

**STUDENT SUPPORT**

# **Manual of Programs and Services**

September 2017



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## Applicable Policy / Legislation

### Ministry of Education:

Adapted from the Special Education Services - A Manual of Policies, Procedures and Guidelines

#### ***Principal Responsibilities***

The principal of the school is responsible for the implementation of the educational programs (School Act Regulation 5 (7) (a)). Though planning occurs collaboratively, the principal of the school should ensure that a case manager is appointed to co-ordinate development, documentation and implementation of the student's IEP for each student who has special needs. Principals should ensure that a school based team is operational in the school, and facilitate the collaborative efforts of the team members in meeting the special needs of students.

#### ***Teacher Responsibilities***

The teacher responsible (School Act, Section 17 (1) and (2) Regulation 4) for a student with special needs is responsible for designing, supervising and assessing the educational program for that student. Where the student requires specialized instruction, this is done in collaboration with available resource personnel, with parents and with the student.

#### ***Education Assistant Responsibilities***

School Act, Section 18 specifies:

- (1) A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under the Act and regulations.
- (2) Persons employed under subsection (1) shall work under the direction of a teacher and the general supervision of a teacher or school principal.

Education Assistants play a key role in implementing the educational program for students with special needs. Under the direction of the teacher, Education Assistants perform functions that range from the provision of personal care to assisting the teacher with the implementation of instructional programs.

#### ***Parents***

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other resource personnel. Parents of students with special needs know their children best and should be involved in the planning, development and implementation of their child's educational program. Consultation and collaboration should be sought in a timely and supportive way, and the input of parents respected and acknowledged.

#### ***Students***

Many students with special needs are able to contribute to the development of their educational program, including planning and assessment and may also be involved with the evaluation of the services available to them.

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# Ministry of Education - Special Education Categories

*Adapted from the Special Education Services - A Manual of Policies, Procedures and Guidelines*  
<http://www.bced.gov.bc.ca/specialed/ppandg.htm>

## High-Incidence Categories:

### **K - Mild Intellectual Disabilities**

Students with a mild intellectual disability are those who have obtained a Standard Score (SS) between 55 and 73, on a norm referenced Level C assessment and have obtained commensurate scores (SS<70) in at least two domains on a norm referenced measure of adaptive behaviour. While individual needs differ, many students with a mild intellectual disability will require specific instruction to assist with the acquisition of gross and fine motor skills, academic skills, communication skills, and assistance with development of social skills, including personal independence, social responsibility and life skills.

### **P - Gifted**

A student is considered gifted when she/he possesses demonstrated or potential abilities that provide evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. Students may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

Identification and assessment should involve the use of multiple criteria and information from a variety of sources, and include several of the following:

- teacher observations (e.g., anecdotal records, checklists, and inventories);
- records of student achievement (e.g., assignments, portfolios, grades, audio or video recordings, records of accomplishments);
- nominations by educators, parents, peers and/or self;
- interview of parents and students; and/or
- formal assessments results (e.g., Level C cognitive ability, academic achievement).

### **Q - Learning Disabilities**

The term Learning Disabilities (LD) refers to a number of disorders that may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average cognitive abilities essential for thinking and/or reasoning. Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing, phonological processing, visual spatial processing, processing speed, memory and attention, and executive functions (e.g., planning and decision-making).

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

Oral language (e.g., listening, speaking, understanding)  
Reading (e.g., decoding, phonetic knowledge, word recognition, comprehension)  
Written language (e.g., spelling and written expression)  
Mathematics (e.g., computation, problem solving)

## **R - Moderate Behaviour Support or Mental Illness**

Students may experience behaviour, social/emotional or mental health needs that range from mild to serious. Most students with social/emotional difficulties can be supported in school through counselling and school-based support services. A smaller number of students require more intensive support. Students who require behaviour supports are those who have difficulty interacting with one or more elements of their environment (e.g., classroom, school, family, peers and/or community). Behaviour needs vary in their severity and effect on learning, interpersonal relations and personal adjustment.

## **Low-Incidence Categories:** (letters below correspond to Ministry designations)

### ***Level I:***

#### **A - Physically Dependent**

Students reported to the Ministry as Physically Dependent are completely dependent on others for meeting all major daily living needs and will require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene.

#### **B - Deafblind**

Students reported to the Ministry as Deafblind must have a visual impairment (partial sighted to total blindness) and a hearing impairment (moderate to profound hearing loss). The degree of impairment results in significant communicative, educational, vocational, and social difficulties.

### ***Level II:***

#### **C - Moderate to Profound Intellectual Disabilities**

Students reported as having a moderate to profound intellectual disability have significantly impaired intellectual functioning (SS<55) as measured by a norm referenced Level C assessment and delayed adaptive behaviour and functioning of a similar degree (SS<55) on a norm referenced measure of adaptive behaviour. These students require support in the development of academic skills, communication skills, cognitive skills, fine and gross motor skills, self-care, life skills and socialization skills. Generally, a student with this level of intellectual functioning is also significantly delayed in social-emotional development. Students considered as having a moderate to profound intellectual disability may also be accompanying sensory, physical and health concerns.

#### **D - Physical Disabilities or Chronic Health Impairments**

Students are reported as having a physical disability or chronic health impairment when their education is adversely effected by one or more of the following:

- Nervous system impairment that impacts movement or mobility;
- Musculoskeletal condition; and/or
- Chronic health impairment that seriously impacts the student's education and achievement.

## **E - Visual Impairments**

The generic term Visual impairment includes individuals who are legally blind, partially sighted, have low vision, or are cortically visually impaired. For educational purposes, a student reported as having a visual impairment is one whose visual acuity is insufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage, unless adaptations are made with respect to the presentation of learning opportunities, the nature of the materials used, and/or the learning environment.

To be considered visually impaired, a student must have:

- a visual acuity of 6/21 (20/70) or less in the better eye after correction;
- a visual field of 20 degrees or less;
- any progressive eye disease with a prognosis of becoming one of the above in the next few years;

or

- a visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less.

## **F - Deaf or Hard of Hearing**

A student is reported as Deaf or Hard of Hearing if he/she has a medically diagnosed hearing loss, which results in such substantial educational difficulty that requires direct services on a regular, frequent, and ongoing basis by a qualified teacher of the deaf or hard of hearing.

## **G - Autism Spectrum Disorder**

The term Autism Spectrum Disorder (ASD) is used to describe a group of neurodevelopmental disabilities characterized by the manifestation of behavioural characteristics across multiple areas of functioning, (e.g., socialization, communication, sensory responsiveness). Behavioural characteristics exist in varying degrees. To be reported as having an Autism Spectrum Disorder, a student must have a documentation of a diagnosis made by appropriately qualified professionals:

- BC Autism Assessment Network (BCAAN); or
- a paediatrician, psychiatrist or registered psychologists whose assessment meets Standards and Guidelines and adopted BCAAN policy changes.

