ACT Chats: Navigating the Education System

A two-hour workshop hosted by ACT on April 4, 2023

Presented by **Michelle Schmidt, PhD**

Territorial Acknowledgement

As visitors on this land, ACT – Autism Community Training is grateful for the opportunity to work and learn on the ancestral and unceded territory of the Sḵwx̱wú7mesh (Squamish), xʷməθkʷəy̓əm (Musqueam) and səl̓ilw̓ətaʔɬ (Tsleil-Waututh) people who have lived in this area since before recorded time. These nations are hən̓q̓əmin̓əm̓ and Sḵwx̱wú7mesh speaking peoples. The hən̓q̓əmin̓əm̓ (Halkomelem) and Sḵwx̱wú7mesh (Squamish) languages are part of the Salish Language family, which dates back many millennia. We pay our respects to elders past, and to those present and emerging. As settlers to this land, we are committed to working towards reconciliation.

Acknowledgements

Over the years, those who have attended ACT events know that as we are a small not-for-profit organization, we depend on community collaboration and support to sustain our work. We deeply appreciate the many autistic individuals, parents and caregivers, professionals, and organizations across British Columbia who volunteer their time, donate funds, provide sponsorship, and help spread the word – especially during these challenging times.

Free Resources from ACT

Autism Videos @ ACT (AVA) – View over 80 quality online videos on diverse topics, including Toilet Training, Sleep, Mental Health, Individual Education Plans, Research, and much more – all available free, thanks to our sponsors!

ACT's Autism & Intellectual Disability (AID) Search – Keyword search over 2,000 records containing evidence-based, practical information resources in 36 languages sourced internationally, including B.C.-based community resources useful to families and community professionals.

ACT in Chinese and **ACT in Punjabi** – View ACT in Chinese or Punjabi.

ACT's Autism Manual for B.C. – View our manual for parents and community professionals with 13 chapters, including New Diagnosis Process, Contracting with Professionals, B.C. Education System, Building a Community Group, and more!

ACT's Event & Training Alerts – Sign-up to keep in touch with our upcoming events and training opportunities.

ACT's Facebook – Follow us on Facebook. ACT carefully sources interesting, insightful stories to inform our community of over 9,000 followers.
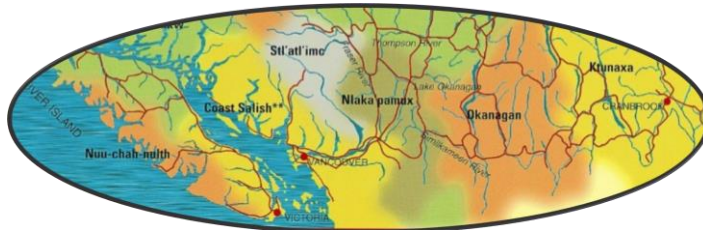
ACT Chats

Navigating the Education System: Diversity, Equity & Inclusion

Michelle Schmidt, PhD

Executive Director, ACT—Autism Community Training

April 4, 2023

act Autism Community Training

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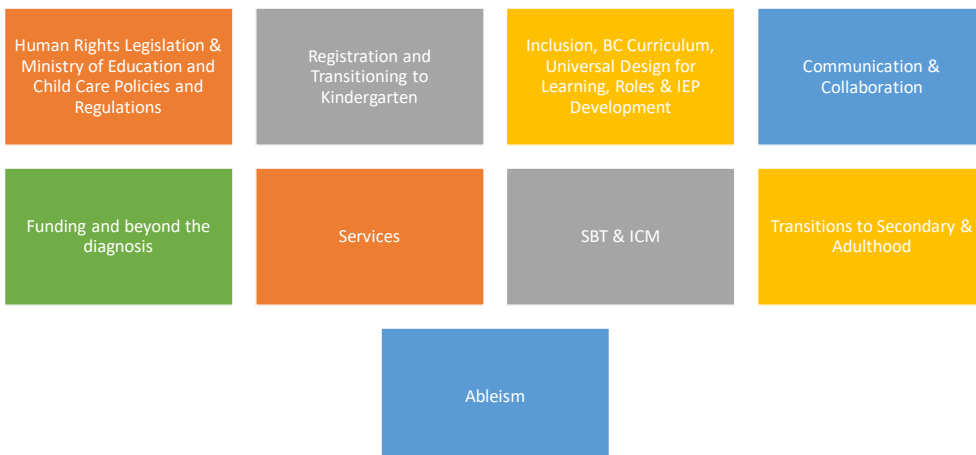
Announcement | Bill S-203

- Bill S-203, the *Federal Framework on Autism Spectrum Disorder Act*, received Royal Assent.
- National Autism Strategy

Aim for the Session

Human Rights Legislation & Ministry of Education and Child Care Policies and Regulations	Registration and Transitioning to Kindergarten	Inclusion, BC Curriculum, Universal Design for Learning, Roles & IEP Development	Communication & Collaboration
Funding and beyond the diagnosis	Services	SBT & ICM	Transitions to Secondary & Adulthood
	Ableism		

## COVID-19 AND HUMAN RIGHTS: WE ARE ALL IN THIS TOGETHER
~United Nations report, April 2020

The COVID-19 crisis has exacerbated the vulnerability of the least protected in society. It is highlighting deep economic and social inequalities and inadequate health and social protection systems that require urgent attention as part of the public health response.

Women and men, children, youth and older persons, refugees and migrants, the poor, people with disabilities, persons in detention, minorities, LGBTQ people, among others, are all being affected differently. We have an obligation to ensure everyone is protected and included in the response to this crisis.

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Foundational Charters
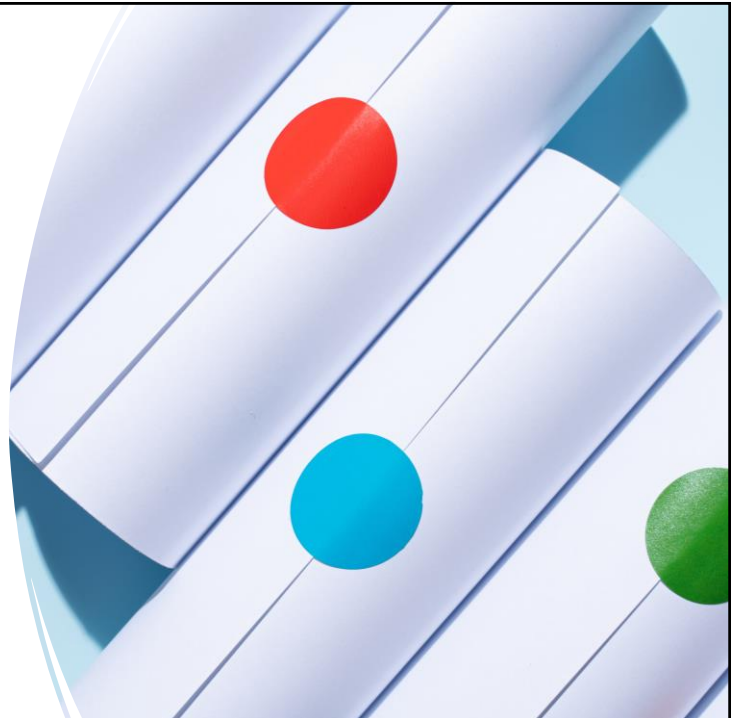
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United Nations
Universal Declaration of Human Rights

