

Navigating K-12 Inclusive Education in BC

Roles, Responsibilities and Processes



Land Acknowledgement

We acknowledge with respect the territories of the First Peoples of what is now known as British Columbia. We honour the many First Nations people who have lived on and cared for these lands for thousands of years and continue to do so today. We recognize the importance of their cultural heritage, laws, and relationships with the land that continue to shape, sustain, and enrich British Columbia. We are committed to learning, understanding, and respecting these connections and fostering meaningful relationships based on mutual respect and reconciliation.



Navigating K-12 Inclusive Education in BC

Creating this Resource

This resource was created in collaboration with many other provincial organizations that are equally committed to supporting students with disabilities or diverse abilities and an inclusive and accessible K-12 education system. We offer our sincerest gratitude to the following organizations, and many others, who lent their voice to the creation of this resource.

- ➔ BC Confederation of Parent Advisory Councils (BCCPAC)
- ➔ BC Principals' & Vice-Principals' Association (BCPVPA)
- ➔ BC School Superintendents Association (BCSSA)
- ➔ BC School Trustees Association (BCSTA)
- ➔ Family Support Institute of BC (FSI)
- ➔ Federation of Independent School Associations in BC (FISA BC)
- ➔ Inclusion BC
- ➔ Métis Nation BC (MNBC)

Your experiences, perspectives and hopes guided this work. Thank you.

BC CAISE acknowledges the financial support and encouragement for this project provided by the Province of British Columbia through the Ministry of Education and Child Care. **Thank you.**

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Navigating K-12 Inclusive Education in BC

Introduction

Who is This Resource For?

The British Columbia Council of Administrators of Inclusive Support in Education (BC CAISE), is pleased to share this resource with everyone who participates in any way in BC's K-12 education system. Regardless of your role or how you interact with our K-12 public or independent schools, there may be times when inclusive education can be difficult to understand or challenging to navigate.

Whether you are a student, a parent or caregiver, a staff member, or a community member, we hope this resource helps build a common understanding of inclusive education and brings us together to ensure the success of all students.

BC's K-12 Education System

The purpose of the British Columbia school system is to enable the enrolled public school students, independent school students, and the registered home-schooled students in each school year, to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy.

With a focus on supporting the education and school experiences of students with disabilities or diverse abilities, this resource provides information on the roles, responsibilities and processes within the BC public school system which relate specifically to inclusive education.

While much of the content of this resource will also apply to many independent schools, it should be noted that independent schools operate under a different governance structure and their roles, responsibilities and processes may differ from those in the public education system which are more frequently referenced in this resource.

Indigenous Education and Inclusive Education

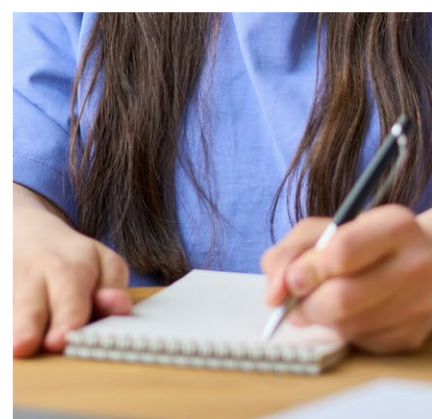
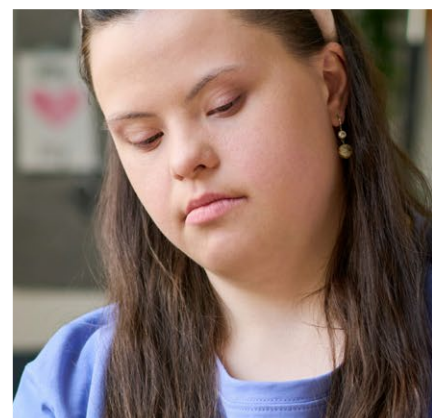
Indigenous Education is based on pedagogy that Indigenous knowledge systems, perspectives and worldviews are part of the fabric of success for all students. The term “Indigenous peoples” includes the First Nations, Métis, and Inuit peoples in Canada.

Supporting Indigenous students requires a concerted and cooperative effort that improves educational outcomes and contributes to the well-being of Indigenous students, families, and communities. The expectation is that Indigenous students with disabilities or diverse abilities and/or inclusive education support needs feel culturally safe, with supports that incorporate their Indigenous identity.

Inclusive Education promotes multiple partnerships with First Nations rightsholders and Indigenous partners and values the diversity of Indigenous knowledge and ways of knowing and learning. The understanding of Inclusive Education includes Indigenous perspectives and knowledges as a central component in all schools, for all learners.

Accessible BC Act and Inclusive Education

As prescribed organizations, all 60 public school districts and independent schools within BC have



requirements under the [Accessible British Columbia Act](#), enacted in June 2021, and the [Accessible British Columbia Regulation](#), which was brought into force in September 2022.

