



# Vancouver Board of Education Special Education Programs

September 2014

VSB



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**District Programs**  
**ELEMENTARY**

# Learning Support Program: Targeted Early Intervention Resource (TEIR)

## Program Description

TEIR is a short term, intensive program for students in the primary grades who have been identified with a severe delay in the acquisition of reading skills.

The focus of TEIR is to provide a differentiated learning setting that will facilitate the acquisition of academic skills with a focus on phonological skills, literacy and numeracy development. TEIR will also provide some consultative services as well as professional development. There will be four half day workshops (once a month) for the Resource teacher of the student participating in TEIR. Schools referring students to TEIR must be committed to attending these sessions.

## Student Profile

Students are appropriate candidates for referral to this program when they:

- ~ are in the primary grades
- ~ have average cognitive potential (identified as learning disabled)
- ~ have not responded to Tier 1 and 2 interventions that have been implemented
- ~ Benchmark Reading Assessment levels are less than level 6

## Selection/Screening

TEIR applications will be reviewed by the TEIR Screening Committee twice a year; June and January. There are two intakes per school year, with each intake being approximately five months in duration.

## Documentation Required

- A copy of the most recent report card
- Results of the most current phonological awareness, literacy and numeracy assessments
- TEIR/Curriculum-based measurement probes
- Observation survey results (multiple assessment form) if available
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions
- Individual Education Plan
- Speech and Language assessment and psycho-educational assessment or current norm referenced assessment which reflects average cognitive abilities (report using standard scores), if applicable
- Other pertinent reports (OT/Vision/Sunny Hill Hospital/BC Children's Hospital)

**Documentation should be submitted to the Case Manager, Learning Services Team.**

Students who have the following profiles **will not** be considered for the TEIR program:

- Suspected below average intellectual abilities
- Challenges with Second Language acquisition
- Behaviour challenges which significantly impact their learning or the learning of others
- Registered in French Immersion
- Benchmark Reading Assessment levels higher than 6
- Poor attendance/frequent lates

## Exit Criteria

Each intake is approximately five months in duration. Students return to their home school.

## Capacity and Staffing

Grades 1 to 3 (6-8 years of age)

8 students

1 Teacher and 1 SSA

## Program Locations

Collingwood Neighbourhood School

# Learning Support Program: Extended Learning Assistance (ELAC)

## Program Description

Extended Learning Assistance Classes (ELAC) offer an elementary program emphasizing diagnostic and prescriptive teaching for students identified as learning disabled. The goal of the program is to assist students with specific academic areas of weakness by developing learning strategies, social awareness, and self-esteem. The students are included in regular age-appropriate classes for physical education, art, music and academic subjects whenever possible and appropriate.

## Student Profile

Students are appropriate for placement in this program when:

- ~ they meet the Ministry criteria for Learning Disabilities (Q) - moderate to severe learning disabilities
- ~ their academic skills are 2 years or more delayed
- ~ they require intervention beyond the school's resources
- ~ their deficits are NOT primarily resulting from factors such as:
  - sensory or motor impairments
  - intellectual impairment
  - lack of opportunity to learn

## Selection/Screening

Extended Learning Assistance Class referrals must be submitted to Learning Services.

## Documentation Required

- completed "Request for Designation &/or Special Education Program Placement" form
- psychological assessment
- speech and language assessment (if appropriate)
- Individual Education Plan (IEP)
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions
- Consultation with Case Manager

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

- ~ Grades 4 to 7 (9 - 12 years of age)
- ~ 15 students
- ~ 1 Teacher and .5 (part time) SSA

## Program Locations

Carnarvon Elementary  
Dickens Elementary  
Nootka Elementary  
Brock Elementary  
Moberly Elementary





# Learning Support Program: Communications

## Program Description

Communication classes are small class settings for students unable to reach their academic potential in a regular setting due to severe language deficit. Academic skills are developed through individualized programs which parallel the regular curriculum wherever possible. The goal of the program is to develop language skills and compensatory strategies to enable students with language learning deficits reach their full potential.