[United Nations](#)
[Universal Declaration of Human Rights](#)

[United Nations](#)
[Universal Declaration of Human Rights](#)

[Simplified Version for young people](#)

[UN Convention on the Rights of the Child](#)

[CRC Poster](#)

Article 28

1. States Parties recognize the right of the child to education

   (a) primary education compulsory and available free to all;

   (b) different forms of secondary education…available and accessible to every child…introduction of free education and offering financial assistance in case of need;

   (c) higher education accessible;

   (d) educational and vocational information and guidance available;

   (e) encourage regular attendance at schools and the reduction of drop-out rates.

2. school discipline administered in a manner consistent with the child's human dignity

3. international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods.

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Article 9: Accessibility

- Physical environment
- Transportation
- Information and communications (public signage in Braille)
- Information and communications technologies and systems (readers and professional sign language interpreters)
- Other facilities and services open or provided to the public, both in urban and in rural areas

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Article 21: Freedom of Expression and Opinion, and Access to Information

- Right to freedom of expression and opinion...equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by:
  - Accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost
  - Recognizing and promoting the use of sign languages

UN Declaration on the Rights of Indigenous Peoples

- Universal framework of minimum standards for the survival, dignity and well-being of the indigenous peoples of the world and it elaborates on existing human rights standards and fundamental freedoms as they apply to the specific situation of indigenous peoples.

UN Convention on the Rights of Persons with Disabilities (CRPD) to Promote Inclusion

- A human rights instrument with an explicit, social development dimension.
- It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.
- It clarifies and qualifies how all categories of rights apply to persons with disabilities and identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights and areas where their rights have been violated, and where protection of rights must be reinforced.

https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities

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APPLICABLE CANADIAN LEGISLATION

- Since signing the Universal Declaration of Human Rights in 1948, the government has worked to incorporate universal human rights into Canadian law.

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Canadian Human Rights Act (R.S.C., 1985, c. H-6)
- Protection from discrimination

Canadian Charter of Rights and Freedoms
- Every individual is equal before the law and has the right to equal protection and equal benefit of the law without discrimination… based on race, national or ethic origin, colour, religion, sex, age or *mental or physical disability*.

Accessible Canada Act
- Barrier free Canada by 2040

The Truth and Reconciliation Commission of Canada

Accessible British Columbia ACT [SBC 2021] Chapter 19

- Barriers:
  - Attitude
  - Physical
  - Information or Communication
  - Systemic
  - Technology
  - Sensory

AccessibleBC: B. C.'s Accessibility Plan for 2022/23 to 2024/25

- Inclusion;
- Adaptability;
- Diversity;
- Collaboration;
- Self-determination; and
- Universal design.

APPLICABLE BRITISH COLUMBIA LEGISLATION: The School Act

- The *School Act* was created to ensure that all members of society receive an education that enables them to "become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society", with the context of a school system that enables all learners to "become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy."


Lou-Ann Neel at the Royal B.C. Museum Thunderbird Park with a print of a new B.C. flag she has designed with coastal First Nations elements. PHOTO BY DARREN STONE, TIMES COLONIST /PNG

The *School Act* addresses areas that are particularly relevant here:

- Access to Educational program
- Entry to an educational program
- Appeals
  - 11 (2) If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board. See Section 11 for additional information on appeals.
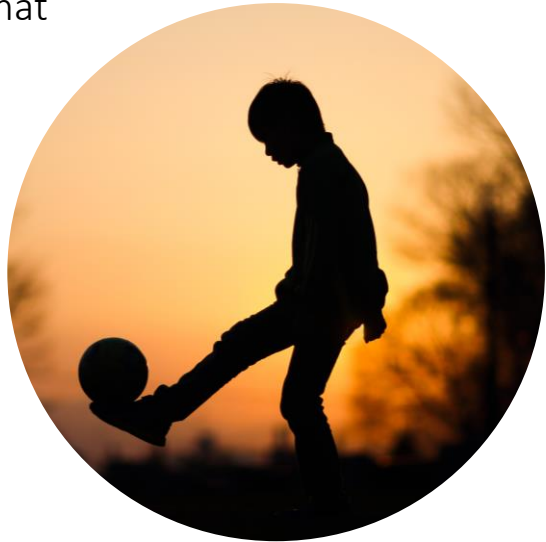
School Act

School Act (Special Needs Student Order MI150/89)

2. (2) A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs…

Special Needs Students Order M150/89 (PDF)

- Defines students with special needs, describes the obligation of boards of education to consult with parents in the placement of students with special needs and describes policy regarding inclusion.

Support Services for Schools Order M149/89 (PDF)

- Sets out the requirements for auditory systems, speech and language services, medical assessments and specialized health services.
- Inter-Ministry Protocols for the Provision of Support Services to Schools (PDF) guide the coordination and delivery of support services to school-aged children across British Columbia and describe the roles and responsibilities of ministries and their partner boards of education, independent school authorities, health authorities, regional offices or agencies.

Individual Education Plan Order M638/95 (PDF)

- Sets out the requirements for Boards of Education to design and implement individual education plans for students with special needs.

Student Progress Report Order M191/94 (PDF)

- Describes progress reporting requirements for students with special needs.

British Columbia Ministry of Education and Child Care Special Education Policy

- "all students with special needs should have equitable access to learning opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs", and provides guidelines in *Special Education Services a Manual of Policies, Procedures, and Guidelines*

- Inclusion is a feeling - while it encompasses what we do or do not do, it is much more than the physical environment.

