



New
Westminster
Schools

Supporting Students with Diverse Needs

**Parent/Guardian
Guide to Learning Services**

2017-18

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This is important. Please have it translated.

French: "Cet avis est important. Veuillez le traduire"

Chinese: 此乃重要通知。請讓人翻譯成中文。

Korean: 이 공지 사항은 중요한 사항입니다. 번역을 해 주시기 바랍니다.

Russian: Внимание! Это важное сообщение, пожалуйста, попросите кого-нибудь помочь вам с переводом.

Romanian: Aceasta nota este importanta. Va rog sa o traduceti

Arabic: "هذا إشعار مهم. الرجاء ترجمتها"

Serbian: PROSIMO NAREDITE PREVOD KAR TO OBVESTILO JE VAŽNO

Spanish: Esta nota es importante. Por favor hágala traducir.

Croatian: "Ovo obaveštenje je važno. Molimo vas dajte da vam se prevedede."

Japanese: このお知らせは重要です。翻訳してください。

Tagalog/ Filipino: Itong noticia ay. Mahalaga ipaki saling ito sa Tagalog.

Punjabi: ਇਹ ਨੋਟਿਸ ਮਹੱਤਵਪੂਰਣ ਹੈ। ਕ੍ਰਿਪਾ ਕਰਕੇ ਇਸ ਦਾ ਅਨੁਵਾਦ ਕਰਵਾ ਲਓ।

Persian/Farsi: این خبر مهم است. لطفاً ترجمه کنید.

INTRODUCTION

The New Westminster School District values the relationship between school and home. By working together, we maximize the success of our students.

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

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

We would like to thank the Board of Education for School District No. 40 (New Westminster) for setting the direction for the tremendous partnership with the District Parents' Advisory Council that led to the development of this resource.

The process in developing this document began with planning meetings with the District Parents' Advisory Council Executive members and district staff. This was followed by three parent consultation sessions held early in 2014 to gather topics and questions that parents wished to see included in this resource document. District staff appreciated this input from parents which proved to be central in the development of this document.

We hope that this resource guide will support parents by helping them understand special education services in the New Westminster School District. The information in this document is consistent with the guidelines and criteria of the Ministry of Education for special education services within the province.

This *Parent/Guardian Resource Guide to Special Education* will be updated annually by district staff.* We hope that you find this resource guide useful. If you have any questions, please feel free to contact us.

*Sept. 2017 update

SUPPORT SERVICES in SCHOOL DISTRICT NO. 40

New Westminster is a diverse community and, as such, our classrooms reflect the richness of this diversity. We are proud to say that our district values and is committed to the inclusion of all learners in their neighbourhood school and that we constantly strive to provide supports to our students so they can be actively and meaningfully engaged participants in our classrooms and schools .

While decisions around student programming are always done on an individual basis, we hope that you find this resource document helpful as a reference guide as your journey with your child through our educational system. We hope that this document will serve as a starting point for the on-going home and school communication and consultation focused on the success of your child. We believe that when there is a strong home and school relationship, student success is maximized. Please consider this as our invitation for you to learn more about how special education services in New Westminster are offered so that we may work together to a create positive and collaborative educational programs and experiences for all children.

If you have any questions about your child's educational program, please let us know. We are here to work with you in the best interests of your child.

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SECTION A: OUR UNDERLYING PHILOSOPHY

What is the District's view of inclusion?

At the centre of B.C. provincial policy are three beliefs:

All students are unique.

All students are valued.

All students can learn.

As a District, we demonstrate our commitment to these beliefs through our policies, procedures, and support systems. We embrace the notion that diversity is the norm, not the exception, and we strive to celebrate the gifts and talents that we believe all students possess. We strive to be a learning organization, committed to reviewing, refining, and reflecting upon our practice to provide the best possible outcomes for students.

The District is committed to providing an inclusive learning environment, wherein all students are meaningfully included and embraced as part of the whole. The values underlying an inclusive learning environment are acceptance, belonging and community. As such, students, staff and parents are members of the learning community. Inclusive learning environments create programming where all students can succeed and where inclusive curriculum is developed and implemented.

The British Columbia curriculum emphasizes a student-centred, flexible, and innovative approach to ensure that our students have the necessary competencies that will prepare them for an ever changing future. As a District, we are committed to providing an exemplary learning environment that honours this intent so all students can learn in an inclusive setting.

SECTION B: INDIVIDUAL EDUCATION PLANS (IEPs)

What is the *Individual Education Plan (IEP)* and what can I expect?

The *Individual Education Plan (IEP)* is a key document that outlines how the school and other community agencies (where appropriate) will support your child's learning needs. All students with a Ministry special needs designation have an IEP.

The IEP is:

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

The IEP is not:

- "Written in stone"
- A daily plan, or a description of everything that will be taught to one student.
- A means to monitor the effectiveness of teachers.
- A report card (however, the report card should comment on progress towards IEP goals).

Your child will have a Learning Support teacher (aka Resource teacher) who will be the case manager for the *Individual Education Plan (IEP)* process. They will coordinate the development and implementation of the *Individual Education Plan (IEP)* and will involve parents in the planning of the IEP. In some instances, a school administrator, classroom teacher, counselor, or District Staff may also be the case manager.

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

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

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

In some cases, parents may wish to have private home-based specialists or therapists join

the *Individual Education Plan (IEP)* meetings. Private home-based specialists or therapists are welcome to attend the IEP meetings. Although the home and school environments differ significantly, consistent strategies used in both places often prove to enhance success for the child (please refer to the section “What role can my private home-based specialist or therapist play as part of the *Expanded School-Based Team or IEP meeting?*” on page 23).