As of September 1, 2023, districts must ensure the following requirements are in place:

- ➔ An accessibility committee;
- ➔ An accessibility plan; and
- ➔ A process to receive public feedback on accessibility and the accessibility plan

Further information about these requirements as well as details regarding the specifics of each requirement can be found in the *Act*.

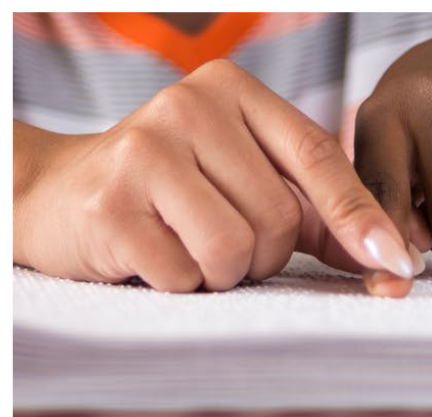
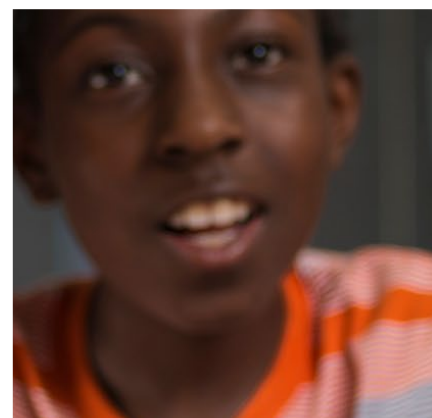
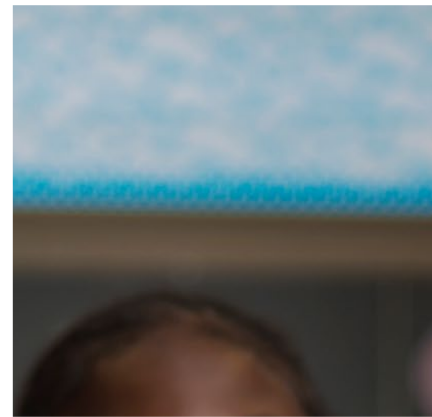
BC CAISE has created the [School Site Accessibility Assessment Tool](#), the [School Site Accessibility Assessment Tool User Guide](#) and the [Guide for Developing and Reviewing Accessible School District Policies](#) to support accessibility in BC's K-12 school system.

Students with Disabilities or Diverse Abilities and Inclusive Education

The term “students with disabilities or diverse abilities” is used throughout this resource to align with Ministry of Education and Child Care documentation and the support structures used in K-12 public schools and independent schools across BC at the time this resource was written.

While this term is inclusive of students with disabilities, it expands beyond this group to include students with support needs who may not have a disability.

It is important to acknowledge and recognize students with disabilities as specifically identified and protected from discrimination under Section 15 of the [Canadian Charter of Rights and Freedoms and BC's Human Rights Code](#). This protection is paramount, and it supersedes the information shared in this resource.





Navigating K-12 Inclusive Education in BC

Roles and Responsibilities

A) Ministry of Education and Child Care

In BC, the K-12 school system is made up of public schools and independent schools. The Ministry of Education and Child Care (the Ministry) works with local boards of education and independent school authorities in a co-governance model to oversee the education of BC students from Kindergarten to Grade 12.

In accordance with the [School Act](#), which applies to public schools, and the [Independent School Act](#), which applies specifically to independent schools, the Ministry oversees the provincial education system. It establishes educational standards, allocates funding to school districts and independent schools, and monitors student achievement. Additionally, the Ministry supports school districts and independent schools to improve student access to education through different provincial programs, such as the Provincial Resource Programs.

Further information regarding Ministry of Education and Child Care policies and procedures, as they relate to inclusive education, can be found in [Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024](#) and on the government's [Inclusive Education Resources website](#).

Establish Educational Standards and Policy

Educational standards are set through [ministerial orders](#) which are both legal and administrative documents authorized by statute to aid in the administration of the day-to-day operations of the Ministry.

Ministry policies set out clear rules and expectations for the delivery of programs and services to the public, and are used to provide regulated learning standards that promote student success and achievement in B.C.



Locally elected boards of education also develop their own policies for the effective and efficient operations of their respective school districts. These policies are separate and distinct from Ministry policies. See the Establish Policies or Procedures section of this resource on Page 12 for additional information about board of education policies.

Allocate Funding

The Ministry allocates funding to boards of education and independent school authorities to enable the provision of an education program to all students. The Ministry provides basic allocation funding, a standard amount of money provided for each funding eligible student enrolled in a school district, which includes funds to support the learning needs of students who are identified as having learning disabilities, mild intellectual disabilities, students requiring moderate behaviour supports, and students who are gifted.

In addition to basic allocation funding, the Ministry provides supplemental funding in recognition of the additional cost of providing programs and services for students with disabilities or diverse abilities. These funds are not targeted to specific students. They are, however, provided to boards of education to address the needs of all students within their district. This supplemental inclusive education funding is provided to boards of education based on the number of students reported in the following inclusive education categories: physically dependent, deafblind, moderate to profound intellectual disability, physical disability or chronic health impairment, visual impairment, deaf or hard of hearing, autism spectrum disorder, and intensive behaviour interventions or serious mental illness.



