

Classroom Integration Survey		Exit this survey >>
A. Indicate your level of familiarity with:		
1. ... the roles and responsibilities of the regular classroom teacher and others involved with students with special needs, such as Occupational and Physical Therapists, SEAs, Integration Support Teachers, parents, etc.	not at all	somewhat
	<input type="checkbox"/>	<input type="checkbox"/>
		very familiar
		<input type="checkbox"/>
2. ... the B.C. Ministry of Education policy on Special Education	not at all	somewhat
	<input type="checkbox"/>	<input type="checkbox"/>
		very familiar
		<input type="checkbox"/>
3. ... Special Education philosophy	not at all	somewhat
	<input type="checkbox"/>	<input type="checkbox"/>
		very familiar
		<input type="checkbox"/>
4. ... the topic of physical and intellectual disabilities	not at all	somewhat
	<input type="checkbox"/>	<input type="checkbox"/>
		very familiar
		<input type="checkbox"/>

	5. ... strategies for adapting and modifying the learning outcomes for students with special needs		
	not at all	somewhat	very familiar
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	6. resources available for supporting students with special needs		
	not at all	somewhat	very familiar
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	7. ... developmentally appropriate curriculum for students with special needs		
	not at all	somewhat	very familiar
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	8. ... strategies for supporting behaviour of students with special needs		
	not at all	somewhat	very familiar
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	9. ... creating and implementing IEPs (Individual Educational Plans)		
	not at all	somewhat	very familiar
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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10. ... District Safety Plans for students with special needs			
	not at all	somewhat	very familiar
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Integration Survey	Exit this survey >>
B. Indicate the extent of education you have received on:	

11. ... the roles and responsibilities of the regular classroom teacher and others involved with students with special needs designations such as Occupational and Physical Therapists, SEAs, Integration Support Teachers, parents, etc.			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. ... the B.C. Ministry of Education policy on Special Education			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. ... Special Education philosophy			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ... the topic of physical and intellectual disabilities			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. ... strategies for adapting and modifying the learning outcomes for students with special needs			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. ... resources available for supporting students with special needs			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ... developmentally appropriate curriculum for students with special needs			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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18. ... strategies for supporting behaviour of students with special needs			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. ... creating and implementing IEPs (Individual Educational Plans)			
	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	none at all	in-service / pro-D	diploma / degree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

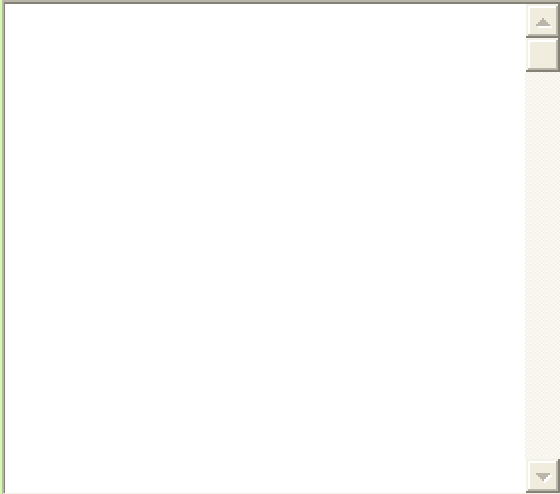
Teacher opinion on integration and inclusion is important even

	agree	disagree
	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:	
	<div><div></div></div>

The practice of inclusion is consistent with my personal and professional values.		
	agree	disagree
	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:	



Classroom Integration Survey

[Exit this survey >>](#)

D. Learning Format Preferences

If you were to receive additional training on how to successfully

☐ First Class conference site

☐ Mentorship

☐ Other

Indicate your interest in receiving information and training on how to effectively integrate students with special needs in your classroom:

not at all

somewhat

very
interested

☐☐☐

Classroom Integration Survey

[Exit this survey >>](#)

E. Teacher Profile

I am primarily a:

Regular
Classroom
Teacher

Special
Education
Teacher

☐☐

I am a:

Primary
Teacher

High School
Teacher

☐☐

Gender:	
Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

In what age category are you?					
under 25 years	25 to 34	35 to 44	45 to 54	55 and over	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

What grades are you teaching this year? For a split or multigrade class, please indicate all grades.													
K	1	2	3	4	5	6	7	8	9	10	11	12	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

How many years have you been teaching?							
first year	1 to 4 years	5 to 9 years	10 to 14 years	15 to 19 years	20 to 24 years	25 and over	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional comments:	

Appendix B

Breakdown of teacher preparation time required for a student with a Ministry Designation, an IEP, and complex needs:

(The following preparations would ideally be completed prior to the semester start up, and no later than the first week, or when scheduled by the case managing teacher.)

