Delta School District #37
Inclusion Caregiver Handbook

Delta School District
LEARNING SERVICES
Supporting student learning at Delta School District

August 2026

INTRODUCTION

Ministry of Education and Child Care

The education system serves students with a range of abilities and educational needs. The Inclusive Education Policy outlines the responsibility of the Ministry of Education and Child Care to respect diversity when setting educational standards, allocating funding, and monitoring student achievement, and the responsibility of Boards of Education to address diversity in the educational and operational aspects of schooling.

Purpose

The purpose of this resource is for families to have a single point of reference regarding the policies and best practices of the B.C. Ministry of Education and Child Care related to Inclusive Education, and to ensure that all families are aware of the Inclusive Education services available within the Delta School District. This caregiver guide specifically applies to families who have children with diverse abilities or disabilities. A "student with diverse abilities or disabilities" is defined in the *Inclusive Education Ministerial Order M150/89,* as a school-aged student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature or has exceptional gifts or talents.

Throughout this guide, families will find a deeper understanding of how the Delta School District plans for and supports all students. This guide provides an outline of the different programs offered and most importantly, what school could look like for your child. This resource is updated regularly to reflect ongoing developments in the field of Inclusive Education and to include any changes in practice and personnel.

Delta School District's Definition of Inclusion

Inclusion as a mindset is about valuing all learners as individuals who contribute to a greater whole. This looks like:

1. Accessible authentic learning experiences and targeted support, and
2. Meaningful opportunities to ensure all learners are able to achieve their goals, including graduating with purpose and options.

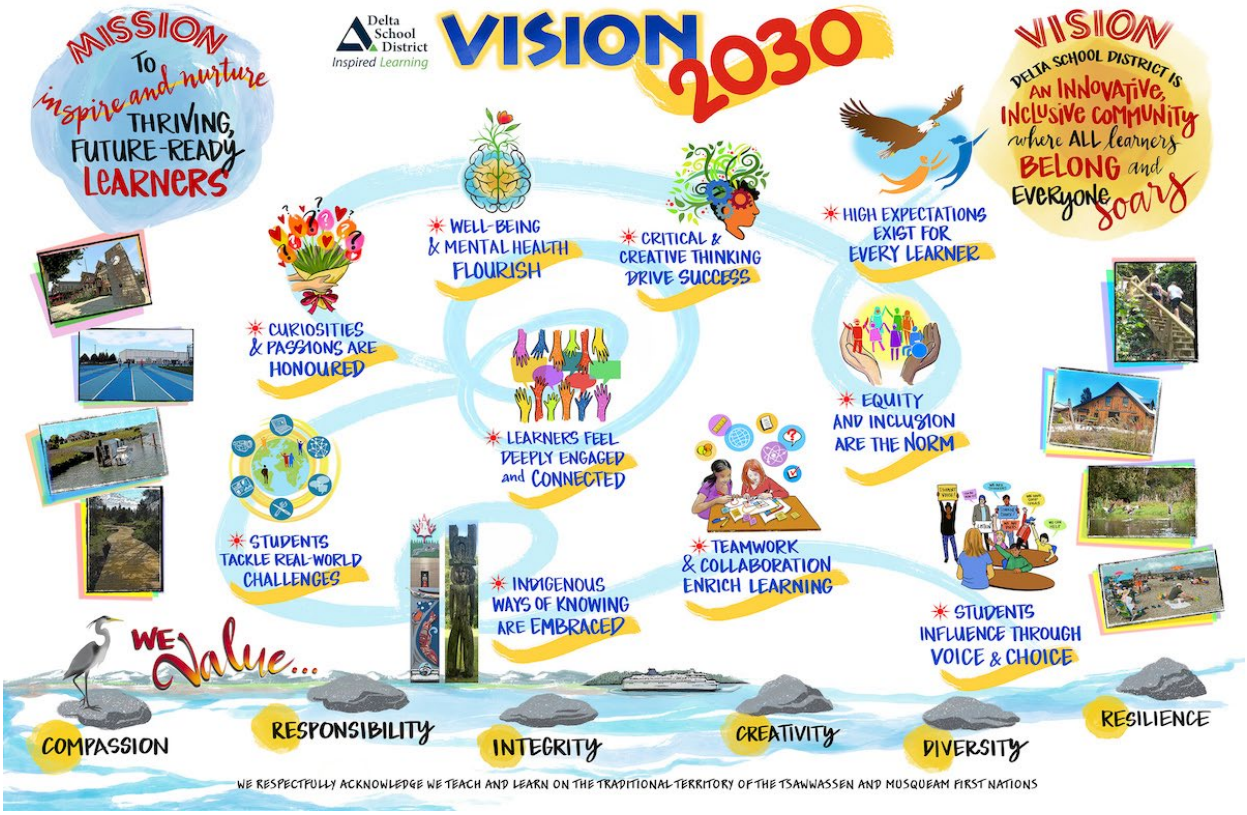
Inclusion is the practice of creating joyful, positive and inspiring learning communities which are safe, connected and welcoming for every individual. Educators will collaborate to provide learners with equitable access to all spaces, foster high expectations, and engage students with the curriculum purposefully and thoughtfully.

The Delta School District is dedicated to the promotion of inclusive, equitable educational experiences for all students. Embracing diversity is a fundamental value to be supported through the promotion of inclusive learning environments in which educators engage in the shared work of achieving the ongoing goal of finding improved ways of responding to student diversity. This document presents the current values and beliefs of the Delta School District. It also outlines a framework for support that maximizes success and independence for all learners. This document will be reviewed and updated as needed.

