



Inclusive Education

Trustee Presentation

June 10, 2025

Maximize Efficiency and Support

We continue to experience a cycle of high demand with limited relief, which can impact both mental and physical well being

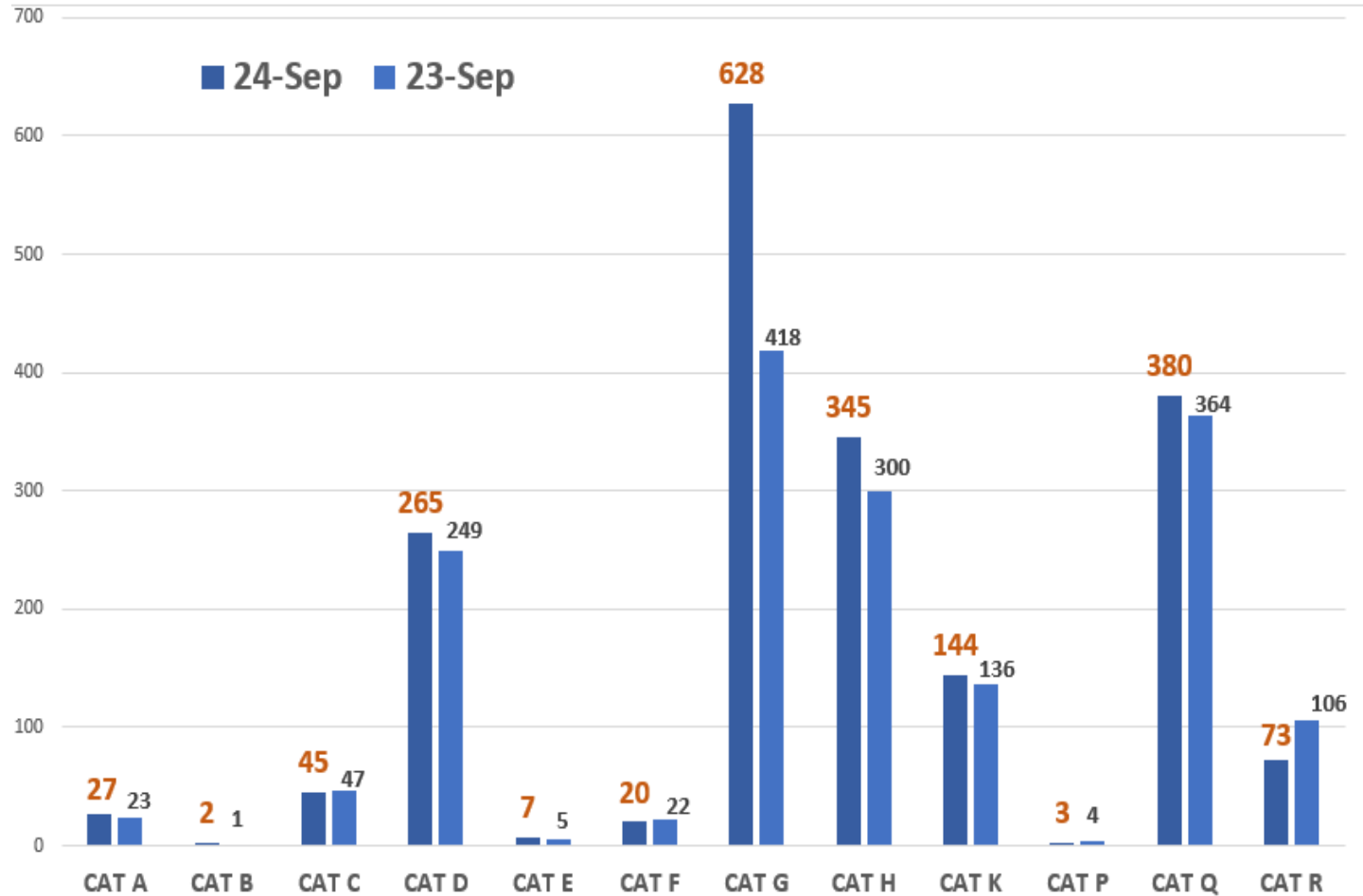
To help mitigate those effect, Inclusive Education has revised its processes – not only to support staff but more importantly, to enhance outcomes for the students they serve

We remain committed to:

- ***MORE*** student assessment
- ***MORE*** specialized training for SD 57 staff
- ***CONTINUED*** district supports for student mental health/wellness



SPED Data Comparison



Students with SPED designations comprise approximately **14%** of the SD 57 student population

Almost, **25%** of student population without SPED designations are provided support by Inclusive Education throughout the year

How do we get our SPED data?

CATEGORY/DESIGNATION		DIAGNOSIS provided by:
A	Physically Dependent	British Columbia Children's Hospital/Sunny Hill
B	Deaf and Blind	Ophthalmologist and Audiologist
C	Moderate to Profound Intellectual Disability	School Psychologist/Clinical Psychologist
D	Chronic Health	Family Physician and/or Pediatrician (diabetes), Northern Health Assessment Network (NHAN)
E	Blind	Ophthalmologist
F	Deaf and Hard of Hearing	Audiologist
G	Autism	British Columbia Assessment Autism Network, NHAN, Clinicians in private practice
H	Intensive Mental Health	Psychiatrist
K	Mild Intellectual Disability	School Psychologist/Clinical Psychologist
P	Gifted	School Psychologist/Clinical Psychologist
Q	Learning Disability	School Psychologist/Clinical Psychologist
R	Moderate Mental Health	Psychiatrist

MORE Assessment

Psychological Educational Assessments

School Psychologists’ must follow the guidelines set out by the MOECC as well as the Inter-Ministerial Protocols for the Provision of Support Services to Schools established in 2013 between the Ministry of Health, MCFD and MOECC.