## Student Profile

Students are appropriate candidates for referral to this program when they:

- ~ meet the ministry criteria for learning disabilities (Q) moderate to severe learning disabilities
- ~ exhibit an uneven pattern of development, with deficits in some or all of the following areas: comprehension, expression, auditory perception and auditory memory; and
- ~ show delays in language abilities of at least two years in the primary grades and of at least three years in the higher grades;
- ~ deficits are NOT primarily resultant from factors such as:
  - sensory or motor impairments
  - intellectual impairment
  - lack of opportunity to learn
- ~ have average ability on non-verbal measures of cognition
- ~ require intervention beyond the school's resources

## Selection/Screening

Communication Class referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- psychological assessment
- speech and language assessment
- Individual Education Plan (IEP)
- medical report (if available)
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions
- Consultation with Case Manager

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades 4 to 7 (9 - 12 years of age)  
15 students  
1 Teacher

## Program Locations

Kingsford Smith Elementary  
Norquay Elementary



# Behaviour Support Program: Social Emotional Academic Development (SEAD)

## Program Description

The Social Emotional Academic Development program offers a supportive classroom setting for students who are experiencing learning difficulties, as well as social emotional learning difficulties. These students are provided with an individualized program in a small class setting to:

- ~ provide individualized/group remedial instruction
- ~ teach learning strategies
- ~ develop appropriate social emotional and self-regulation skills

## Student Profile

Students are appropriate candidates for referral to this program when they:

- ~ have behavioural difficulties which meet the Ministry criteria for students requiring Moderate Behaviour Support (R) or students requiring Intensive Behaviour Support (H)
- ~ academic skills are 2 years or more delayed
- ~ have average intellectual potential
- ~ require intervention beyond the school's resources

## Selection/Screening

SEAD program referrals must be submitted to Learning Services.

## Documentation Required

- completed "Request for Designation &/or Special Education Program Placement" form
- psychological assessment (if available)
- speech and language assessment (if available)
- Individual Education Plan (IEP)
- reports from pertinent community agencies/specialists (e.g. Ministry for Children and Family Development, Greater Vancouver Mental Health Services) when available
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions
- Consultation with Behaviour Strategies Consultant

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades 4 to 7 (9 - 12 years of age)

10 students

1 Teacher, 1 SSA and 1 SSB

## Program Locations

Beaconsfield Elementary

McBride Elementary

Nightingale Elementary

# Behaviour Support Program: Social Development

## Program Description

Social Development program offers a small protective setting for students with severe emotional challenges. These students may display some “externalizing” behaviours, however, their primary disturbances are of an internalizing” nature (e.g. fearful, anxious, withdrawn behaviour). Prior to placement, students may have been given a clinical psychiatric diagnosis.

## Student Profile

Students are appropriate for placement in this program when they:

- ~ meet the Ministry criteria for “R” students requiring moderate behaviour support or “H” students requiring intensive behaviour support designation
- ~ have struggled with the acquisition of skill in the area of Social Emotional learning
- ~ have emotional or behavioural challenges not resultant from intellectual impairment or autism
- ~ have average intellectual potential
- ~ require intervention beyond the school’s resources

## Selection/Screening

Social Development program referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- psychological assessment and speech and language assessment (if available)
- comprehensive medical reports: e.g. hospital, psychiatric (if available)
- reports from pertinent community agencies/specialists: e.g. Ministry for Children and Family Development, Vancouver Coastal Health Authority-Mental Health Services (if available)
- teacher reports
- Individual Education Plan (IEP)
- consultation with a Behaviour Strategies Consultant
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades 4 to 7 (9 - 12 years of age)

14 students

1 Teacher, 1 SSA and 1 SSB

## Program Locations

Bayview Elementary

Carleton Elementary



# Behaviour Support Program: Special Remedial

## Program Description

The Special Remedial programs are intended to serve the needs of those students who exhibit severe emotional, behavioural and/or social challenges. These students display behaviours of an externalizing nature (e.g. aggressive and defiant behaviours).

The main goal of the program is to assist the students in managing behaviour and helping them develop coping strategies so they may return to regular classes or other appropriate programs.

## Student Profile

Students are appropriate for placement in this program when they:

- ~ meet the Ministry criteria for (R) students requiring Moderate Behaviour Support or (H) students requiring Intensive Behaviour Support designations
- ~ have emotional or behavioural challenges not resultant from intellectual impairment, or autism
- ~ have average intellectual potential
- ~ require intervention beyond the school's resources

## Selection/Screening

Special Remedial program referrals must be submitted to Learning Services.