•Hewko (guardian ad litem of) v. British Columbia, [2006] B.C.J. No. 2877 (Sup. Ct.): Consultation/Collaboration

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BC Ministry of Education and Child Care Special Education Services | A Manual of Policies, Procedures, and Guidelines

- Last updated 2016
- Considerable Revisions during 2018
- Need for alignment with DSM 5-TR
- Shift from a medical model/deficit—based model
- Need for alignment with current terminology—person first/identify first language, diverse abilities, inclusion

April 2016

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Now that we know the legislation, what does this look like in Practice?

Registration and Placement of Students:

- All students have a right to attend their neighbourhood school.

- For more information, please refer to individual district policies and regulations

Transitioning to Kindergarten

- "I'd like to know how I can help my kid transition from daycare to kindergarten, and higher grades in future."

- "I'm currently working with a number of preschoolers transitioning to K, so wanting to ensure I'm advising families well!"

Process

- Provide consent for communicating with community partners to assist with transition planning
- Identify the school-based point person for facilitating the transition—this will be the case manager
- Identify the community partner point person for facilitating the transition
- Ensure everyone is aware of each member of the team and their respective roles
- MyBooklet BC (Family Support Institute)

School-based Roles

- *Teachers'* responsibilities:
  - designing, supervising and assessing educational programs and instructing, assessing and evaluating individual students and groups of students. (School Act, Section 17 (1))
- Teachers' assistants:
  - Must work under the general supervision of a teacher, principal, vice principal or director of instruction (School Act Section 18 (2)).
- Resource/Support/Inclusion Teachers
- Case manager:
  - Who (appoints): Principal
  - Who (Case Manager): IST/BASES/other
  - Who (student): Anyone who needs one
  - When: Challenges are evident

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Case Manager Responsibilities...

- File Review
- Records/Documentation
- School-Based Team meetings
- Integrated Case Management
- Assessment
- Resource management | EAs/ABA SWs/CYCWs
- District Referrals
- Liaises with other staff (e.g., Speech-Language Pathologist, Nursing Support Services, Occupational Therapists/Physiotherapists, RCMP, Ministry of Child and Family Development)
- Coordinates the collaborative process involved in developing, writing, introducing and evaluating an IEP
- Adjudication (Secondary)
- Transition Planning

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Provide the case manager or designate with reports:

- Audiology with audiogram (if available)
- Vision (if available)
- Behavioural Plan of Intervention
- Medical/Psychiatric
- Psychology
- Occupational Therapy
- Physiotherapy
- Speech-Language
- Other

Identify Current Community Supports

- Preschool/Daycare Supervisor
- Supported Child Development Consultant
- Supported Child Development Worker
- Behaviour Analyst
- Behaviour Interventionist(s)
- Occupational Therapist
- Physiotherapist
- Speech Language Pathologist
- Pediatrician
- Psychiatrist
- MCFD Child and Youth with Support Needs Social Worker
- Other

- Observation
- Coordinate a transition meeting
- Identify strengths and stretches/needs, and comforts
  - Communication (high or low tech)
  - Social Interaction
  - Emotional functioning/Self-regulation
  - Play Skills
  - Fine and gross motor/sensory
  - Academic readiness
- Identify staff training needs (e.g., visual supports, diabetes management)
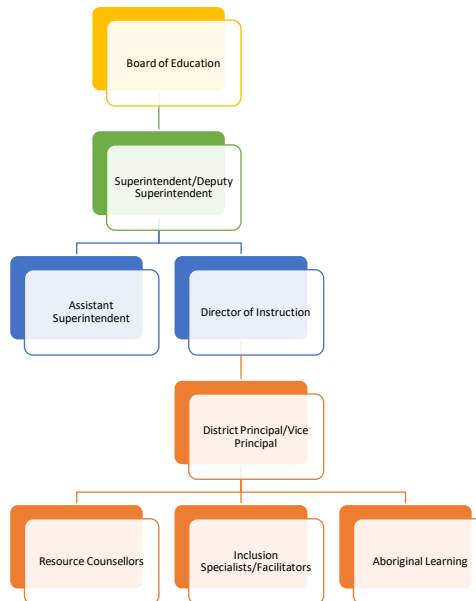
Nursing Support Services Referrals

- Health care
  - Severe allergies
  - Diabetes management (insulin, glucagon)
  - Other

- Self-care
  - Feeding
    - Tube feeding (g-tube, j-tube)
  - Dressing
  - Toileting
    - catheterization
  - Mobility
    - Physical layout (washroom access, ramps)
    - Equipment (adapted desks, lifts for transferring/positioning, wheelchair, standing frame, sensory-integration-related needs)
    - Orthotics management
    - Transportation
- Personal Hygiene
- Safety (Plan of Supervision)
- Self-regulation
- Other

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District Staff

- Board of Education
- Superintendent/Deputy Superintendent
- Assistant Superintendent
- Director of Instruction
- District Principal/Vice Principal
- Resource Counsellors
- Inclusion Specialists/Facilitators
- Aboriginal Learning

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Inclusion

- All children are valued and every child has a right to education
- Full participation
- Embraces diversity
- Differentiated instruction: addresses individual student needs in the same classroom
- Team collaboration: among teachers and students and families are fully participating members
- Balance prevention, early identification, intervention and support
- Uses assistive technology

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Inclusion

- [Shelley Moore](#) (Dr.)

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."
~ By Audre Lorde

inclusion

exclusion   segregation   integration
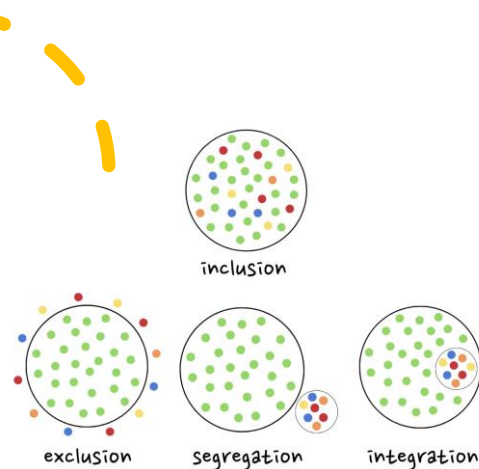
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BC Curriculum

- Core Competencies
    - Communication—communicating & collaborating
        - Knowledge, skills, processes and dispositions we associate with interactions with others
    - Thinking—creative thinking & critical and reflective thinking
        - Knowledge, skills and processes we associate with intellectual development
    - Personal & Social—personal awareness and responsibility; positive personal and cultural identity; social awareness and responsibility
        - Students' identity in the world, both as individuals and as members of their community and society
- Indigenous Perspectives and Knowledge

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Universal Design for Learning (UDL)

- Principles for curriculum development that give all individuals opportunities to learn

    1) Provide Multiple Means of Representation. Present information and content in different ways.