## ***Level III:***

## **H - Intensive Behaviour Interventions or Serious Mental Illness**

Students identified as requiring Intensive Behaviour Intervention or having Serious Mental Illness exhibit extremely disruptive behaviour in school and other environments or have severe mental health conditions that manifest themselves in profound withdrawal or other internalizing and externalizing behaviours. These students have needs that extend beyond the normal capacity of the school to manage. Accordingly, educators and community partners must collaborate (e.g., Child and Youth Mental Health, Maples Adolescent Centre) to develop and implement educational programs.

## School Based Support Personnel:

### **Building Academic, Social and Employment Skills (BASES) Teacher**

BASES teachers work in consultation with classroom teachers, school principals and vice principals, Education Assistants (EAs), Applied Behaviour Analysis Support Workers (ABA SWs), and other school, district, and community staff to coordinate their efforts, skills, and expertise in assessing, identifying, planning and providing instruction for students who have diverse low incidence special needs.

### **Child/Youth Care Workers (C/YCW)**

Child/youth care workers provide short and long-term interventions to students who are experiencing difficulty adjusting to school:

- **Connections Youth Care Workers** provide school-based, long-term, strategic support to students attending Connections programs. In addition, transitional support is provided to Connections students who are transitioning into regular classes.
- **Aboriginal Child and Youth Care Workers** provide school-based support services to students with Aboriginal Ancestry who have identified needs. Aboriginal C/YCWs work collaboratively with other members of the student's support team to provide 'wrap-around' services.
- **Social Development Child Care Workers** provide long-term intervention for students attending social development classes and transitioning into regular classrooms.
- **School-Based Child/Youth Care Workers** provide support for students who exhibit behavioural challenges with the goal of assisting them to successfully participate and learn within the regular school setting.

### **Classroom Teacher**

The classroom teacher is key to every student's educational program and acts as a member of a collaborative team to support the inclusion of a student with special needs. The classroom teacher is responsible for the planning, implementation, assessment, and reporting of the student's educational program (School Act, Section 17(1)(2) and Regulation 4).

### **Education Assistant (EA) / Applied Behaviour Analysis Support Worker (ABA SW)**

EAs and ABA SWs play a key role in supporting the educational and social/emotional needs of students with special needs. EA/ABA SWs may assist in the collection of data for tracking student progress and may be required to provide personal care assistance with dressing, toileting, feeding and/or mobility. Also, EAs and ABA SWs play an important role in fostering independence by facilitating social interactions and supporting adaptations or modifications that help to ensure that the student is working at a meaningful instructional level.

### **Integration Support Teachers (IST)**

Integration Support Teachers facilitate a proactive planning process where the classroom teacher, parents/guardians, home personnel and support staff work together to design an effective educational program for elementary students who have low-incidence special needs. ISTs act as case managers, facilitate the development of the Individual Education Plan (IEP), model effective teaching practices, teach in small groups and provide resources/materials to facilitate access to the curriculum. ISTs also provide information or in-service to students or staff, help develop strategies and resources to support inclusion, assist in developing behavioural or safety plans as needed and may also communicate with community personnel who also work with a particular child. Some ISTs carry caseloads that have a particular focus (e.g., autism, developmental disability intensive literacy, complex multiple needs, medical needs that interfere with a student's ability to attend school).

### **Learner Support Team (LST) Teacher - Elementary**

The Learner Support Team (LST) teacher plays an active role in the assessment, identification and instruction of students requiring targeted and intensive supports for academic needs. The LST role involves both indirect and direct service through planning and support, evaluation, reporting and case management for students who have learning disabilities (1701 Category Q); Mild Intellectual Disability (MID - 1701 Category K); English Language Learners (1701 Category 17), as well as students who do not have a formal special education designation yet are experiencing academic challenges at school.

### **Learner Support Team (LST) Teacher - Secondary**

The Learner Support Team (LST) teacher plays an active role in the assessment, identification and instruction for students requiring targeted and intensive supports for academic needs. The LST role involves both direct and indirect service to students through planning and support, reporting, evaluation and case management for students who have learning disabilities (1701 Category Q), English Language Learners (1701 Category 17), as well as students who do not have a formal special education designation, yet are experiencing academic challenges at school. They also support students who are high functioning with low incidence designations (1701 Category A, B, D, E, F and G).

### **Principal/Vice-Principal**

The school Principal/Vice-Principal is responsible for the implementation of education programs (School Act Regulation 5[7][a]). Accordingly, the Principal/Vice-Principal ensures that every student who has special needs is assigned a case manager; that individualized education plans are developed and implemented; and that parent/guardians are regularly provided with reports concerning their child's educational progress. The Principal/Vice-Principal also oversees the placement of all students, and is available to consult with students, as well as parent/guardians concerning their daughter or sons education program.

### **School Counsellor**

The School Counsellor can be a significant resource to the student with special needs. Counselling services focus on enhancing the student's development, as well as assisting with the development of an inclusive school culture. In addition, counsellors consult and collaborate with students, other educators, parents, community personnel to develop effective educational programs. At the secondary level, school counsellors act as case managers for students who are identified as requiring Intensive Behaviour Intervention or who have Serious Mental Illness.

### **School-Based Team (SBT)**

The School-Based Team (SBT) is a collaborative problem-solving team that works with classroom teachers to develop educational programs for students who may or may not have special education designations. The actions recommended through SBT may be academic or social-emotional, and are made through a Universal Design for Learning lens. SBT notes are taken, and actions are assigned to various school personnel. The SBT also works together to make decisions regarding case managers, referrals (e.g., Speech-Language Pathologists, School Psychologists), resource allocation, requests for collaboration with district support personnel, etc.

## **District Based Support Personnel:**

### **District Behaviour Specialist (DBS)**

District Behaviour Specialists have responsibilities related to supporting students requiring Intensive Behavioural Interventions who have been referred for special placement and/or assistance. Responsibilities may include direct involvement with a student placed in Social Development or Connections classes, who is transitioning to a regular educational setting. DBSs may also provide support to students who exhibit challenging behaviour when placement in a regular school setting has been unsuccessful. DBSs also provide leadership to interagency programs, conduct threat assessments, and provide training with respect to non-violent crisis intervention and the development of safety plans.

### **District Resource Counsellor (DRC)**

District Resource Counsellors consult with school and district personnel regarding students who are at risk of not completing school. DRCs resolve level 2 suspensions, support crisis response, conduct threat/risk assessments, and network with elementary/secondary counsellors. DRCs also provide leadership to district and inter-agency programs and may also provide support to student's with extreme behavioural concerns, when placement in a regular school setting is not an option.

### **Education Assistant (EA) - AAC**

The Education Assistant (EA) working on the Augmentative and Alternative Communication (AAC) team works under the direction and supervision of the AAC Speech-Language Pathologists (SLP). The AAC EA assists in supporting both the students on the AAC caseload and the EAs who support these students. The AAC EA's responsibilities involve obtaining resources and strategies and tools (e.g., low and mid tech communication solutions) to support the student's progress towards their communication goals and objectives. The AAC EA also provides direct support and guides implementation of high tech AAC systems.

### **Education Assistant (EA) - Brailist**

The Brailist for children with visual impairments provides braille embossed materials as determined by the teacher of the visually impaired and the classroom teacher. Specifically, Braillists transcribe print materials including classroom work (e.g., books, testing material, tactile maps and other graphics, music, etc.). Braillists order and maintain an inventory of supplies needed for the performance of their duties and a resource file for locating alternative sources of braille materials.