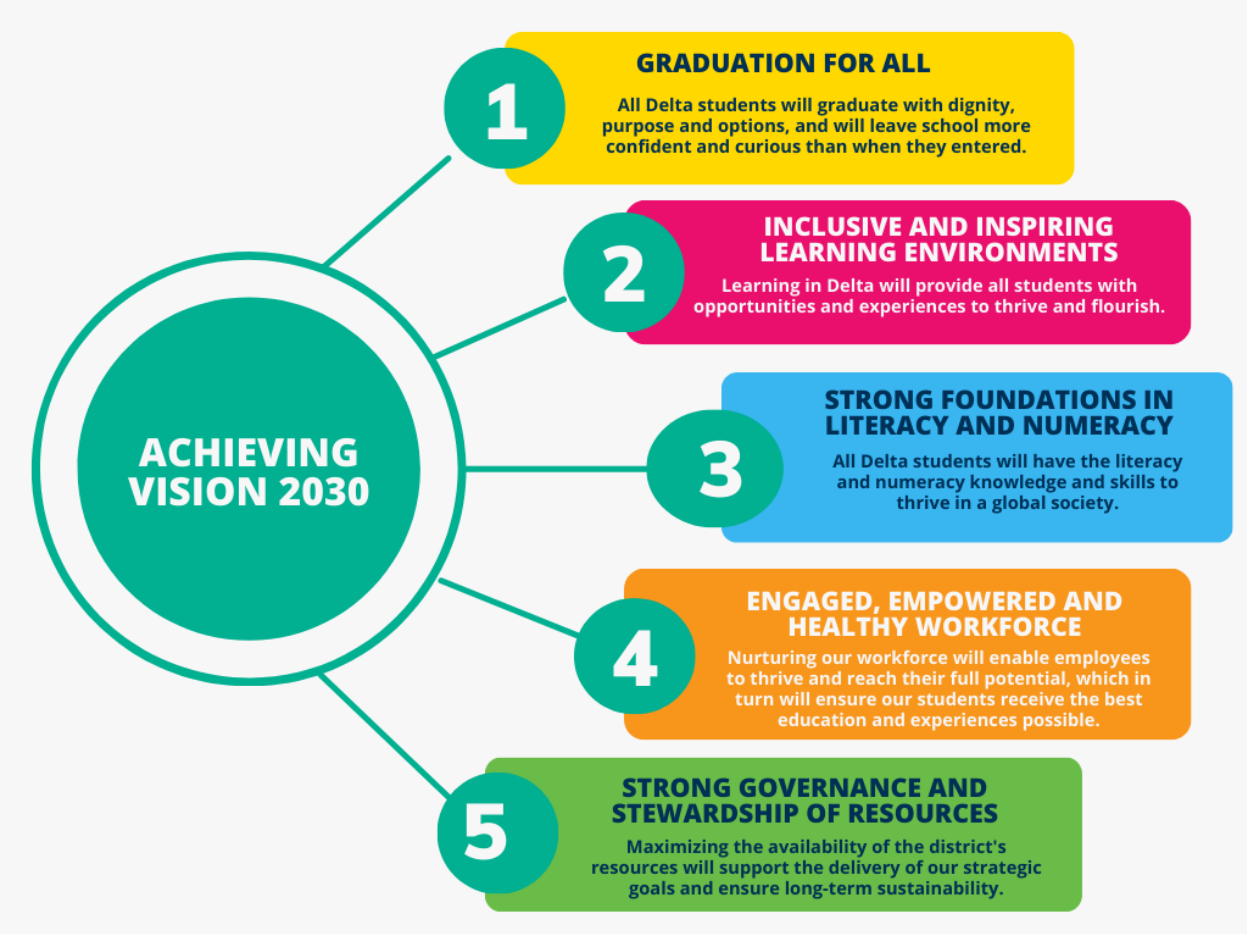
<table>
<tr><th colspan="2">BELIEF STATEMENTS</th></tr>
<tr><th>Learning Services Department</th><th>Delta School District</th></tr>
<tr><td rowspan="3">Holds student success and learning at the centre of all decisions and actions.
Co-creates inclusive and equitable learning communities.
Engages schools, students, families and the community in shared leadership, collaboration and continuous learning.
Gathers, reviews and acts on evidence of student success at the class, school and district levels.
Uses inquiry, innovation and exploration to move practice forward.
Learns with and from the external environment and larger learning systems.
Provides rich opportunities for professional learning.
Supports the implementation of the Ministry of Education and Child Care Curriculum, Evergreen, School Completion and Graduation Program.
Supports the effective and sustainable use of technology as a tool to support diverse student learning.
Supports the development of sustainable and impactful relationships with community partners in support of student success.</td><td>Given that diversity is the norm, classrooms are inclusive when:
Every student has a voice, choice and connection.
High expectations exist for all students.
Learning is designed from the start with ALL students in mind.
All students experience success and robust learning opportunities which are meaningful and authentic.</td></tr>
<tr><td>B.C. Ministry of Education and Child Care: A Manual of Policies, Procedures and Guidelines</td></tr>
<tr><td>“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 interaction with others.”</td></tr>
</table>

To successfully attain and achieve Delta's Vision 2030, we are following the District's Strategic Plan. The Vision represents input from students, staff, district partners and families and the goals we would like all students to achieve. The Strategic Plan sets out five goals that will guide our actions over the next three years and drive progress towards achieving our Vision for 2030. As you will see in the images below, inclusion is a key focus for the district.

Vision 2030



Strategic Priorities 2025 – 2027



UNIVERSAL DESIGN FOR LEARNING (UDL)

UDL is a framework designed for educators to keep all learners in mind when planning lessons and assessing for understanding. The Delta School District promotes this framework, as it aims to reach all learners and ensure that they can develop and grow at a pace where they will be able to meet their goals.