An *Individual Education Plan (IEP)* meeting is usually held in the fall with a review at least once during the year.

In the rare situations where parent(s) do not agree with their child’s *Individual Education Plan (IEP)*, they should talk to the Classroom Teacher(s) first. If after talking to the Classroom and Learning Support Teachers they still have a concern, then they should speak with the Principal or Vice-Principal. If there is still a concern after speaking with the Principal or Vice-Principal, then parents should call the *Director of Instruction, Learning Services* at 604-517-6369.

It is always our goal to work with parents in the best interests of our students. Please refer to the section “What do I do if I have a concern about my child’s educational program?” on page 15 for more information.

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

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

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

We know that you know your child the best, and your input is valued at the IEP meeting. If you have external consultants (e.g., behaviour consultants, speech-language pathologist, etc.) that you use to support your child at home, they are welcome to attend. Staff consider the input from you and your external team members, and strive to select strategies that will be successful and consistent between home and school. Working together strengthens the educational programming for your child.

If your child is newly identified as having special needs and this will be your first Individual Education Plan (IEP) meeting, you may wish to ask the school to provide you with a draft of the IEP in advance of the meeting (if a draft IEP is available—in many cases the IEP is drafted at the IEP meeting with the parent(s))

SECTION C: ADAPTATIONS and MODIFICATIONS

What does it mean if my child has been provided with adaptations?

A student working on learning outcomes at any grade or course level may be supported through the use of adaptations. Adaptations may include alternate formats for resources, instructional strategies and/or assessment procedures. Some examples of adaptations include:

- different teaching strategies such as visual cues and/or breaking tasks into smaller parts;
- different ways of demonstrating learning such as oral exams, visual representation and/or extra time
- different formats for resources to enable students to receive information, such as Braille and/or text-to-speech software

Adaptations are described by the

Special Education Services: A Manual of Policies, Procedures and Guidelines as:

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

This resource is available at:

www.bced.gov.bc.ca/specialed/ppandg.htm

If your child is receiving adaptations, they *may* be working on learning outcomes or standards from a different grade level than their peer age class. When this is the case, the student will be:

- assessed and will receive credit for the grade level course/subject they are working on;
- **and** the report card will reflect their success at that grade/level.

It is possible for a child who is in a grade 7 classroom to be working on learning outcomes at the grade 5 level in specific subject areas.

What are the implications on graduation of my child receiving adaptations?

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

If your child is working on course/subject outcomes at a level lower than their peer age group, they may take longer to achieve their *Dogwood Graduation Certificate*. In such cases, students may complete their graduation in an adult learning centre, and will receive a transcript listing the courses completed and credits earned towards graduation.

The provision of adaptations acknowledges that some students may need extra time to graduate.

What does it mean if my child has a program that is “modified?”

Modified programming is for students whose special needs are such that they are unable to access the curriculum and/or provincial learning outcomes; i.e.:

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

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

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

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

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

What are the implications on graduation of my child’s program being “modified?”

If your child is on an exclusively modified program, they will not be eligible for the standard *Dogwood Graduation Certificate*. Instead they will receive an *Evergreen School Completion* certificate that recognizes their accomplishments in attaining their *Individual Education Plan (IEP)* goals.

In some cases, students are on a partly modified program (e.g., students with physical disabilities who cannot take Physical Education). If your child is on a partly modified program, it may still be possible for them to receive a *Dogwood Graduation Certificate*. Please talk to your child's Secondary School Counsellor for more information. In many cases, the decision to modify need not be made until the end of Grade 9.

SECTION D: COMMUNICATION with the SCHOOL

If I have a question or a concern, who is my first point of contact at the school?

If you have a question or concern about your child's educational program, you should talk to the Classroom Teacher. The Classroom Teacher may consult with the Learning Support Teacher and/or the School-Based Team (please refer to the section "*School-Based Team*" on page 23 for more information).

Where an Educational Assistant (EA) is involved in your child's daily program, it is best for parents to address any concerns with the teacher(s). The Classroom Teacher(s) are ultimately responsible for the educational programming of your child so it is vitally important that they know directly from you what questions or concerns that you may have. Depending on the level of need of your child, the Learning Support Teacher may be more "front line" with your child's educational program and therefore could be a good first contact. This can be discussed with your child's school team.

In the rare situation that you find that your questions or concerns have not been addressed by the Classroom or Learning Support Teacher, your next point of contact is the school Principal or Vice-Principal.

When can I expect to be invited to an *Expanded School-Based Team* meeting?

The school invites parents to an Expanded School-Based Team meeting usually when there is an aspect of the child's programming that is of concern and requires the expertise of a wider group of individuals in order to effectively problem solve.

Since you know your child the best, your involvement in this process is very important.

An example of an aspect of programming that would be the topic of an *Expanded School-Based Team* (please see page 23) would be a child's display of unexpected or newly emerging behaviours.

You may contact Classroom or Learning Support Teachers at the school through e-mail or by phone:

The district e-mail is set up with the staff member's first initial followed by the last name as follows:
jdoe@sd40.bc.ca

If you aren't sure how to spell the teacher's name (or don't know the first initial), you may contact the school for the correct e-mail address. Here is a link you may use to contact the school secretary:

<https://newwestschools.ca/our-schools/about-our-schools/>

If you choose to phone the teacher, the school secretary will help you contact the teacher or direct you to the teacher's voice mail if they are not readily available.