    2) Provide Multiple Means of Action and Expression. Differentiate the ways that students can express what they know.

    3) Provide Multiple Means of Engagement.

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Competency Based IEP (CB-IEP)

- The CB-IEP was developed to create an IEP that is connected to the BC Curriculum through the Core and Curricular Competencies. The vision is a plan that involves the student with as much self-determination and input as possible and is written using positive, growth-based language.

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Individual Education Plan (IEP)

- Documented plan developed for a student that describes student details, interests, learning preferences, what others need to know about the child (e.g., I use my iPad to communicate), learning profile in relation to Personal, Social and Intellectual domains—strengths and stretches.
  - Universal Classroom Supports
  - Essential Supports
- Goals, objectives, timelines, and who, what, when

"…data and fading out prompts etc. The IEP is a wonderful tool but if not followed or data analyzed how do we progress?"
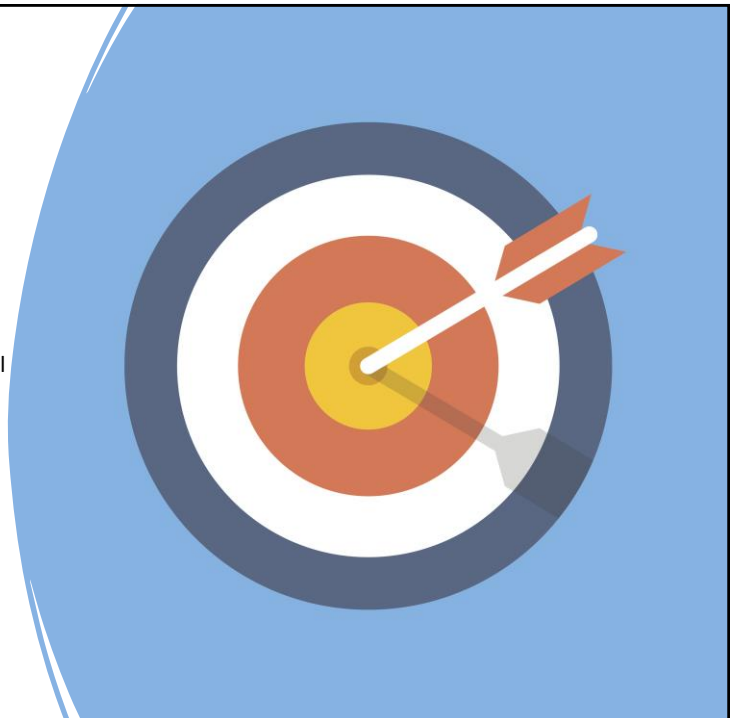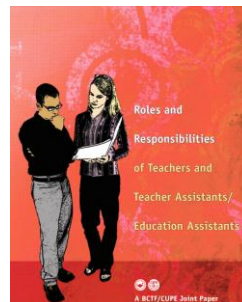
44

"Who is responsible for assessing or baselining academics implementing or adapting the work and having a plan or even making sure we are progressing?"

Where the student requires specialized instruction, this is best done in consultation with resource personnel available, with parents and with the student.

Roles & Responsibilities BCTF/CUPE

[Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities](#)

Giangreco, M.F., Edelman, S. W. & Zora MacFarland, S. (1997) Exceptional Children 64(1).

(a) interference with ownership and responsibility by general educators

(b) separation from classmates

(c) dependence on adults

(d) impact on peer interactions

(e) limitations on receiving competent instruction

(f) loss of personal control

(g) interference with instruction of other students.

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MINISTRY FUNDING CATEGORIES
"SPECIAL" NEEDS DESIGNATIONS & SUPPLEMENT FOR UNIQUE STUDENT NEEDS

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OPERATING GRANTS

Categories	Funding Description	2022/2023
	Basic Allocation (standard, continuing education and alternate schools)	$7,885.00
	Basic Allocation (Distributed Learning)	$6,360.00
Physically dependent, multiple needs/Deafblind	*Students with Special Needs – Level 1*	*$44,850.00*
Moderate intellectual disability, Chronic Health condition/Physical Impairment, Blind/Visually Impaired, Deaf/Hard of Hearing, or Autism Spectrum Disorder	*Students with Special Needs – Level 2*	*$21,280.00*
Serious Mental illness/Intensive behaviour Intervention	*Students with Special Needs – Level 3*	*$10,750.00*
	English/French Language Learners	$1,585.00
	Indigenous Education	$1,565.00
	Non-graduated Adult Education	$5,030.00

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Beyond the Diagnosis…

✓A current IEP is in place that includes:
 a) individualized goals with measurable objectives,
 b) adaptations and/or modifications where appropriate,
 c) the strategies to meet these goals, and
 d) measures for tracking student achievement in relation to the goals

✓Ongoing inclusive education service(s) must be provided.

✓The services being provided are beyond those offered to the general student population and are proportionate to level of need.

✓The inclusive education services are outlined in the IEP and directly relate to the student's identified special needs.

✓Reduction in class size is not by itself a sufficient service to meet the definition.

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"Their son could 'qualify' for several different designations: Autism, chronic health, or vision. They would like to know which designation would get him the most assistance in school?"

"What if my child does not have a designation?"

"What services are available for a kid with autism?"

- District dependent
  - Universal Design for Learning
  - IEP
    - Priming: preparing autistic students for an activity that they will be expected to complete by allowing them to preview the activity beforehand... providing predictability, which also reduces anxiety.
    - Making accommodations and modifications: assignment accommodations and modifications in order to be successful at school.
    - Visual Supports: Visual supports help autistic students focus on the task at hand by providing clarity, supporting focus, and providing predictability.

Strategies

- Handwriting modifications
- Choice-making: small choices and decisions are embedded into daily routines and activities...allows some control over events in their life = predictability and agency.
- Incorporation of Special Interests: specific topics or subject areas that they are particularly interested in
- Home Base a place where an autistic student can go to plan or review daily events, regain control and calm after a meltdown, and/or escape the stress of the current environment.