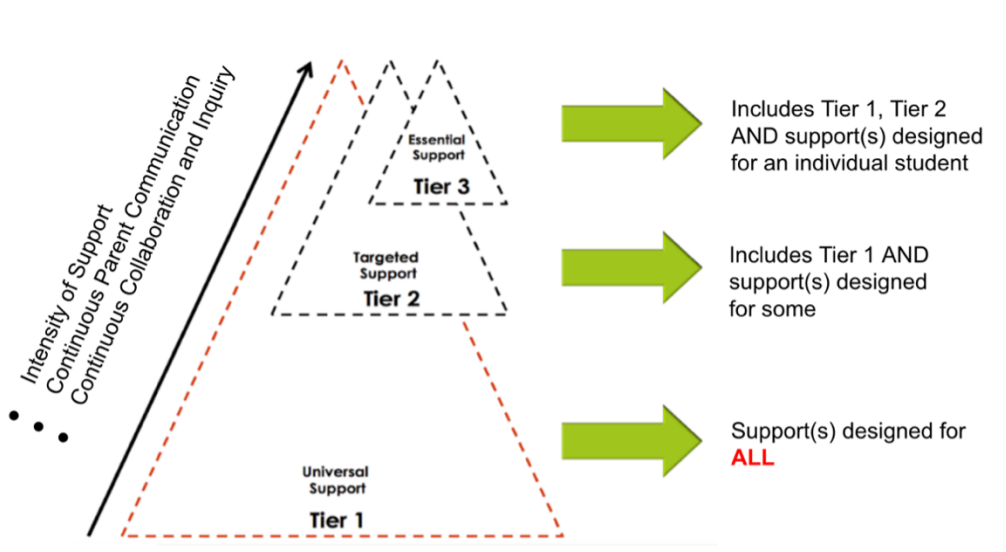
The UDL framework has three guidelines, each designed to ensure students can access and authentically participate in all aspects of their education. These guidelines are aimed at providing multiple means of:

1. Engagement – The 'Why' of learning.
2. Representation – The "What' of learning.
3. Action and Expression – The 'How' of learning.

For more information about the UDL framework, please click here.

MULTI-TIERED SYSTEM OF SUPPORT

The Delta School District promotes an inclusive education system in which each student is a fully participating member of a community of learners. Successful learning for all students cannot be addressed by groups of professionals working in isolation but requires collaboration with the family and student themselves. Supports are all directed with the student at the centre of each decision and focused on creating an inclusive, meaningful and authentic learning situation for each individual student. Students may move up and down the tiers depending on subject area and/or as targeted supports lead to student independence.



Tier One Supports

The focus is on the classroom teacher and Universal Designs for Learning, with lessons targeting all students, and providing multiple access points across the lesson. Students are able to utilize different tools or adaptations to help them be successful. As we move through the tiers, we continue to build upon the previous supports and strategies.

Tier Two Supports

Students may require targeted instructional support at some time during their school years. These students might need the assistance of a learning support teacher, or a speech and language pathologist, etc. This level of support is meant to be short term and target specific skills to assist in the student's success in and out of the classroom.

Tier Three Supports

A few students may require more intensive interventions throughout their school career. These types of support are more direct and individually targeted (e.g. support with braille), and students work with multiple supports across the tiers to help them achieve success. These supports could consist of working in an identified program, such as a community Hub Room, Life Skills or an Inter-Agency classroom. Students here are still included and involved within the school activities and are accessing the curriculum.