### **Education Assistant (EA) Peer Support Facilitator**

EA Peer Support Facilitators provide assistance to peers working in elementary or secondary schools. EA Peer Support Facilitators provide assistance throughout the district and not for a particular school or restricted set of duties and also lead in-service and workshop activities.

### **Education Assistant (EA) - Visual Supports**

The EA Visual Supports is accessed through a District Principal or the Director of Instruction Student Support. The EA Visual Supports provides EAs with materials and peer support to facilitate the implementation of visuals in accordance with student needs.

### **Gifted Helping Teacher**

The Gifted Helping Teacher provides instructional support and guidance for the Multi-Age Cluster Classes (MACCs), challenge programs and gifted facilitators. The Gifted Helping Teacher organizes and facilitates a number of events and opportunities for gifted students, and works closely with the LST Helping Teacher in providing professional development opportunities (e.g., differentiated instruction).

### **Hospital Homebound Teachers**

Hospital Homebound Teachers provide direct instruction to students (1-12) who are unable to attend school for medical reasons. Hospital Homebound Teachers collaborate with classroom teacher(s) and medical personnel to determine appropriate curriculum pacing, and to update student progress. In addition, the hospital homebound teacher assists students in the transition back to school.

### **LST Helping Teachers (LST HT)**

LST HTs provide support to individual LST teachers and teams through capacity building activities. These include professional development opportunities focused on effective and evidence-based practices in assessment and instruction for diverse learners as well as support for IEP, AIP, SBT and LST team development in schools. LST HTs also source and share recommended resources as part of a comprehensive approach to intervention and respond to specific situations as they arise in schools to support teachers, principals, and vice principals.

### **School Psychologists**

School Psychologists understand educational systems and are an integral part of the school team that attempt to establish appropriate support strategies for students with or without special needs. School Psychologists collaborate with educational teams, students, and families, and utilize a variety of assessment measures to assist them in understanding child development, learning, memory, behaviour, and motivation. School Psychologists also assist educational teams in the development of positive mental health initiatives.

### **Special Education Helping Teacher (SPED HT)**

Special Education Helping Teachers provide district leadership in the provision of services for elementary and secondary students with low-incidence special needs. In addition, SPED HTs provide in-services and workshops on a wide variety of topics related to supporting students with special needs.

### **Speech-Language Pathologists (SLP)**

Speech-Language Pathologists (SLPs) provide services that are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. Speech-language pathology services may include a full range of services encompassing screening, assessment, direct instruction, consultation, and collaboration with other educators regarding the student's needs in the classroom and other school environments, in-service training, information sharing with families and other service providers.

### **Speech-Language Pathologists - Augmentative Communication Specialists (AAC)**

Augmentative Communication Specialists are speech-language pathologists who specialize in working with students who have severe difficulties in producing or understanding oral communication. AACs provide consultation and training in the use of augmentative or alternative communication systems that may include visual supports, communication boards and books, or voice output communication systems. AACs collaborate with the school-based speech and language pathologist, teachers, EAs, integration support teachers, parent/guardians and other team members to develop and implement personalized communication systems.

### **Teachers of the Deaf or Hard of Hearing (TDHH)**

Teachers of the Deaf or Hard of Hearing provide itinerant services to students who are deaf or hard of hearing. The form and level of support is dictated by the intensity of need as outlined in the students Individual Education Plan (IEP). Goals pertain to audiology, academic achievement, social/emotional development, listening, communication, speech reading, self-advocacy, appreciation of Deaf culture, etc. In addition, TDHHs facilitate networking between students and their families and community based personnel, and also creates opportunities through which students can interact with peers who are deaf or hard of hearing.

### **Teachers of the Visually Impaired**

Teachers of the Visually Impaired provide itinerant services to students who are visually impaired. The form and level of support is dictated by the intensity of need as outlined in the students Individual Education Plan (IEP). Goals pertain to academic achievement, social/emotional development, communication, technology, advocacy, mobility, orientation, etc. In addition, the Teacher of the Visually Impaired facilitates networking between students and their families, and community-based personnel.

### **Visiting Teachers (VT)**

Visiting Teachers (VTs) provide instruction to students K-12 whose social/emotional/behaviour needs are such that they cannot experience success in a regular educational setting. Often, these students are waiting for placement in a specialized program (e.g., Connections, Social Development). VTs typically meet with students in their homes or at another location in the community (e.g., public library) twice a week. District Resource Counsellors make Visiting Teacher referrals.

# Community Based Support Personnel

## **Nursing Support Services Coordinators**

Nursing Support Services Coordinators develop, in consultation with a support team, a health care plan for students who require health care procedures such as tube feeding, catheterization etc. The Nursing Support Services Coordinators train, certify and monitor Education Assistants who carry out specific health care procedures, and who work under the direction of the classroom teacher.

For more information please see the *Nursing Support Services Overview* and *NSS Delivery Expectations* documents on the Hub.

## **Occupational Therapists (OT)**

Occupational Therapists work to promote, maintain, and develop the functional skills students require to function in an educational setting. OTs conduct assessments, and consult and assist with educational teams with respect to program planning, equipment selection and environmental or other adaptations.

## **Occupational Therapists (OT) - Sensory**

Occupational Therapists (Sensory) conduct assessments and develop educational plans that enable educational teams to address sensory needs (e.g., auditory, visual, tactile) so as to enable students in their ability to function in an educational setting.

## **Physiotherapists (PT)**

Physiotherapists provide services to children with orthopedic, neurological, muscular, spinal, joint or sensory dysfunction. PTs conduct assessments, and work as members of a collaborative team to assist with the development of interventions, equipment selection/adaptation, and program planning. PTs also assist students with physical positioning that promotes optimal physical access, provide assistance in maximizing independence for students who have limited mobility, and offer suggestions to facilitate functional movement.

## **District Based Support Teams/Projects:**

### **Check and Connect**

The Check and Connect program is a targeted Tier 2 intervention designed to enhance student engagement with school. This is a structured, evidence-based program that promotes problem solving and capacity building through a mentor relationship with the student and ongoing collection and discussion regarding the student's attendance data. Program efficacy relies on the support of student and parent engagement activities, the development of positive school climates, and the establishment of community connections (e.g., medical and mental health supports).

### **Connect® Parent**

The Child & Youth Care Worker: Connect® Parent Group coordinates and co-facilitates Connect® Parent Group sessions. Connect® is a 10 week attachment-based program for parents and caregivers of pre-teens and teens who are struggling to understand and respond to difficult behaviour. Parents meet in small groups with two trained group leaders for one hour each week. Each session provides parents with new information about parent-teen relationship and adolescent development. Parents watch role-plays and try exercises that open new choices for responding to their teen's difficult behaviour. Parents receive handouts following each session with key points to remember.

### **Deafblind Team**

The Deafblind Team consists of an Integration Support Teacher, Teachers of the Deaf or Hard of Hearing, Teacher of the Visually Impaired, Augmentative Communication Specialists, a Deafblind Intervenor, an Occupational Therapist, and representation from the Provincial Outreach Program for Students who are Deafblind (POPDB). The Deafblind team collaborates with each other and school teams to develop educational programs for, and support students who are Deafblind.

