mt. Sentinel Secondary)
- Counselling and art therapy in Kaslo, Kootenay Lake North and Crawford Bay
  - \$7,000 to North Kootenay Lake Community Services Society to students at JVHumphries, Jewett Elementary and Crawford Bay School
- Counselling to Redfish Elementary
  - \$5,000 to Redfish Elementary to provide counselling services for students
- Counselling and art therapy for Salmo schools
  - \$10,000 to Salmo Community Services to provide counselling and art therapy services for students at Salmo Elementary and Salmo Secondary
- Professional Learning and Capacity Building
  - \$27,000 to support professional learning for staff in schools

To build staff capacity, professional learning opportunities to enhance Mental Health literacy amongst staff have been ongoing. We employ a District-wide approach, focusing on “Mental Health Literacy: Shared Language and Understanding”. In 2019/20, six elementary schools and two secondary schools completed Mental Health Literacy training online through the University of British Columbia, funded by the District.

Social and Emotional Learning (SEL) promotes students' capacity to learn and integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The Social and Emotional competencies are:

- Self-awareness
  - Recognizing emotions and assessing ones' strengths and challenges.
- Self-management
  - Controlling emotions and impulses, managing stress, self-motivation and setting and achieving goals.
- Social awareness
  - Identifying others' emotions, showing empathy and understanding other perspectives.
- Relationship skills
  - Building healthy relationships, communication skills, conflict resolution, working, playing and learning with others.
- Responsible decision-making
  - Making wise choices and evaluating potential consequences.

In School District 8 - Kootenay Lake, SEL is being implemented to increase capacity and resilience in each of our Families of Schools. Specifically, in order to address Mental Health Literacy and SEL in School District 8 - Kootenay Lake, we have:

- Created a full time dedicated Mental Health and Addictions Coordinator position (September 2019)
- Created a full time, dedicated Manager of SafeSchools position (September 2019)
- Introduced and presented to staff, parents and the Board of Education about Trauma Informed Practice and Social and Emotional Learning
- Provided ongoing professional learning for Social Emotional Learning, Executive Functioning, Positive Behaviour, Zones of Regulation, and (EASE) Everyday Anxiety Strategies for Educators
- Assigned point person to track and support Children in Care (Coordinator of Mental Health and Addictions)
- Assigned point person to work with students with addictions and connect them to supports (FreedomQuest, Child and Youth Mental Health (CYMH), and physicians/counsellors) (Coordinator of Mental Health and Addictions)
- Present Mindfulness practices in classrooms - Mind-up, brain breaks, Mindful Body Scan
- Applied Suicide Intervention Skills Training (ASIS) for school staff and Parents (especially in the Creston/Bountiful area)
- Supported professional learning in Mental Health Literacy through UBC online learning
- Introduced common understandings about our collective role in establishing and maintaining the social-emotional climate at school
- Provided two full day and another half day professional learning session with Sarah Ward, expert in Executive Functioning, for staff in School District 8 - Kootenay Lake as well as Mormon Hills and Yaqan Nukiy School staffs
- Promoted and supported staff wellness through shared understandings and school initiatives
- Provided training and capacity building opportunities for staffs in Sexual Orientation Gender Identity (SOGI), and promoted activities and events for SOGI students and staff in the district (eg: Gay Straight Alliance (GSA) clubs, gender neutral bathrooms, etc.)
- Held Parent Nights Out at secondary schools in Salmo, Creston, and Nelson including Trauma Informed Practices, Stress and Anxiety in students, digital literacy, ERASE



- Presented at Aspiring Leaders sessions regarding SEL, Mental Health and Literacy
- Consulted and supported principals, counsellors, case managers, teachers, CUPE staff, and senior leadership
- Created a Health and Wellness HUB at Prince Charles Secondary in Creston
- Delivered the Mental Health Curriculum at both REACH Alternate and Sequoia Alternate
- Conducted weekly Zoom meetings starting in April 2020 with school counsellors, case managers, and principals
- Conducted monthly Zoom meetings starting in April 2020 with Education Assistants and Youth and Family Workers