Restraint & Seclusion (2015)

- British Columbia Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings
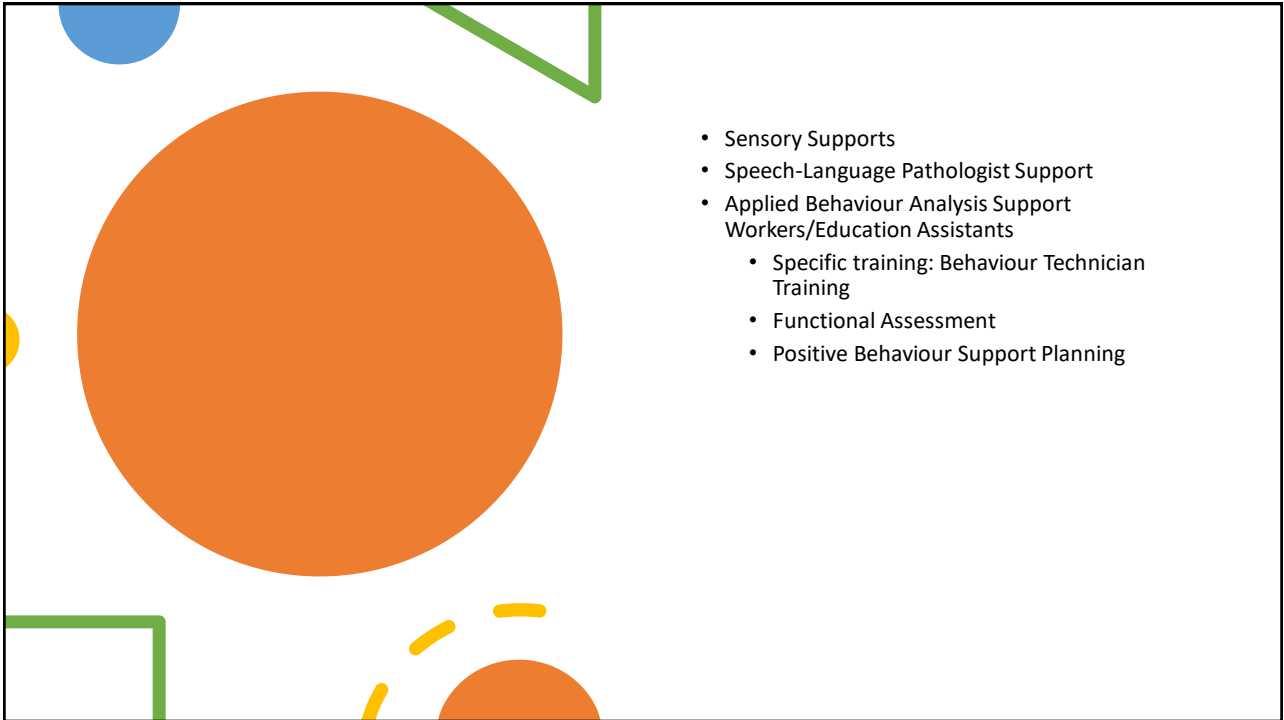
Stop Hurting Kids

- Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint and seclusion unnecessary.
- Implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- No evidence that using restraint or seclusion is effective in reducing the occurrence of the problematic behaviours that frequently precipitate their use.
- Growing body of knowledge that shows that continued use can cause harm.
- Evidence that the effective implementation of school-wide programs that support positive behaviour, are linked to greater academic achievement among students, significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments.

Children with disabilities put in restraints, secluded rooms at Canadian Schools | W5 Investigation

- Sensory Supports
- Speech-Language Pathologist Support
- Applied Behaviour Analysis Support Workers/Education Assistants
  - Specific training: Behaviour Technician Training
  - Functional Assessment
  - Positive Behaviour Support Planning

School-based Team Meetings

- Develops, recommends and assists with implementation of instructional strategies
- Co-ordinates support school/ district/community/provincial services
- Requests designations or the removal of designations
- Requests formal assessments such as Psycho-ed or SLP
- Requests occupational or physiotherapy.

Integrated Case Management (ICM) Meetings

Child/Youth Experiencing ongoing Difficulties/School has questions in spite of district and community level ASSESSMENTS (e.g., Functional Behaviour Assessment, Speech & Language Pathology, Occupational Therapy, Sensory, Physiotherapy, School Psychology) and INTERVENTIONS (e.g., Individual Education Plan, Positive Behaviour Support Plan, Safety Plan, Targeted/Intensive Instruction, Integrated Case Management).

HEALTH: Family Physician/Pediatrician, Psychology/Other.

Referral to Developmental Pediatrician and/or Psychiatric services as necessary.

HEALTH: Assessment incorporates information from school via the *Physician Information Form* (BCPEDS), for example. *Diagnosis Verification Form* or Multi-disciplinary report is sent to the school principal (or District Student Services).

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School Physician Communication Form What educators and physicians need to know

The School Physician Communication Form
What educators and physicians need to know

The purpose of the school physician communication form is to share relevant information about a child between the child's school and physician. A diagnostic letter is not needed when using this form.

Information is provided to the Physician to inform assessment of the child. Information is provided to the school to inform the development or review of the student's Individual Education Plan (IEP), and to support the school district's decision regarding designation of students for supplemental funding.

The role of the school is to fill in the school section of the communication form including relevant information about the child collected from the school environment. The form is then given to the parent to provide to the physician.

The role of the parent is to ensure information included on the form is clear to support information sharing between the physician and the school setting. Parents share the Communication Form between the school and the physician.

The role of the district is to use the information to support decision making regarding appropriate supports and services for the child and the possible designation of the child to the Ministry of Education for supplementary funding. If the school district decides to designate a child for supplementary funding, the additional funds received by the school district are allocated across the district, based on student needs and local priorities.

The role of the physician to assess the child, identify any functional impacts or impairments for the child and provide a possible diagnosis (or diagnoses). The physician then completes the form. If a diagnosis is not provided, the circumstances around the lack of a diagnosis should be described. **NOTE: It is not the role of the physician to provide a category or designation in their communication.**

How funding is allocated by the Ministry of Education?
The Ministry of Education provides a basic allocation of funding per school age student enrolled in a school district or independent school eligible for provincial funding. The **basic allocation** includes funds to support the learning needs of students who are identified as having Mild Intellectual Disabilities, Learning Disorders, students requiring Moderate Behaviour Supports or who have Mental Health Needs, ADHD, Communication Disorders and students who are Gifted.

In addition to the basic allocation the Ministry of Education provides supplementary funding to support students with diverse needs who have been designated by the school district, recognizing the additional cost of providing supports and services to some students. A medical diagnosis alone does not ensure designation.

Supplementary funding categories include:
- Physically Dependent
- Deaf/Blind
- Moderate to Profound Intellectual Disability
- Physical Disability or Chronic Health Impairment
- Visual Impairment
- Deaf or Hard of Hearing
- Autism Spectrum Disorder
- Intensive Behaviour Interventions or Serious Mental Health Needs

For more information, visit the **Ministry of Education website.**

School Physician Information Sheet page 1 of 2

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School Physician Communication Form

School Physician Communication Form

To complete this form: Fill it out electronically, print, and sign, **OR** print, fill it out manually and sign.