- 30 min - an initial meeting with the resource room teacher to discuss the student profile of strengths and needs
- 60 min - attending the IEP meeting as a member of the student's support team
- 45 min - requesting, retrieving, reading and returning the student's file to the office
- 15 min - meeting with the assisting aid to set expectations and define roles
- 15 min - planning a lesson to introduce the class to the student's disability as part of creating an understanding and informed classroom community
- 30 min - researching background information on the student's disability,
- 30 min - reviewing and revising the unit plans to ensure applicability to this student's needs and goals, planning for classroom set-up, instructional strategies, and authentic assessment,
- 30 min - finding and obtaining the necessary resources and specialized materials,
- 15 min - meet to read, understand, and sign a Safety Plan if one is in place
- 30 min - meet to review, discuss and plan for implementation of a Positive Behaviour Support Plan if needed,
- 15 min - in-service training to operate a wheelchair, for seizure management or other medical issues,
- 15 min - consultation and documentation of emergency evacuation plans specific to a student needing assistance

330 min = 5.5 hours

SAMPLE OF MODIFIED FOCUS ACTIVITY : SLIDE RESPONSE

SLIDE RESPONSE # 14

name : _____

Circle the colours you see in the picture :

yellow red blue green orange

purple white black brown

SURVEY : For Pre-service Teachers

A. Indicate your level of familiarity with:

1. ... the roles and responsibilities of the regular classroom teacher and others involved with students with special needs, such as Occupational and Physical Therapists, SEAs, Integration Support Teachers, parents, etc.

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

2. ... the B.C. Ministry of Education policy on Special Education

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

3. ... Special Education philosophy of Inclusion

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

4. ... the topic of physical and intellectual disabilities

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

5. ... strategies for adapting and modifying the learning outcomes for students with special needs.

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

6. resources available for supporting students with special needs.

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

7. ... developmentally appropriate curriculum for students with special needs.

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

8. ... strategies for supporting behaviour of students with special needs.

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

9. ... creating and implementing IEPs (Individual Educational Plans)

NOT AT ALL

☐

SOMEWHAT

☐

VERY FAMILIAR

☐

10. The practice of inclusion is consistent with my personal and professional values.

AGREE

☐

AGREE SOMEWHAT

☐

DO NOT AGREE

☐

11. As you imagine yourself in the future in the classroom as a teacher, what do believe is your strongest attribute, area of knowledge, or characteristic that would positively impact the experience of a student with special needs in your classroom?

12. Are there any areas of concern that have arisen, as you have learned about students with special needs and the expectations of regular classrooms teachers ?

C). Has your view of education and / or special education changed? Explain briefly.

Optional additional comments:

Many thanks for your time and feedback!

Appendix E

SPECIAL EDUCATION SERVICES: A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

A. Policy

In 1995, a Special Education Policy Framework for British Columbia was established, following extensive consultation with education partners. This Policy Framework guided the development of legislation and guidelines for special education programs and services in British Columbia, and served as the foundation for the resource Special Education Services: A Manual of Policies, Procedures and Guidelines.

A print copy of this historical Framework is available through Government Publications at: <http://www.publications.gov.bc.ca/search.aspx>
Title: Special Education Policy Framework For BC, (LRB039)

Special Education Policy

All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

Rationale

Special education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.

Legislation/ regulations

Special Needs Students Order M150/89: defines students with special needs, describes the obligation of school boards to consult with parents in the placement of students with special needs and describes policy regarding integration.

Individual Education Plan Order M638/95: sets out the requirements for school boards to design and implement individual education plans for students with special needs.

Student Progress Report Order M191/94: describes reporting requirements for students who have special needs.

Support Services for Schools Order M282/89. section 11 School Act.

Appendix F

Definition of Special Needs Categories:

Category A – Physically Dependent

Category B – Deaf blind

Category C – Moderate to Severe / Profound Intellectual Disability

Category D – Physical Disability / Chronic Health Impairment

Category E – Visual Impairment

Category F – Deaf or Hard of Hearing

Category G – Autism

Category H – Intensive Behaviour Interventions / Serious Mental Illness

Category K – Mild Intellectual Disability

Category P – Gifted

Category Q – Learning Disability (formerly Category J)

Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M & N)

Appendix G



British Columbia Teachers' Federation

100-550 West 6th Avenue, Vancouver, BC V5Z 4P2

604-871-2283; 1-800-663-9163

Executive Offices fax: 604-871-2290

May 4, 2006

Honourable Shirley Bond
Minister of Education
PO Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Ms Bond:

On behalf of the BCTF, I am writing to address Bill 33, the *Education (Learning Enhancement) Statutes Amendment Act*. The Federation views the extension of class-size limits to Grades 4–12 and class-composition guarantees as a positive step. Teachers, who took a courageous stand last fall in order to secure learning conditions improvements, are heartened to see some progress and acknowledge that the government has moved from previously held views.

The BCTF believes that it's critical that adequate funding be provided to school boards to implement the legislative changes successfully, and to ensure that BC's students actually receive the benefits of Bill 33. The Federation has long held the view that class-size limits and class-composition guarantees are necessary and will improve the learning situations for students across BC. However, the BCTF is also very clear that the implementation of Bill 33 should not come at the expense of other services and programs. To avoid this being the case, boards must have adequate resources to implement the provisions of the legislation.