Additional information on supplemental funding is outlined in the [K-12 Funding Policy- Inclusive Education](#).

Monitor Student Achievement

The Ministry collects and shares aggregated data on students' intellectual, human and social, and career development to drive continuous improvement under [BC's Framework for Enhancing Student Learning](#).

The Ministry regularly reviews student achievement, including for students with disabilities or diverse abilities, by monitoring results such as graduation rates, performance on provincial assessments, and post-secondary transitions.

Respond to Appeals

If an appeal to a board of education under Section 11 of the [School Act](#) does not resolve identified concerns, the board's decision may be appealed to a Superintendent of Appeals at the Ministry of Education and Child Care.



See the Finding Resolutions section of this resource on [Page 24](#) for additional information about appeals.

Support Student Access to Education Through Provincial Resource Programs

Provincial Resource Programs

Provincial Resource Programs (PRPs) are highly specialized educational programs and services that support equitable and accessible education for students across BC in both the public and independent school systems. PRPs are established through the [Provincial Resource Programs Order](#) (M64/22), funded by the Ministry through a special purpose grant (Section 115 of the [School Act](#)), and operated through the administrative oversight of school districts.



PRPs are grouped into two types of programs:

➔ **Provincial Outreach Programs (POPs)**

Provide outreach services to support educators, students, families, and their communities to effectively respond to the needs of students with disabilities or diverse abilities; and

➔ **Provincial Inter-ministerial Programs (PIPs)**

Provide an educational program for school age children and youth while attending an inter-ministerial program established and operated through a provincial ministry or authority such as, hospital, mental health, substance use, or custody program; or a full-time program, that receives inter-ministerial funding or support, in a centralized provincial centre with a specific focus. PIPs are governed by [inter-ministerial protocol agreements](#) and funded as a PRP when the majority of students attending the program are not enrolled in a single catchment district.

Provincial School Outreach

Established as a joint initiative between the Ministry of Education and Child Care and the Ministry of Children and Family Development, Provincial School Outreach (PSO) delivers both virtual and in-person services to support individual students, classrooms, and school or district-wide inclusion initiatives.

The program's multidisciplinary team includes learning services teachers, speech-language pathologists, behaviour analysts, a school psychologist, school counsellor, occupational therapist, physiotherapist, and an English language learner teacher.

PSO prioritizes in-person support for schools and communities in rural and remote areas of BC. Students do not need to be identified in a Ministry of Education and Child Care inclusive education category to access services, and referrals are accepted year-round.

PSO is funded by the Ministry of Education and Child Care, with North Vancouver School District providing administrative oversight.



Refer to the [Provincial Resource Programs Order](#) for a complete listing of programs.

B) Boards of Education

Boards of education are made up of locally elected school trustees. Trustees engage their communities in building and maintaining a school system that reflects local priorities, values, and strategic goals. They also guide the vision and direction of their school district and set plans, policies, and the annual budget for the school district. Individual school trustees are required to carry out their responsibilities in a manner that assists the board of education in fulfilling its duties under the [School Act](#).

Develop and Provide an Educational Program

Boards of education are required to ensure a process is in place to enrol all persons of school age in their district who exercise their right to enrol and are required to make an educational program available to all enrolled students. As set out in the preamble to the [School Act](#), the educational program should be designed with the goal of enabling 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.

All students must be offered an educational program that allows them access to the provincial curriculum or a program aligned with the provincial curriculum regardless of their ability or disability, past academic performance, language ability, family socioeconomic status, race, religion, gender identity or expression, or sexual orientation.

The [School Act](#) also requires boards of education to make decisions on the planning and delivery of inclusive education services, programs, and support measures for students at a local level. Boards are responsible for budgetary spending decisions regarding the operation and maintenance of schools within their district.

Services and supports in districts should be organized along a continuum (from universal supports available for all students, to essential supports which are available to support individual student needs, to district-level support which could not reasonably be provided at all schools) which reflects the diversity of students' abilities and the prevalence of various disabilities or diverse abilities in the school population.

Establish Policies or Procedures

Boards of education are required by the Province to establish, maintain, and publish local policies or procedures that are in alignment with provincial policy and guidelines. Local autonomy allows boards



to personalize policies and administrative procedures to meet the needs of their local environment. Local policies and procedures must be made publicly available to ensure transparency across the school district.

Develop a Strategic Plan

Boards of education are required to establish, maintain, and publish a district strategic plan including performance measures aligned with Ministry goals and measures that are specific, meaningful, measurable, and evidence based. This plan must monitor the effectiveness of the support measures being provided by the board and must continuously work towards addressing inequities and improving educational outcomes for all students, including students with disabilities or diverse abilities, children and youth in care, and Indigenous students.