To be completed by SCHOOL

Student Name: (First, Last) _____

Date of Birth: _____ Phone Number: _____

School Name: _____

School Contact Name: _____ School Phone Number: _____

Assessments completed:

Assessment tool	Assessment Date	Summary	Examiner Name

Date developed: _____ Date of last parent consultation: _____

Reports are attached: Yes ☐ No ☐

Comments on parent consultation:

Comments:

Identified goals:

Goals:

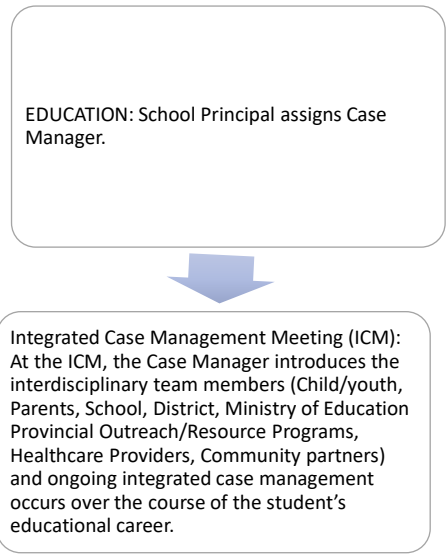Supports currently in place: _____ Date started: _____

As parent/legal guardian of _____ I hereby consent to School District No. _____ releasing confidential information to Dr. _____ for the purpose of gathering information as part of a comprehensive medical assessment. I understand that the information gathered throughout this assessment process will not be released to any other person or organization without my written permission. I understand that I can cancel or change the above authorization in writing at any time.

Parent/Guardian Name (print) ____ Parent Guardian Signature ____ Date ____

Student Name (print) ____ Student Signature ____ Date ____

School Physician Communication Form PAGE 1 of 1

Integrated Case Management Meetings

EDUCATION: School Principal assigns Case Manager.

Integrated Case Management Meeting (ICM): At the ICM, the Case Manager introduces the interdisciplinary team members (Child/youth, Parents, School, District, Ministry of Education Provincial Outreach/Resource Programs, Healthcare Providers, Community partners) and ongoing integrated case management occurs over the course of the student's educational career.

BC Ministry of Child & Family Development Children & Youth with Support Needs
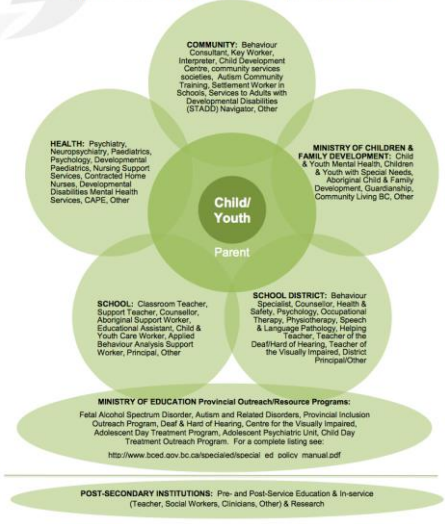
Autism Spectrum Disorder

Intellectual Disabilities

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BC Youth and Family Services

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Slide 65

Surrey Schools
Integrated Case Management Meeting: Representation

Working Together to More Effectively Meet the Needs of Children and Youth With Complex Needs: A Road Map for the Ministries of Education, Health, and Child & Family Development, and Community Practitioners
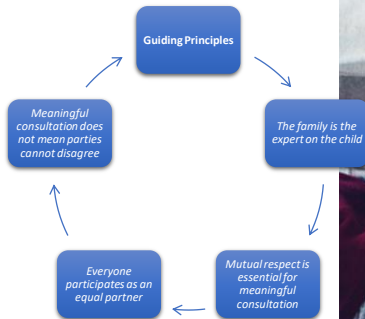
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"What channels do I have to keep open/ transparent communication with school and teachers?"

"How can I make sure I get all the support my kid needs?"

- Reporting framework
  - Information for families
    - 5 communications—3 written and 2 of flexible format
- District-specific applications (e.g., Real-time tech tools)
- Establish a plan for communication (i.e., discuss your preference and determine if that will work for the teacher)
  - Communicate often
  - Ask questions and listen
  - Empower students to be involved
  - Be clear and concise
  - Avoid getting emotional
  - Be patient
  - Recognize you both want what is best for the child

Meaningful Consultation

- Guiding Principles
- The family is the expert on the child
- Mutual respect is essential for meaningful consultation
- Everyone participates as an equal partner
- Meaningful consultation does not mean parties cannot disagree

Meaningful consultation with parents

- Parents consultation prior to decisions regarding the referral (e.g., psychoeducational or speech and language assessment) or placement (e.g., Connections, Social Development);
- Parents must be offered to be involved in the preparation of the IEP, PBS, Plan of Supervision, or Employee Safety Plan, etc.
- Parents and the school district have a mutual obligation to provide timely information and to make whatever accommodations are necessary to affect an educational program that is in the best interests of the child.

Meaningful Consultation

Consultation before any decision is made regarding the placement of their child within the school system and before preparation of the IEP

Depth of consultation and concomitant obligations for parents and the school district to accommodate the requirements of the other will vary depending on the intensity and needs of the child

Mutual obligation to provide timely information and to make whatever accommodations are necessary in the best interests of the child

Demonstrate that the proposal put forward can most effectively support the child's learning

Meaningful consultation does not require agreement by either side--parents do not have a "veto" over placement or the IEP—but ideally both sides continue to work toward agreement.

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When do we need an Employee Safety Plan?

1. When there is a threat or perceived (current or by history) threat by the employee that a student may cause them injury or harm.

2. When a Workplace Violence Risk Assessment form (WVRA) determines the need for Employee Safety Plan.

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When is an Employee Safety Plan <u>not</u> appropriate?

- When student uses physical behaviors to communicate (gestures, light touch or gentle push)
- When the student bolts
- When the student injures other students or puts them at risk of injury

- A Functional Behaviour Assessment should be developed to understand these behaviours, and a Positive Behavior Support Plan should be developed for teaching replacement behaviours

Employee Safety Plan (ESP)

- Employees must be informed of potential dangers.

- Employees must be provided with information about how to mitigate/prevent risk of harm or injury.

- The Employee Safety Plan (ESP) fulfills district and WorkSafeBC requirements.

- The ESP is not a Positive Behaviour Support Plan.