At this time, the BCTF would like to convey to government, once again, the Federation's commitment to successful inclusion of students with special needs. It is our firm belief that all students deserve a quality public education experience, with the opportunity to be included and succeed. To ensure that this is the case, resources must be in place to support students with special needs and provide the education program that enables their success.

The BCTF would also like to register a number of concerns with Bill 33, as outlined below. The Federation requests the opportunity to meet with you to expand on the concerns and discuss solutions, and would make representatives available to do so at any time.

- a. The BCTF believes that the requirement for the teachers' consent in Grades 4–7 should be expanded to Grades 8–12.
- b. The Bill does not recognize the special considerations in shop, lab, and home economics classes. A limit of 24 students in these particular classes would address specific and serious safety concerns, and enable teachers to safely proceed with the necessary "hands on" experiences that

students require in these classes.

- c. The BCTF is very concerned about the timelines in the legislation and believes that the process needs to be shortened considerably. Under the current timelines, the process of finalizing class sizes could possibly take until mid-November. With shorter timelines in place, a greater degree of certainty and stability at the school level will be achieved.
- d. The legislation does not include the provision of a ratio for non-enrolling, specialist teachers to numbers of students. An adequate number of specialist teachers, including teacher-librarians, ESL teachers, counsellors, learning assistance teachers, resource teachers, and others, is necessary to support students and ensure their success, and provide a quality public education experience for all students.
- e. There is no reference in the legislation to class-size limits for the alternate programs and special programs that exist to meet the diverse needs of students. These classes have traditionally had lower class-size limits in order to provide the appropriate support and learning environment for the students involved. For example, in the past, certain types of special classes have had limits in the range of 8–12 students.
- f. The particular needs of ESL students, and students that clearly require extra support but do not currently qualify as special needs, are not addressed in Bill 33.

The BCTF requests that government consider these concerns and address them through changes in the wording of Bill 33.

Once again, it must be noted that the Federation considers the legislation a step in the right direction. The BCTF looks forward to further dialogue with government on the learning conditions in BC's schools.

Yours truly,

Jinny Sims President

cc: John Horgan, Opposition Critic for Education

Appendix H

Consent to Participate in Research

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Sandra Cottingham from Tilburg University. The purpose of this study is to facilitate the social change needed to move the concept of inclusion for students with special needs, beyond the theory stage. This is to be accomplished through examining commonly held values and observing various facets of educational practice, and identifying key areas requiring improved alignment. This study will contribute to the student's completion of the dissertation requirements for the PhD degree.

Potential Risks & Benefits

The investigator does not perceive more than minimal risks from your involvement in this study.

Potential benefits from participation in this study include helping to better pre-service teachers for teaching careers which will include students with special needs.

Research Procedures

Should you decide to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of a short survey that will be administered to individual participants at the University of British Columbia. You will be asked to provide answers to a series of questions related to the skills, knowledge, and attitudes of regular classroom teachers, as pertain to the education, integration and inclusion of students with special needs.

Confidentiality

Respondents will be anonymous. The results of this research will be included in a published dissertation. The results of this project will be coded in such a way that the respondent's identity will not be attached to the final form of this study. The researcher retains the right to use and publish non-identifiable data. While individual responses are confidential, aggregate data will be presented representing averages or generalizations about the responses as a whole. All data will be stored in a secure location accessible only to the researcher. Final aggregate results will be made available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind.

Questions:

You may have questions or concerns during the time of your participation in this study, or after its completion. If you have any questions about the study, contact Sandra Cottingham by email at scottingham@dcenet.com.

Giving of Consent

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. I have been given satisfactory answers to my questions. The investigator provided me with a copy of this form. I certify that I am at least 18 years of age.

_____ Name of Participant (Printed)	_____ TYPE INVESTIGATOR NAME(s) HERE Name of Researcher(s) (Printed) Sandra M. Cottingham, MSc, PhD (Cand.)
_____ Name of Participant (Signed)	_____ Name of Researcher(s) (Signed)
_____ Date	_____ Date

Appendix I

Elementary School Mission Statements:
School names have been replaced by Letters A through Z, then
A1 through Z1, then A2 through Z2, etc.

*References to INCLUSION OF STUDENT WITH SPECIAL NEEDS
or to the notion of inclusive, welcoming environments have been underlined.*

A. Our mission is to develop a safe, caring, and stimulating environment with mutual respect and responsibility in a multicultural school. At A., we want to enhance self-esteem and encourage life-long learning of students and staff in a cooperative partnership within the community.

B. is a welcoming school where everyone learns together. Doing our best leads to SUCCESS!

C. School is committed to providing a structured, sequential approach to learning that will enable each student to reach his/her full potential. Individual excellence is encouraged through clear, school-wide expectations for work habits and behaviour and a positive learning environment. We value a vibrant school community where home and school work closely for the benefit of our students.