## Documentation Required

- completed "Request for Designation &/or Special Education Program Placement" form
- psychological assessment and speech and language assessment (if available)
- comprehensive medical reports: e.g. hospital, psychiatric (if available)
- reports from pertinent community agencies/specialists: e.g. Ministry for Children and Family Development, Vancouver Coastal Health Authority-Mental Health Services (if available)
- teacher reports
- Individual Education Plan (IEP)
- consultation with a Behaviour Strategies Consultant
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

10 students

Grades K to 3 (Primary 6 - 8 years of age)

Grades 1 to 7 (Intermediate 6 to 12 years of age)

1 Teacher, 1 SSA and 1 SSB

## Program Locations

Henderson Elementary (Intermediate)

Renfrew Elementary (Primary)

Strathcona Elementary (Intermediate)

Waverly Elementary (Primary)

Mackenzie Elementary (Primary)



# Behaviour Support Program: Social Emotional Learning Centre (SELC)

## Program Description

The Social Emotional Learning Centre (SELC) provides support for elementary students to acquire social, emotional and behavioural skills. The Centre provides a short term (approximately one term) part-time (morning or afternoon) opportunity for students to learn strategies for self-regulation, social skills, executive functioning and self-advocacy which they can utilize back in their home school environment. Students maintain daily connections with their home school so that they are able to utilize their new skill set when they return to their classroom.

The school team, including the Classroom Teacher, must be committed to attend monthly 1/2 day sessions at the centre designed to build capacity regarding social emotional learning (e.g. Counsellor, Resource Teacher, YFW and/of SSA)

## Student Profile

Students are appropriate for placement in this program when :

- ~ student has struggled with the acquisition of skills in the area of social emotional learning
- ~ additional support has been provided by school based staff (e.g. Area Counsellor)
- ~ student requires interventions beyond the schools resources
- ~ Have not responded to Tier 1 and 2 interventions that have been implemented

## Selection/Screening

All applications to the Social Emotional Learning Centre must be submitted to the District Principal for Special Education. They will be reviewed by the SELC Screening Committee.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- Behaviour Strategies Consultant supports placement
- completed PRIS form. Targeted interventions, length of time and the results of the individual or small group interventions should be specified
- Individual Education Plan (IEP)
- School Based Team minutes. There is documented evidence that the school has provided additional assessment (e.g. Functional Behaviour Assessment) and interventions (e.g. Behaviour Support Plan)

## Exit Criteria

Placement is for one term. Student returns to full time placement in their home school.

## Capacity and Staffing

Separate Primary and Intermediate intakes: maximum 8 students

Grades 1 to 7 (6 to 12 years of age)

1 Teacher, 1 SSA and 1 SSB

## Program Locations

Norquay Elementary



# Alderwood Family Development Centre

## Program Description

Alderwood Family Development Centre is a family-centered program designed to build on the strengths of children and families. The **ONE YEAR** program provides comprehensive assessment, treatment and educational services for children who are exhibiting disruptive behaviour and significant emotional difficulties. Services are non-residential. The following agencies collaborate in the development of services and care plans:

Vancouver School Board  
Children's Foundation  
Ministry of Children and Family Development  
Vancouver Coastal Health Authority-Mental Health Services

## Student Profile

Students are appropriate candidates for referral to this program when:

- ~ they are between the ages of 6-12 and reside in Vancouver
- ~ they exhibit one or more of the following: seriously aggressive or disruptive behaviour, significantly defiant behaviour, behavioural and other difficulties related to FASD (fetal alcohol spectrum disorder), significant attention problems or impulsivity related to ADHD or internalizing behaviours (e.g. anxiety, depression)
- ~ meet the criteria for (R) students requiring Moderate Behaviour Support or (H) students requiring Intensive Behaviour Support
- ~ have had a consult from the Behaviour Strategies Consultant and often STIBS support

## Selection/Screening

Alderwood program referrals must be submitted to Learning Services. Selection and placement is made by a referral review committee (representatives from funding agencies).