Establish and Maintain an Indigenous Education Council (IEC)

Each board of education must ensure an Indigenous Education Council (IEC) is established and maintained to support the board to provide comprehensive and equitable education and support services for Indigenous (First Nations, Metis, and Inuit) students and improve Indigenous student outcomes, as required under the [School Act](#) and [Indigenous Education Council Order](#) (M217/24). This includes advising on the appropriate integration of Indigenous worldviews and perspectives, advising on grants in relation to Indigenous students, and ensuring respect for local First Nations in whose territory's boards operate school, for example, by giving priority to local cultural content, protocols, and language.

Understand and Respect the Diversity of the Student Population

Providing educational programs to all students requires boards of education to understand and respect the diversity of their student population. Boards of education are required to ensure that there is a process in place to identify the learning needs of all students in a timely way and provide an appropriate response in the delivery of educational support measures.



Establish Individual Education Plans (IEP)

Boards of education must ensure that there is a process in place to develop an IEP for a student, as soon as practical after the student is identified as meeting the criteria for a Ministry of Education and Child Care inclusive education category, as required under the [Individual Education Plan Order](#) (M638/95). Schools are responsible for the development and implementation of the IEP.

An IEP is not necessary when:

- ➔ the student with disabilities or diverse abilities requires no adaptations or only minor adaptations to educational materials, or instructional or assessment methods;
- ➔ the expected learning outcomes established by the applicable educational program guide have not been modified; and
- ➔ the student requires in a school year, 25 hours or less of remedial instruction by someone other than the classroom teacher for them to meet the expected learning outcomes.

A board of education must also ensure that there is a process in place for the IEP to be reviewed and revised, when necessary, at least once each school year, and to be cancelled where appropriate.



See the IEP section of this resource on [Page 20](#) for additional information about IEPs.

Respond to Appeals

Boards of education are required under Section 11 of the [School Act](#) to establish an appeal procedure bylaw.



See the Finding Resolutions section of this resource on [Page 24](#) for information about appeals.

C) School District Administrators

The responsibility for administering inclusive education supports and services for students should be clearly defined in the senior leadership structure of the school district to ensure accountability is maintained.

In most cases, each school district will have an Inclusive Education or similar district-level department (e.g. Student Support, Student Services), which is overseen by one or more

school district administrators. This department works in collaboration and coordination with other district-level departments such as Indigenous Education and Curriculum and Instruction. The school district administrator(s) responsible for this department may be in a district vice-principal or district principal role, a director of instruction role, or an assistant superintendent or superintendent role.

Functions assigned to school district administrators responsible for student support, student services or inclusive education departments may include:

- ➔ **Providing advice and assistance** to school-based administrative staff and teachers in meeting their obligations to support the education of students with disabilities or diverse abilities;
- ➔ **Establishing and maintaining** effective and consistent ways of identifying and assessing student needs which are consistent across all schools in the district;
- ➔ **Determining, planning and coordinating** supports and services which are required for meeting the needs of a diverse student population;
- ➔ **Organizing and monitoring** supports and services provided at the school and district-level related to the education of students with disabilities or diverse abilities;
- ➔ **Coordinating** fiscal and human resources required to deliver supports and services for students with disabilities or diverse abilities, and ensuring these are equitably allocated across all schools in the district;
- ➔ **Participating in** local inter-ministerial structures to provide co-ordinated services for children and youth;
- ➔ **Providing advice and assistance** in the development of district policies and procedures related to inclusive education practices;
- ➔ **Maintaining** information systems for planning and reporting data on students with disabilities or diverse abilities who are registered in the school district;
- ➔ **Planning and co-ordinating** staff development opportunities related to inclusive education practices and supporting students with disabilities or diverse abilities;
- ➔ **Liaising with** early childhood and post-secondary services that provide programs for students with disabilities or diverse abilities; and
- ➔ **Participating in** community-level cross-agency and ministry planning of service priorities.



The roles of school district and school-based administrators are further described in Sections 20, 22 and 23 of the ***School Act*** and in the attendant School Regulation (Sections 5, 6 and 7).

D) Other District Personnel

To the maximum extent possible, support measures should be organized for delivery at the school level. However, support measures should also be available at the district level to ensure that schools have access to expertise and supports which are so specialized as to preclude their replication in each school.

The role of district-based staff is to provide specialized support services to students and school teams throughout the district. These positions are often itinerant with district staff travelling to various schools to support students and school teams on their caseload. District-based staff collaborate and consult with school level teams to help design and implement evidence-based supports and interventions. They may consult on the IEP process, including attending IEP meetings, and liaise with outside agencies and families when appropriate.

Examples of district-based staff may include, but are not limited to:

- ➔ School Psychologist
- ➔ Teacher of the Deaf and Hard of Hearing (TDHH)
- ➔ Teacher of Students with Visual Impairments (TSVI)
- ➔ Speech and Language Pathologist (SLP)
- ➔ Occupational Therapist (OT)
- ➔ Physiotherapist (PT)

E) School Administrators

The powers and duties of the principal of a school are set out in regulations under the [School Act](#). These include overseeing the implementation of educational programs and the placing and programming of students in the school.