These are considered “**MUST DO**” assessments (P1/P2) and need to be done prior to any other assessments being completed. Each year there are approximately, **325** “**MUST DO**” assessments for school psychologists to complete

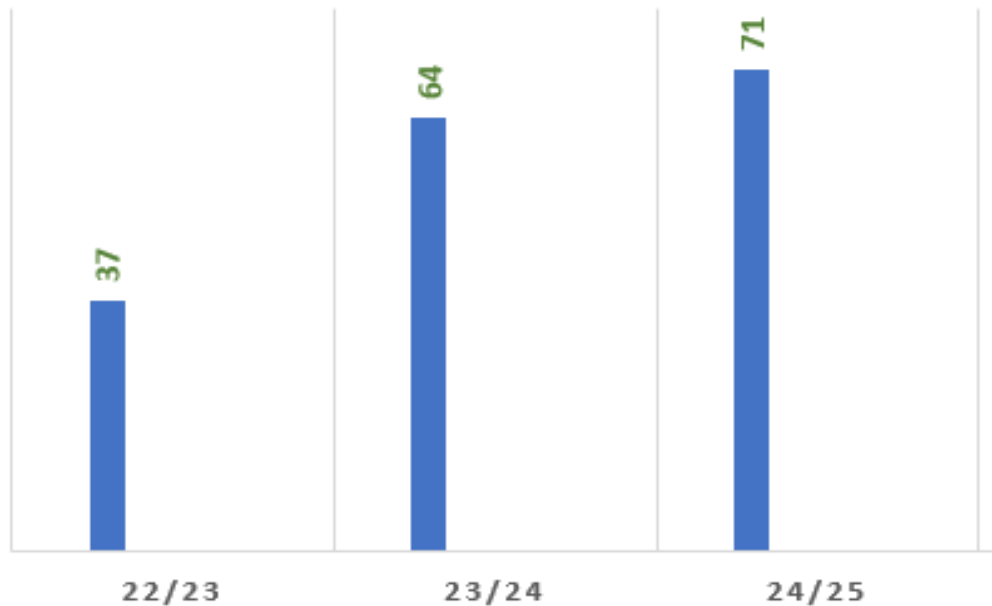
Psychological Educational *assessment priorities* as per Inter-Ministerial agreement and MOECC:

<i>PRIORITY 1</i>	<i>PRIORITY 2</i>
Students previously diagnosed with intellectual developmental disorder who are turning 16 and require updated diagnostic assessment information to apply for Community Living BC (CLBC) services.	Grade 7 students previously diagnosed with intellectual developmental disorder or global developmental delay who require updated assessment information to support their transition to secondary school.
<i>Some</i> students diagnosed with FASD, and <i>some</i> students diagnosed with autism (ASD) who are turning 16 and for whom there is evidence they will likely qualify for CLBC’s Personalized Supports Initiative (PSI).	Re-assessment/initial assessment for grade 7 students diagnosed with FASD and/or ASD for whom there is evidence strongly suggestive of intellectual developmental disorder.

MORE Assessment

Psychological Educational Assessment

P3/P4 PSYCHOLOGICAL EDUCATIONAL ASSESSMENTS



PRIORITY 3

Potential diagnoses of intellectual developmental disorder or specific learning disorder, as **referred by schools through the Continuum of Support or Extended School Based Team (ESBT)**

PRIORITY 4

Supporting the transitions of incoming kindergarten students with identified diverse needs.

MORE
**Specialized
Training
Opportunities**

During the 2024-2025 school year, Inclusive Education offered the following training opportunities to SD 57 employees that serve students:

- **Augmented and Alternative Communication Devices (AACD)**
 - **TouchChat**
 - **EyeGaze**
- **Self-Regulation Strategies for Neurodiverse and Undiagnosed Learners**
- **Adaptive Gym and Imaginative Play (fine motor and executive functioning development) for K-3 Neuro-diverse and Undiagnosed Learners**
- **Adaptive Swim program for those Neuro-Diverse Undiagnosed Learners with severe regulation concerns**
- **Skills Streaming – Prosocial Communication Skills for Gr 8-12 Neurodiverse Undiagnosed Learners**
- **Supporting Students through Valued Attachments (SIVA)**
- **Community Based Mental Health Symposium**
- **Open Parachute Program Training**



ONGOING

District Mental Health

and

Wellness Supports

- Every school has an assigned *District Mental Health Clinician* and *Addictions Specialist* who can be accessed for consultation at anytime
- *District Elementary Learner Supports (DELS)*– a district level program for Gr 4 to Gr 7 students who struggle with severe mental health concerns and have ongoing psychiatric involvement. The goal of the program is to provide the students with the coping skills to successfully manage a transition to and attendance at a mainstream school
- All schools have access to *Open Parachute* – an online resource to support those struggling with mental health
- *Critical Event Response Team (CERT)* responds to any school immediately that has 2 or more students negatively affected by an event
- *Threat Assessment Teams* respond to any threats made to self and/or others to determine if the subject of concern has means, capacity and intent to carry out the threat. A safety plan is constructed to provide a level of safety to the school, staff and students.

Our Commitment

We will continue to strive to create inclusive environments where all students are respected, supported, and empowered to succeed along their individual learning pathways.

Thank you for your continued support and commitment to helping Inclusive Education achieve this goal

QUESTIONS?