The trends in education that we are seeing lately is a lot of exclusion, being from the classroom or from the school altogether. ~Inclusion BC
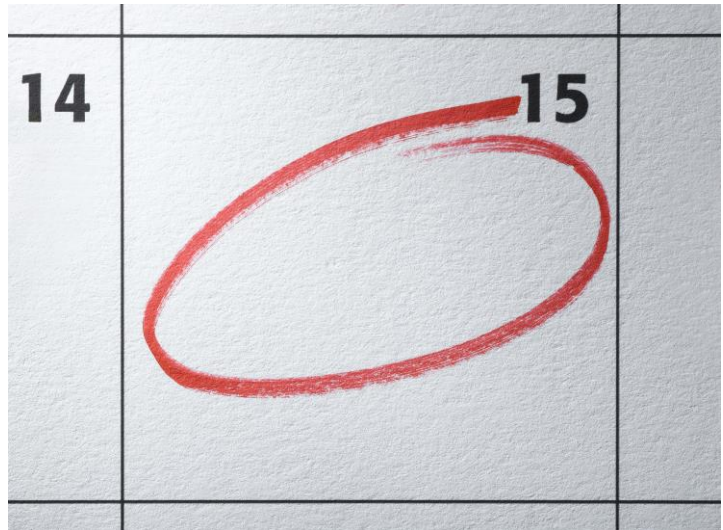
STUDENT ATTENDANCE

Full day attendance is expected for all students. If this is not possible (e.g., *due to a medical [not behaviour] condition*), a gradual entry plan must be developed (i.e., with timelines, rationale, etc.).

a) reportable diseases;

b) actively vomiting students;

c) unexplained diarrhea;

d) fever that is not controlled without the use of medication for at least 24 hours.

Children being sent home with no concrete plan on bringing them back or keeping them in modified schedules for too long.

Student Outings & Field Trips

- Who goes?

- Who pays? See: School Act, Section 82

EA Absence and Student Attendance

Prior to an EA absence, rearrange EA schedules to ensure the presence of a back up person who is familiar with the student's needs.
If the student in question requires specialized EA intervention, the reassigned EA should have the necessary training.

Transportation: guiding processes

- Students should:
  - Spend only reasonable amounts of time on a bus
  - Be picked up from home at a reasonable hour
  - Be dropped off at school in the morning, close to the bell (or be supervised)
  - Be at school prior to the bell
  - Be at school until the end of the school day—sometimes buses arrive early so as to be able to park—the arrival is not a "cue" for students to leave the class

All students belong

- BCEdAccess Society august 2022
- REPORT ON THE 2020/21 AND 2021/22 SCHOOL YEARS
- Exclusion* Incident Report Form

- Students Denied a Full Day At School – Summary Report
  - Being asked to stay home
  - Being sent home
  - Being dropped off late and/or picked up early by bussing services
  - Being excluded from field trips
  - Being excluded from typical learning activities – sent to resource room or sensory/isolation room

"I am very interested to hear what happens in other secondary schools since I am at the only New West high school."
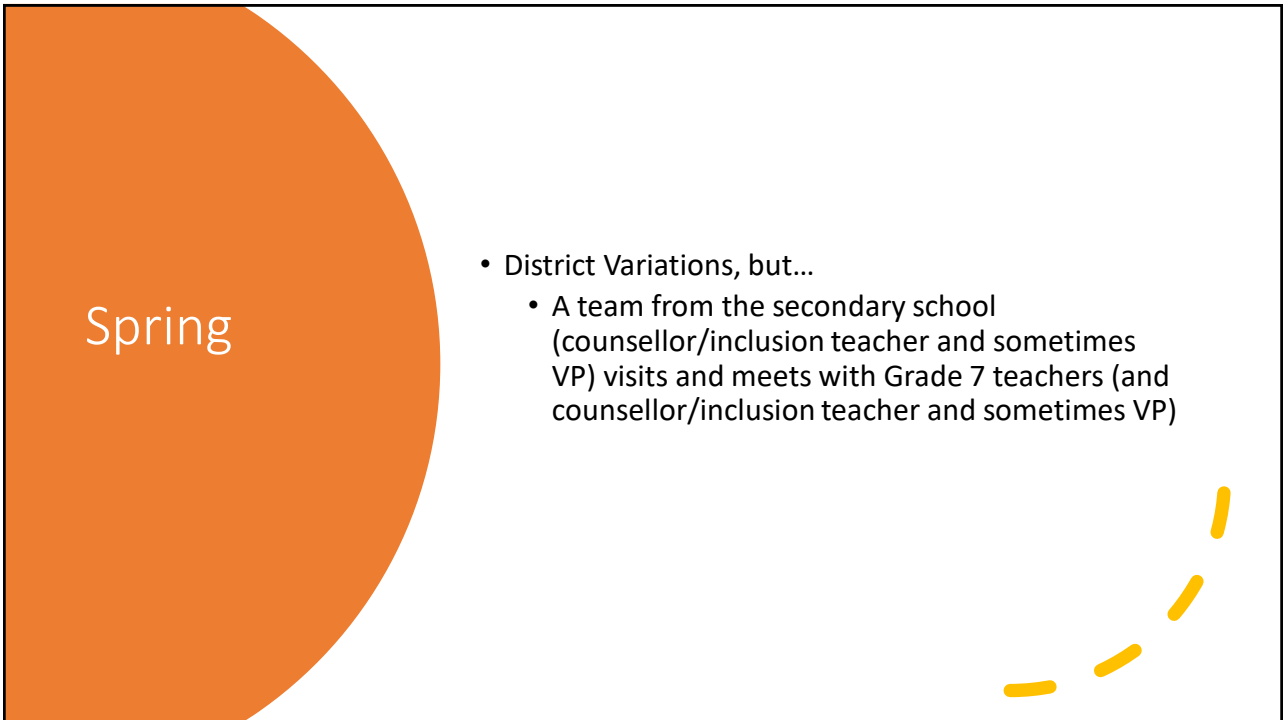
- District specific
- Hand time tabling
- Small class support
- Career exploration
- Work Experience
- Inclusion
- Check and Connect
- Connect Parent Group
- Peer Supports
- Education Assistant Support

Transition Planning – to Secondary

Spring

- District Variations, but…
  - A team from the secondary school (counsellor/inclusion teacher and sometimes VP) visits and meets with Grade 7 teachers (and counsellor/inclusion teacher and sometimes VP)

Provide info on students:

- current programming, the structures and supports that work best for them.
  - Likes, Dislikes, Strengths and Stretches
  - Contact info for outside agencies that support (Social Worker, Behaviour consultants, Medical, OT/PT etc.)
  - Potential behaviours, trigger, positive behaviour support plans and employee safety plans
  - Bus/Transportation information
- Invite inclusion teachers for an observation of the student
- Determine grade 8 courses – classes/timetable
- Develop a plan for visits and document transition goals on IEP.