School principals or vice principals are typically the direct supervisor for the staff members working in the school they are assigned to. They support and oversee the staff at their school and the educational programs of the students attending it.



In recognition of the support needs of our diverse student population, schools should be organized in ways which allow flexibility in their ability to respond to student needs. Principals should ensure teachers have access to the information they need to support the diversity of the student population within their classrooms and to ensure the school is organized to provide access to supports and services as have been identified for the learner.

Principals ensure that a school-based team is operational in the school and that they facilitate the collaborative efforts of the team members in meeting the needs of students. A school-based team is defined as an on-going team of school-based personnel, who, along with parents/caregivers, have a formal role to play as a problem-solving unit assisting classroom teachers to develop, coordinate, and implement instructional and/or management support measures.

Principals support families to navigate processes at the school and district level and to work through questions or concerns when they arise.

F) School-Based Staff

School-based staff may include classroom teachers, school counselors, learning support or inclusive education teachers, education assistants, Indigenous support workers, child and youth care workers, principals and vice principals, etc. These are general job titles, and they may vary from district to district, as will the use of the position within each school district. School-based staff are hired or assigned to work at a specific school and are typically part of the core team that will be supporting the students enrolled at the school on a day-to-day basis.

Teachers are responsible for designing, supervising and assessing educational programs, and instructing, assessing and evaluating individual students and groups of students. Alongside classroom teachers, who are directly responsible for students' educational programs, there may be other school support staff who may provide targeted support and services to individual students or groups of students. These school support staff members may include school counsellors, child and youth care workers, inclusive education specialist teachers, education assistants, etc.

In-service training opportunities, a collaborative team approach, and access to other school-based and district-based staff may assist with the development of a teacher's necessary skills and understandings to support the learning needs of all students.

Education assistants work under the direction of a teacher, and under the general supervision of the principal or vice principal, and assist with the implementation of a student's educational plan. They should have the skills and training necessary for the duties they are assigned.

G) Parents and Caregivers

Parents and caregivers have the most knowledge about their children and this knowledge is helpful to school personnel in planning. School-based staff should engage in meaningful consultation with parents and caregivers as they involve them in the planning, development, and implementation of educational support measures for students. This consultation should be sought in a timely and supportive way, and the input of parents and caregivers should be respected, acknowledged and seriously considered.

Parents and caregivers also have a responsibility to support the education of their children. They must enrol their school-age child in an educational program in a school district, independent school, or online learning school, or register the child prior to September 30 in home education.

Under the [School Act](#), a parent or caregiver must participate in consultations on their child's educational program at the request of the teacher, principal or vice principal, or director of instruction. Parents and guardians must also be offered the opportunity to be meaningfully consulted on an Individual Education Plan (IEP) developed for their child. Additional information regarding meaningful consultation can be found in BC CAISE's [A Guide to Meaningful Consultation](#).

Parents and caregivers are also entitled under Section 7 of the [School Act](#) to be informed of a student's attendance, behaviour, and progress in school, and must, at the request of the teacher, principal, vice-principal, or director of instruction, be consulted with respect to their child's educational program. Parents and caregivers are entitled to examine all records kept by the board pertaining to their child, in accordance with the provisions of Section 9 of the [School Act](#).

School staff need to be aware of any factors which may place a child with disabilities or diverse abilities, or other children, at risk. Sharing information in a timely and accurate way is an essential part of helping to deliver better services to students and the individuals who support them.

H) Students

All students should be afforded opportunities to learn in environments that are safe and welcoming. Students with disabilities or diverse abilities should have their needs identified in a timely way, have these needs assessed in a comprehensive manner, and receive an educational program that appropriately responds to those strengths and needs. Most students with disabilities or diverse abilities can contribute to the process of assessment and planning for their own educational programs and provide an evaluation of the services available to them. Schools should encourage students to collaborate on the development of their Individual Education Plan (IEP).



Navigating K-12 Inclusive Education in BC

Processes

A) School-Based Teams

A school-based team is defined as an on-going team of school-based personnel who, along with parents/caregivers, have a formal role to play in problem-solving and assisting the classroom teacher to develop, coordinate, and implement plans for supports and services for students.

A school-based team often includes a school principal or vice principal, one or more specialist teachers (e.g., learning support teacher or resource teacher), a school counsellor, and a classroom teacher. This group may expand to include other school-based staff (e.g. education assistants, Indigenous support workers, child and youth care workers, etc.), district-based staff (e.g. speech-language pathologist, school psychologist, district support/helping teacher, etc.), community supports and service agencies, and/or a referred student's parent(s)/caregiver(s) as needed when planning for individual students.

Both school staff and parents/caregivers can make a referral to the school-based team. The school-based team at each school meets regularly to discuss and assist with the

planning of supports and services for students referred to the team. Some school districts have standard referral and procedure expectations for school-based teams in all their schools, while other school districts may prefer that schools develop these processes locally.