### **District Action Team for Autism (DATA)**

The District Action Team for Autism works alongside school teams to support learners diagnosed with Autism Spectrum Disorders. It is comprised of District Behaviour Specialists, an Integration Support Teacher, and an Education Assistant Behaviour Technician (EA-BT) all of whom specialize in supporting students with autism. Team members carry a student caseload and also consult and collaborate with school-based teams, school personnel, and outside agencies in providing effective programming and intervention for these students. The team also works to provide professional workshops and training sessions for district staff, facilitates the Surrey EA-BT training program, works intensively with ABA Support Workers and Education Assistants (EAs), and liaises with the Provincial Outreach Program for Autism Related Disorders (POPARD).

### **Early Intervention for Kindergarten (Teacher Specific)**

Early Intervention for Kindergarten Teachers project involves district teachers working with Kindergarten Teachers to more effectively meet the needs of students who have designated or un-designated special needs. In-service and co-teaching focuses on effective utilization of School-Based Team, accessing and working with district staff (e.g., Early Intervention Team, EA/ABA Peer Support Facilitators, SWIS workers, OT Sensory, SLP), personalized learning and differentiated instruction, conducting functional behaviour analyses and positive behaviour support plans, utilizing augmentative communication structures, home/school communication.

### **Early Intervention Team (Student Specific)**

The Early Intervention Team consists of district staff who work to support classroom teachers and EAs who are working with early primary aged students who are struggling in a regular classroom setting, yet do not have a special education designation.

# Special Education Service Delivery Models:

## **Classroom Support (Universal)**

School District #36 (Surrey) is guided by the belief that students with special needs are generally best served in a regular classroom setting. Teachers of students with special needs receive a range of support services with regard program implementation strategies, paraprofessional support, etc.

## **Learner Support Team (Targeted)**

(see [Learner Support Team Handbook of Guidelines and Procedures](#))

Learner Support Teams at the elementary level provide support to:

- a) students with mild to moderate learning difficulties and/or learners at-risk of not completing school;
- b) students with learning disabilities or mild intellectual disabilities, and other students as determined by the school-based team;
- c) students who require English Language Learner support.

Learner Support Teams at the secondary level provide support to:

- a) students with mild to moderate learning difficulties and/or learners at-risk of not completing school;
- b) students with learning disabilities, and other students as determined by the school-based team;
- c) students who require English Language Learner support.

## **Elementary / Secondary Special Programs (Intensive)**

In certain circumstances, a student with special needs will require specialized support beyond that which can be provided in a regular classroom. In such instances, students may be considered for placement in a specialized program. Such considerations will be based on need, and made in collaboration with educational teams, families, and students (as appropriate).



**DISTRICT  
SPECIAL PROGRAMS  
*ELEMENTARY***

# Challenge Program

## Program Description:

The Challenge Program, grades 3 through 7, engages groups of similarly able students in intense academic, intellectual and creative challenges. Each Challenge Centre operates four sessions. Each session is organized by grade level and has four half-day modules that last eight to nine weeks.

## Entrance Criteria (student profile):

- Highly able and gifted students, grade 3-7
- Interested in challenging learning opportunities as related to program topic
- Capable of intense focus of attention for blocks of time
- Curious about ideas and the world around us
- Demonstrates original thinking and ability to tinker with ideas and resources
- Demonstrates analytic, organizational and reflective skills

## Referral Process:

Screening decisions are made by the School Based Team based on information from referral form, school, teacher, and student. Student placement is matched with program goals, and equity factors including size of school and gender of students.

## Locations:

- Berkshire Park Elementary
- Hyland Elementary
- Jessie Lee Elementary
- Martha Currie Elementary
- Prince Charles

## Deaf or Hard of Hearing Cohorts - Elementary

### Program Description:

The elementary Deaf or Hard of Hearing cohort classes provide students with the opportunity to enter school in Kindergarten and transition through the grades, with peers who are Deaf or Hard of Hearing. Students are fully integrated and receive a range of supports based on individual needs.

### Entrance Criteria:

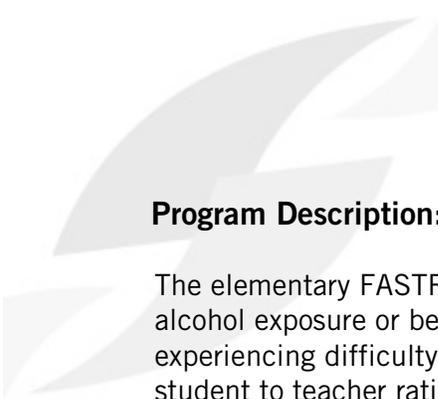
- must have a diagnosed hearing loss supported by a recent audiometric assessment and report
- primary disability must be hearing loss (students who appear to have secondary disabilities will be evaluated on an individual basis)
- hearing loss must be at least moderate, bilateral, permanent and amplification must be recommended by an audiologist

### Referral Process:

- Students register at their catchment school.
- School personnel / preschool staff (for students transitioning to kindergarten) and the itinerant teacher of the deaf and hard of hearing consult with respect to the referral
- School personnel / preschool staff (for students transitioning to kindergarten) submit the referral (with supporting documentation) to Student Support
- Student Support makes a decision regarding the referral
- Visitations and observations occur.

### Locations:

- Bear Creek Elementary
- Beaver Creek Elementary
- Jessie Lee Elementary



## **FASTRACK Program (Elementary)**

### **Program Description:**

The elementary FASTRACK Program is designed for primary/intermediate students who have fetal alcohol exposure or behavioural needs consistent with executive functioning challenges, who are experiencing difficulty in the regular classroom environment. The program provides a relatively low student to teacher ratio. Although students with alcohol related disorders present with a variety of strengths and needs, there are distinct strategies and practices that appear to be effective in providing an optimal learning environment. The program staff addresses the common needs in a classroom setting, and develop individual strategies based upon student assessment data, observation and evidence based research recommendations. Individual Education Plans (IEPs) are developed to meet each student's individual functional academic and life skills goals. Student Support assigns a Special Education Helping Teacher and a District Behaviour Specialist to act as liaisons to this program.

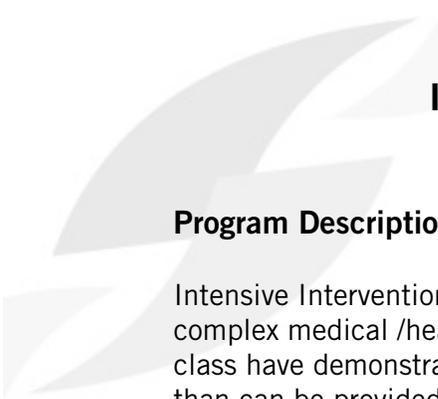
The duration of time students remain in the program is determined on an individual basis.

### **Referral Process:**

- Catchment School personnel and district staff assigned to the program consult with respect to the referral.
- School personnel submit the referral (with supporting documentation) to Student Support.
- Student Support makes a decision regarding the referral.
- Visitations and observations occur.