D. Elementary is a community of learners which values, encourages and connects our most important resource . . . our people. In a nurturing environment, we foster individual growth, responsibility and cooperation. We strive for . . . excellence!

At E. Elementary we are committed to creating an environment that promotes academic excellence, mutual respect, responsibility for learning and growing, and a sense of belonging.

F. We, at F. Elementary School, are working to create a community of learners.

G. Our school community is dedicated to empowering children to achieve their personal best.

H. Facilitate the growth and development of our students by providing strong educational programs in a caring and supportive environment.

I. At I. we nurture a community of life-long learners who are responsible and respectful and strive for personal excellence.

J. We work hard to finish what we start!

K. Our mission is to assist all learners to achieve their full potential: academically, socially and emotionally. At K. Elementary children will be empowered to be caring and responsible life-long learners who will in turn, promote a prosperous and harmonious global society.

L. At L. we put children first. We work, learn and grow together.

M. To provide a safe and caring environment in which all learners can achieve academic excellence, personal growth, and responsible citizenship.

N. The mission of N. School is to provide a safe and caring environment characterized by RESPECT, which means we are: reaching for personal success, encouraging others, striving for excellence, practicing positive attitudes, environmentally responsible, a caring community of learners, and tolerant of differences.

O. Eagles fly high with excellence, joy, unity and respect

P. Our school community works together to encourage learning, respect for others, and personal growth.

Q. Learning and the Learner are Valued – Values are Learned

R. Every day in every way be the best you can be!

S. is a community of caring, respectful and responsible learners.

T. At T. Elementary, we believe that learning is a life long journey of exploration and discovery in the pursuit of knowledge. Our staff will strive to provide exciting educational opportunities through a variety of teaching strategies and a broad array of school-wide programs. We are committed to promoting pupil personal growth, social responsibility, student achievement, critical thinking, problem-solving skills and physical fitness. T. elementary will exemplify the finest of home and school partnerships with parents and staff working together to create a warm, safe, child-centered school.

U. At U. School we believe all students should have the opportunity to develop toward their full potential as individuals and as members of society. Students should be encouraged to achieve their personal best, to maintain a positive sense of self-worth, and to develop social responsibility. We believe that the total education of a child is shared by the home and the school. Parents and teachers should work together in the interest of the child in an atmosphere of open communication, mutual support and respect.

V. is a safe accepting community where students are challenged to reach their full potential as responsible citizens and learners.

W. “SUCCESS FOR ALL”

Our mission, at W. Elementary is to create a safe and nurturing environment. We provide students with a variety of educational experiences that develop positive self-esteem, foster a love of learning, and facilitate academic excellence. We expect our students to become responsible citizens who accept and respect diversity.

X. The mission of X. Elementary is to work in partnership with families and the community to provide a safe environment for children to develop their potential and to cultivate life-long learning.

Y. is a school that stands for and promotes positive, supportive relationships between students, parents and staff. Our school community strives to provide opportunities for our students to gain the knowledge, skills, abilities, motivation and confidence to make appropriate decisions.

Z. Our mission is to encourage parents, staff and students to be cooperative, helpful, friendly, respectful and supportive in a positive school atmosphere; encourage academic excellence, physical fitness, appreciation of the arts, self-respect and responsibility; and to encourage a learner-friendly environment that is safe.

A1. School is a community that thrives in a climate of trust and mutual respect, developing in each of us an enthusiasm for learning and a desire to contribute responsibly in all areas of life.

B1. Our mission, as an integral part of the B1. school community, is to facilitate life-long learning in a secure and stimulating environment through the development of each student’s unique potentials.

C1. At C1. Elementary School our mission is to provide a positive learning environment that will enable each individual student to reach his/her full potential, experience success and strive for excellence.

D1. “BE THE BEST THAT YOU CAN BE”

E1. We will provide a positive and caring environment in which all learners respect each other and have the opportunity to excel.

F1. Our children, parents and teachers work together to foster a love of learning and respect for others.

G1. As a community of learners, we believe that every child must be given the opportunity to develop to his/her fullest potential. We strive to ensure a positive and safe environment where every child experiences success, physically, emotionally, and academically.

F1. Committed to creating a supportive environment that promotes successful learning, personal growth, student responsibility and respect for others.

G1. Our mission is to provide a safe and stimulating environment in which we encourage students to be caring individuals and life-long learners. We consider each child an individual with unique qualities and capabilities for learning and for developing as a person.

H1. "EDUCATING OUR CHILDREN FOR A WHOLE WORLD"

I1. Our mission is to foster independence, responsibility and life-long learning within a secure and enriching environment.

J1. At J1., students, community and staff work as a team to inspire each other to be their best.

K1. ALWAYS DO YOUR BEST Build trust Encourage others Share ideas Take responsibility

L1. "A PATH TO MANY PEAKS"

M1. "EVERYONE'S BEST BUILDS SUCCESS"

Our mission is to assist learners to realize their full potential as individuals and as members of society by providing educational programs, services, and resources delivered in an effective and efficient manner.