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Student Visits

1 – explore school during a time that is not busy (i.e., may be guided by secondary staff/students, or self directed)

2 – meet key people and spend some time with them

3 – explore/experience school during busy time (e.g., class changeover/lunch) have lunch in cafeteria

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Transitioning Considerations

- Can they navigate the school?
- Can they get to and from Home and school if walking?
- Do they know where their "home base" is?
- Do they know who their "go to" people is (Case manager)
- Are they okay being in a noisy, crowded environment?
- Will they be okay navigating the cafeteria, ordering food, handling money, siting and eating?
- In what ways could we help the student build independence in preparation for high school?

Transition Planning – to Secondary

Modified programs? Not until grade 10

School Completion Certificate ("Evergreen")

- For students pursuing an Evergreen Certificate, their education program should enable them to meet their individual learning goals. Accordingly, they should have an Individual Education Plan (IEP) that indicates their personal education goals, how the goals have been met and an Evergreen Certificate should be issued. Parents and, wherever possible, the student are to be provided an opportunity to be consulted about the preparation of the IEP.

- The decision to put a student in an Evergreen Program should not be made prior to Grade 10 and should include the informed consent of the student's parent(s)/guardian(s). It should also be noted that not all student with special needs should be in an Evergreen Certificate program and it is important that students and their parents clearly understand that the Evergreen represents the completion of personal learning goals and does not represent graduation.

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No such thing as an "over year"

- Non-graduated adults with special needs
- Funding information

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British Columbia Dogwood Diploma

80 credits to graduate

British Columbia Adult Graduate Diploma Program ("Adult Dogwood")

- An adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood". It is for adult learners (18 and older) who want to take courses in order to complete high school and obtain their adult high school diploma.
    - A required Language Arts 12 course
    - A Math 11 or 12 course
    - At least three additional Grade 12 electives, **or** a Grade 11 Socials Studies course and two additional Grade 12 electives
- An Adult Dogwood does not carry the same status as the Certificate of Graduation (Dogwood Diploma).

Career-Education 10 – 12
(Overview, Delivery Examples, and Capstone)

Adjudication

- Adjudication (Secondary)

  - Are routinely used and provided for classroom-based assessments (tests and assessments), which may be reflected in report card comments; and
  - Have been recommended by the School Based Team (rather than an individual teacher, administrator, or other school staff member).
  - Have been recommended in consultation with a BC Association of School Psychologists (BCASP) certified school psychologist or BC Registered Psychologist (who may be part of the School Based Team).
  - Are documented in an Individual Education Plan (IEP) or Student Learning Plan (SLP) and show use over time.

If Supports began during secondary…

- Standardized academic achievement results or a psycho-educational assessment report, and/or relevant reports from outside agencies that document the need for specific supports; and
- Report cards, School Based Team minutes, and/or other school records indicating the student's need for specific supports.

ACT's Transitions to Adulthood Hub

The Problem with Ableism

Ableism is a form of discrimination against people with disabilities and is rooted in beliefs about "normal," "typical," and "average" abilities. Based on practices of assessment and classification, the abilities of disabled people, whether physical, emotional, or cognitive, are ranked and often considered less favourable than the abilities of non-disabled people. Like racism and sexism, ableism leads to misconceptions and the justification of stereotypes that build barriers to the inclusion of disabled people.

Looks Like

- Physically inaccessible schools, learning spaces, playgrounds, field trips
- Segregating students in different learning spaces within and outside of classrooms
- Non-participation in extracurricular activities, including sports teams, school plays, and music concerts
- Lack of disabled role models in curriculum, resources, and school community
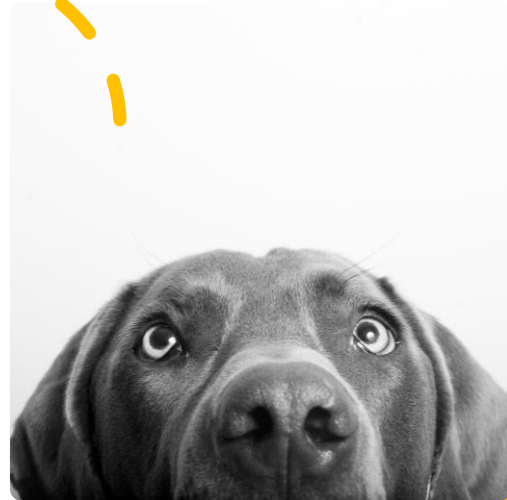
Feels Like

- Highlighting disabled experiences as either tragic or inspirational
- Questioning if someone "really" has a disability
- Restricted and limited choice in learning activities, spaces, and materials, including technology and communication supports
- Personalized accommodations, supports, and services are a burden
- Embarrassment and stigmatization when unnecessary attention is placed on students
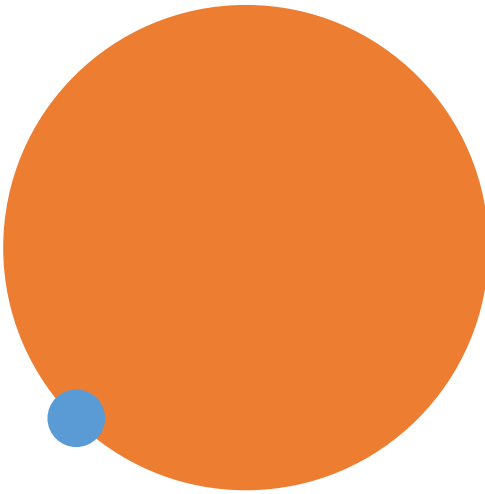
Sounds Like

- Talking to a disabled student like they are a child or speaking for them
- Naming a student's disability in front of peers
- Questioning a student's need for breaks in front of peers
- Using phrases such as "that's so lame," "they acted crazy today," or "It's like the blind leading the blind."

THE HIGHEST ASPIRATION: A CALL TO ACTION FOR HUMAN RIGHTS

We must understand and pay special attention to the specific needs and experiences of young people, people living with disabilities, minorities, Indigenous communities, refugees, migrants and other groups facing specific challenges. Moreover, special emphasis needs to be given to those goals that shape people's lives and future, such as the quest to eradicate poverty, provide education for all, in particular for girls, to provide universal healthcare and to ensure the rule of law.

~ António Guterres, United Nations Secretary-General, 2020

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Questions?

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