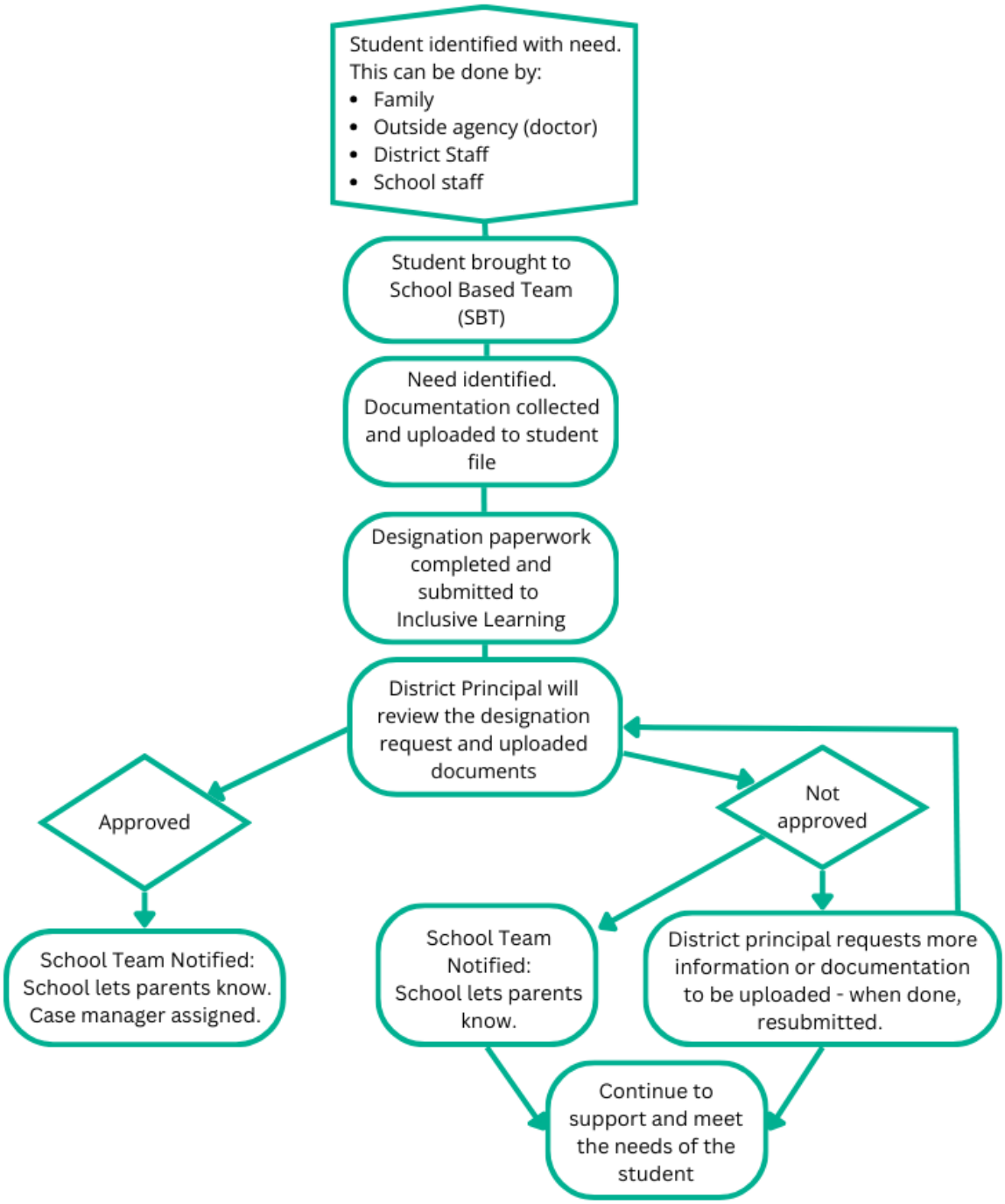
UNIVERSAL AND ESSENTIAL SUPPORTS AND STRATEGIES

It is important for families to think about their child's needs and be a part of the planning process to help their child reach their goals. Teachers will be aware of the range of supports (adaptations or accommodations) that may be necessary to help a student be successful during the school day. Universal supports and strategies are available for all students. For some students an essential support or supports may be required for success and if so, needs to be identified in the student's Individual Education Plan and report card. For more information, please click here.

Universal Supports	Essential Supports
Universal Supports are one that *all* students can access for learning. For some students, this is considered a Tier 2 targeted support and is included in their IEP. Examples include: • UDL - Universal Design for Learning • Begin at student's readiness level • Technology integration • Culturally Responsive Teaching • Scaffold Difficult Tasks • Reciprocal Teaching • Strategic Groupings • Multiple Modalities • Provide Variety of Exemplars • Visuals (e.g. visual schedule) • Flexible scheduling • Behaviour support plans • Multiple and diverse texts (text sets) • English Language Support • Adjudication	Essential Supports are <u>necessary</u> for a student to access the curriculum and learn. This may mean that a particular student is the only student using these supports. Examples include: • Individual case management/instruction • Outside consultants and services • Augmentative and alternative communication • Braille

MINISTRY DESIGNATION PROCESS

The Ministry special education designation is a joint process that begins with the classroom teacher and caregiver, and extends to include the school-based team, Learning Services staff and, at times, other community professionals. It is also important to note that a designation is not necessarily permanent. At every IEP meeting, it should be considered whether the designation continues to be necessary.



MINISTRY DESIGNATION/MINISTRY FUNDING MODEL

The purpose of a designation is to ensure that additional resources and supports are made available to meet the student's needs. These funds do not automatically mean there will be direct education assistant support. Support will look differently depending on the student's needs and will be determined through the school team. Please note that this funding model is meant to support all the different available supports offered within the district.

The Ministry provides funding for students with ministry designations through what is termed the *1701 process* which occurs twice a year, in September and January. A Basic Allocation is provided to support all students, including the learning needs of students who are identified as having learning disabilities, mild intellectual disabilities, students requiring moderate behaviour supports and students who are gifted. The Basic Allocation funds the district in providing learning assistance, speech-language pathology services and physiotherapy services, Bridges service, and assessment services.

In addition to the Basic Allocation, the Ministry provides Supplemental Funds for students with ministry designations: dependent handicapped, deafblind, moderate to profound intellectually disabled, physically disabled or chronic health impaired, visually impaired, deaf or hard of hearing, autism spectrum disorder, and intensive behaviour interventions or serious mental illness *(see levels of funding by designation in Table 1 below).*

This additional funding comes directly to the district (not individual students) and 94% of it goes towards meeting Ministry-mandated staffing ratios and additional staffing to support student needs around the district; for example: case managers (e.g., inclusion team teachers, program teachers), teachers of the deaf and hard of hearing, teachers of students with visual impairments, education assistants, child and youth care workers, as well as technical equipment and resources.

Through consultation with the classroom teacher or case manager, caregivers can share their concerns and request for their child to have access to services offered within the district. If the requests are brought to the school-based team, solutions and options of supports will be discussed and presented, so that case managers or classroom teachers can follow up with families after.

Although not every support is available regularly, as a district, we will work hard to ensure that each child has their needs met to the best of our ability.

Table 1: Supplemental Funding: Level 1, 2 and 3*
Allocated to the School District (not individual students) starting in September 2026

	Level	Supplemental Funding Amount	Description	Example: Someone who:
A	1	$51,300	Physically Dependent/ Multiple Needs	Needs total dependence in all areas – extremely profound cognitive disability, feeding tubes, toileting, etc.
B	1	$51,300	Deafblind	Meets criteria for both deaf and blind.
C	2	$24,340	Moderate to Profound Intellectual Disability	IQ is below 50, low adaptive skills.
D	2	$24,340	Physical Disability/ Chronic Health Impairment	Has a physical disability that impacts their learning – ex. FASD, CP, brain injury.
E	2	$24,340	Visual Impairment	N/A
F	2	$24,340	Deaf/Hard of Hearing	N/A
G	2	$24,340	Autism Spectrum Disorder	N/A
H	3	$12,300	Intensive Behaviour/ Serious Mental Illness	Struggles with mental health or behaviour AND has ongoing Outside Agency support.
K	N/A	N/A	Mild Intellectual Disability	IQ is between 50 – 70, low adaptive skills.