## Documentation Required

- completed Alderwood Referral Form available from the Behaviour Strategies Consultant
- completed "**Request for Designation &/or Special Education Program Placement**" form
- psychological assessment and/or speech and language assessment (if available)
- comprehensive medical reports (e.g. hospital, psychiatric), (if available)
- reports from pertinent community agencies/specialists (e.g. Ministry for Children and Family Development, Vancouver Coastal Health Authority-Mental Health Services) if available
- Individual Education Plan (IEP)
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions

## Exit Criteria

Recommendations for placement at the end of the school year are made in consultation with Alderwood and Learning Services staff.

## Capacity and Staffing

Grade 1 to 7 (6-12 years of age)  
16 students  
2 Teachers, 1 SSA & 1 SSB

## Program Locations

Alderwood / Children's Foundation



# Gifted Program: Multi Age Cluster Class (MACC)

## Program Description

This district class provides academic challenge and social-emotional support for highly gifted elementary students through an intellectual peer group and conceptually advanced curriculum. Students participate in an interdisciplinary program designed to challenge and develop the depth and breadth of the student's critical and creative thinking abilities utilizing a diverse range of higher level thinking models. Reflection on individual learning style, social emotional development, the nature of excellence and group dynamic are integral parts of the curriculum. Defining personal interests and individual goals and demonstrating a personal work ethic are important aspects of the classroom experience.

## Student Profile

Grade 4-7 students will be considered for the class based on skill development, cognitive abilities, intellectual interests, creativity, and emotional maturity. Minimum criteria typically include:

- ~ reading and mathematics skills two or more grades above grade level
- ~ two plus standard deviations above the mean on cognitive ability test
- ~ demonstrated ability to focus on tasks, enjoyment of complexity and marked motivation to learn quickly and to learn advanced level material. Students can expect to work with intermediate level curriculum.

## Selection/Screening

MACC program referrals must be submitted to Learning Services. Intake occurs twice a year - September and January as students are identified and space is available.

## Documentation Required

- MACC referral form
- psychological assessment (if available)
- School Based Team need assessment form

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services.

## Capacity and Staffing

Grades 4 to 7 (8 - 12 years of age)  
21 students  
1 Teacher

## Program Locations

Kerrisdale Elementary (French Immersion)  
Osler Elementary  
Tecumseh Elementary



# Low Incidence Support Program: Life Skills

## Program Description

The Elementary Life Skills Program is a small supportive class for students with Moderate to Severe Intellectual Disabilities (C) or Autism (G). Many of the students in this program have challenging behaviours. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum.

## Curriculum emphasis:

- ~ improving communication skills
- ~ developing a communication system (for non-verbal students)
- ~ encouraging basic reading, writing and math skills
- ~ teaching self-care skills and personal care
- ~ encouraging appropriate social and behavioural skills

## Student Profile

Students are appropriate for placement in this program when they:

- ~ meet the Ministry criteria for Moderate to Severe Intellectual Disabilities (C) or Autism (G)
- ~ have behaviour challenges and/or special learning needs that cannot be addressed in the regular classroom

## Selection/Screening

Life Skills program referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- Psychological Assessment
- IEP
- Speech and Language Assessment (where appropriate)
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions
- Consultation with Inclusion Consultant

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grade 3 to 7 (8 - 12 years of age)

1 Teacher

SSA (number of Support Staff depends on Student profiles)

## Program Locations

Brock Elementary



# Low Incidence Support Program: Autism

## Program Description

Autism programs provide a small structured setting for students with autism who demonstrate significant behavioural and/or communication challenges. Many of these students may also have an intellectual disability. Each student has an Individual Education Plan (IEP).

## Curriculum emphasis:

- ~ developing a communication system (for non-verbal students)
- ~ improving communication skills
- ~ teaching appropriate social behaviours
- ~ teaching self-help and personal care
- ~ working on functional academics

## Student Profile

Students are appropriate for placement in these programs when they:

- ~ meet the Ministry criteria for the designation of Autism (G)
- ~ have severe behaviour or communication challenges such that their learning needs cannot be met in the regular classroom

## Selection/Screening

Autism Resource Class program referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- Psychological Assessment
- Medical reports (Sunny Hill Health Centre, B.C. Children’s Hospital)
- Individual Education Plan (IEP)
- Speech and Language Assessment
- School Based Team minutes. Please specify targeted interventions, length of time and the results of the individual or small group interventions
- consultation with Inclusion Consultant

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades K to 7 (primary 5 - 8 years, and intermediate 9 - 13 years of age)  
1 Teacher, SSA (number of Support Staff depends on Student profiles)

## Program Locations

Cunningham Elementary  
Lord Nelson Elementary



**District Programs**  
**SECONDARY**

# Learning Support Program (LSP)

## Program Description

Learning Support programs provide a two year secondary program offering an adapted/modified core curriculum, remediation and coping strategies for Grade 8 and 9 students identified as learning disabled.

