



## 2.7 ALLOCATIONS OF SUPPORTS AND HUMAN RESOURCES TO ENHANCE INCLUSION IN SCHOOLS

### BACKGROUND

SD8 follows the direction of the BC Ministry of Education and Child Care with regard to determination of special needs designations for students. The Ministry's [Special Education Policy Manual](#) describes the expectations of the Ministry of Education and Child Care to fully include students with special needs and support student graduation.

The Ministry of Education and Child Care expects that districts create an inclusive education system where "students with special needs are fully participating members of a community of learners". In the inclusive system, "all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs".

The Ministry of Education and Child Care's direction to school districts is to "provide a student who has special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise".

Districts who have students with an approved Ministry of Education and Child Care special needs designation may receive supplemental funding from the Ministry of Education and Child Care, depending on the student's Ministry designation. This supplemental funding to districts is described by the Ministry of Education and Child Care in [K-12 Funding - Special Needs](#).

Supplemental operating funds from the Ministry of Education and Child Care is determined by the number of students who meet criteria as Level 1, 2 or 3 unique needs, in Categories A-H. These funds form a portion of the district's operating funds and are allocated throughout the district; the Ministry does not allocate funds to specific students.

Supplemental operating funds are provided in the following categories:

- \* **Level 1 (Category A and B)**- Includes students with multiple needs who are Physically Dependent or Deaf Blind.
- \* **Level 2 (Categories C-G)** - Includes students with Moderate/Profound Intellectual Disabilities, with Physical Disabilities or Chronic Health Impairments, with Visual Impairments, with Autism Spectrum Disorder, or students who are Deaf or Hard of Hearing.
- \* **Level 3 (Category H)** - Includes students requiring Intensive Behaviour Interventions or students with Serious Mental Illness.



The district is not provided supplemental funding for all special education designations. Designation categories K-R are included as part of regular operational funds only; there is no supplemental special needs funding received by the district from the Ministry of Education and Child Care for students in these categories.

Allocation of human resources to schools for the next year is completed in the spring of each year based on a variety of factors, including in part: Ministry budget guidelines, audit guidelines, projections provided by school principals, overall school resources, vulnerability and student need, comparison of allocations from one year to the next and over the past 5 years, and other services provided to schools (e.g.: itinerant staff, outside/third party agencies/Provincial Outreach support, etc.), so that staffing is in place prior to the start of the next school year. These human resources include non-enrolling teachers, education assistants and youth and family workers.

Following collection of information from school principals, a comprehensive review of information is conducted by district staff in conjunction with school principals.

Principals are notified of their next year's school human resource allocations in early April. Principals meet with district staff in April/May to confirm their final staffing for the following school year. Once staffing has been determined and hired through HR in the spring, redistribution of resources amongst schools is considered in exceptional circumstances only and fully completed by the beginning of October.

## DISTRICT INFORMATION

Regardless of district funding from the Ministry of Education and Child Care, students are supported according to their presented needs, through classroom teacher adaptations to curriculum and learning environments, assistive technology, in school staff support and/or resources, and in some cases, district staff support and/or resources. In its fundamental competency-based approach, [BC's curriculum](#) has built-in supports for all students including those with special needs. All students are supported to learn about big ideas and to develop their curricular competencies and core competencies.

There are many forms of support provided to students with special needs in SD8, including differentiated teaching strategies, environmental changes to the classroom and seating, technological resources (such as TextHelp/Google Read & Write), structural changes (such as more frequent breaks or timed breaks), and adaptations to classroom materials (such as one-point rubrics, reduction of workload, greater flexibility and choice in demonstrating learning, adapted assessments, flexible access points for curriculum, etc.).



All education staff support students with special needs. However, the **classroom teacher** is the **primary support** for students with special needs and is responsible for **designing programs** for students with special needs and for **implementing the strategies described in the IEP**. The teacher's role is described in Sections 17(1) and (2) of the [School Act](#) and the attendant [School Regulation Section 4](#), which prescribe that "the teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student".

School principals have a significant role in supporting students with special needs, including "ensuring that a school-based team is operational in the school and facilitating the collaborative efforts of the team members in meeting the special needs of students". School principals assign and supervise staff within the school and ensure that the IEP and Care Plans are followed by school staff. Principals are responsible for scheduling staff in their schools.

Education assistants may be an additional resource for classrooms with students with special needs. Not every classroom in a school has an EA. EAs are assigned, scheduled, and supervised by the school principal. [Section 18 of the School Act](#) indicates that "a board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties" and that education assistants "shall work under the direction of a teacher and the general supervision of a teacher or school principal".

Students and school staff may also be supported by the district's Inclusive Education Department. This may include specialized consultation to support students in the classroom, the provision of specialized resources, supports and/or interventions for students, and the provision of professional learning, training, and mentoring for staff. Inclusive Education staff also work closely with parents, outside agencies, and other government agency supports (such as [Community Living BC](#)).

Each student with a Ministry of Education and Child Care special needs designation has an annually updated Individual Education Plan (IEP) that provides information about the student's strengths, interests, stretches and needs, and guides school and district staff in supporting the student. As the Ministry notes, "some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning. The IEP will reflect the complexity of the student's need".

The IEP for students with special needs describes supplemental strategies to support this development and describes possible supports that students may access. In the classroom for example, these supports may include materials adapted by the teacher, adapted assessment strategies, learning environment changes, seating changes, augmentative technology, software and hardware in the classroom, tools that support student function, and other accommodations based on the student's learning profile. It is required that the classroom teacher implements the strategies in the IEP in the classroom, and that the principal ensure that school-wide strategies are also implemented and reviewed regularly.



Further background information describing inclusion, IEPs, student supports and roles and responsibilities of staff is included in the linked documents: [BCTF/CUPE joint paper on the Roles and Responsibilities of Teachers and Education Assistants](#), [BC Ministry of Education and Child Care's Special Education Services: A Manual of Policies, Procedures and Guidelines](#), [BC Ministry of Education and Child Care Special Education, Inclusion BC Chapter 5: Individual Education Plans](#).