When can I expect to be invited to *Individual Education Plan (IEP)* meetings?

The Learning Support Learning Support Teacher who is case managing your child's educational program will invite you to an IEP meeting in the fall of each year to:

- create an IEP (in the case of new students or newly designated students) or
- review the IEP goals, objectives and strategies (in the case of returning students).

This is an opportunity for you to share your thoughts on the Individual Education Plan (IEP). You may also expect a review of the IEP at least once more per year.

Please see the section on "*Individual Education Plans*" (IEPs) on page 7 for more information on what you can expect at IEP meetings and how you may wish to prepare yourself for these meetings.

How do I know what accommodations and services are provided to my child? Are they supported in the class, or outside the class, or a combination of both?

The *Individual Education Plan* (IEP) meeting is the best time to ensure that you fully understand the accommodations and services being provided to your child. The IEP is the document that outlines all of this. Don't be afraid to come with a list of questions to the IEP meeting. We encourage you to write them down and refer to the list at the meeting.

Questions you may have for the *Individual Education Plan (IEP)* meeting, especially if your child is new to school or newly identified as special needs may include:

- What does a typical day look like for my child?
- I'm new to this and am trying to understand that my child has special needs. What does my child's special needs mean to his/her education?
- What is the role of the Education Assistant or other school and/or district staff working with my child?
- What does a particular accommodation look like for my child? Is this something that I can use at home?
- What are the next steps and when can I expect to hear from the school?

Of course, if you have any questions that arise outside of the *Individual Education Plan* (IEP) meeting, you should contact your child's Classroom Teacher(s). As noted, they are your first point of contact for matters related to your child's educational program.

My child is non-verbal. How can I find out how his/her day went?

Your child's Learning Support Learning Support Teacher will set up a daily communication system between home and school. The purpose of the daily communication system is:

- For school staff to inform you of school activities and any unusual occurrences and,
- For you to inform the school of activities at home and anything unusual that may affect the school day (for example, situations where your child hasn't slept well)

How does the school communicate to staff about my child's special needs?

It is important that the teachers working with your child understand:

- The nature of their special needs;
- Their strengths and weaknesses; and,
- The goals, objectives and accommodation as outlines in the *Individual Education Plan (IEP)*

The Learning Support Teacher who case manages your child's educational program shares this information with the teachers and any support staff who work with your child on a "need to know basis" (e.g., Educational Assistant, Child & Youth Care Worker). This information sharing is done respecting student privacy and confidentiality.

Is the documentation on my child kept confidential?

Yes. All confidential documents (e.g., medical documents related to any diagnosis, formal assessment results, the *Individual Education Plan (IEP)* and any other documents) in a specialized file that is part of the student's regular file. This file is kept in a secure location.

If a student moves to a new school within our school district, the entire student file, including the specialized file, is sent directly to the new school to promote continuity of service.

If a student moves to a public school in another district, the last two years of report cards, the IEP, and other pertinent information to transferred to the new school. Parent consent is required for the entire student file to be sent to the new school.

While student documentation cannot be removed from a student's file, a parent may request that specific student information be placed in a sealed envelope within the student's file.

SECTION E: ASSESSMENT

What is curriculum-based assessment?

Curriculum-based assessment occurs in the classroom to identify areas of student strength and/or weaknesses. Examples include school-wide reading and writing assessments and on-going classroom assessment (test, projects etc.).

If a teacher is concerned about the level of achievement and/or rate of skill acquisition, they may make a referral to the *School-Based Team* (please refer to the section “*School-Based Team*” on page 23 for more information).

The *School-Based Team* will offer additional strategies and accommodations for use in the classroom. Where there is a need for further information, the *School-Based Team* may refer your child for specialized assessment at the school or district level.

If you are concerned about your child’s level of achievement and/or rate of skill acquisition, you should talk to the Classroom Teacher

What are formal assessments and who is qualified to administer them?

Level A and Level B school-based formal assessment includes standardized assessments of:

- Achievement;
- Adaptive skills;
- Visual-motor integration; and,
- Receptive and expressive language processing.

These assessments are called “standardized” because the administration process is consistent and the resulting scores are compared to other representative students the same age called the “norm group.” All Classroom and Learning Support Teachers and are qualified to administer and interpret Level A assessments. Level B assessment requires that certified teachers, including Learning Support Teachers, demonstrate completion of specialized university coursework and/or in- service training from qualified personnel.

Level C assessment is administered by the District School Psychologists to determine your child’s ability in various domains, such as:

- Verbal comprehension;
- Perceptual reasoning;
- Working memory; and,
- Processing speed

Level C assessments are also standardized and require graduate level university coursework in clinical and/or school psychology. District School Psychologists are qualified to provide Level C assessments. They determine whether a child has an intellectual or learning disability that will

require specialized supports and programming. In addition, Level C assessment can assist teachers and parents understand the child's learning profile.

Together, Levels A, B, and C assessments make up a complete Psycho-educational assessment. Not all students require a complete Psycho-educational assessment for their school programming. For some students, Level A and/or Level B assessment provides adequate information for student programming

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

It is the *School-Based Team* that initiates the referral for formal assessment based on the child's performance in school (please refer to the section "*School-Based Team*" on page 21 for more information).

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

When is re-assessment appropriate for my child?