Table 1: Supplemental Funding: Level 1, 2 and 3 (Continued)
Allocated to the School District (not individual students) starting in September 2026

	Level	Supplemental Funding Amount	Description	Example; Someone who:
P	N/A	N/A	Gifted	Strong skills and abilities in targeted domains.
Q	N/A	N/A	Learning Disability	A significant gap between cognitive ability and achievement scores in one or more areas.
R	N/A	N/A	Moderate Behaviour/ Mental Illness	Struggles with mental health or behaviour but does not require or have outside agency involvement.

For more information regarding the designation requirements, please click *here*.

CASE MANAGEMENT

The case manager coordinates the development, documentation, and implementation of all student plans. A case manager can be an inclusive team teacher, a learning support teacher, a program teacher or someone assigned directly to oversee a student's planning and progress. It is their role to ensure that the student's and their family's voices are a part of the discussion. The case manager coordinates all meetings with outside agencies and ensures that the school is ready and able to support the students in their care.

ASSESSMENT

The classroom teacher is responsible for the educational planning of all students within their class. The case manager is there to support in creating individualized programs, assist with the implementation of these plans and provide feedback regularly on how it is going.

Assessment happens regularly and frequently to ensure that the student's needs are being met. This means assessing how the plans are working within the classroom and how the student is progressing towards their goals. This process is called assessment for learning, as educators will assess their student's comprehension and understanding of the subject material during the lesson. This allows educators to identify students at-risk early and allow them to adjust their lessons and plans as the teach.

Assessment can and will look different depending on the student's needs. There is no one way to correctly assess a student, and students should not be penalized for the use of different adaptations described in their IEPs.

PLANS

The Delta School District uses a variety of plans to support students in their learning. These plans are designed to target specific needs and ensure all supports are available to ensure the student will be successful. The case manager is in charge or creating, monitoring, updating and reporting on the plan with the student, families and staff involved. All plans are fluid and are reviewed regularly with that team.

Here is a breakdown of different plans used within the district.

AIP – Annual Instruction Plans	Students who receive formal English Language Learning services are provided with an AIP. The AIP is written by a learning support case manager who is responsible for providing services and monitoring and reporting on student progress to assist in further developing a student's proficiency in English.
IEP – Individual Education Plans	An IEP is a targeted plan to support an individual's success during their educational career. It is done in consultation with the parent and student and is updated regularly. All students with a Ministry Designation should have an IEP unless they require only minor adaptations and receive less than 25 hours of direct support a year.

Plans used within the district (continued):

Student Learning Plans	A student learning plan is designed for teachers to support a student with their academic, emotional or social needs. This plan will be used to identify supports and goals to help a student achieve success.
Positive Behaviour Support Plans	The positive behaviour support plan focuses on managing one's social emotional needs and behaviour. It is important to be looking at the antecedents, behaviour and consequences (A-B-Cs) and focus on creating an environment where the student can be most successful while learning the skills necessary to reach their goals.
Safety Plans	A safety plan is created for students who at times might pose a risk to themselves, their peers or staff. This plan should outline staff responses and safety procedures to maintain a safe productive learning and working environment.

TRANSITIONS

Students experience significant transition points throughout their education, from home or daycare to kindergarten, from class to class, school to school, from school district to school district and from school to post-secondary, work situations or adult living situations.

The intent of creating a Transition Plan is to help ensure that the elements of the IEP and the support services required to carry out a successful transition are not disrupted or lost in the process. These plans can vary in complexity and details depending on an individual student's needs.

SUPPLEMENTAL AND REPLACEMENT GOALS

The purpose of supplemental goals is to provide students with additional academic support and move them forward in areas of stretch. These areas of stretch will be determined through formal and informal assessments done by the Classroom Teacher and/or Case Manager.

Goals are in addition to grade level curriculum (not instead of) and must be connected to the curricular learning standard.

- Goals are often specific to literacy and numeracy.
- Goals are targeted and include short-term interventions.
- Students remain on a *Dogwood* track but may need supplemental support.
- Goals may be evaluated and reported on.
- They are often directly supported by the case manager.

The purpose of replacement goals (formerly "Modifications") is to provide access to the curriculum at the developmental level of the student.

- Goals replace grade level curriculum goals and must be articulated in a student's IEP.
- Goals are not intended to close the gap.
- Student must have an intellectual disability.
- Goals usually do not commence prior to grade 10 and require district approval.
- Students shift to the *Evergreen Certificate* track.
- Goals must be evaluated and reported on.

GRADUATION REQUIREMENTS

BC Certificate of Graduation (Dogwood Diploma)

A student who meets the applicable graduation requirements is entitled to receive a BC Certificate of Graduation. To graduate with a Dogwood, students have to pass certain required courses, electives and graduation transition courses. For a full understanding of these requirements, please click here.

BC School Completion Certificate (Evergreen Certificate)

The School Completion Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of students with diverse needs and an IEP who have met the goals of their education program, other than the Ministry required goals. Please note: Not all students with diverse needs should be in an Evergreen Certificate Program.

The Evergreen Certificate is not a graduation credential; students who receive an Evergreen Certificate have not graduated. It is important that students and their caregivers clearly understand that the Evergreen represents the completion of personal learning goals but does not represent graduation.

Some students may be unable to meet graduation requirements due to their diverse needs. However, the decision to put a student on an Evergreen Program should not be made prior to Grade 10 and should include the informed consent of the student's caregiver and will also need to be approved by a district principal after consultation.