## Future Goals and Success Measures

### Mental Health Literacy Plans for 2020-2021:

- Provide support to students, parents and staff for the full return to work
- Mindfulness and resiliency for principals and vice principals
- Workshops on Mental Health Literacy, Trauma-Informed Practices, Co-regulation, Anxiety and SEL for educators, parents and students
- Lunch and Learn events
- Biweekly Counsellors' meetings via Zoom
- Provide support and Mental Health Resources to all School District 8 - Kootenay Lake schools, and to Mormon Hills School (and other local schools as requested)
- Create an SEL team at each school to promote the long-term implementation of SEL
- Consolidation of infrastructures such as SEL and ERASE/Anti-Bullying/Safe Schools
- Adoption of the School Health Assessment Tool (from Interior Health) to create a student baseline toward assessing progress overtime
- Further implementation of the Mental Health Curriculum
- Continued collaboration with Interior Health Authority on the Healthy Schools Initiative. School District 8 has engaged in a three year contract with funding from Interior Health.
- Counselling to be delivered as needed in schools, with further capacity building for counsellors to better understand the differences between moderate mental health issues and their responsibility to refer students to appropriate agencies/supports when they demonstrate signs of clinically significant mental health disorders
- Regularly scheduled SEL workshops, effecting the change necessary to for School District 8 - Kootenay Lake to become a Social Emotional Learning environment

## Safe Schools

### Current and Ideal State

In alignment with the Provincial ERASE strategy, the School District 8 - Kootenay Lake determined that a Manager of Safe Schools position be created to help support students, staff and parents. By the summer of 2019, the position was filled and the position's portfolio began.

**Digital Health Literacy:** Our district realized the opportunity to lead the charge as digital role models and help our children develop a strong digital citizenship through education workshops. We also recognized that students will encounter situations that will challenge their independence, including cyberbullying (and more frequent - cyber-exclusion), the dangers of anonymity, privacy, sharing intimate images, and social media websites. The workshops included a snapshot of the current digital trends, concerning apps, video games (addiction) and information on sexual age of consent/sexting/sexortion. The Manager of Safe Schools was able to complete the following presentations before COVID-19 restrictions:

- Students
  - 18 sessions from grades 5 to 12, across district
  - 4 sessions at local Independent Schools
- Staff
  - Provided 2 pro-d workshops for staff (Fall 2019)
- Parents
  - Provided 5 parent nights, including a panel presentation/movie evening at the Civic Theatre in Nelson

Additionally, the position remains responsible for **Violent Threat Risk Assessments**, assisting with lock down and hold-and-secure drills, school and district-based team support, SOGI supports, **Critical Incident Response Team** support, COVID-19 pandemic support and workplace violence incident support.

### Future Goals and Success Measures

- Increased SOGI supports, activities, and education for students, staff and parents
- Rainbow Tiles project in schools (painting of ceiling tiles in Rainbow colours)
- Support of students who are LGBTQ2S+ in schools, as well as support for staffs who support students
- Create pilot task force with LGBTQ2S+ students and staff (Creston, Salmo and Nelson)
- Improved field trip documentation
- Implementation of standardized School Based Team processes and procedures
- Increased participation of District Based Team
- Vulnerable Student assessments and interventions
- Student safety plan training for staffs
- Worrisome behaviour capacity building for staff
- Training for staff (ERASE, VTRA, etc.)
- District and School Critical Incident Response Team (CIRT) training
- An increased connection with school PACs
- A focus will be placed on continued COVID-19 supports

## HUB in Creston at Prince Charles Secondary School

The HUB intends to provide more immediate and responsive support to students who are struggling with social/affective behaviours and mental health challenges that are negatively impacting their lives. Initially, the HUB will be open and staffed by two people with specifically trained skill sets: a Child and Youth Mental Health worker and a medical professional -- alternately a public health nurse one day and a physician the next. With the in-kind support of School District 8 - Kootenay Lake Operations, and the financial support from Gleaners Society in Creston, we have a designated medical examination room on site and a refurbished Counselling area to serve students.

The HUB is supported by a broad and inclusive collection of agencies and individuals, as follows: Interior Health, Valley Community Services, East Kootenay Mental Health, College of the Rockies, local doctors, a Public Health nurse and School District 8 Kootenay Lake.

## REACH

REACH is a School District 8 Kootenay Lake alternate program that supports students who have become disengaged from the educational system and who require specialized school and program placement at the secondary level. Students may have any of the following in their profile: trauma, significant attendance or achievement gaps, substance abuse issues, and/or socio-emotional challenges.

REACH provides students with a small class-size environment that includes additional supports to ensure a high level of academic rigor and student accountability. Using a strengths-based approach, staff employ a variety of instructional methods designed to engage reluctant learners and meet the individual educational needs of each student. Students work from an Individual Education Plan (IEP) and/or Student Learning Plan (SLP) that is co-developed with parents/guardians and program staff to address the academic, behavioural, social-emotional and/or mental health profile of each student. The foundation of alternative programs is the positive, mutually respectful relationship between students and the program's staff.