N1. "A GREAT PLACE TO LEARN AND GROW"

We believe that education is a life-long process which is nurtured in a secure, caring and stimulating environment. The mission of our school is to form a common purpose among staff, parents, students and the community to facilitate the steps of each individual learner on the road to independent, responsible citizenship.

O1. At O1. our mission is to develop a life-long love of learning in students by creating a safe environment that provides meaningful, motivating learning activities, presented in a variety of ways by a caring, supportive and committed school community.

P1. "THE SEEDS OF LEARNING ARE YOURS TO CULTIVATE"

Q1. At Q1. we believe in inspiring our students to cooperate with each other and compete with themselves in order to do their best.

R1. Our school community endeavours to create an inclusive, culturally sensitive environment which encourages professional growth through excellence in teaching and learning and to promote continuous quality improvement and enhancement of student achievement. Through reflective community-based inquiry, school-wide collaboration and action-oriented initiatives it is our aim to realize our mission and to bolster our collective potential.

S1. At S1. Elementary we strive to create a safe, supportive and healthy environment where all students are expected to do their best academically, socially and personally. We are "BUILDING OUR SUCCESS EVERY DAY"

T1. At T1., our mission is to provide opportunities which lead to academic excellence for all. As a community of educators we will foster the development of life-long learning and personal and social responsibility within a democratic environment.

U1. The vision of U1. Elementary is to unite parents, staff and students in developing confident, literate, life-long learners able to adapt to an ever-changing world.

V1. To provide a safe, harmonious learning environment, where self-esteem is fostered, learning is valued, purposeful, and focused, and where the needs of all individuals are recognized and respected.

W1. “LEARNERS INSPIRING LEARNERS – BRIDGING THE FUTURE”

X1. The school mission is to encourage the constructive inter-dependence of school, home, and community to promote student achievement in an atmosphere of safety, challenge, and joy.

Y1. “REACH FOR THE SKY”

Z1. At Z1 Elementary, we work as a caring community to promote the acceptance of diversity and to encourage academic and personal excellence.

A2. “LEARNING AND WORKING TOGETHER” “Apprendre et Travailler Ensemble”

B2. – GROWING AND LEARNING TOGETHER”

C2. Elementary is committed, through a partnership of staff, students, and their families, to providing a safe, healthy, and respectful academic environment. We will strive to develop well-rounded, enthusiastic learners who experience success. The diversity of individuals will be recognized and supported.

D2. “LEARNING TOGETHER”

E2. Our school community is dedicated to empowering children to reach their personal best in becoming life-long learners.

F2. “LEARNING TO CARE; CARING TO LEARN” At FFF., our mission is to provide every student with opportunities to develop his or her full potential to become a contributing member of society. We recognize the importance of teaching life skills in a positive and nurturing environment.

G2. “OUR BRIDGE TO THE FUTURE”

Our school is a safe community where we embrace learning, respect others and celebrate uniqueness.

H2. “WHERE EVERYONE BELONGS” H2. is a community of learning and belonging where children can grow to be successful and respectful citizens.

I2. Elementary creates a positive bilingual environment where students, teachers and parents work together to challenge and inspire each other to achieve success by developing their full potential.

J2. “WHAT CAN BE IS UP TO ME”

“K2. ELEMENTARY – STRIKING IT RIGHT!”

At K2. Elementary School, we strive to meet the social, emotional, physical, and academic needs of our diverse community. We aspire to effectively assist our students by fostering a positive, safe, and stimulating environment. We encourage students to become life-long learners and confident, responsible, caring members of an ever-changing society.

L2. The L2. School community is committed to empowering all students to reach their full potential. Our mission is to provide experiences that enable students to become happy, life-long learners who are socially

responsible, caring members of a global society.

M2. Our school community is dedicated to empowering students to do their best, be their best and give their best to others.

N2. In our N2. school we learn together peacefully and responsibly by caring for each other and the world.

O2. Providing experiences for all children for life-long learning.

P2. At P2. Elementary we are committed to providing a student-centred environment which nurtures individual success and motivates students to meet life's challenges.

Q2. "WHERE LEARNING IS IMPORTANT AND THE LEARNER IS IMPORTANT"

R2. "WORKING TOGETHER TO BE THE BEST WE CAN BE"

S2. At S2. we work as a team to provide a cooperative, safe environment which will enable children to develop their unique potential.

T2. The T2. school community is committed to empowering all students to reach their full potential. Our mission is to provide experiences that enable students to become happy, life-long learners who are socially responsible, caring members of a global society.

U2. Our children, parents and school staff work together to create a safe, supportive and challenging learning environment.

V2. "EXPECT TO BE YOUR BEST!" Our mission is to have a safe, caring, and dynamic school. We expect students to be respectful and responsible, and to strive for academic and personal successes.