Similarly, parent involvement in school-based team meetings may vary from school district to school district and from school to school. Schools inform parents/caregivers if their child will be referred to the school-based team for discussion.

B) School District Designation and De-designation Process

Students with disabilities or diverse abilities may meet criteria for identification in one of the Ministry of Education and Child Care’s 12 inclusive education categories. This process is often referred to in schools and school districts as “designation”.

School districts should have a formal designation process (to identify a student with an inclusive education category when the criteria for the category are met) and a formal de-designation process (to remove a student’s designation when the criteria for the category are no longer met). Both processes should involve meaningful consultation with the student’s family using a culturally responsive approach.

School districts are ultimately responsible for ensuring the requirements for each Ministry of Education and Child Care inclusive education category are reviewed annually and continue to be met. When the criteria for an inclusive education category are no longer met, the parents/caregivers of the student will be informed, and the student’s designation with that category will be removed. Regardless of whether a student is designated with an inclusive education category, schools and families will collaborate to ensure student success.

A diagnosed disability may not result in a student being designated with one of the Ministry’s inclusive education categories (as there are multiple criteria that school districts must meet beyond a diagnosed disability). However, the designation of a student with an inclusive education category does not directly impact a student’s opportunity to access supports and services within a school district.

The specific criteria for each category are outlined in Section E of [Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024](#). The [Inclusive Education Funding Allocation: Category Checklists](#) are often used by schools and school districts as they make the determination if a student should be identified in an inclusive education category; however, they should always be used as a supplement to Section E of the Inclusive Education Services manual. Information on basic and supplemental funding allocations can be found in the [K-12 Inclusive Education Funding Policy](#).

The following Ministry of Education and Child Care inclusive education Categories can be reported by school districts to receive supplemental funding:

- ➔ **Level 1**
 - Physically Dependent (A)
 - Deafblind (B)
- ➔ **Level 2**
 - Moderate to Profound Intellectual Disability (C)
 - Physical Disability or Chronic Health Impairment (D)
 - Visual Impairment (E)
 - Deaf or Hard of Hearing (F)
 - Autism Spectrum Disorder (G)
- ➔ **Level 3**
 - Intensive Behaviour Interventions or Serious Mental Illness (H)

Ministry inclusive education categories for Mild Intellectual Disability (K), Gifted (P), Learning Disability (Q), and Moderate Behaviour Support or Mental Illness (R) are supported through the basic allocation funding which school districts receive for all reported students. The basic allocation funding includes funds to support boards of education in providing services including speech language pathology, learning assistance, physiotherapy, hospital homebound, and assessment services.

C) Individual Education Plans (IEPs)

Students identified in a Ministry of Education and Child Care inclusive education category will have an Individual Education Plan (IEP) created for them. An IEP is a formal document that identifies a student's strengths, goals, supports, and strategies based on on-going consultation and collaboration between parents/caregivers, school-based teams, district staff, relevant agencies, and students. IEP formats may differ from district to district.

An IEP is not necessary when a student requires no adaptations or only minor adaptations to materials, instructional, or assessment methods; when the expected learning outcomes established by the applicable educational program guide have not been modified for the student; or when a student requires in a school year, 25 hours or less of remedial instruction by someone other than the classroom teacher in order to meet their expected learning outcomes.



Further information about adaptations and modifications can be found in *[Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024](#)*.



Students who do not meet criteria for identification in one of the 12 inclusive education categories may have an individualized support plan similar to an IEP, often called a Student Support Plan (SSP). Whether SSPs are used and how SSPs are used may vary from one school or school district to another. SSPs have been used to support students who may never have an IEP, students who may eventually transition to an IEP, and/or students who previously had an IEP and are transitioning from it.

Parents/caregivers may have an advocate or support person present during IEP/SSP consultations.

D) Case Management

While classroom teachers oversee and coordinate each student's educational plan, a case manager may also be assigned to coordinate supports and services for students with disabilities or diverse abilities. The classroom teacher themselves may be assigned as a student's case manager, or that role may be assigned to a learning support teacher or inclusive education teacher, school counsellor, or other school-based staff, who would work in partnership with the classroom teacher. The principal or vice principal of each school is responsible for ensuring that each student with an IEP has a case manager.

Case managers are involved in the coordination and creation of an IEP, the exploration and planning of student specific supports and services, communicating and collaborating with parents/guardians, community and district personnel, and assisting with reporting on student progress.

E) Assessment, Reporting and Student Learning Updates

The goal of communicating student learning is to ensure that:

- ➔ **Students take part in** meaningful conversations that help them develop responsibility for engaging deeply with their learning
- ➔ **Parents/caregivers are** well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning



These goals are for all students including students with disabilities or diverse abilities, as outlined in the [K-12 Reporting Policy](#).