The goal of the program is to teach core academics, and assist students to develop learning strategies to cope with areas of weakness while encouraging social awareness and self-esteem. The students are integrated into electives and into academic subjects whenever possible and appropriate.

## Student Profile

Students are appropriate for placement in this program when they meet the Ministry criteria for learning disabilities (Q) and do not have any significant behavioral difficulties.

## Selection/Screening

Learning Support Program referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- Psychological assessment
- Speech and language assessment (if available)
- Individual Education Plan (IEP)
- School Based Team minutes

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades 8 and 9 (13 - 15 years of age)  
15 students  
1 Teacher

## Program Locations

Britannia	Magee
Churchill	Point Grey
David Thompson	Prince of Wales
Gladstone	Tupper
John Oliver	Vancouver Technical
Killarney	Windermere



# Learning Assistance Class (LAC)

## Learning Assistance Class (LAC)

### Program Description

Secondary Learning Assistance programs are designed for students who have mild intellectual disabilities. In general, students in these programs demonstrate delayed language, delayed perceptual-motor functioning and delayed social skills in conjunction with below average academic achievement. Every attempt is made to integrate students into regular classrooms for electives. Students are provided with instructional tasks at the appropriate level on an individualized program.

### Curriculum Emphasis:

- ~ the development of communication and decision making skills
- ~ career guidance and vocational preparation, including the opportunity of work experience placement at senior levels
- ~ consumer education
- ~ health and physical fitness
- ~ instruction in functional academic skills
- ~ community awareness
- ~ social skill development

### Student Profile

Students are appropriate for placement in this program when they meet the Ministry criteria for a Mild Intellectual Disability (K).

### Selection/Screening

Learning Assistance Class referrals must be submitted to Learning Services.

### Documentation Required

- completed "Request for Designation &/or Special Education Program placement" form
- psychological assessment
- Speech and language assessment, (if appropriate)
- Individual Education Plan (IEP)
- School Based Team minutes

### Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services.

### Capacity and Staffing

Grades 8 to 12 (13 - 19 years of age)

15 students

1 Teacher and 1 SSA

### Program Locations

Eric Hamber Secondary

John Oliver Secondary

Killarney Secondary (Connections)

Vancouver Technical Secondary (LINKS)

# Pre-Employment

## Program Description

The Pre-Employment program is available for students who have experienced difficulty in academic secondary school placements not due to intellectual disability or significant behaviour concerns.

The program is self-contained and generally two years in length. The overall goals of the program is to develop academic skills as well as to provide social and career preparation skills necessary for successful transition to employment and/or re-integration into academic or special education programs.

## Shop Program

This program has three components - core academics, shop courses and recreation. The curriculum is adapted or modified as appropriate. The shop component includes metal work, gas arc welding, power machines, small engines, woodwork and the use, care and maintenance of tools and equipment. The recreation component consists of team sports, individual sports and field trips. Work experience opportunities are also offered.

## Student Profile

Students are appropriate for placement in this program when they are not successful in regular academic courses, and express a desire to be in a program with a strong career preparation emphasis and in-school vocational training. Work experience is a component of the program.

## Selection/Screening

Pre-Employment Program referrals must be submitted to Learning Services.

## Documentation Required

- completed "Request for Designation &/or Special Education Program Placement" form
- psychological assessment, (if available)
- Individual Education Plan (IEP)
- recent report cards
- School Based Team minutes

## Exit Criteria

Students attend the program for one or more years depending on achievement and motivation. A student's progress is reviewed annually in consultation with the Learning Services liaison.