- If the Classroom Teacher sees a significant change in your child's achievement or ability, then a referral to the *School-Based Team* will be made and the re- assessment process will be considered.
- Level C re-assessment may be done to determine a suspected change in the learning over the course of time in school, such as comparing elementary school results with that of high school.
- Formal Level C assessments or re-assessment are done to determine qualification for *Community Living BC (CLBC)* services. CLBC offers services to qualified students when they turn 19 years of age.

Will the school accept formal assessments done privately?

Yes, as long as the formal assessment is complete and the report meets the guidelines and criteria of the Ministry of Education for a designation in one of the special education categories. The school district makes the final determination that the student is to be designated as a child with special needs.

SECTION F: PROBLEM-SOLVING

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

STEP ONE: If you have a question or concern about your child's academic and/or social emotional well-being at school, you should talk to the Classroom Teacher. The Classroom Teacher may consult with the Learning Support Teacher and/or the *School-Based Team* (please refer to the section "*School-Based Team*" on page 23 for more information).

STEP TWO: If after talking to the Classroom or Learning Support Teacher you still have a concern, then you should speak with the Principal or Vice-Principal. If you still have a concern after speaking with the Principal or Vice-Principal, then you should call the *Director of Instruction, Learning Services* at 604-517-6369.

It is always our goal to work with parents in the best interests of our students. More often than not, issues that come up are the result of miscommunication. Please let us know right away if you have any concerns so we may work together to address them. We want to keep the lines of communication open and we value our relationship with you.

In the rare circumstance where your concerns have not been adequately addressed, *Board of Education Policy 500.1 Appeals by Parents and Students* recognizes the right of a parent or student to appeal any decision of an employee of the Board which significantly affects the education, health or safety of the student.

Details of the appeal process may be found on the District website at: <http://district.sd40.bc.ca/board-education/board-policies> under Policy 500.1

What do I do if my perception differs from the school in terms of my child's need for a special needs designation or supplemental services?

It can be overwhelming for parents to hear for the first time that school staff believes their child may have special needs. In cases such as these, it may be helpful for the parent to ask questions such as:

- What are the specific reasons that school staff believes my child may have special needs?
- Help me understand why there is the belief my child has special needs?
- What is the next course of action that school staff would recommend?

If you wish to seek out a diagnosis or formal assessment to ascertain any identifiable special needs, the school and district would be able to support and assist you through the process. We understand that this is totally new to you so we are there to help.

During the time it takes to seek out a diagnosis or administer formal assessments, the school may begin providing supports for your child. Providing support to students, including the provision of adaptations, do not require a diagnosis or designation.

There may also be situations where parents disagree that their child has special needs. In cases such as these, an *Expanded School-Based Team* meeting may be helpful (please see the section “*Expanded School-Based Team*” on page 23 for more information). Ultimately, parents may decide to refuse the services for their child.

In some situations, the school-based team may determine that a student with a diagnosed special need may not require an IEP. The Ministry recognizes such cases, as long as:

- the student requires no adaptation or only minor adaptations to educational materials, or instructional or assessment methods;
- the student is not on a modified program (see page 8) ; and
- the student requires in a school year, 25 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

In some situations, parents may have concerns about their child’s progress and a specific diagnosis has not been obtained. The *Expanded School-Based Team* is available to discuss learning assistance opportunities for your child.

Can I bring a support person to a meeting?

Yes. We want parents to feel comfortable and have their voice heard at meetings with school and district staff. Support persons may include a Supported Child Development consultant; private therapist(s); a District Parents’ Advisory Council member, etc.

SECTION G: ROLE DEFINITIONS for KEY STAFF

What is the role of the *Learning Support Teacher* (also called the *Resource Teacher*)?

The *Learning Support Teacher*:

- consults with the Classroom Teacher on all matters related to the *Individual Education Plan* (IEP);
- works with you, as the parent, and the *School-Based Team* to develop the *Individual Education Plan* (IEP);
- works closely with the Classroom Teacher to implement, monitor and review the *Individual Education Plan* (IEP);
- provides direct service to students in classroom, small group, and individual settings as appropriate; and,
- oversees the work of the Educational Assistants along with the Classroom Teacher

The Learning Support Teacher is the person who understands your child's strengths and needs and, working with you, the Classroom Teacher(s) and the *School-Based Team*, how to best support your child.

What is the role of the *School Counsellor*?

The *School Counsellor* facilitates your child's educational program and personal development by providing a variety of individual, group or classroom-based services; for example:

- Group or classroom-based services may include prevention programs (e.g., child abuse prevention, substance abuse awareness, etc.);
- Individual based services may include support to students with issues that are affecting their social-emotional well-being. An example may include helping the child through challenging peer relations or conflict situations.

School Counsellors do not typically provide direct therapy. If a child's needs require this level of intervention, parents will be contacted and a referral to an external community agency will be recommended.

In the case of Secondary School Counsellors, advice and assistance with the selection of courses leading to a successful transition to post-secondary settings is also provided.

The School Counsellor plays a role in the *School-Based Team* (please refer to the section “*School-Based Team*” on page 23 for more information).

What is the role of Educational Assistant (EA)?

EAs work under the direction of the Classroom or Learning Support Teacher to:

- implement the learning accommodations and strategies developed by the Classroom and Learning Support Teachers (outlined in the Individual Education Plan);
- prepare materials for specific children, where appropriate, such as picture exchange communication systems or countdown strips; and,
- document a child’s strengths, achievements and needs for review as part of the IEP planning process

While the Educational Assistant is a very important member of your child’s school team, if you have any questions about your child’s educational program, you should talk directly to the Classroom Teacher(s). They may then consult with the Learning Support Teacher and *School-Based Team* (please see section “*School-Based Team*” on page 23 for more information).