### **Location:**

- Creekside Elementary



## **Intensive Intervention Programs - Elementary** *(formerly Lifeskills)*

### **Program Description:**

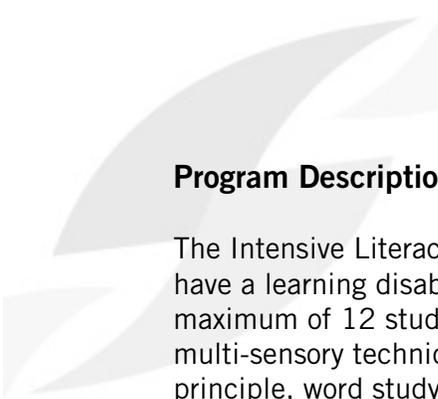
Intensive Intervention classes provide services to students with multiple disabilities and extremely complex medical /health needs. Students considered for placement in an Intensive Intervention class have demonstrated that they require a more structured setting and more intensive support than can be provided at their neighborhood school. Individual Education Plans (IEPs) are developed to meet each student's individual functional academic and life skills goals.

### **Referral Process:**

Catchment school personnel submit the referral with supporting documentation (e.g., psycho-educational assessment report, medical reports, etc.) to Student Support when the educational team (including parents) feel that the students' needs would be best met in this setting. Such placements will be considered in consultation with the parents/guardians and educational teams. A review committee meets annually in May/June to determine the class composition for the following school year.

### **Locations:**

- David Brankin Elementary
- George Greenaway Elementary
- Simon Cunningham



## **Intensive Literacy Programs (Elementary)**

### **Program Description:**

The Intensive Literacy Programs provides Tier 3 literacy support to students in grades 4-6 who have a learning disability in the area of reading. Each of the self-contained classrooms enrolls a maximum of 12 students. Teachers provide direct, systematic, explicit instruction, along with multi-sensory techniques. Students receive instruction in phonemic awareness, the alphabetic principle, word study, fluency, vocabulary and comprehension. Each student is supported by way of an Individual Education Plan (IEP) that reflects his/her instructional needs. Placement in the program is for one year.

### **Entrance Criteria (student profile):**

- must have a documented learning disability in the area of reading
- must receive approval for program entry from the review committee

### **Referral Process:**

- School personnel must submit a completed Student Support Referral along with supporting documentation (e.g., psycho-educational assessment report, etc.).
- Student observations/consultations may occur.
- A review committee meets in May/June to determine the class composition for the following school year.

### **Locations:**

- Bonaccord Elementary
- Boundary Park Elementary
- Cloverdale Traditional
- Creekside Elementary
- H.T. Thrift Elementary

## Multi-Age Cluster Class (MACC)

### Program Description:

The Multi-Age Cluster Class, grades 5 through 7, provides academic challenge and social-emotional support to students who are highly gifted. Students participate in an interdisciplinary program designed to challenge and develop the depth and breadth of their critical and creative thinking abilities. Reflection on individual learning styles, the nature of excellence and group dynamics are integral curriculum elements. Defining personal interests, individual goals and demonstrating a personal work ethic are important aspects of the classroom experience. Individual Education Plans (IEPs) are developed to meet each student's individual academic and life skills goals.

### Entrance Criteria (student profile):

- literacy or numeracy skills that are 2 to 3 years above grade level;

or

- Gifted designation in relation to cognitive ability, creativity, emotional maturity, intellectual interest, or skill development
- demonstrated ability to stay on task
- highly motivated to accelerate learning and study advanced materials
- has participated in the district Challenge Program

### Referral Process:

Catchment school personnel submit the referral with supporting documentation (e.g., psycho-educational assessment report, etc.) to Student Support when the educational team (including parents) feels that the student's needs would be best met in this setting. Such placements will be considered in consultation with the parent/guardians and educational teams. A review committee meets every year in May/June to determine the class composition for the following school year.

### Locations:

- Bayridge Elementary
- Berkshire Park Elementary
- Crescent Park Elementary
- Hyland Elementary

## Social Development Program (SD)

### Program Description:

The Social Development (SD) Program provides services to children between the ages of 6-13 (grades 1-7) who, are designated as requiring Intensive Behavioural Intervention or having Serious Mental Illness (in accordance with the Ministry of Education criteria). A social development teacher and a child or youth care worker support each program, and District Behaviour Specialists serve as consultants to the SD program staff. Students are included in regular classes and have access to additional support in an alternate setting when required. The program is designed as a two-year intervention with a return to their catchment school being the long-term goal.

### Referral Process:

Following consultation with the District Behaviour Specialist (DBS), catchment school personnel submit the referral with supporting documentation (e.g., psycho-educational report, etc.) to Student Support when the educational team (including parents and DBS) feels that the students' needs would be best met in this setting. A review committee meets annually in May/June to determine the class composition for the following year.

Students who leave the program are on a monitoring status for the first year in their catchment school, and may also receive bridging support.

### Locations:

- Betty Huff Elementary
- Bonaccord Elementary
- Cedar Hills Elementary
- Don Christian Elementary
- Holly Elementary
- K.B. Woodward Elementary
- Kirkbride Elementary
- Lena Shaw Elementary
- M.B. Sanford Elementary
- M.J. Shannon Elementary
- Newton Elementary
- Ray Shepherd Elementary
- W.E. Kinvig Elementary



**DISTRICT  
SPECIAL PROGRAMS  
*SECONDARY***

## **Building Academic, Social and Employment Skills (BASES)**

### **Program Description:**

Building Academic, Social and Employment Skills (BASES) classes provide services to students with a mild intellectual disability, moderate to severe intellectual disability, or physical or sensory disabilities or an Autism Spectrum Disorder (ASD) in conjunction with a mild to moderate/severe intellectual disability. BASES classes provide students with the opportunity to experience success while attending their neighbourhood school and taking regular classes. An Individual Education Plan (IEP) is developed for each student that is strength-based and addresses functional academics, social/life/community skills and vocational/volunteer options.

### **Referral Process:**

No referral is necessary. Designated students are transitioned into their neighborhood BASES class as a transition to secondary school.

Minimum guidelines for BASES class placement:

- Mild Intellectual Disability - Intellectual functioning ( $SS < 73$ ) as measured on a norm referenced Level C assessment and delayed adaptive behaviour of a similar degree ( $SS < 73$ ) on a norm-referenced measure of adaptive behaviour

### **Locations:**

- All Surrey secondary schools

# Connections Program

## Program Description:

The Connections Program is intended for students who have not responded to past interventions and who are believed to benefit in placement in a non-traditional secondary school setting. The Connections Program provides educational support with an emphasis on remediating core academic subjects with students in grades 8 -10 whose social, emotional, and/or behavioural needs are such that they have experienced difficulty functioning in a regular program. Students are taught a variety of strategies through which to develop coping skills (e.g., self-calming techniques, aggression replacement, etc.). The goal of the Connections Program is re-integration into a regular school setting or transition to another educational program.