## Capacity and Staffing

Grades 10 to 12 (15 - 19 years of age)

15 students

1 Teacher

## Program Locations

Windermere Secondary





# Pre-Employment - Kits Mini

## Program Description

The Kitsilano Mini (Pre-Employment) Program offers a three year course designed for students who are having difficulties in the regular academic program. Students participate in adapted or modified academic courses, regular credit electives, work-experience and career exploration.

## Program Objectives

- ~ furthering basic academic skills while developing career skills
- ~ individual and small group instruction in academic and elective courses
- ~ developing good work habits, punctuality and attendance
- ~ complete at least three work experience practicums of varying lengths at
- ~ Grades 11 and 12

## Student Profile

Students are considered appropriate for placement in this program when they:

- ~ require adapted or modified course work and are motivated to complete a Grade 12 school completion and/or a Dogwood certificate
- ~ possess average intellectual ability
- ~ show a significant discrepancy between their estimated learning potential and actual performance
- ~ have learning difficulties not primarily resultant from factors such as: sensory or physical impairments, intellectual disabilities or behavioural difficulties
- ~ exhibit difficulties in some of the following areas: attention, perception, memory reasoning, communication, academics and social competence
- ~ understand and commit to the career development nature of the program which includes work experience at the Grade 11 and 12 levels

## Selection/Screening

Kits Mini Program referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- Psychological assessment and speech / language assessment if available
- current assessment of achievement levels
- Individual Education Plan (IEP)
- recent report cards
- School Based Team minutes

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades 10 to 12 (15 - 19 years of age)

45 students (15 students at each grade level)

3 Teachers

## Program Locations

Kitsilano Secondary

# STTEP

## Program Description

STTEP is a district career preparation program for students who are having difficulties in the regular academic program. Students have the opportunity to work towards their School Leaving Certificate. Basics are taught in the core academic subjects: English, Math, Social Studies, Career Education and Physical Education.

## Curriculum Emphasis:

Each year the students have two mandatory, three-week work experiences as part of their career preparation. This gives the students the opportunity to experience firsthand a variety of work opportunities.

## Student Profile

Students are appropriate for placement in this program when they:

- ~ require modified course work and are motivated to complete a Grade 12 school completion certificate program;
- ~ are not succeeding in the regular program course work, but are motivated to remain in school;
- ~ have Reading and Mathematics skills that are below grade level;
- ~ understand and commit (with parental agreement) to the career development nature of the program, including work experience which is mandatory at the Grade 11 and 12 levels.

## Selection/Screening

STTEP Program referrals must be submitted to Learning Services.

## Documentation Required

- completed "Request for Designation &/or Special Education Program Placement" form
- psychological assessment, (if available)
- assessment of achievement levels
- most recent report card
- School Based Team Minutes
- Individual Education Plan (IEP), (if appropriate)

## Exit Criteria

Graduates of STTEP should be ready to proceed directly to employment, obtain further training at a vocational school providing they meet entrance requirements or enroll in high school updating programs to complete their Dogwood or GED.

## Capacity and Staffing

Grades 10 to 12 (at least 15 years of age to 19)  
45 students (15 Students at each grade level)  
3 Teachers and 1 SSB

## Program Locations

Gladstone Secondary





# Learning Support Program: Gifted GOLD

## Program Description

This is an academic program designed to meet the needs of Grade 8 and 9 gifted students who are twice exceptional in that they are gifted and meet the criteria for Learning Disabilities and/or Anxiety Disorder and/or Autism. The goal of the program is to improve the student's self-concept by helping them understand their own strengths and difficulties, while they learn effective strategies and skills to be successful at school. GOLD students must be committed to learning and want to be in the GOLD program.

Grade Eight GOLD students receive two blocks of support in their eight block timetable. One block is English 8, and the other is for GOLD program objectives. Other GOLD students will be scheduled for one block of support while they remain in the program. The GOLD block provides an opportunity for the students to identify their individual strengths and difficulties and to learn strategies and skills which will enable them to be successful at school. If a student finds that they need additional support, it is possible to schedule a Skills Development Centre block, or a second GOLD block.