W2. "BUILDING A COMMUNITY OF LEARNERS - TOGETHER"

X2. "LEARNING, CARING AND DOING OUR BEST"

"Apprendre, s'entendre et faire de son mieux"

Y2. is committed to having students believe that they can be successful life-long learners. We strive to unite students, staff and parents in achieving this goal.

Z2. "LEARNING, LAUGHTER, CHALLENGES, FRIENDSHIP, KINDNESS AND RESPECT"

A3. "WORKING TOGETHER, LEARNING TOGETHER" A3. Elementary is committed to providing a safe and supportive environment where all are encouraged to reach their full potential as citizens, leaders and learners.

B3. "SOARING TO NEW HEIGHTS"

C3. strives to create an environment which will encourage children to reach their full potential: intellectually, socially, physically, aesthetically and emotionally. We strive to build self-esteem, encourage cooperation, develop critical thinking, and teach life skills while recognizing the uniqueness of each individual.

D3. At D3. our mission is to develop the intellect and character of our students by providing educational programs with high standards, in a caring and supportive environment.

E3. "WE LEARN, WE GROW, WE SUCCEED TOGETHER."

F3. Our mission at F3. Elementary is to provide a respectful, nurturing environment which fosters life-long

learning through the cooperation of school, home, and community.

G3. A school which nurtures creative and critical thinkers in a climate of trust. An environment where home and school work together to provide challenging and successful experiences which enable children to develop their full potential as self-directed, life-long learners.

H3 “WORKING TOGETHER TO ACHIEVE OUR BEST!”

At H3., students, parents, and staff are committed to providing a positive, caring environment that realizes the individual potential of all students to become life-long learners and responsible citizens.

I3 A supportive community of students, staff and parents dedicated to developing confident, educated, life-long learners.

J3 The mission of J3. School is to provide a structured approach to learning whereby students acquire skills in a systematic sequential way. In addition, we will provide opportunities for children to develop to their fullest potential by clearly defining a standard of behaviour and encouraging a strong partnership between home and school

K3. “TOGETHER WE LEARN, TOGETHER WE GROW, TOGETHER WE SUCCEED”

To provide a warm, safe and caring environment where respect and tolerance are guiding principles for all interactions. To equip students with an elevated degree of knowledge by setting high standards of academic achievements. To provide curricular and extracurricular activities that contribute toward personal growth and responsible citizenship.

L3. To facilitate and assist each child’s growth and development, intellectually, socially, emotionally, physically, and culturally, so that each child can realize his/her full potential.

M3. Our mission is to create a nurturing, supportive environment where our family community of learners are appreciated for their uniqueness, enabled to maximize their learning, and are recognized for their individual accomplishments.

N3. Elementary is committed to creating enthusiastic life-long learners within a cooperative, enjoyable environment. We strive to unite parents, staff and students as educational partner

O3 To build a safe, supportive learning community where diversity, uniqueness and mutual respect are nurtured.

P3. “STRIVING FOR EXCELLENCE”

Q3. Our mission at Q3. Elementary School is to provide a challenging environment which encourages students to reach their full potential and become successful learners and responsible citizens.

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

POLICY

Inclusion

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

Placement

A school board must ensure that a principal offers to consult with a parent of a child who has special needs regarding the student's placement in an educational program.

A school board must provide a student who has special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.

The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community based settings or specialized settings. Students with special needs may be placed in settings other than a neighbourhood school classroom with age and grade peers. This should only be done when the school board has made all reasonable efforts to integrate the student, and it is clear that a combination of education in such classes and supplementary support cannot meet their educational or social needs, or when there is clear evidence that partial or full placement in another setting is the only option after considering their educational needs or the educational needs of others.

Appendix K

SPECIAL NEEDS STUDENTS ORDER

Authority: *School Act*, sections 75 and 168 (2) (t)

Ministerial Order 150/89 (M150/89).....Effective September 1, 1989
Amended by M397/95.....Effective September 1, 1995
Amended by M32/04.....Effective February 18, 2004
Orders of the Minister of Education

Interpretation

1. In this order "student with special needs" means a student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability or has exceptional gifts or talents.

[en. M397/95]

Students with special needs

2. (1) A board must ensure that an principal, vice principal or director of instruction offers to consult with a parent of a student with special needs regarding the placement of that student in an educational program.

(2) A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.

[en. M397/95; am. M32/04]

Appendix L

**HONOURABLE SHIRLEY BOND
MINISTER OF EDUCATION AND DEPUTY
PREMIER AND MINISTER RESPONSIBLE FOR
EARLY LEARNING AND LITERACY**

BILL 33 -- 2006

EDUCATION (LEARNING ENHANCEMENT) STATUTES AMENDMENT ACT, 2006

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

12 The following sections are added:

Organization of classes -- consultation at the beginning of the school year

76.2 In each school year, the principal of a school must, within 15 school days after the school opening day set out in the school calendar applicable to the school for the school year,

(a) if applicable, obtain the consent of or consult with the teacher of a class as required by section 76.1 (2.1) (b), (2.2) (b) or (2.3) (b),

(b) consult with the school planning council with respect to the proposed organization of classes within that school for that school year, and

(c) provide the superintendent of schools with a proposed organization of classes for the school for that school year that is, in the opinion of the principal, appropriate for student learning.