The Classroom Teacher(s) is/are ultimately responsible for the educational programming of your child in their classroom so it is vitally important that they know directly from you what questions or concerns you may have. Depending on the level of need of your child, the Learning Support Teacher may be more “front line” with your child’s educational program and therefore could be a good first contact. This can be discussed with your child’s school team.

How are Educational Assistants (EAs) assigned?

Educational assistants are not formally assigned to individual students. They are assigned to schools based on overall student need. Twice a year (September and February), the *Director of Instruction, Learning Services* meets with the *School-Based Team* to discuss the level of need at both the individual student level, and the school level. This is called the “1701 Review” process, and this is also a time when the district affirms that students meet the Ministry of Education criteria for a special needs designation.

EA staffing is also part of the Spring staffing process for all schools in the District. At these three times during the school year, the total Educational Assistant allocation is discussed with school and District staff in an effort to ensure that students with special needs can access an educational program.

Following the Spring staffing process, opportunities are provided in May and June to discuss preliminary class cluster groupings for the coming school year. The Principal makes the final decision in the deployment of the EA allocation provided to them.

The level of individual student need is always the focus of discussion when allocating *Education Assistant* time to classrooms. For example, while two students may be similar in that they both meet the criteria for Category G (Autism Spectrum Disorder), their needs may be markedly different. One student may require significantly more or less direct support than the other. A special needs designation does not guarantee EA support.

How am I informed when there is going to be a change of Educational Assistant (EA) for my child?

Your child's Learning Support Teacher or Principal is likely to be the one to inform you of any change of Educational Assistant for your child. While we do our best to prevent changes of Educational Assistants during the school year, sometimes it is inevitable as staff go on leaves for various reasons. The District support teams of EAs supporting individual students to foster reduced dependency on one staff member and tolerance for change.

It also happens that there may be a change to your child's Educational Assistant on any given day because of illness. For students with complex special needs, schools try to ensure that there is a "back-up" Educational Assistant who knows your child's program in the event of the illness of the "regular Educational Assistant". This is to maximize consistency in your child's educational program. There are also "Educational Assistant Binders" in the schools that highlight the key features of your child's *Individual Education Plan* (IEP) for the replacement Educational Assistant.

When there is a more permanent change of Educational Assistant (due to a leave or resignation), the position is filled according to qualifications and seniority in accordance with the collective agreement with the union.

What is the role of the *Child & Youth Care Worker*?

The *Child & Youth Care Worker* is trained in working with students with behavior challenges. Most often, Child & Youth Care Workers are assigned to support students in *Category R: Moderate Behaviour Intervention Category H: Intensive Behaviour Intervention / Serious Mental Illness*.

Child & Youth Care Workers provide support to students individually or in small group settings in and outside the classroom throughout the school day. They work with the teachers to support students in attaining the social-emotional and/or behavioural goals of the child's *Individual Education Plan*.

What are the roles of Learning Services Support Team (LSST)?

The LSST is made up of highly specialized staff members. These district staff members travel from school to school throughout the district to consult with school staff and provide direct or indirect service to students. LSST members are available to consult with Resource and Classroom Teachers in the development of *IEP* goals, objectives and accommodations for your child. In some cases LSST staff may offer direct services to your child within their area of expertise.

LSST Staff:

- **District Behaviour Support & Intervention Teachers:** offer specialized support to *School-Based Teams*, Classroom Teachers and support staff working with students exhibiting challenging behaviours
- **District English Language Learners Teachers:** specialize in strategies and supports for English Language Learners and provide support to Resource and Classroom Teachers
- **District Hearing Learning Support Teacher:** provides support to students who are deaf or hard-of-hearing
- **District Learning Support Teachers:** offer specialized support to *School-Based Teams*, Classroom Teachers and support staff working with a wide variety of students with special needs
- **District Learning Services Assistant:** provides specialized training, equipment, and program support to support staff
- **District Physiotherapist:** offers services to students with orthopedic, neurological, muscular, spinal, joint or sensory dysfunction (*contracted through SHARE*)
- **District Occupational Therapist:** provides services to students with orthopedic, neurological, muscular, spinal, joint or sensory dysfunction as well as those with cognitive and complex neuro-behavioural conditions (*contracted through SHARE*)
- **District School Psychologists:** provide formal educational assessment services
- **District Speech and Language Pathologists:** support students whose education is adversely affected by communication difficulties
- **District Vision Teacher:** provides support to students who are visually impaired

Learning Support Teachers and *School-Based Teams* may make referrals to the district in order to access these specialized services. Students are assigned these services based on the suitability of the service for the student, and the priority of individual student need.

What is the role of the *School-Based Team*?

The *School-Based Team* meets regularly (e.g., weekly to:

- Play a formal role as a school-based problem-solving team to assist Classroom Teachers in developing and implementing instructional and/or behavioural management strategies for students who do not have an *Individual Education Plan* (IEP);
- Problem-solve, review and/or coordinate resources for students who already have an IEP; and,
- Assist with access to additional resources in the district or the community where needed

The *School-Based Team* typically includes:

- The Principal (or Vice Principal)
- Learning Support Teacher Classroom Teacher Counsellor
- Other staff as required (e.g., Educational Assistants, Aboriginal Support Worker, Child & Youth Care Worker, etc.)

For students without a formal *Individual Education Plan* (IEP) the parent will be contacted about any recommendation at the *School-Based Team* that goes beyond regular classroom strategies or accommodations.