## Curriculum Emphasis:

- ~ provide help with subject work, basic skills and adaptations
- ~ encourage students to learn and practice effective communication skills
- ~ develop self-advocacy skills
- ~ develop critical thinking skills
- ~ provide an enriched learning environment
- ~ co-ordinate Individual Educational Plan (IEP) with student input

## Student Profile

Meets the definition of a Gifted / Learning Disabled Student (Q, P) and/or Anxiety Disorder (R/H) and/or high functioning Autism Spectrum Disorder (G). For students to be successful in the GOLD program, they must demonstrate some of the following characteristics:

- ~ average to above average reading comprehension skills
- ~ ability to focus their attention on academic tasks
- ~ interest in at least one academic subject in which they have shown potential and success
- ~ interest in achieving at least average marks
- ~ ability to acknowledge and take responsibility for their learning difficulties

## Selection/Screening

GOLD referrals must be submitted to Learning Services. Deadline for application is January.

## Documentation Required

- completed "Request for Designation &/or Special Education Program Placement" form
- Psycho-educational assessment
- copy of recent report card
- School Based Team minutes
- Ministry of Education checklist P and Q; G, R or H
- dated grade equivalent reading level
- GOLD information

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

1 Teacher

## Program Locations

David Thompson Secondary  
Prince of Wales Secondary

# Secondary Strategies

## Program Description

Secondary Strategies is a program designed for students who have a significant neurologically-based learning disability which affects the consistency of their academic work. The program offers a supportive environment for students whose needs cannot be met in a regular program with necessary adaptations.

## Curriculum Emphasis:

- ~ individualized or small group instruction with a focus on skill development
- ~ providing students with a wide range of experiences designed to increase self-esteem and feelings of success, as well as a social skills program to develop interpersonal skills and independence;
- ~ community-based instruction.

## Student Profile

Students are considered appropriate for this program when they:

- ~ have average potential and exhibit a scattered cognitive profile;
- ~ have a neurological impairment which affects their consistent performance in cognitive functioning, perceptual motor development, language application, social maturity and ability to work independently;
- ~ have learning outcomes that are substantially different from expectations in the regular curriculum;
- ~ need extensive program modifications.

## Selection/Screening

Strategies referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- psychological assessment
- neurological and/or pediatric assessment
- speech and language assessment (if available)
- Individual Education Plan (IEP)
- reports from pertinent community agencies/specialists, (if available)
- hearing screening
- School Based Team minutes

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades 8 to 12 (13 - 19 years of age)

15 students

1 Teacher and 2 SSAs

## Program Location

University Hill Secondary



# Behaviour Support Program: Social Development

## Program Description

The Social Development Class offers a small protected setting for students with severe emotional difficulties. These students may display some “externalizing” behaviours, however, the primary disturbances are of an “internalizing” nature that are reflective of a “thought disorder” rather than a “conduct disorder”. Prior to placements students may have been given a clinical psychiatric diagnosis.

## Student Profile

Students are appropriate for placement in this program when they:

- ~ meet the Ministry criteria for moderate behaviour - “R” or intensive behaviour support- “H”
- ~ have emotional or behavioral problems not resultant from intellectual impairment

## Selection/Screening

Social Development referrals must be submitted to Learning Services.

## Documents Required

- Referral to Screening form
- psychological assessment and speech and language assessment (if available)
- comprehensive medical reports (e.g. hospital, psychiatric), (if available)
- reports from pertinent community agencies/specialists (e.g. Ministry for Children and Family Development, Vancouver Coastal Health Authority Mental Health Services)
- Individual Education Plan (IEP)
- School Based Team minutes

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to the Screening Committee Placement in a regular classroom is recommended when students have developed compensatory skills to a level which will allow them to function successfully

## Capacity and Staffing

Grade 8 and 9 (ages 13-15)

14 students

1 Teacher, 1 SSA and 1 SSB

## Program Locations

Britannia Secondary

David Thompson Secondary

Gladstone Secondary



# Low Incidence Program: Autism Resource Centre (ARC)

## Program Description

The Autism Resource Centre (ARC) is a Secondary program to support students diagnosed with high functioning autism. The focus of the program is to support students during the school day through social skills training and executive functioning or organizational skills.

Students have an 8 block timetable with 1-2 blocks together as a group participating in the social skills training program. Each students' course load will be determined through an IEP process.