## Sequoia

The Sequoia Learning Centre is under the umbrella of Mount Sentinel Secondary and operates as a Type 3 facility. Sequoia provides a flexible, personalized and supportive learning environment that is designed to meet the needs of students who are perhaps not finding success in a more traditional school. Sequoia students are expected to meet all the usual graduation requirements and also regularly take specialty courses (ie. Mechanics) at Mount Sentinel. Counselling services are available for all students in School District 8.

School counselling services provide a continuum of services to support the educational, social, emotional, behavioural and mental health needs of students. The centre has a full time Youth and Family worker as well as a strong dedicated team of professionals from outside the school system. Sequoia's connections include but are not limited to the following: Ankors (Sexual Health), Interior Health Authority, Freedom Quest (Drug Harm Reduction), Art Therapy, and Ministry of Child and Family Development.

Sequoia has a maximum capacity of 15 students. Over the past 5 years, the program has enrolled 47 students. Approximately 70% of the students have either graduated or are on track to graduate. Students in the program also engage in a variety of outdoor activities including skiing, hiking, paddling etc.

## Student Trustees

School District 8 values the importance of student leadership and the contribution our students make to the learning process. Student Trustees are selected annually and may serve a two-year term beginning in their grade eleven year.

Student Trustees are non-voting members of the Board who provide a student perspective on matters before the Board. Student Trustees are encouraged to communicate regularly with students about the activities of the Board and to gather student input about upcoming issues facing the Board. They are expected to present a Student Trustee report at regular Board meetings.

Two students from each high school in the district are selected. Candidates are interviewed by a school panel at the school and selected based upon criteria established at the school level.

Elected Trustees act as mentors for the Student Trustees which includes orientation to their roles and expectations.

## Student Symposium

The Student Symposium is held annually for Grades 5-12 featuring approximately 150 students from across the district. The purpose is to come together in the spirit of education, youth, and community and hear and “listen to” student voices.

2019/2020 Theme: *To learn more about Leadership, Policy and Governance*

Provided students with an opportunity to respond in detail to the following:

- To understand the terms Leadership, Policy and Governance
- Pitch to the Board ideas of District improvement
- To make a video of how Families of Schools can show leadership
- To host a student-led Board meeting focused on “Governance in action”.

To ensure we continue to meet the needs of our students, we must always seek, review, and implement their feedback.

Each committee group discussed two common themes in the symposium and the response included:

### 1. Education

#### A. Diversity Education

Students are concerned about the lack of awareness, empathy and understanding of issues centered around different cultures and the LGBTQ+ community.

**Proposed Resolution(s):** THAT, all SD 8 Grade 8 students learn about awareness, empathy and understanding of issues centered around different cultures and the LGBTQ+ communities.

## B. Career Ed

Students coming from rural settings have fewer opportunities and availability to explore life after high school. This could range from post-secondary things, to career counseling, to just knowing all of the possibilities available for us.

**Proposed Resolution(s): THAT**, the district aim toward providing more funding, programming, or emphasis on extending learning to "after school" possibilities. This may be done through Career Ed, or by doing district trips to post-secondary institutions, for example.

## 2. Operations and Finance

### A. Field Upgrade

The field at Crawford Bay needs some extra support.

**Proposed Resolution(s): THAT**, Operations work toward upgrading the field at Crawford Bay Elem/Secondary School.

### B. Extracurricular Support

Many students feel as if they do not have enough opportunities to partake in extracurricular activities and need more support.

**Proposed Resolution(s): THAT**, our rural schools receive access to more equipment, funding in order to implement more extra-curricular activities and opportunities for clubs, teams, and other after school groups to access transportation.

## 3. Governance and Policy

### A. "Go Green" initiatives

Throughout our District we support "Go Green" initiatives - and we need to support more.

**Proposed Resolutions: THAT**, the Student-led Board approve a policy supporting further "Go Green" environmental initiatives throughout the District.

### B. School bathrooms

All of us want our bathrooms to be esthetically pleasing.

**Proposed Resolutions: THAT**, the student-led Board support a policy outlining the expected condition of all our District bathrooms.

All resolutions were taken to the Board of Education and ...

## EDUCATION

- Celebration of LGBTQ month for Fall of 2020.
- District co-ordinating, through District Principal of Secondary, a more thorough, consistent Career Ed program.

## OPERATIONS & FINANCE

- The field upgrade cannot occur at this time.
- COVID-19 has derailed extra-curricular activities at this time.