For students with a formal *Individual Education Plan*, the parent will be informed of all significant changes related to their child's educational program (made at the *School-Based Team* level or through other means) through the regular IEP review cycle and communication process.

What is the role of the "Expanded" *School-Based Team*?

The *School-Based Team* may be expanded to include:

- the parent and the child (in the case of older students);
- *Learning Services Support Staff* (please see section above for the role descriptions) where appropriate;
- representatives from community services or government ministries. Community services that may send representatives include the Ministry of Children and Family Development, Immigrant Support Service agencies, community-based counselling service providers, etc., depending on the nature of the child's needs.

The role of the *Expanded School-Based Team* is similar to the *School-Based Team* in that it is a collaborative problem-solving and planning team. The only difference is that a broader range of expertise and available resources is brought to the team.

What role can my private home-based specialist, therapist, or other external parties play as part of the *Expanded School-Based Team* and IEP meeting?

Although home and school environments may differ significantly, whenever there is home and school program consistency, there is increased opportunity for the child's success. Therefore, private home-based specialists or therapists are welcome to join you at school meetings.

In some situations you may wish to have your private home-based specialist or therapist observe your child at school in order to have a full picture of his/her level of functioning across environments. If this is the case, please contact your child's Learning Support Teacher or Principal who will provide you with an *External Agency Application Form*. This is a safeguard to ensure that the Principal and District are aware of the purpose and role of external agencies in our schools. The application form is sent to the *Director of Instruction, Learning Services* for approval. In some cases, the agency may already have District approval if they are known to us and work in our school on a regular basis.

SECTION H: SERVICE DELIVERY

What is a “Ministry Education” designation?

There are specific Ministry criteria and documentation requirements for a student to be designated as a student with special needs. The specific requirements are outlined in *Special Education Services: Category Checklists – 2010* and can be found on the Ministry of Education website. Please refer to this Ministry website for specific descriptions of each category as well as examples of diagnoses.

The Category designations are:

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

Categories A through H are known as “*low incidence*” special education designations because there is a relatively low incidence of students in these categories compared to the general school population.

Categories K through R are known as “*high incidence*” special education designations because there is a comparatively higher prevalence of students in these categories.

How much supplemental funding does the Ministry provide for the special education categories?

- **Level One** categories (A and B) provide **\$ 38 140** for each full-time student
- **Level Two** categories (C, D, E, F and G) provide **\$ 19 070** for each full-time student
- **Level Three** category H provides **\$ 9 610** for each full-time student

The funding is allocated to the District to be distributed equitably to schools for specialized

supplemental services to enable students with special needs to access educational programs. Funding is not attached to specific students. NOTE: School Districts may claim a student in only one supplemental funding category even though the student may have a learning profile that fits more than one category.

- **High Incidence** categories (K, P, Q, R) **do not generate specific supplemental funds.** Services for these categories are part of the student base allotment provided for each full-time student (which is \$ 7,158)

What supplemental services are the funds used for?

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

- Educational Assistants
- Child & Youth Care Workers
- Learning Support Services Staff (e.g., District Hearing Learning Support Teacher, District Vision Teacher, District Occupational or Physiotherapists, District Behaviour Intervention & Support Teachers, District Learning Support Teachers, etc.)

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

How are supplemental services assigned to schools?

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

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

The level of individual student need is always the focus of discussion when allocating supplemental services. For example, while two students may be similar in that they both meet the criteria for Category G (Autism Spectrum Disorder), their needs may be markedly different. One student may be on the high functioning end of the spectrum while the other may be lower functioning and will therefore require a higher level of support.

What is a "Personal Work Space?"

The New Westminster School District is committed to providing students with educational programs in an inclusive setting. Inclusion does not mean all students remain in the traditional classroom setting 100% of the time. For many students, individual or small group pull out is an integral part of a student's individualized educational program. There may also be instances where, in addition to Resource room settings, the individual needs of some students require that be provided with "personal work spaces."

The purpose of the use of these spaces is to:

- Decrease sensory input if student is feeling overwhelmed;
- Support student self-regulation;
- Provide a quiet work space to complete tasks and work on IEP goals;
- Provide a space for individual sensory, occupational therapy and/or physiotherapy programming.

Students using personal work spaces are:

- Always supervised by a staff member (often working side by side or in close proximity and in visual range)
- Never locked in a room alone or prevented from leaving

What is the District policy on Physical Restraint and Seclusion?

The District adheres to the Ministry of Education guidelines for the use of physical restraint and seclusion in school settings. The Ministry defines seclusion "the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving."

Seclusion is an extremely rare practice that would only be used in extreme circumstances when a student is at imminent risk of serious self-harm, or causing serious harm to others AND where behaviour is not de-escalating despite intervention.

Seclusion is never used as punishment or as a way to gain compliance. *It is important to note that the use of "time out" as part of a behaviour plan, or when a student requests to be in a different/secluded location/space does not constitute seclusion.*

The Ministry defines physical restraint as "a method of restricting another person's freedom of movement or mobility - in order to secure and maintain the safety of the person or the safety of others.

Physical is only used in emergency situations, and only by those specifically trained in its use. This training is only provided for student-specific circumstances.