All students of school age are entitled to an education program, whether or not that program leads to graduation. For students pursuing an Evergreen Certificate, their education program should enable them to meet their individual learning goals. Accordingly, they should have an IEP that indicates their personal education goals, how the goals will be achieved, and ongoing monitoring and assessment to know when the goals have been met and an Evergreen Certificate should be issued. Caregivers and, wherever appropriate, the student are to be provided an opportunity to be consulted about the preparation of the IEP.

BC Adult Graduation Certificate

Students may take longer than usual to meet the graduation requirements. Students who completed some modified courses may also wish to return to school at a later date to follow an adult graduation course. Note that all students can access differentiated examinations, e.g. have extra time, a separate setting or use a computer. Students do not require a Ministry Designation or an IEP to access these options. Credit can also be given for courses previously credited on the School Completion Certificate. This degree is valid for access to university or further education. For more information, please click here.

INCLUSIVE LEARNING PERSONNEL AND PROGRAMS

Within the Delta School District, there are many individuals and programs available to help meet the needs of individual students. These people and programs are typically accessed through a School-Based Team process, where a team of district professional staff meet and discuss the available supports best suited for a student. To access these programs, students are typically designated and consultation between the district, school staff and caregivers will occur. On the following pages, you will see an explanation of the school-based and district-based personnel.

School-Based

All Schools K – 12:	Secondary 8 - 12:
Child and Youth Care Workers (CYCW) Support all students' emotional well-being and are available for small or large group social skill instruction.	*Grad Quest Program* A support program where students with a chronic health and/or Autism receive additional support when needed and improve executive functioning skills on their path to a Dogwood Graduation.
Classroom Teachers Are a great connection for all students and are responsible for the curriculum.	*Focus Program* A program for students with an intellectual disability where students have very targeted and individualized programming. Learning occurs in the Mod. Ac. Classroom and subject classrooms. Students receive very robust planning and may leave school with a Dogwood Graduation or Evergreen Certificate.
Counsellors Support students in one on one or small group settings. Work with case managers to support students with managing their behaviour. Can direct families to available supports in the community. Will work with prevention programs to best support students.	*Life Skills Program* A program for students with an intellectual disability and working towards and Evergreen certificate who require more targeted intervention throughout the day. Learning occurs in the Life Skills classroom, subject classrooms, and the community with an emphasis on valuable life skills and a transition to adulthood.
Education Assistants (EA) Are placed in classrooms to support multiple students. They support the classroom teacher and follow the plans put in place by the school team.	*Supportive Learning Program* A classroom support where students can receive additional support and learning pertaining to self-regulation, social emotional, mental health and/or behavioural needs.
Learning Support Teachers - Learning Assistance/Learning Disability Teachers/English Language Learner Teachers Support students in and out of the classroom with a range of needs. Out of the classroom, they follow targeted programs to help students increase specific learning skills.	*Alternate Program* A targeted program for students with social emotional, mental health and/or behavioural needs.
	Inter-Agency Programs A targeted program for students with social emotional, mental health or behavioural needs requiring additional support from community agencies.

School-Based (continued)

Elementary Schools K – 7:
Community Hub Programs There are three Community Hub programs in the district - Cougar Canyon, Chalmers and Port Guichon. A district-placed program through which students receive additional, targeted support while continuing to engage in a variety of meaningful learning environments.
Inclusive Team Teachers (ITT) This case manager is for all students with designations, except for Q and P. They consult, plan and collaborate with all members of the student's team, also including outside agencies.
Supportive Learning Programs There are two Supportive learning Programs in the district (South Park and McCloskey). A classroom for students to receive additional, targeted support regulating their emotions and managing their behaviours.

District-Based

Augmentative and Assistive Communication (AAC)	Consults with case managers to support students with complex speech or language needs. Often finds other ways for the student to communicate.
Coordinators	*Mental Health Support Coordinator* – Works with counsellors and high school programs, as well as inter-agency programs, focusing on supporting students with behaviour.
	High School Programs Coordinator – Works with high school programs, focusing on students with medical, physical or cognitive needs.
	Inclusive Team Teachers Coordinator – Supports our ITT teachers, our elementary programs and transitions into kindergarten.
	School Based Team Coordinator – Supports all schools and works with staff to ensure student need is being addressed.

District-Based (continued)

District Behaviour Specialists	Are Board Certified Behaviour Analysts (BCBAs) who help build plans to support students in all school settings.
District Counsellors	Focus on students' mental health and substance use prevention.
District Principals	Currently, Delta has three District Principals that support schools in ensuring that Inclusion is a targeted focus.
Manager of Prevention and School Wellness	Is responsible for some prevention programs within the district and supports and provides professional development to CYCWs.
Multicultural Workers	Works with families by providing cross cultural, linguistic interpretation and advocacy services.
Occupational Therapists (OT)/ Physical Therapists (PT)	Contracted employees who support, plan for and monitor the fine and gross motor skills of students.
Psychologists	Consults with the school-based team regularly and completes psycho-educational assessments for students in need.
Registered Behaviour Technicians (RBT)	Works directly with and is supervised our District Behaviour specialists, to support plans and follow up with students in school settings.
Safer Schools Manager	Consults regularly with school teams, school and district and supports and connects students in risk.
Settlement Workers (SWIS)	Help immigrant and refugee families find resources and settle within the community.
Speech and Language Pathologists	Consult regularly with the school-based team and works with individuals or small groups on specific targeted speech or social skills.
Teachers of the Deaf and Hard of Hearing	Provide direct support to students and work with the classroom teacher and case manager to ensure the student has access to the learning they need.
Teachers of the Blind or Visually Impaired	Provide direct support to students and work with the classroom teacher and case manager to ensure the student has access to the learning they need.
Bridges	Work with all students who are unable to attend school, due to either medical or behavioural concerns, or district placement.