## Entrance Criteria (student profile):

- chronic non-attendance
- difficulty with social interactions in a variety of settings over time
- problem substance abuse
- involvement with legal authorities
- at-risk of harming themselves or others

## Referral Process:

Following consultation with District Behaviour Specialists (DBSs), catchment school personnel submit the referral with supporting documentation (e.g., Psycho-educational assessment report, achievement assessment results, behaviour assessment data, school-based team and integrated case management meeting minutes, etc.) to Student Support when the educational team (including parents and DBS) feels that the students' needs would be best met in this program setting. A review committee meets annually in May/June to determine the class composition for the following year.

## Locations:

- Earl Marriott Secondary
- Johnston Heights Secondary
- Kwantlen Park Secondary
- Lord Tweedsmuir Secondary

## Deaf and Hard of Hearing Resource - Secondary

### Program Description:

The secondary DHH resource is designed to offer in-class support and tutorial support in a resource room setting to students with a diagnosed hearing loss. The primary purpose of this program is to enable students who are deaf or hard of hearing to successfully integrate into a mainstream setting and to reach their academic potential. Students learn to monitor and manage their hearing equipment on a daily basis and receive social/emotional support as necessary. Individual Education Plans (IEPs) are developed to meet each student's individual functional academic and life skills goals.

### Entrance Criteria (student profile):

- must have a diagnosed hearing loss supported by a recent audiometric assessment and report
- the primary need must be hearing loss
- hearing loss must be at least moderate, bilateral, and permanent; and amplification must be recommended by an audiologist

### Referral Process:

- Catchment School personnel and the itinerant teacher of the deaf and hard of hearing consult with respect to the referral.
- School personnel submit the referral (with supporting documentation) to Student Support.
- Student Support makes a decision regarding the referral.
- Visitations and observations occur.

### Location:

- Queen Elizabeth Secondary

## **FASTRACK Program (Secondary)**

### **Program Description:**

The secondary FASTRACK Program is designed for students in grades 8-12 who have fetal alcohol exposure or behavioural needs consistent with executive functioning challenges, who are experiencing difficulty in the regular classroom environment. The programs are housed in non-traditional settings and provide a relatively low student to teacher ratio, as well as instructional support staffing. Although students with alcohol related disorders present with a variety of strengths and needs, there are distinct strategies and practices that appear to be effective in providing an optimal learning environment. The program staff addresses the common needs in a classroom setting, and develop individual strategies based upon student assessment data, observation and evidence based research recommendations. Student Support assigns a Special Education Helping Teacher, a District Behaviour Specialist, and a District Resource Counsellor to act as liaisons to this program.

### **Referral Process:**

- Catchment School personnel and the Special Education Helping Teacher assigned to the program consult with respect to the referral.
- School personnel submit the referral (with supporting documentation) to Student Support.
- Student Support makes a decision regarding the referral
- Visitations and observations occur.

### **Locations:**

- Princess Margaret Secondary (portable)



## **Intensive Intervention Programs (Secondary)** *(formerly Life Skills)*

### **Program Description:**

Intensive Intervention classes provide services to students with significant behaviour concerns that are concomitant with multiple disabilities, moderate to severe intellectual disabilities and/or severe autism spectrum disorders. Students considered for placement in an Intensive Intervention Class have demonstrated that they require a more structured setting and more intensive support than can be provided at their neighbourhood school. Individual Education Plan (IEP) are developed to meet each students individual functional academic and life skills goals.

### **Referral Process:**

Catchment school personnel submit the referral with supporting documentation (e.g., psycho-education assessment report etc.) to Student Support when the educational team (including parents) feels that the students' needs would be best met in this setting. A review committee meets annually in May/June to determine the class composition for the following school year.

### **Location:**

- Frank Hurt Secondary
- L.A. Matheson Secondary
- North Surrey Secondary



# **INTER-AGENCY PROGRAMS**

## Adolescent Day Treatment Program (ADTP)

### Program Description:

The Adolescent Day Treatment Program (ADTP) is a year round (morning only) inter-ministerial program that provides a full range of mental health services and educational programming.

The ADTP provides services to 16 youth 13-18 years of age who are experiencing psychiatric difficulties such as psychosis, schizophrenia, major affective disorders, severe anxiety disorders, or other mental health difficulties which interfere with the youth's ability to function socially, emotionally, and academically.

Students generally attend ADTP for four months, and upon discharge the educational team meets with program staff to review recommendations to facilitate a smooth transition to the student's home school.

Follow-up consultation is available, and the program also provides 'alumni' groups for youth who have graduated.

### Referral Process:

Referrals to ADTP *must* involve a mental health professional (ACRP, Mental Health, psychiatrist, physician), and will also include a school component (student profile questionnaire). A Clinical Intake Team from Fraser Health and Child Youth Mental Health (MCFD) will make all decisions regarding entry into the program. Student Support assigns a District Resource Counsellor and/or a District Behaviour Specialist to act as liaisons to the ADTP program.

### School Schedule:

- Monday - Thursday

### Location:

- Surrey Memorial Hospital

## Adolescent Psychiatry Unit (APU)

### Program Description:

APU serves 10 students aged 12-18 who live in the Fraser Health Region. Youth who are admitted to the unit are experiencing an acute episode of psychiatric illness and require short-term assessment, stabilization, and treatment. These youth must not be solely diagnosed with substance abuse, severe conduct disorder, or eating disorder and must be medically stable. The length of stay ranges from 7-21 days. A part-day school component to the program will liaise with the youth's school on intake and again on discharge. The teaching staff, in consultation with the school, will attempt to maintain continuity of educational programming to the level the student is capable of achieving while on the unit. At discharge, the unit's teacher, along with the unit team and a representative from Student Support will provide recommendations for transitioning the student back into school. APU is a provincial resource program.

### Referral Process:

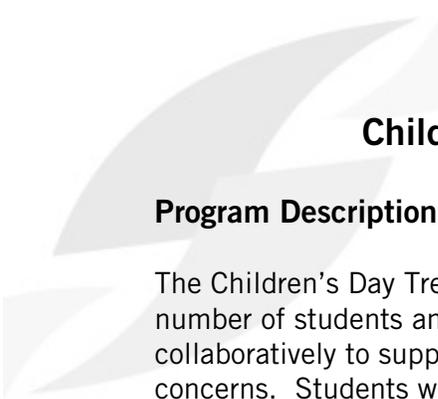
Referrals to APU **must** come via mental health professionals (B.C. Children's Hospital, Mental Health, psychiatrists, physicians, regional adolescent programs such as ACRP and the Adolescent Day Treatment Program) or emergency rooms. An assessment (within 72 hours of referral) by a psychiatrist or ACRP is required. Student Support assigns a District Resource Counsellor and/or a District Behaviour Specialist to act as liaisons to the APU program.

