

## General Information

School District 10 (Arrow Lakes) has Learning Support Services personnel to assist classroom teachers with differentiation of instruction, accommodations, the development of student learning plans, individual education plans and programs and provide district itinerant services to students and school-based teams.

### What we believe...

#### Inclusion

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

Source: BC MINISTRY OF EDUCATION APRIL 2010  
SPECIAL EDUCATION SERVICES: A MANUAL OF  
POLICIES, PROCEDURES AND GUIDELINES p.2

*Inclusion is not just about students with disabilities or exceptionalities. It is an attitude and an approach that encourages all students to belong. It is an approach that nurtures the self-esteem of all students; it is about taking account of diversity in all its forms, and promoting genuine equality of opportunity for all students. Effective inclusion is for all students and not just one particular group or category.*

Source: A. Wayne MacKay, Professor of Law, Dalhousie

**This means...** A continuum of learning supports & student services that is based on a school-wide systemic approach that begins with the principles of universal design in which curriculum and instruction are organized at the outset for all students.

In addition to strong inclusive instruction in the classroom...

- ✓ some students will need short-term targeted intervention.
- ✓ some students may require accelerations or extensions.
- ✓ a few students with complex disabilities may require long-term, specialized, individualized support.



### Learning Supports at the School Level...

- ✓ Learning Resource Teachers provide support in classrooms as well as direct interventions with small groups in classrooms or other settings.
- ✓ Learning Resource Teachers develop intervention programs for students in regular classrooms settings and in the community.
- ✓ Education Assistants work directly with students both in and out of the classroom to promote inclusion and independence.
- ✓ District Elementary School Counsellor and Secondary School Counsellor work with school-based teams, parents/guardians to connect students to community-based services, and also provide direct counseling service to students.

### Learning Support Services at the District level consist of the following direct and consultative contracted services...

- ✓ District School Psychologist provides consultation, psycho-educational assessment and in-service to school-based teams.
- ✓ District Speech/Language Pathologist provides consultation, assessment, and direct speech therapy programs to students with communication difficulties that affect progress in school.
- ✓ Director of Learning provides consultation, support, and in-service to classroom teachers, learning resource teachers, school-based teams and Education Assistants. Serves as the District Contacts for Provincial Outreach Programs: POPARD, POPFASD, PIOP, and SET-BC. Works with parents/guardians to connect students to community-based services and programs.
- ✓ District Itinerant Resource Teacher of the Deaf and Hard of Hearing works directly with/or monitors students who have a hearing loss. Support is also provided to parents and teachers.
- ✓ Occupational therapist provides services to children that promote quality of movement, posture, visual motor function, sensory processing and independence in activities of daily living.
- ✓ Physiotherapist provides services for those students who have physical motor and/or neurological difficulties to promote optimal physical functioning within the school setting and to facilitate access to the learning environment.

## A Learning Continuum of Supports

A vision of 'Unified School System' based on a **continuum of instructional supports for all students**

Education for all begins by embedding knowledge, strategies and practices used for students with special needs into the classroom as a whole:

- ✓ teaching to student strengths and interests
- ✓ differentiating instruction and curriculum
- ✓ identifying individual needs and learning styles
- ✓ celebrating, acknowledging and addressing diversity
- ✓ **All students** should receive a high quality schooling experience leading to meaningful participation in our community
- ✓ "All means all..."

### Class Review Process

- Classroom Differentiations
- Universal Design for Learning (UDL)
- Personalized Learning & Group Interventions



### Cycle of Inquiry:

Assess, Plan, Do, Monitor

- Student Learning Plan
- Individualized Adaptations



### Individual Education Plan (IEP)

- Adaptations & Modifications
- Different curricular competencies
- Different Learning expectations & outcomes



## Contact Information

Your Child's School  
(Talk with your child's  
classroom teacher,  
your school principal)

Or

Director of Learning

Learning Services

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LEARNING SUPPORT SERVICES

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