Every effort is made to prevent escalated or other behaviours that could compromise student safety. Staff members are trained in the internationally recognized “Non-Violent Crisis Intervention” (CPI) program which emphasizes preventative measures to avoid the escalation of unsafe behaviours, thereby minimizing the need for the use of seclusion and/or physical restraint. Inclusion is always the goal in the New Westminster School District

The specific details as to how and when staff would potentially use seclusion and/or physical restraint with a student is documented in the student’s *Individual Education Plan* and/or *Positive Behaviour Support Plan*:

- Parents are consulted on the use of the seclusion and/or physical restraint prior to potential implementation;
- Use of the space is documented, e.g., frequency, duration, reason;
- Regular review of seclusion and/or physical restraint happens at *Individual Education Plan* and/or *Positive Behaviour Support Plan* meetings with parents. *Positive Behaviour Support Plans* contain strategies and accommodations for students requiring behavioural support.

If seclusion is implemented, staff is always outside the door of any designated space with visual and hearing monitoring at all times.

SECTION I: TRANSITIONS

School District No. 40 (New Westminster) has collaborated with the *New Westminster Children's Centre (Simon Fraser Society for Community Living)* to develop a workbook for parents to support them as they work with the district to transition their child to school. The booklet outlines what to expect leading to school entry: *Transition to School: New Westminster Kindergarten Entry*. For a copy of this booklet, please visit the district website:

<http://district.sd40.bc.ca/services/kindergarten>

What is the process for transitioning my child to Kindergarten?

If your child is supported through the New Westminster Children's Centre, you will be invited to a Kindergarten Transition meeting in January for a joint presentation by NWCC and SD No. 40. The Director of Instruction, Learning Services is the district point person for the transition to school of Kindergarten students with special needs. If you have any questions, please call 604.517.6369.

Parents are also encouraged to attend "*Welcome to Kindergarten*" events in the school that are held each spring for all children attending kindergarten in the fall. Please ask your child's school when this event will take place when you register your child for school. Parents of in-coming Kindergarten students are encouraged to register their child as soon as registration opens in mid-January.

What is the process for transitioning my child from this year's classroom to next year's classroom in the school?

Each spring, schools begin looking at their projected enrolment for the following September. Before the end of the school year, plans are already underway for the placement of students with special needs in classrooms.

Your school Principal (or sometimes Vice-Principal) works closely with your child's Resource and Classroom Teacher(s) to determine which classroom (if there is a choice—in smaller schools there may not be more than one classroom per grade) will best suit the learning needs of your child for the following school year.

The exact placement is finalized the first week of school in September.

What is the process for transitioning my child to a new school in the district?

If your child is going to the next level of school within our school district (e.g., middle school or high school), transition planning is initiated by staff in the late spring (or sometimes earlier if your child has complex special needs).

Transition planning involves your child's Learning Support Teacher connecting with the receiving school's Learning Support Teacher to share the *IEP* and the specific learning needs of your child. Arrangements are often made for your child to visit the receiving school in the spring and to meet the new Learning Support Teacher, Principal and other staff.

As with all transition planning, staff work closely to determine which classroom will best suit the learning needs of your child the following school year. The receiving school's Learning Support Teacher will invite you to an *IEP* meeting as early as possible in the fall to meet and consult with you on your child's educational program.

What happens if my child is going to a new school outside of New Westminster?

If your child is going to a new school outside our district, our staff work cooperatively with the new school (provided you have given the school your permission to release information about your child—this release of information document should be provided by the new school when you register) to provide the information needed to plan a smooth transition.

What is the process for transitioning my child from high school to the community?

Transitioning your special needs child into adulthood requires coordination and planning. It is important that parents prepare for this transition well before the child turns 19 years of age. There are arrangements that need to be made with *Community Living BC (CLBC)* and others to ensure that a smooth transition takes place. It is recommended by the Ministry of Education that this planning begin when your child turns 16 years of age.

School staff can assist with your child's transition by including specific goals within your child's *IEP*. There is also a parent's information meeting that takes place annually at the high school where individuals from community-based agencies answer questions and provide information related to this important time in your child's life.

The Ministry of Children and Family Development has two documents that may assist parent in the planning process:

- Your Future Now: A Transition Planning and Resource Guide for Youth with Special Needs and Their Families

http://www2.gov.bc.ca/assets/gov/family-and-social-supports/support_guide.pdf

- Cross-Ministry Transition Planning Protocol for Youth with Special Needs

http://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-special-needs/2012_ytpp_protocol.pdf

APPENDIX A: GLOSSARY of TERMS

Accommodations are individualized strategies and resources provided to students so they can learn according to their educational needs. More formalized accommodations take the form of adaptations and/or modifications depending on the level of student need.

Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. Most adaptations can be provided to any student who needs them; a special education designation is not required. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

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

Collaborative consultation is a process in which people work together to solve a common problem or address a common concern. A successful collaborative process is characterized by the following features: it is voluntary; there is mutual trust and open communication among the people involved; identification/clarification of the problem to be addressed is a shared task; the goal is shared by all participants; each participant's contribution is valued equally; all participants' skills are employed in identifying and selecting problem-solving strategies; and there is shared responsibility for the program or strategy initiated.

A **guardian** of a person (in the wording of the *School Act*) "...when used in reference to a student or child, means guardian of the person of the student or child within the meaning of the *Family Relations Act*".

Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

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

Integration is one of the major strategies used to achieve inclusion. With integration, students with special needs are included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations determined on an individual basis, to enable them to be successful there. The principle of "placement in the most enabling learning environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms, or assigned to an alternate placement.

Learning Outcomes / Standards describe what students are expected to learn at each grade level in each subject area. Together the learning outcomes / standards comprise the BC Curriculum.