Organization of classes -- report

76.3 (1) In this section:

"**class size provisions**" means section 76.1 and any regulations made under that section;

"**report**" means

(a) a report prepared under subsection (2) by the superintendent of schools, or

(b) in the first usage of the term in subsection (10), and in subsection (11), a revised report;

"**student with an individual education plan**" has the same meaning as in section 76.1.

(2) In each school year, the superintendent of schools for a school district must review, and prepare a report on, the organization of classes in the school district.

(3) The superintendent of schools must include in his or her report a rationale for the organization of any

class in the school district that has more than 30 students.

(4) The minister may

(a) require additional information to be included in a report, and

(b) specify the form of the report.

(5) The superintendent of schools must date and sign the report to verify that, as of that date, the organization of classes in the school district

(a) is in compliance with the class size provisions, and

(b) is, in the opinion of the superintendent, appropriate for student learning.

(6) On or before October 1 of the school year to which the report relates, the superintendent of schools must submit the signed report to the board and to the district parents' advisory council, if established for the school district.

(7) On or before October 15 of the school year to which the report relates, the board must, at a public meeting of the board,

(a) accept the report, or

(b) instruct the superintendent of schools to revise the report.

(8) If the board instructs the superintendent of schools to revise the report,

(a) the superintendent must instruct the principal of a school, within the period established by the superintendent,

(i) if applicable, to obtain the consent of or to consult with the teacher of a class as required by section 76.1 (2.1) (b), (2.2) (b) or (2.3) (b), and

(ii) to consult with the school planning council with respect to the organization of classes within that school for that school year,

(b) on or before 15 days from the date of the public meeting referred to in subsection (7), the superintendent must revise the report in accordance with the board's instructions and submit the signed revised report to the board and to the district parents' advisory council, if established for the school district, and

(c) the board must review the revised report within 7 days of receiving the revised report.

(9) Subsections (3) to (5) apply to a revised report.

(10) The board must submit the report to the minister immediately after accepting the report under subsection (7) (a) or after reviewing the revised report under subsection (8) (c).

(11) The minister must make available to the public a report received under subsection (10).

Organization of classes -- changes after date on report

76.4 (1) In this section, "**student with an individual education plan**" has the same meaning as in section 76.1.

(2) If the size of any class for any of grades 4 to 12 in any school in a school district exceeds 30 students, subject to subsection (4), the board of that school district must ensure that the class size does not increase unless

(a) in relation to a class for any of grades 4 to 7, the requirements of section 76.1 (2.1) (a) and (b) are met, or

(b) in relation to a class for any of grades 8 to 12, the requirements of section 76.1 (2.2) (a) and (b) are met.

(3) If any class in any school in a school district has more than 3 students with an individual education plan, subject to subsection (4), the board of that school district must ensure that the number of students with an individual education plan in the class does not increase unless the requirements of section 76.1 (2.3) (a) and (b) are met.

(4) Subsections (2) and (3) apply to a board, in relation to a school year, after the date under section 76.3 (5) on the report that the board submits to the minister under section 76.3 (10) for that school year.

(5) Subsection (6) applies if, after the date under section 76.3 (5) on the report that the board submits to the minister under section 76.3 (10), the size of a class for any of grades 4 to 12 in a school in the school district changes and, as a result of the change, the size of the class

(a) exceeds 30 students, or

(b) increases, in accordance with subsection (2) of this section.

(6) As soon as practicable after the change in the size of a class referred to in subsection (5),

(a) the principal of the school must provide the school planning council with the rationale for the change in the organization of the class,

(b) the superintendent of schools must provide the board and the district parents' advisory council, if established for the school district, with the rationale for the change in the organization of that class, and

(c) the board must provide the minister with the rationale for the change in the organization of that class.

(7) The minister must make available to the public the rationale received under subsection (6) (c).

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

H. Appendices

H.1 Accessible School Facilities Planning

School boards are responsible for providing facilities that allow equality of access to educational programs for students with special educational needs, and should use their annual capital allowance of the block for small renovation projects to make schools accessible. A practical and student-centred approach is to address the facility's needs when new construction or renovations are planned and approved, and to complete those changes to existing buildings that are possible and reasonable as students' needs are identified. This is a long-term planning process that should, wherever possible, anticipate student arrivals and any exceptional facility needs.

The ability of students with special educational needs to access school facilities affects the inclusion of these students in the overall school environment. Planning for those with special needs should ensure that they have access to the school facilities and all aspects of the school program. This access should be as seamless as possible; that is, there should not be an obvious distinction that some feature is only for students with disabilities.