## GOVERNANCE & POLICY

- An updated Carbon-Neutral and “Go Green report is expected by the end of the 2020-2021 school year.
- All bathrooms have been refreshed over the summer and we are currently in the process of ensuring there is a Gender Neutral bathroom at each school - ties into Education.

# Professional Learning

## Current and Ideal State

Through our focus on diversity, equity and inclusion, School District 8 - Kootenay Lake offers extensive professional learning for all staff. In particular, our focus aligns with our Board of Education goals focusing on literacy, numeracy, indigenization and inclusion. During the 2019-20 year, we offered 14 literacy workshops for primary, intermediate and secondary teachers from renowned BC facilitators including Adrienne Gear, Faye Brownlie, Leyton Schnellert, and Kyla Hadden. We also purchased professional resources for teachers. Our Numeracy initiative has focused on intermediate and secondary this year, offering 13 professional learning opportunities for teachers as well as a number of after school collaborative sessions with BC numeracy experts, Carole Fullerton and Michael Pruner.

In addition, during the spring of 2020, amidst the COVID-19 pandemic, School District 8 - Kootenay Lake was able to offer robust professional learning via virtual platforms such as Zoom. In fact, during the months of March and April we hosted 20 professional learning workshops and our District Indigenizing the Curriculum Professional Learning Day which had over 350 participants.

School District 8 - Kootenay Lake also involved in 4 Provincial projects including 2 Early Learning projects (Changing Results for Young Children and Strengthening Early Years to Kindergarten), as well as, the K-9 Assessment and Reporting Pilot, and a number of District and Regional projects that align with the BC Education Framework and School District 8 - Kootenay Lake Board of Education goals.

## Future Goals and Success Measures

- Expand the opportunities for participation in provincial, regional and district projects.
- Continue to build capacity in our staff by providing robust professional learning through the lens of Communities of Practice.



# Leadership Development

## Current and Ideal State

School District 8 - Kootenay Lake offers leadership development opportunities for all staff. We have a mentoring program for Principals and Vice Principals who are new to administration, as well as for PVP who have been administrators for up to 7 years. This year, the School District 8 - Kootenay Lake *Aspiring Leaders Program* has 10 teachers in Year 1 and 3 teachers who are continuing on in Year 2 of the program. Our *Aspiring Leaders Program* offers teachers opportunities to lead at the district, school and community level. In addition, School District 8 - Kootenay Lake offers a *Developing Leaders Program* for CUPE staff. In 2019/2020, there were 25 CUPE staff participating in the program.

School District 8 - Kootenay Lake also offers support for teachers and administrators to attend leadership programs such as the BC Principals and Vice Principals Association, UBC-TELP, BC School Superintendents Association, and a myriad of provincial and global conferences.

In addition, School District 8 - Kootenay Lake hosts teacher candidates from the University of British Columbia, the University of Victoria and Vancouver Island University. This year we have 25 teacher candidates who are being mentored by School District 8 - Kootenay Lake teachers. We are also hosting 20 education assistants who are completing their practicums in School District 8 - Kootenay Lake schools through College of the Rockies and Selkirk College.

## Future Goals and Success Measures

- *Aspiring Leaders* representation from each of our School District 8 - Kootenay Lake Family of Schools.
- Continue to support the hosting of Teacher Candidates and Education Assistant practicums across all School District 8 - Kootenay Lake Families of Schools.





## Superintendent's Concluding Remarks

In March of 2020, the World Health Organization declared the COVID-19 virus as a pandemic. School District 8 - Kootenay Lake immediately created and implemented a Pandemic Response Plan and a Continuity of Learning Plan. Throughout the district's March 2020 Spring Break, the government of British Columbia announced the indefinite closure of all schools and our Continuity of Learning Plan was put into place.

The COVID19 pandemic created unexpected opportunities for innovation and exploration in School District 8 - Kootenay Lake. First of all, professional learning took on a whole new look. By moving our professional learning for staff to a virtual format through the use of platforms offered by Google for Education, Microsoft Education Canada and Zoom, we were able to connect our staff with internationally renowned educators. Over the month of April we were able to offer 13 professional learning workshops via virtual platforms, with an average of 127 participants per workshop. In addition, we staff embraced the opportunity for collaborating virtually within their school teams and across the district at all grade levels and domains.

School District 8 - Kootenay Lake staff have also fostered stronger collaboration with local, regional and provincial education partners. We have hosted meetings with local community organizations, regional colleges, and our independent and private schools with a focus on exploring possible future opportunities for our students and staff.