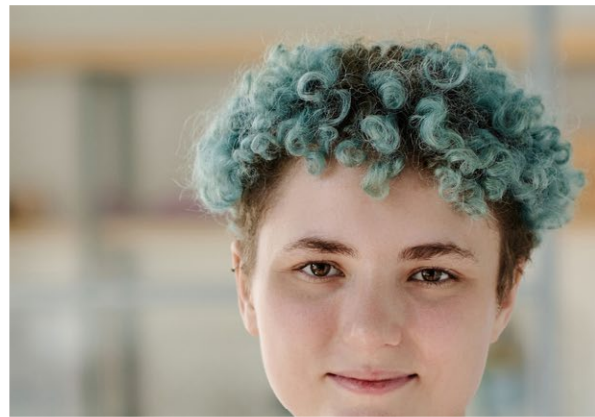
Assessment

Assessment is the systematic gathering of evidence of what students know, do, and understand. It should be formative, continuous, collaborative, and in alignment with the Learning Standards of the curriculum and/or IEP goals. Assessment data provides essential information to the teacher on where their students are at as well as feedback to the student that will support their learning. Assessment helps teachers identify whether possible adjustments are needed for their planning, instruction, providing targeted and essential supports and services, or for the IEP goals.

Assessment is most effective when it is:

- ➔ Formative and ongoing
- ➔ Differentiated/Personalized
- ➔ In collaboration with the student
- ➔ Strengths-based and includes self-reflection and goal setting
- ➔ Made available for all learning partners (e.g., parents/caregivers, student support team)

Assessment can be used to support planning and instruction, and the reporting of student learning. Its purpose is to support informed decisions about student proficiency in relation to the Learning Standards. It involves the ongoing collection of evidence of learning to support timely adjustments to planning, instruction, and the provision of supports and services. These adjustments are intended to promote student learning and growth in relation to the Learning Standards, and/or the individual goals outlined in a student's IEP.



Reporting and Student Learning Updates

Four Learning Updates are provided throughout the school year:

- ➔ **Two written Learning Updates** must be provided in writing, and can include either digital or printed documents; and
- ➔ **Two informal Learning Updates** can be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, emails, portfolio entries, or written summaries.

In addition to the four Learning Updates, one Summary of Learning at the end of the school year must be provided in writing and can include either digital or printed documents.

Each update provides a snapshot of a student's progress in relation to the learning standards and/or their IEP goals and aligns with the school district's regular reporting periods. For students only working on individualized learning goals, if it is decided that a scale indicator or letter grade and percentage is going to be used, written Learning Updates and the Summary of Learning must note that the reporting is in relation to the individualized learning goals outlined in their IEP. If a student has an IEP and is assessed in relation to the Learning Standards of the curriculum, there is no requirement for the written Learning Update or Summary of Learning to note that a student has an IEP.

A student whose learning is supported through universal and/or targeted assessment supports is reported on in the same manner and timeline as their peers. They are assigned a Proficiency Scale indicator (Grades K-9), or a letter grade and percentage (Grades 10-12) that reflect the learning the student has demonstrated in the specific learning area or course.

A student whose learning is supported through specific assessment supports is typically assessed and evaluated in relation to the individualized learning goals and objectives outlined in their IEP.

Reporting should be specific, meaningful, based on current evidence of a student's learning, and informed by clear criteria drawn from the Learning Standards. It should include descriptive feedback that helps the student and their parent/caregiver understand the student's strengths, areas for growth and ways to support continued learning.





Further information about reporting can be found in the Ministry's [K-12 Student Reporting Policy: Communicating Student Learning Guidelines](#) and the [K-12 Student Reporting Policy: Inclusive Education Reporting Guide](#).

F) Meaningful Consultation

Meaningful consultation is an ongoing, collaborative effort involving students, families/parents/caregivers, and educational staff, focused on open dialogue and transparent communication. This inclusive process works towards ensuring all voices are heard and decisions are well-informed and clearly communicated. All parties work together towards a balanced outcome, emphasizing recurring dialogue rather than consultations being a single event.

Meaningful consultation is also a process where families, along with the student, are valuable contributors, supporting the student's education and engaging in ongoing conversations with school teams. During these conversations, schools and families collaborate to review options and make informed choices, striving for the best outcomes for the student. Communication is transparent, and when handled effectively, families feel valued, acknowledged, and confident that their insights significantly influence their child's educational path.



BC CAISE has created [A Guide to Meaningful Consultation with Parents and Caregivers](#) to support meaningful consultation in BC's school system.

G) Finding Resolutions

Communication Pathway

The information below is included to support positive and productive communication between families and schools. Please note that many school districts may have district-specific policy or procedures that outline their communication process.