When new construction or renovations to existing spaces are approved, facilities that will meet the requirements of students with special needs should be included in the planning. It is far less costly to design accessibility features at the outset, ensuring that they or an infrastructure are in place, than to retrofit at a later date.

Students with Special Needs - How Are We Doing? Province - Public Schools Only



April 2006
Information Department

Introduction

The Ministry of Education is committed to improving academic achievement for all students. This report fulfills government's commitment to produce annual reports that monitor the progress of students identified by school districts as having special needs in BC. Achievement trends are identified to help school boards set goals for improvement.

Provincial measures of achievement include the following:

- Grade-to-Grade Transition
- Foundation Skills Assessment
- Six-year Dogwood Completion Rates
- Provincial Examinations

When reporting the performance of students with special educational needs, four Performance Reporting Groups are used: Sensory Disabilities, Learning Disabilities, Behaviour Disabilities, and Gifted. These groups include students who are most likely to be working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful. For some students with special needs, these measures are not useful in better understanding their learning. For these students, individual goals and progress towards their achievement are more meaningful. The glossary at the end of this report includes definition of Special Needs Performance Reporting Groups.

In 2005/06, school boards reported 61,277 students with special educational needs. The proportion of students with special needs in the total BC public schools student population in Kindergarten through Grade 12 is about 10.2 percent. This year, funding for students with special needs in BC's public schools has increased by \$38 million to over half-a-billion dollars.

Caution

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in small differences from previously published reports. The data contained in this report are the most accurate data available at time of publication.

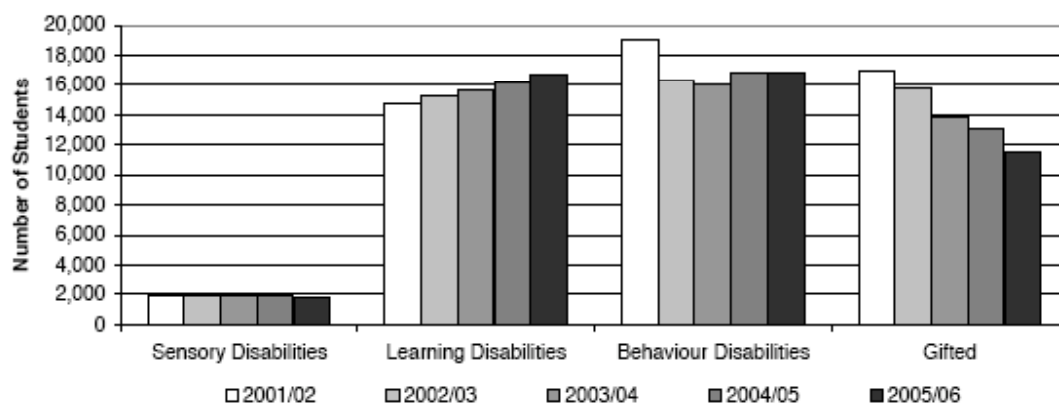
Students with Special Needs - How Are We Doing? (April 2006)

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**Number of Students
2001/02 - 2005/06**

**Special Needs Performance Reporting Groups
Province - Public Schools Only**



Number of Students							Special Needs Performance Reporting Groups								
	2001/02			2002/03			2003/04			2004/05			2005/06		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Sensory Disabilities	837	1,118	1,955	834	1,123	1,957	827	1,089	1,916	829	1,058	1,887	778	1,019	1,797
Learning Disabilities	4,079	10,725	14,804	4,284	10,950	15,234	4,534	11,133	15,667	4,863	11,305	16,168	5,181	11,522	16,703
Behaviour Disabilities	5,710	13,292	19,002	4,588	11,679	16,267	4,578	11,538	16,116	4,912	11,903	16,815	5,015	11,818	16,833
Gifted	8,691	8,298	16,989	7,954	7,819	15,773	6,966	6,922	13,888	6,626	6,515	13,141	5,738	5,844	11,582
Total	19,317	33,433	52,750	17,660	31,571	49,231	16,905	30,682	47,587	17,230	30,781	48,011	16,712	30,203	46,915

Notes

1) Refer to attached Glossary for definition of terms.

Provincial Overview Comments

- Between 2001/02 and 2005/06, the number of students in the Sensory Disabilities Performance Reporting Group decreased by 8%.
- Between 2001/02 and 2005/06, the number of students reported in the Learning Disabilities Performance Reporting Group increased by 13%. In 2001/02 the Ministry revised the reporting criteria for students in this category from only severe learning disabilities to include students with any level of learning disability.
- Between 2001/02 and 2005/06, the number of students reported in the Behaviour Disabilities Performance Reporting Group decreased by 11%.
- Between 2001/02 and 2005/06, the number of students in the Gifted Special Needs Performance Reporting Group decreased by 32%. The number of students reported in 2005/06 represents 2% of the total provincial enrolment, the expected incidence level for students who are gifted.

Appendix O