Integrated Child & Youth Teams

Overview of Integrated Child & Youth Teams

1 What are ICY Teams?

Integrated Child and Youth (ICY) teams are part of *A Pathway to Hope* – the provincial strategy for improved mental health and substance use care in B.C.

2 How are they different?

- Wraparound mental health and substance use services and supports for children and youth delivered by multidisciplinary teams.
- Families and caregivers do not have to navigate services and supports on their own - service providers work to ensure smooth transitions.
- Children and youth from early years to age 19 are provided supports by an ICY team within a school district.
- Reduced need for children and youth to re-tell their story - team members share information.
- Services are based on the strengths and needs of the individual and their caregivers.

3 Who are ICY Team members?

Core team members, employed through health authorities, school districts, the Ministry of Children and Family Development as well as other employers:

Where positions already exist in the community, they are assigned to the teams (e.g., CYMH clinicians and substance use service providers), as appropriate.

Additional team members identified by the child or youth may be included, such as cultural or religious/spiritual support, family, friends, family physicians, social workers, coaches, support people, Elders, other counsellors or professionals (not additional funding).

gov.bc.ca/icyteams

mmha.provincialsupportoffice@gov.bc.ca

Integrated Child & Youth Teams

4 Services & Referrals

ICY teams receive referrals from other service providers such as:

- early years services
- school staff
- primary care
- mental health and substance use services
- Foundry centres
- Indigenous-led organizations

The teams work towards culturally safer, distinctions-based, and child-, youth-, family-, community- and Nation-centred approaches by continually engaging and communicating with Indigenous partners and Nations.

Approaches are gender, diversity and trauma informed. Wherever possible, services for Indigenous children and youth are offered by Indigenous providers, and additional care members can be invited.

The multi-disciplinary approach expands the diversity of mental health supports so that children and youth may access services when they are needed, reducing wait time for services. Young people may access support through other ICY team members while they are on the waitlist for specific services.

5 ICY Teams Locations

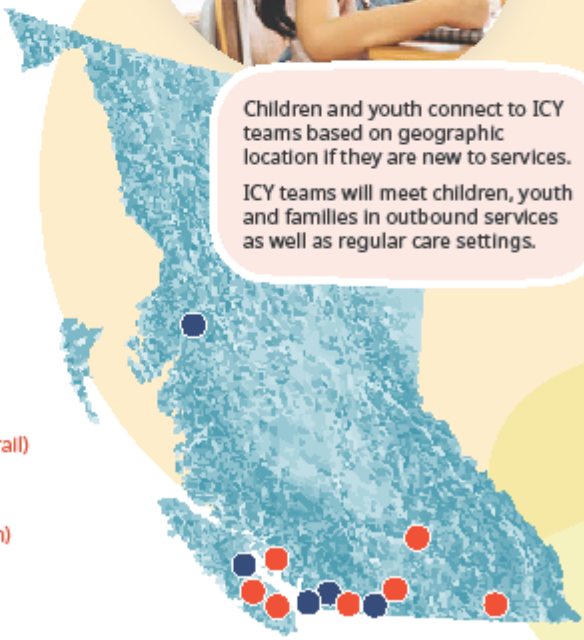
ICY Teams operate within school districts' boundaries including those attending First Nations operated schools, independent schools, alternative school environments or those not in school.

Teams are operating in:

- Maple Ridge-Pitt Meadows
- Comox Valley
- Coast Mountains (Terrace/Hazelton)
- Okanagan-Similkameen (Oliver/Keremeos)
- Richmond

Seven more communities will have ICY Teams in 2023:

- Fraser-Cascade (Hope, Agassiz-Harrison)
- Kootenay-Columbia (Castlegar/Trail)
- Mission
- Nanaimo-Ladysmith
- Okanagan-Shuswap (Salmon Arm)
- Pacific Rim (Port Alberni)
- Powell River



Children and youth connect to ICY teams based on geographic location if they are new to services.

ICY teams will meet children, youth and families in outbound services as well as regular care settings.

gov.bc.ca/icyteams mmha.provincialsupportoffice@gov.bc.ca

FREQUENTLY ASKED QUESTIONS

1. How can I help my child at school?

Caregivers play a vital role in the education of their children by working in collaborative partnerships with educators and other service personnel. You know a great deal about your child and this is very helpful to case managers and teachers who are planning their educational programming.

To best support your child, the first step is to ensure that the school staff are aware of any special factors which may place your child or other children at risk, or other information or diagnoses that will help better support the planning and transition of your child into the school system.

Schools are required to include students and families or caregivers in the planning, development and implementation of educational programs for your child. Delta School District will aim to seek your collaboration in a timely and supportive way that respects and acknowledges your input. This collaboration is an ongoing process. By maintaining open communication and creating plans that can be supported in and out of school, we aim to build consistency for your child and help structure routines to ensure they are successful.

Further information for caregivers raising a child with an exceptionality in the school system can be found here.

2. My child brings in funding to the district. What does this mean and what support can they access?

Ministry funding is supplemental funding that comes through what is termed the "1701 process" twice a year, in September and January. This funding comes directly to the district and 94% of it goes towards meeting Ministry-mandated staffing ratios and additional staffing to support student needs around the district; for example: learning support teachers, education assistants, child and youth care workers, etc. The remainder of the funding goes toward contracting speciality services, such as physiotherapy and occupational therapy and vision, hearing and technical equipment.