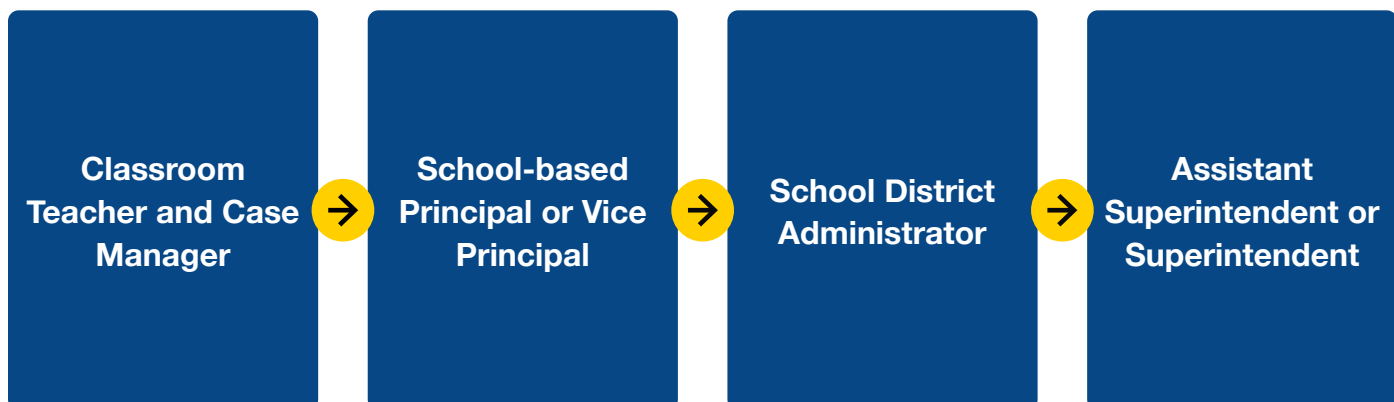
While parents/caregivers, and school and district staff are working to create the best educational program for each student, there may be times when their plans do not completely align. There are several different steps that parents/caregivers can take if they are not satisfied with the decisions made about their child's educational program.

A discussion about a student’s educational program will begin with those closest to the student, for example a classroom teacher and/or case manager, before seeking the involvement of others. If a disagreement occurs during a discussion with a classroom teacher or case manager, parents/caregivers may wish to meet with the school principal or vice principal to discuss their concerns. In most cases, an agreeable solution to the issue can be found with either the classroom teacher, the case manager, or the principal or vice principal. These school-based staff members work with the students within their school on a daily basis and are in the best position to provide input and make decisions about a student’s educational program.

In an instance where a resolution is not identified through discussions at the school level, it may be beneficial to involve a school district administrator. While this varies from district to district, this is often a district principal or vice principal, or director of instruction from the student support, student services, learning services, or inclusive education department. While culturally responsive and safe environments are expected to be provided in all schools, the inclusion of Indigenous Education department leadership may further support culturally responsive problem-solving and relational trust. School principals and vice principals can provide information on who to contact at the district-level.

In rare instances, where a resolution is not identified through discussions at the school level, or with a school district administrator, parents/caregivers may wish to contact an assistant superintendent or superintendent in the district.

Following the chart below will help parents/caregivers identify the next person in the process with whom to engage in a discussion. It is important to note that while it may appear to be beneficial to quickly proceed through these conversations to move through the process, the personnel who know each student the best are located at the school-level (left side of image below). These school-based staff members who work with students daily are likely in the best position to find a mutual resolution that can meet each student’s individual needs.



Formal Appeals

In an instance where parent/caregivers feels they have exhausted all options with all appropriate school and district staff to resolve an issue, they may wish to proceed with a formal appeal to the board of education. More specifically, if a decision of an employee of a board of education significantly affects the education, health or safety of a student, the parents/caregivers of the student or the student, may appeal that decision to the board in accordance with the board's appeal bylaw.

Boards of education are required, under Section 11 of the [School Act](#), to establish an appeal procedure bylaw. Boards of education should make the appeal procedure publicly available; this information is generally available on the school district's website. Each school district's Office of the Superintendent can provide additional information regarding their local appeal procedure.

If an appeal to the board of education under section 11 of the [School Act](#) does not resolve the concerns, the board's decision may be appealed to the Superintendent of Appeals at the Ministry of Education and Child Care.



Further information about formal appeals can be found at [Student Disputes and Appeals](#) from the Ministry of Education and Child Care.





Document Links as QR Codes

A Guide to Meaningful Consultation



Accessible British Columbia Regulation



BC Human Rights Code



Canadian Charter of Rights and Freedoms



Framework for Enhancing Student Learning



Guide for Developing and Reviewing Accessible School District Policies



How to Use the School Site Accessibility Assessment Tool User Guide



Inclusive Education Funding Allocation: Category Checklists



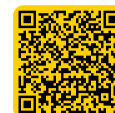
Inclusive Education Resources website



Inclusive Education Services: A Manual of Policies, Procedures and Guidelines



Independent School Act



Inter-Ministerial Protocols for the Provision of Support Services in Schools



K-12 Funding Policy – Inclusive Education



K-12 Student Reporting Policy: Communicating Student Learning Guidelines



K-12 Student Reporting Policy: Inclusive Education Reporting Guide



Ministerial Orders



School Act



School Site Accessibility Assessment Tool



Student Appeals – Section 11 of the School Act





 www.bccaise.org