### School Schedule:

- Monday, Wednesday, Thursday and Friday
- ½ day (morning)

### Location:

- Surrey Memorial Hospital



## Children's Day Treatment Outreach Program (CDTOP)

### **Program Description:**

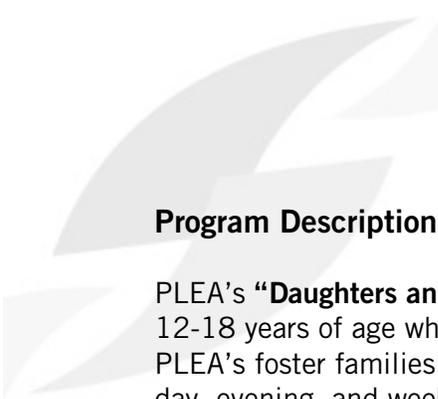
The Children's Day Treatment Outreach Program provides multi-disciplinary support to a limited number of students and families. The school district and Surrey Mental Health work collaboratively to support elementary aged students who are experiencing significant mental health concerns. Students who are accepted into the program are maintained at their catchment school. Personnel from the program provide support to the child while at school. The student should be receiving support from a Child and Youth Mental Health clinician. To be considered as a candidate for CDTOP, a student must also have family members who are willing to participate in the therapeutic process.

### **Referral Process:**

Referrals to CDTOP originate with Surrey Mental Health or school district personnel. Student Support assigns a District Resource Counsellor and/or a District Behaviour Specialist to act as liaisons to the CDTOP program and Surrey Mental Health, and a joint committee reviews applications and determines program suitability.

### **Location:**

- WF Davidson Elementary



## **Daughters and Sisters Program - Pacific Legal Education Association (PLEA)**

### **Program Description:**

PLEA's "**Daughters and Sisters**" program serves 7 students and is designed for young women from 12-18 years of age who engage in problem substance use. Program participants reside with PLEA's foster families that are trained in detox, stabilization, and support recovery and receive day, evening, and weekend treatment at a separate facility. The Daughters and Sisters program is 6 months in duration and the treatment program consists of individual and group counselling, parent/teen mediation, on-going assessment, education, and social/recreational activities. Program goals include the development of self-esteem, decreased substance use and criminal activity, and a reduction in high-risk behaviours. PLEA offers a program that is tailored to meet each young woman's unique social, emotional, physical, academic, and recreational needs. PLEA is a provincial resource program.

### **Referral Process:**

Referrals are accepted from probation officers or addiction counsellors within the province of British Columbia on an on-going basis. A PLEA/Student Support review committee works in partnership to determine eligibility and placement priority. A Student Support District Resource Counsellor and/or District Behaviour Specialist act as liaisons to this program.

### **School Schedule:**

- Monday to Thursday
- ½ day (morning)
- ½ day (afternoon) - PLEA Counselling

### **Location:**

- Surrey

# FocusTREK

## **Program Description:**

The FocusTREK Program is an outdoor education program that supports students 12-17 years of age (grades 8-12) who have not experienced recent success in a regular or alternate school program. These youth are highly disengaged from the education system. Often these students are involved in behaviours that place them at high-risk. The FocusTREK Outdoor Education Program consists of individual and group counselling, life skills training, parent/teen mediation, on-going assessment, education, job readiness and social/recreational activities. OPTIONS: Services to Communities Society provides the Youth Service Provider for this program. For students who need a more individualized education plan with one on one attention, there is a stream of FocusTREK that provides this service. Program goals include increased self-esteem, team building and a reduction in high-risk behaviours. FocusTREK offers a program that is tailored to meet each young person's unique social, emotional, physical, academic, and recreational needs.

## **Entrance Criteria (student profile):**

- possible prior placement in the Social Development Program
- chronic non-attendance and under-achievement
- difficulty with peer/adult social interactions
- may have involvement with drugs/alcohol
- may have involvement with legal authorities
- may be at-risk to self or others
- prior interventions have proved unsuccessful
- disengaged from the education system

## **Referral Process:**

The referral process is generally completed by the school and entrance is determined by the Student Support Programs Team. Students, families and concerned professionals can refer by contacting Student Support.

## **School Schedule:**

- Monday to Thursday (full day schedule)

## **Location:**

- Central City Learning Centre

# Foundations Program

## Program Description:

The Foundations Program is designed to support students in grades 9-12 who have not experienced success in a BASES Program due to a combination of cognitive (e.g., MID, exceptional cases of LD) and social/emotional/behaviour challenges. Often the students are involved in activities that place them at high-risk of school leaving. At intake, a transition plan is developed for each student to ensure a successful return to an appropriate educational setting or other community program. An individual education plan (IEP) is developed for each student and addresses functional academics, behaviour, social/life/community skills and career path options.

The Foundations Program consists of two elements: 1) *Work Preparation* - social skills instruction, life skills training, functional skill development, individualized modified academics with ongoing assessment, social/recreational activities and job readiness training; and 2) *Work Experience* - job training and work placement.

Only students who are (or will be) working towards an Evergreen diploma (School Completion Certificate) who demonstrate readiness will be offered job training and work placement opportunities. Students may move back and forth between program elements at the discretion of the program staff in consultation with parents/guardians.

## Referral Process:

- Catchment school personnel and the Special Education Helping Teacher assigned to the program consult with respect to the referral.
- School personnel submit the referral (with supporting documentation) to Student Support.
- Student Support makes a decision regarding the referral.
- Visitations and observations occur.

## School Schedule:

- *Work Preparation (Monday to Friday)*
- *Work Experience (Monday, Tuesday, Thursday, Friday)*

## Location:

- Surrey Traditional

# HOPE Program

## **Program Description:**

The HOPE Program provides a safe and supportive classroom for students in grades 8 through 12 who may have experienced a lack of success in school, have often disengaged from school and/or struggle with various mental health concerns (e.g., anxiety, depression, grief/loss, etc.). Program staff, district staff and Surrey Mental Health work collaboratively to support the students in this program. The program staff work with students on an individual basis to focus on their emotional, social and/or academic needs. The program offers students the ability to be full participants within the school community. Individual Education Plans (IEPs) are developed to meet each student's individual functional academic and life skills goals. The program goal is to develop support networks that facilitate the student's transition back into a mainstream program.

## **Referral Process:**

- Catchment school personnel and the Special Education Helping Teacher assigned to the program consult with respect to the referral.
- School personnel submit the referral (with supporting documentation) to Student Support.
- Visitations and observations occur.

## **School Schedule**

- Monday to Friday
- Flexible timetable based on student needs

## **Locations:**

- Elgin Park Secondary
- Guildford Park Secondary

## HUB Program (Secondary)

### **Program Description:**

This program evaluates the needs of chronic non-attenders in our Student Support programs and address the barriers to school attendance and engagement in collaboration with family and community partners/ supports. Staff provide access and bridging support for students so they can re-engage with the system to the degree that they are able. They also build individualized programming for students who do not fall under the purview of available specialized programming, being responsive to the unique and complex needs of students.

### **Referral Process:**

- Coordinators for the respective programs refer students who have multiple unexcused absences in Interagency and Student Support Programs.
- Referrals are made to the programs Principal.
- Goal of the program is to try and engage the student back into the program that made the referral.

### **Locations:**

- Various Locations

# Lee School

## Program Description:

Lee School derives its name from the Lee family who provided years of dedicated foster care service in the Surrey region. Lee School originated in a classroom built adjacent to the Lee House group home. Lee School is located in an office building near OPTIONS: Services to Communities Society. Lee School is currently funded through The Ministry of Children and Family Development, OPTIONS: Services to Communities Society, and School District #36 (Surrey). This program provides a safe, supportive and nurturing educational environment to students who have social/emotional difficulties and are between the ages of 12-17 (grades 8-12). Individual Education Plans (IEPs) are developed to meet each student's individual functional academic and life skills goals. Upon completion of the Lee School program, students are encouraged to continue their education in a setting most suited to their individual needs.