International student recruiting took on a whole new look. District staff in the School District 8 - Kootenay Lake International Program participated in virtual recruiting fairs with agents from across the globe.

During COVID19 School District 8 - Kootenay Lake staff demonstrated their ability to be nimble and responsive to families by adapting quickly to virtual teaching formats. An School District 8 - Kootenay Lake *Continuity of Learning Plan* for all School District 8 - Kootenay Lake staff was developed along with recommended resources and tools for teaching and learning using virtual platforms. Furthermore, our dedicated and caring School District 8 - Kootenay Lake staff reached out regularly to students and their families by telephone, email and virtual platforms. A COVID19 tab on the School District 8 - Kootenay Lake website was developed as a resource for families, providing useful tools and information for how to cope with the current pandemic situation. The district also provided support for vulnerable families through delivering grocery cards and food hampers. As a result, families felt supported and cared for which helped ease anxiety during these uncertain times.

School District 8 - Kootenay Lake also supported families of Essential Service Workers (ESWs) by offering on site educational care for their school aged children. Beginning April 6<sup>th</sup>, 4 elementary schools in School District 8 - Kootenay Lake - Adam Robertson, Erickson, South Nelson and Hume had staff on site 12 hours a day during the week to provide onsite educational care for children. Throughout the following weeks School District 8 - Kootenay Lake expanded their on-site educational services by re-opening the rest of their school sites to offer educational support to vulnerable families and students requiring additional supports, with all schools being open on April 20<sup>th</sup>.

In June of 2020, the district opened all schools at *Stage 3* of the guidelines for operating under the pandemic, this involved inviting Kindergarten to Grade 5 students back to our schools on an alternating day basis: A - M on Mondays and Wednesdays and N - Z on Tuesdays and Thursdays. Online learning continued on Fridays. At Middle and Secondary Schools: Grade 6 - 12 - 20% of students were invited on each of Monday through Friday. The school year closed under a provincial *state of emergency* as guided by Public Health Officer, Dr. Bonnie Henry, and the Ministry of Education. In hindsight, this proved to be an excellent choice, as B.C. was the only international jurisdiction to have students back in the classroom and enable us to properly prepare for a healthy and safe return in the Fall of 2020. Suffice it to say, the Spring of 2020 was exhausting for all and the oppression of COVID 19 pandemic weighed heavily. We focused on

health & safety, relationships, and being student-centered. It took the entire district to collaborate, work together and support each other through this, hopefully, once in a lifetime occurrence.

I want to thank the Board of Education for School District 8 - Kootenay Lake for their dedication in focusing on excellence for all learners in a nurturing environment. Since December 31, 2019, and the emergence of COVID-19, it has been challenging to say the least. However, we continue to work hard to improve the trajectory of all our students so they feel supported and connected during this time. This report reflects a small peek at how this is accomplished.

In particular, I wish to acknowledge the hard work of our Kootenay Lake Teachers' Association (KLTF), CUPE 748, our Kootenay Lake Principals' and Vice-Principals' Association (KLPVPA), our District Parent Advisory Council (DPAC), our school Parent Advisory Councils (PACs), our Student Trustees, and all our exempt staff. Together we have made it through the most challenging year on record. We have overcome fear, anxiety and conquered each opportunity that has come our way. We have shown resilience and perseverance at unprecedented levels.

We hope you have found this report on our learning interesting and encourage you to forward and feedback and comments. We continue to **Focus. Learn and Excel.**



Dr. Christine Perkins  
Superintendent of Schools



## 2020-2021 Board Calendar

### 2020-2021 BOARD & COMMITTEE MEETINGS SCHEDULES

DATE	TIME	LOCATION	MEETINGS	COMMENT
September 22, 2020	11:00 am – 12:00 pm	Board Office, Nelson	Closed Board Meeting	
	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	Audited Financial Statements
October 13, 2020	3:00 pm – 4:30 pm	PCSS, Creston	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	PCSS, Creston	Open Board Meeting	
November 10, 2020	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
December 8, 2020	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Winter Break (December 19 – January 3)</i>				
January 12, 2021	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session: Amended Budget
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
February 9, 2021	2:00 pm – 3:00 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	2:00 pm – 3:00 pm	Board Office, Nelson	O&F Committee Meeting	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
March 9, 2021	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	2021-2022 School Calendars
<i>Spring Break (March 13 – 28)</i>				
April 6, 2021	3:00 pm – 4:30 pm	PCSS, Creston	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	PCSS, Creston	Open Board Meeting	
May 11, 2021	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	2021-2022 Budget
June 15, 2021	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
<i>Summer Break</i>				