Through consultation with the classroom teacher or case manager, caregivers can share their concerns and request for their child to have access to services offered within the district. If the requests are brought to the school-based team, solutions and options of supports will be discussed and presented, so that case managers or classroom teachers can follow up with families after.

Although not every support is available regularly, as a district, we will work hard to ensure that each child has their needs met to the best of our ability.

3. My child has a designation, so why don't they have an education assistant?

Within the Delta School District, we believe that all students need to build independence and work towards the goals as determined through the collaborative planning process between families and educators.

Support for students across the district can look very different. Not all students need or require an education assistant's support. The designation funding that comes to the district is dispersed between inclusive learning roles. Some students benefit from a speech and language pathologist or counsellor, and others benefit from direct support from a learning support teacher. It is best to look at the student, to work within the plan and see how we can effectively meet the needs of the student.

Although education assistants provide a valuable role, there can still be a stigma attached to having them directly beside a student all the time. Within the Delta School District, we ask that education assistants work with all students in the classroom, and assist students with building resiliency, while fostering independence and coping skills.

It is important to note that the school-based team and school administration will make the determination of whether a student will have access to additional supports or staffing. Although students with designations receive funding and doctors sometimes make recommendations, it is up to the school professionals to determine if this type of support that is needed in each individual situation. If the school feels more support is required, they can reach out to the district's Inclusive Learning staff to re-examine the current services available and determine a plan to best support the student in question.

4. What is the difference between direct support and indirect support?

Direct Support	Indirect Support
• Co-planning, co-teaching, co-assessing with the Classroom Teacher and EAs to support diversity within the classroom. • Providing direct instruction in skills and concepts to individuals or small groups, beyond the classroom. • Providing whole group instruction using differentiated instruction while the Classroom Teacher works with small groups or individuals. • Providing intense and short-term instruction for individuals/groups. • Supporting positive behaviour support plans. • Offering weekly tutorials focusing on specific skills.	• Working with caregivers, students, the Classroom Teacher and supporting adults to create the IEP. • Ensuring the 1701 BC Ministry of Education and Child Care data is collected, complete and accurate for both reporting periods (September and February). • Working with the administrator to facilitate team/transition meetings. • Supporting school-wide initiatives. • Providing resources and articles to support best practice. • Consulting with district learning support staff and community agencies to provide support to staff and students.

Direct Support	Indirect Support
• Assessing and observing students to gather data within the classroom and other locations. • Modelling specific teaching strategies for the Classroom Teacher or EA. • Supporting the classroom teacher to adapt or modify instruction. • Communicating with caregivers to ensure the consistency of home-school approaches.	• Communicating with the school, the home and outside agencies to coordinate, support, organize meetings and facilitate transitions.

5. What should I do if I have a concern or question? Who should I contact?

Please know that school teams want to work with your family and are available to hear your concerns and follow up. We are all doing the best we can, and it is important to keep your child at the forefront of the conversation.

1. If your child does not have a case manager:
    a) Start with the classroom teacher.
        i. Send an e-mail or arrange a time to talk on the phone or meet in person.
        ii. Discuss the concern and allow time for the teacher to talk with the school team.
        iii. The teacher should be able to follow up and answer your question.
2. If your child has a case manager:
    b) Start the conversation with the case manager.
        i. Send an e-mail or arrange a time to talk on the phone or meet in person.
        ii. Discuss the concern and decide if an interagency care team meeting is needed, or if a change to the current plans (IEP/safety/positive behaviour support/etc.) are required.
        iii. Follow up as necessary.
3. If you are not satisfied with the response or feel more information is required:
    c) Talk with the school administration.
        i. Send an e-mail or arrange a time to talk on the phone or meet in person.
        ii. The administration will ensure that your concern is heard, or your questions are answered, and will follow up with the school team or district team as needed.

KEY RESOURCES

British Columbia Centre for Ability	Board Certified Behaviour Analysts
British Columbia Human Rights	Community Living BC
Delta Youth Mental Help	Expect Respect & A Safe Education (ERASE)
Friend 2 Friend Social Learning Society	Kelty Mental Health Resources

Graduation/ School Completion Information:

1. Adjudication
2. Graduation Program
3. Dogwood Diploma for students currently in Gr. 10, 11, 12 enrolled in the Graduation program are on a path leading to a Dogwood Diploma.
4. Adult Dogwood Diploma: The student must be at least 19 years of age and must take at least three of their courses, leading towards graduation as an adult.
5. Student Completion Certificate

Learning Disability Refers to several disorders that may affect the acquisition, organization, retention, understanding or use of verbal or non-verbal information. The disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/ or reasoning. As such, learning disabilities are distinct from global intellectual disabilities.	Mental Health Literacy

Ministry of Education & Child Care:

1. Diversity in BC Schools
2. Parent Documents
3. Special Education Services
   a) Resource Guide for Schools
      i. Gifted Education
      ii. Awareness of Chronic Health Conditions
      iii. Teaching Students with Attention Deficit/ Hyperactivity Disorder
      iv. Students with Intellectual Disabilities
      v. Students with Visual Impairments
      vi. Teaching Students with Autism Website
      vii. Hard of Hearing and Deaf Students
      viii. Teaching Students with Fetal Alcohol

Parent Handbook for Inclusion BC	Positive Behavioral Interventions and Supports
Provincial Inclusion Outreach Program	Provincial Outreach Program for Autism & Related Disorders (POPARD)
Provincial Outreach Program for Fetal Alcohol Spectrum Disorders (POPFASD)	Provincial Resource Centre for the Visually Impaired
Reach Child & Youth Development Society	Inclusive Education Services: A Manual of Policies, Procedures & Guidelines (2024)
Special Education Technology- BC (SET/BC)	Universal Design for Learning (UDL)
Yo-Bro-Yo-Girl	