Although the ARC program will support student in an integrated setting, the primary focus is to build success through the development of these skills, and in turn, provide a smooth transition to high school. Moreover, the aim is to provide a manageable plan for academic independence.

## Student Profile

Students appropriate for placement in this program when they:

- ~ have a diagnosis of high functioning Autism
- ~ are able to attend classes with minimal support
- ~ are able to work independently during parts of the day in a classroom setting
- ~ have independent life skills
- ~ meet academic expectations, at least minimally, with adaptations and support
- ~ require social skills development
- ~ may exhibit behaviour related to their high level of anxiety

## Selection/Screening

Autism Resource Centre referrals must be submitted to Learning Services.

## Documentation Required

- completed "Request for Designation &/or Special Education Program Placement" form
- documentation supporting autism diagnosis
- Individual Education Plan (IEP)
- School Based Team minutes

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Up to 15 students

1 Teacher and SSA

(number of Support Staff depends on Student profiles)

## Program Locations

Churchill Secondary

David Thompson Secondary

# Low Incidence Program: Learning Assistance / Life Skills (LA/LS)

## Program Description

The Secondary Learning Assistance/Life Skills Programs are designed for students with Mild to Moderate Intellectual Disabilities, Autism and delayed adaptive behaviour skills. Each student has an Individual Education Plan (IEP). All aspects of the curriculum are modified and upon graduation, the students are awarded a school leaving certificate.

## Curriculum Emphasis:

- ~ promoting personal independence and decision making skills
- ~ developing skills for social relationships
- ~ improving functional academic skills
- ~ teaching life skills; family life education
- ~ providing career awareness and work experience
- ~ promoting social involvement in school activities
- ~ providing transition to post-secondary options

## Student Profile

Students are appropriate for placement in this program when they:

- ~ meet Ministry criteria for Mild/Moderate Intellectual Disabilities or Autism
- ~ may be capable of independent busing

## Selection/Screening

Learning Assistance/Life Skills referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- Psychological Assessment
- Individual Education Plan (IEP)
- Speech Language Assessment (if appropriate)
- School-Based Team minutes

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades 8 to 12 (13 - 19 years of age)

15 students

1 Teacher and 2 SSAs

## Program Locations

Eric Hamber Secondary  
Gladstone Secondary  
John Oliver Secondary  
Killarney Secondary  
Lord Byng Secondary  
Magee Secondary  
Point Grey Secondary  
Vancouver Technical





# Low Incidence Program: Life Skills

## Program Description

The Secondary Life Skills Programs are small supportive classes for students with Moderate to Severe Intellectual Disabilities and/or Autism. Many of the students in these programs display challenging behaviours and unique learning needs. Upon graduation, students are awarded a school leaving certificate.

## Curriculum Emphasis:

- ~ improving communication skills
- ~ improving functional academic skills
- ~ teaching appropriate behavioural and social skills
- ~ teaching life skills and basic family life education
- ~ utilizing community recreation facilities to promote physical fitness
- ~ providing work experience (15 yrs.) where appropriate
- ~ providing transition to post-secondary options

## Student Profile

Students are appropriate referrals to the program when they:

- ~ meet the Ministry criteria for Moderate to Severe Intellectual Disabilities (C) or Autism (G) and/or chronic Health Impairment (D)
- ~ have behaviour problems and/or special learning needs that cannot be met in the regular classroom

## Selection/Screening

Life Skills referrals must be submitted to Learning Services.

## Documentation Required

- completed “Request for Designation &/or Special Education Program Placement” form
- Psychological Assessment
- Individual Education Plan (IEP)
- Speech Language Assessment (if available)
- School Based Team minutes

## Exit Criteria

Students are reviewed on a regular basis and if a change in placement is recommended a referral is submitted to Learning Services. Placement in a regular classroom is recommended when students have developed skills to a level which will allow them to function successfully.

## Capacity and Staffing

Grades 8 to 12 (13 - 19 years of age)

Up to 15 students

1 Teacher and SSA (number of Support Staff depends on Student profiles)

## Program Locations

Lord Byng Secondary  
Eric Hamber Secondary  
Gladstone Secondary  
John Oliver Secondary  
Point Grey Secondary  
Templeton Secondary  
Tupper Secondary  
Vancouver Technical  
Windermere Secondary