Mainstreaming is a term which was in use during the early years of the movement toward integration of students with special needs, but which has been replaced by the term "integration" (see definition for integration above).

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

Parent (in the wording of the School Act) "...means, in respect of a student or of a child registered under section 13, a) the guardian of the person of the student or child; b) the person legally entitled to custody of the student or child; or c) the person who usually has the care and control of the student or child."

<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>

Positive Behaviour Support Plan refers to a collaboratively developed plan for staff working with a particular student to understand and then replace a challenging behaviour with a more acceptable one

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

Special educational needs are those characteristics which make it necessary to provide a student undertaking an educational program with resources supplemental and/or different from those which are needed by most students. Special educational needs are identified during assessment of a student; they are the basis for determining an appropriate educational program (including necessary resources) for that student.

Strategies are specific techniques that are implemented to support student learning needs.

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

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

Glossary of Terms taken from the Ministry of Education website at:

http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf#page=5

APPENDIX B: COMMUNITY RESOURCES for PARENTS

Taken in part from *Transition to School: New Westminster Kindergarten Entry*; developed in collaboration with School District No. 40 (New Westminster) and the New Westminster Children's Centre. We cannot guarantee the continued viability of all links.

ACT – Autism Community Training

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

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

ANXIETY BC

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

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

AUTISM SOCIETY OF BC

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

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

BC CONFEDERATION OF PARENT ADVISORY COUNCILS

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

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

BC ELKS ASSOCIATION

604.513.0155 www.bcelks.ca

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

BC EPILEPSY SOCIETY

604.875.6704 www.bcepilepsy.com

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

BURNABY- NEW WESTMINSTER YMCA CHILD CARE RESOURCE & REFERRAL

604.294.1109 www.childcareresource.ca

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

CANADIAN NATIONAL INSTITUTE FOR THE BLIND (CNIB)

604.431.2121 www.cnib.ca

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

CANUCK PLACE CHILDREN'S HOSPICE

604.731.4847 www.canuckplace.org

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

CEREBRAL PALSY ASSOCIATION OF BC

604.408.9484 www.bccerebralpalsy.com

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

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

New Westminister: 604.527.4567 Queensborough: 604.525.7388 www.newwestcity.ca

CH.A.D.D. Vancouver Chapter

604.222.4043 www.vcn.bc.ca/chaddvan/

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

COMMUNITY LIVING BC (CLBC)

604.664.0101 www.communitylivingbc.ca

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

DEAF CHILDREN'S SOCIETY OF BC

604.525.6056 www.deafchildren.bc.ca

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

DOWN SYNDROME RESEARCH FOUNDATION

604.444.3773 www.dsrf.org

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

FAMILY NETWORK FOR DEAF CHILDREN

604.684.1860 www.fndc.ca

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

FAMILY SUPPORT INSTITUTE

604.540.8374 www.familysupportbc.com

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

FORCE Society for Kids' Mental Health

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

GIFTED CHILDREN'S ASSOCIATION OF BC

No phone number listed <https://giftedchildrenbc.wordpress.com/>

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

HEALTH SERVICES: NEW WESTMINSTER HEALTH UNIT

604.777.6740 www.fraserhealth.ca

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

INCLUSION BC

604.777.9100 www.inclusionbc.org

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

KELTY MENTAL HEALTH

604.875.2084 www.keltymentalhealth.ca

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

LEARNING DISABILITY ASSOCIATION

604.873.8139 www.ldabc.ca

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

MINISTRY OF CHILDREN & FAMILY DEVELOPMENT

604.660.8180 www.gov.bc.ca/mcf/

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

MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT: MENTAL HEALTH

604.660.9495 www.mcf.gov.bc.ca/mental_health/

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

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

604.660.8100 www.eia.gov.bc.ca/bcea.htm

(for child care subsidy see Burnaby-New Westminister Child Care Resource & Referral)

M.O.S.A.I.C.

604.254.9626 www.mosaicbc.com

(Multilingual Orientation Service Association for Immigrant Communities)

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

MUSCULAR DYSTROPHY CANADA

604.732.8799 www.muscle.ca

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

NEW WESTMINSTER CHILDREN'S CENTRE

604.521.8078

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

PLANNED LIFETIME ADVOCACY NETWORK

604.439.9566 www.plan.ca

PLAN was established in 1989 by families who wanted an answer to the question: "What will

happen to our sons and daughters with disabilities when we are gone?” In order to answer that question, we work with our members to give their loved one with a disability a network of caring relationships, a sound financial plan, opportunities for contributions, supported decisions making options and a place to call home.

SHARE FAMILY & COMMUNITY SERVICES

604.540.9161 www.sharesociety.ca

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

SIMON FRASER SOCIETY FOR COMMUNITY LIVING

604.525.9494 www.sfscl.org

Offers family education and support; advocacy; recreation for children and adults; life skills; residences; the Family & Individual Support Program; the Supported Child Development Program; and, the Infant Development Program.

S.U.C.C.E.S.S.

604.684.1628 www.successbc.ca

(United Chinese Community Enrichment Services Society)

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

SUNNY HILL HEALTH CENTRE FOR CHILDREN

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

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

WESTERN CANADA FAMILY CHILD CARE ASSOCIATION OF BC

604.590.1497 www.wcfcca.ca

A professional organization of family child care providers that provides accessible, quality, inclusive child care services that support the needs of children and families. Promote, support and advocate for quality, inclusive family child care.

WESTERN SOCIETY FOR CHILDREN

604.515.0810 www.wsfc.ca

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