## Referral Process:

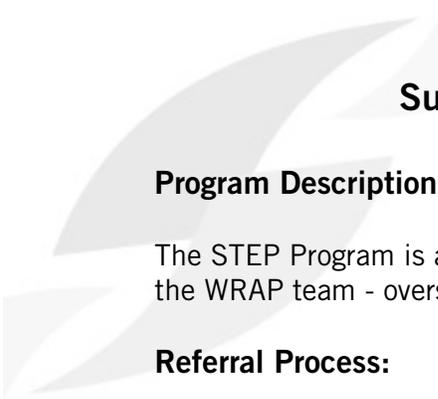
- Catchment school personnel and the Special Education Helping Teacher assigned to the program consult with respect to the referral.
- School personnel submit the referral (with supporting documentation) to Student Support.
- Student Support makes a decision regarding the referral, and if the placement is granted assigns a District Resource Counsellor and/or District Behaviour Specialist to act as liaison to this program.
- Visitations and observations occur.

## School Schedule:

- Monday to Thursday

## Location:

- Surrey



## **Surrey Transition and Education Program (STEP)**

### **Program Description:**

The STEP Program is a collaboration with our Safe Schools Department and referrals come from the WRAP team - overseen by Safe Schools and the Student Support Programs Team.

### **Referral Process:**

Students referred to this education program are part of the Safe School WRAP Program and referred by the WRAP Program Coordinator.

### **School Schedule:**

- Student Specific

### **Location:**

- Surrey

## Teen Recreation and Educational Enhancement Services (TREES)

### Program Description:

TREES is a non-traditional, self-contained alternate school in Surrey which serves secondary students 12-17 years of age. Students must reside within Surrey and have an active file with the Ministry of Children and Family Development. Students referred to TREES have demonstrated an inability to succeed in a regular or alternate school setting for a variety of reasons. They may have been absent from school for some time, considered at-risk, have considerable family difficulties, and present serious behaviour and/or learning difficulties. TREES is funded jointly by the Ministry of Children and Family Development and the Ministry of Education. Supervision for this school is undertaken by the Surrey School District and Pacific Community Resources Society. TREES combines academic programming and recreational activities with individual and group counselling and family consultation. Peer mentoring is used as an avenue to clarify student values, perceptions, and effective decision-making.

### Referral Process:

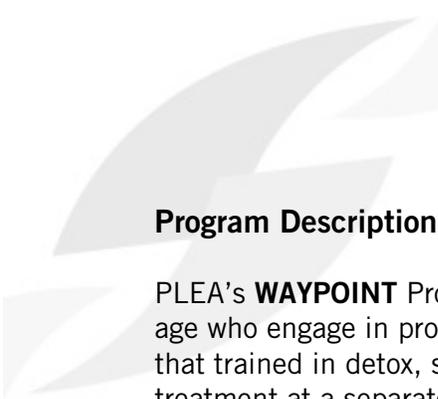
All TREES referrals **must** be submitted in writing by a social worker to the Ministry of Children and Family Development TREES liaison (e.g., Team Leader – Youth Services Team). A review committee consisting of representatives from MCFD, TREES and Student Support Programs Team determine the appropriateness of all referrals.

### School Schedule:

- Monday to Friday
- All day

### Location:

- Surrey



## **WAYPOINT**

### **Pacific Legal Education Association (PLEA)**

#### **Program Description:**

PLEA's **WAYPOINT** Program serves 7 students and is designed for young men from 12-18 years of age who engage in problem substance use. Program participants reside with PLEA foster families that trained in detox, stabilization, and support recovery, and receive day, evening, and weekend treatment at a separate facility. This program is for 4 months duration and the treatment component consists of individual and group counselling, parent/teen mediation, on-going assessment, education, and social/recreational activities. Program goals include the development of self-esteem, decreased substance abuse and criminal activity, and a reduction in high-risk behaviours. PLEA offers a program that is tailored to meet each young man's unique social, emotional, physical, academic, and recreational needs. PLEA is a provincial resource program.

#### **Referral Process:**

Referrals are accepted from probation officers or addiction counsellors within the province of British Columbia on an ongoing basis. A PLEA/Student Support review committee works in partnership to determine eligibility and placement priority. A Student Support District Resource Counsellor and/or District Behaviour Specialist act as liaisons to this program.

#### **School District Personnel:**

- Special Education Teacher

#### **School Schedule:**

- Monday to Thursday
- ½ day (morning)
- ½ day (afternoon) - PLEA Counselling

#### **Location:**

- Surrey

## Supplemental Resources:

**Ministry of Education:** <http://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/education>

- Ø Special Education Resource Documents  
[www.bced.gov.bc.ca/specialed/sped\\_res\\_docs.htm](http://www.bced.gov.bc.ca/specialed/sped_res_docs.htm)
- Ø Special Education Services: A Manual of Policies, Procedures and Guidelines  
[www.bced.gov.bc.ca/specialed/ppandg.htm](http://www.bced.gov.bc.ca/specialed/ppandg.htm)
- Ø Handbook of Procedures for the Graduation Program  
[www.bced.gov.bc.ca/exams/handbook/](http://www.bced.gov.bc.ca/exams/handbook/)
- Ø English Language Learning  
<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/diverse-student-needs/english-language-learners>
- Ø ELL Learners: A Guide for Classroom Teachers  
<http://www.bced.gov.bc.ca/ell/policy/classroom.pdf>
- Ø ESL Learners: A Guide for ESL Specialists  
[www.bced.gov.bc.ca/ell/policy/special.pdf](http://www.bced.gov.bc.ca/ell/policy/special.pdf)
- Ø ELL Standards  
<http://www.bced.gov.bc.ca/ell/standards.pdf>

**School District 36 (Surrey):** <https://www.surreyschools.ca/Pages/default.aspx>

- Ø Student Support - Education Services Webpage  
<https://www.surreyschools.ca/departments/EDSC/About/Pages/default.aspx>
  - ❖ A Range of Options for Student who are Deaf or Hard of Hearing
  - ❖ ABA Home to School Collaboration
  - ❖ Behaviour Support Handbook
  - ❖ Behaviour Support Handbook
  - ❖ Building Academic, Social and Employment Skills (BASES) Handbook of Guidelines and Procedures
  - ❖ Case Management Roles and Responsibilities
  - ❖ Consultation Collaboration
  - ❖ Guidebook for Education Assistants and ABA Support Workers
  - ❖ Integrated Case Management
  - ❖ Integration Support Teacher (IST) Handbook of Guidelines and Procedures
  - ❖ Learner Support Team Handbook of Guidelines and Procedures
  - ❖ School Psychology Services Handbook
  - ❖ Transition Guide for Case Managers: An Integrated Approach to Planning for Transition to Adulthood
- Ø Policies and Regulations Webpage  
<https://www.surreyschools.ca/departments/SECT/PoliciesRegulations/Pages/default.aspx>